

Board of Education Meeting

Wednesday, September 11, 2024 7:00 PM

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

1. **CALL TO ORDER/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE**

2. **STAFF AND STUDENT RECOGNITION**

3. **APPROVAL OF MINUTES**

3.1. August 14, 2024 - Special Meeting Minutes

3.2. August 14, 2024 - Regular Meeting Minutes

3.3. August 21, 2024 - Special Meeting Minutes

4. **COMMITTEE REPORTS**

5. **STUDENT REPRESENTATIVE REPORTS**

6. **CHAIR REPORT**

7. **SUPERINTENDENT REPORT**

8. **CONSENT AGENDA**

8.1. PERSONNEL

8.1.a. Administrative Resignations

8.1.b. Administrative Hire

8.1.c. Teacher Resignations

8.1.d. New Teacher Hires

8.1.e. A-1 Teacher Resignations - Effective June 18, 2024

8.1.f. A-1 Teacher Hires - Effective August 26, 2024

8.1.g. A-2 Teacher Resignations - Effective June 18, 2024

8.1.h. A-3 Teacher Resignations - Effective June 18, 2024

8.1.i. A-3 Hires - Effective August 26, 2024

8.1.j. Sixth Year Salary Credit - Effective September 1, 2024

8.2. GRANTS

8.2.a. Alliance District Application 2024

8.2.b. McKinney-Vento Homeless Assistance Grant

9. **PUBLIC COMMENT**

10. **DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS**

- 10.1. Bristol Leader and Educator Evaluation and Support Plan - First Presentation
- 10.2. New Teacher Hiring Overview for 2024-2025
- 10.3. Pupil Personnel Service Report

11. **CURRICULUM REVISION**

- 11.1. French ECE Curriculum (Second Reading) **Presenter:** Leszek Ward
- 11.2. Holocaust and Human Behavior Curriculum (Second Reading) **Presenter:** Leszek Ward
- 11.3. Human Rights ECE Curriculum (Second Reading) **Presenter:** Leszek Ward
- 11.4. Media Freedom and Power Curriculum (Second Reading) **Presenter:** Leszek Ward

12. **TEXTBOOK ADOPTION**

- 12.1. Media Freedom and Power Textbook (First Reading)

13. **POLICY REVISION**

- 13.1. Policy 5131.91 - CT School Climate Policy Revision
- 13.2. Bylaw 9326 - Minutes Revision

14. **NEW BUSINESS**

15. **BUILDING REPORTS**

16. **INFORMATION/LIAISON REPORTS**

17. **ADJOURNMENT**

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, August 14, 2024 – 5:15 p.m.
Special Meeting Minutes

A Special Bristol Board of Education meeting was held on Wednesday, August 14, 2024, at 5:15 p.m. in the Auditorium of the Bristol Board of Education, located at 129 Church Street, Bristol, Connecticut, and via the Zoom meeting platform.

PRESENT: Commissioners: Russell Anderson, Jill Fitzsimons-Bula, Lorianne Osenkowski, Shelby Pons, Maria Simmons and Jennifer Van Gorder

EXCUSED: Commissioner: Kristen Giantonio

ABSENT: Eric Carlson and Dante Tagariello

ALSO PRESENT: Dr. Kim Culkin, Dr. Michael Dietter, Amy Martino, Iris White, and candidates Erica Coleman and Laura Lanza

1. CALL TO ORDER

The Special Meeting – Meet and Greet was called to order at 5:16 p.m.

2. INTRODUCTION OF CANDIDATES

Superintendent White introduced two candidates, the first candidate was Erica Coleman recommended for the Greene-Hills Assistant Principal position. Mrs. Coleman shared experiences and Board members asked questions and shared comments.

The second candidate was Laura Lanza recommended for the Supervisor of Secondary STEM position. Mrs. Lanza shared experiences and Board members asked questions and shared comments.

3. ADJOURNMENT

There being no other business, the meeting should be adjourned. (5:39 p.m.)

Respectfully Submitted,

Jill Fitzsimons-Bula

Jill Fitzsimons-Bula, Board 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 click the following link: [August 14, 2024, 2024 Regular Meeting Recording](#).

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, August 14, 2024 – 7:00 p.m.
Regular Meeting Minutes

The Bristol Board of Education regular meeting was held on Wednesday, August 14, 2024, at 7:00 p.m. in the Bristol Board of Education Auditorium located at 129 Church Street and via the Zoom Meeting Platform.

ATTENDANCE:

Russell Anderson:	Present
Eric Carlson:	Present
Jill Fitzsimons-Bula:	Present
Kristen Giantonio:	Present - Virtual
Lorianne Osenkowski:	Present
Shelby Pons:	Present
Maria Simmons:	Present
Dante Tagariello:	Present
Jennifer Van Gorder:	Present

ALSO PRESENT: Iris White, Acting Superintendent, and Dr. Michael Dietter, Deputy Superintendent

1. CALL TO ORDER and THE PLEDGE OF ALLEGIANCE

Chair Pons called the August 14, 2024, Regular Board of Education meeting to order at 7:00 p.m. and asked the audience to stand for The Pledge of Allegiance.

2. APPROVAL OF MINUTES

1. July 10, 2024 – Regular Meeting Minutes

The Board of Education voted to approve the **July 10, 2024 – Regular Meeting Minutes** Regular Meeting Minutes as written.

This motion, made by Eric Carlson and seconded by Russell Anderson, Carried unanimously. Commissioners Dante Tagariello and Jennifer Van Gorder abstained.

2. July 24, 2024 - Special Meeting Minutes

The Board of Education voted to approve the July 24, 2024, Special Meeting Minutes as written.

This motion, made by Eric Carlson and seconded by Maria Simmons, Carried unanimously.

3. Discussion and Possible Action On A Proposed Addendum To The June 5, 2024, Board Meeting Minutes.

The Board of Education discussed adding an addendum to the June 5, 2024 meeting minutes.

The Board of Education voted to add the addendum to the June 5, 2024 Board Meeting Minutes.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried 5-4 with Commissioners Carlson, Fitzsimons-Bula, Simmons, Tagariello, and Pons in Favor of the motion and Commissioners Anderson, Giantonio, Osenkowski, and Van Gorder, Opposed.

3. COMMITTEE REPORTS

Finance and Operations Committee

Commissioner Carlson reported that the Finance and Operations Committee met this evening at 6:00 p.m. Our budget is at 103%, so we're overdrawn. We have received a fresh fruits and vegetables Grant for several of our schools totaling \$260,000. We are currently leasing a car for the Schools Security Officer. The State has passed an indoor air quality requirement for schools so we have to go through our heating and ventilation systems, keeping things up to date. To follow the quality requirements from the State, the district needs to hire a lawyer to fill out the paperwork. The committee moved it on to the Corporation Council to seek the least expensive legal advice. We are looking to use up the last of the ESSER/ARP funds for Chippens Hill Middle School to put window film on to prevent the solar heating that has been problem at the school.

Labor Relations

Commissioner Simmons reported that Labor Relations met this past month with 2267-3551 and we continue to be in active negotiations.

4. CHAIR REPORT

Chairs Pons had no report this evening.

5. SUPERINTENDENT REPORT

Ms. White presented the monthly Superintendent's Report. The following topics were presented:

1. Summer School and ESY
2. Preparation for the 24-25 School Year
3. Back to School Bash
4. 24-25 Convocation
5. Superintendent Goals

Commissioner Giantonio called attention to the Zoom presentation Online attendee are not able to see what is being shared.

6. CONSENT AGENDA

Chair Pons called for a motion to approve the Consent Agenda which includes Items 6.1.a through 6.2.b.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

6.1. PERSONNEL

6.1.a. Administrative Hire – Effective July 1, 2024

Coleman, Erika - GH - Assistant Principal

The Board of Education voted to approve the Administrative Hire as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

6.1.b. Teacher Resignations

Archambault, Erica - BCHS - Chemistry Teacher - Effective July 3, 2024

Doyle, Micaela - CHMS - Special Education Teacher - Effective July 24, 2024

Elezovski, Ermina - WB - Grade 3 Teacher - Effective July 25, 2024

Gerardin, Nicole - WB - Grade 8 Language Arts - Effective July 11, 2024

Gleason-Schulitz, Amy - SS - Grade 4 Teacher effective August 23, 2024

Maloney, Riley - GH - Grade 7 Social Studies Teacher - Effective July 26, 2024

Maruca, Kayla - BEHS - Special Education Teacher - Effective July 25, 2024

Riley, Megan - GH - Special Education Teacher effective August 23, 2024

Silas, Jessica - GH - Special Education Teacher - Effective June 18, 2024

Thompson, Jill - GH - Literacy Coach - Effective July 17, 2024

6.1.b. Teacher Resignations

The Board of Education voted to approve the Teacher Resignations as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

6.1.c. New Teacher Hires - Effective August 26, 2024

- Beucar, Andrew - GH - PE/Health Teacher
- Bosman, Abigail - SSS - Grade 1 Teacher
- Brown-Spencer, Cara - BEHS - Special Education Teacher
- Castillo, Mariah Klair - BCHS - Special Education Teacher
- D'Agostino, Silvio - CHMS - ELA Teacher
- Fanelli, Julianna - WB - Grade 2 Teacher
- Gaudet, Kayla - SSS - Grade 3 Teacher
- Green, Melissa - SSS - Grade 4 Teacher
- Johnson, Nicole - DW - Speech and Language Pathologist
- Lanese, Patricia - NEMS - Special Education Teacher
- Laprise, Kailey - WB - PE/Health Teacher
- Larocque, Davianna - CHMS - Grade 8 ELA Teacher
- Luntta, Jessica - GH - Kindergarten Teacher
- Mason, Derek - CHMS - Special Education Teacher
- Miller, Erin - WB - School Psychologist
- Newton, Kelly - GH - Grade 5 Teacher
- Pahl, Julia - EPH - Grade 3 Teacher
- Pratt, Colin - CHMS - Grade 8 Social Studies Teacher
- Rovella, Brianna - WB - Grade 3 Teacher

The Board of Education voted to approve the New Teacher Hires as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

6.1.d. A-1 Resignations

- Demarco, Joseph - BAIMS - Grade 6 Team Leader
- Gerardin, Nicole - WB - Grade 8 Team Leader

The Board of Education voted to approve the A-1 Resignations as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

6.1.e. A-1 Hire

- O'Rourke, Neil - BAIMS - Grade 6 Team Leader

The Board of Education voted to approve the A-1 Hire as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

6.1.f. A-2 Resignation

- McConnell, Robert - CHMS - Co-Robotics Advisor

The Board of Education voted to approve the A-2 Resignation as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

6.1.g. A-2 Hire

Abuhamed, Hoda - CHMS - Co-Robotics Advisor

The Board of Education voted to approve the A-2 Hire as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

6.1.h. A-3 Resignations

Baranski, Zara - CHMS - Science Coordinator

Maloney, Riley - GH - Co-Avid Coordinator

Riley, Megan - DW - Instructional Resource Coordinator

The Board of Education voted to approve the A-3 Resignations Hire as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

6.1.i. A-3 Hire

Guastella, Michelle - CHMS - Science Coordinator

The Board of Education voted to approve the A-3 Hire as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

6.1.j. Teacher Request for Unpaid Leave of Absence

Lord, Chandler - WB - Special Education Teacher effective on October 1 through November 3, 2024 and return on November 4, 2024

6.2. GRANTS

6.2.a. The Barnes Foundation Grant for CT Storytelling

The Board of Education voted to approve The Barnes Foundation Grant for CT Storytelling as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

6.2.b. Fresh Fruits and Vegetables Grant

The Board of Education voted to approve the Fresh Fruits and Vegetables Grant as presented.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

7. PUBLIC COMMENT

1. Nykia Troth – 310 Jerome Avenue – Addressed the Board regarding the Hartford Courant Article.
2. Rachel DeConti – 111 Old Turnpike Road - Addressed the Board regarding the Hartford Courant Article

8. DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

8.1. New Teacher Hiring Overview

Dr. Culkin presented the New Teacher Hiring Overview. Highlights from the included: Bristol Public Schools had hired 23 certified teachers to fill vacancies across the district in the areas of Special Education, PE and Wellness, Elementary, Middle School and High School content areas, Speech-language, World Language and School Psychology. Seven (7) of our new certified teachers are residents of Bristol. Seven (7) have a Bachelor's Degree, 15 have a Master's Degree, one (1) has a 6th Year Level Certification and thirteen (13) of our new BPS teachers join us with their initial teaching certification. As of August 9th, we had 21 teacher vacancies across the district and have interviewed over 60 candidates.

8.2. Pupil Personnel Services Report

Amy Martino presented the monthly Pupil Services Report. As of July 1, 2024, 1,840 of the 8,049 enrolled Bristol students are identified as requiring Special Education programming. This enrollment reflects 22.86% of the total BPS student population. As of July 1st, 120 students with disabilities required out-of-district placements at private special education school programs. There are 83 students requiring special education programming services at other public out-of-district schools, including magnet schools. During the month of June, 2024, 3% of newly registered students were identified as students with special education programming needs at the time of registration. There were no students enrolled in the month of June who received their programming and services at an out-of-district special education school program. During the month of June, there were (18) 211 and seven (7) 911 calls.

As requested, Mrs. Martino presented an in-depth Pupil Personnel Services Report, the A the Office of Pupil Personnel Services year in review. Some highlights from the report included: Thanking her team, a review of Standard Operating Procedures, updates to Transportation requests, daycare request forms, budget and payment processes, a monthly newsletter for staff, IEP paperwork training, Transition meetings held between Pre-K-K, 5 to 6, 8-9, Discuss aligning programs, program books and training staff across the district. BPS staff was awarded four grants from the Main Street Foundation to support creative projects that enhance service and opportunities for our students and the student booth at the Bristol Bizarre

9. NEW BUSINESS

Dante Tagariello made a motion to have a commentary discussion around some of the concerns that have been expressed to the Board regarding Ivy Drive.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried 8-1 with Commissioners Anderson, Carlson, Fitzsimons-Bula, Osenkowski, Pons, Simmons, Tagariello, and Van Gorder in Favor of the motion and Commissioner Giantonio Opposed.

Commissioners Tagariello, Fitzsimons-Bula, Van Gorder, Anderson, Pons and Simmons provided commentary discussion.

10. BUILDING REPORTS

Peter Fusco presented the following Building Reports:

Chippens Underground Storage Tank

We are working on the final punch list item.

BAIMS

The design team is preparing three different options for consideration by the building committee. We met on-site with the construction team and they are preparing cost estimates for each option.

NEMS Building Committee Report

The Phase Two Pre-Bid Conformance Review (PCR) was held with the state on July 18th. It is still under review and we are awaiting approval from the state before we can go out to bid for Phase Two. D'Amato Downes is officially onsite and they have started removing trees and preparing the site for the installation of the construction fence.

ESSER/ARP Building Committee Update

All of the projects are moving along. We have been conducting several site visits a week in addition to our weekly job meetings with all of the contractors.

11. INFORMATION/LIAISON REPORTS

Commissioner Simmons provided a liaison report for South Side School and Bristol Eastern High School.

12. ADJOURNMENT

Chair Pons adjourned the meeting at 8:13 p.m.

Respectfully Submitted,



Recording Secretary
Bristol Board of Education

DRAFT

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, August 21, 2024 – 6:00 p.m.
Special Meeting Minutes

A Special Bristol Board of Education meeting was held on Wednesday, August 21, 2024, at 6:00 p.m. in Room 36 of the Bristol Board of Education, located at 129 Church Street, Bristol, Connecticut, and via the Zoom meeting platform.

PRESENT: Commissioners: Eric Carlson, Kristen Giantonio, Lorianne Osenkowski, Shelby Pons (virtual), Maria Simmons (Virtual) and Jennifer Van Gorder (Virtual)

EXCUSED: Commissioner: Russell Anderson, Jill Fitzsimons-Bula, and Dante Tagariello

ALSO PRESENT: Lynn Boisvert, Dr. Kim Culkin, Dr. Michael Dietter, Carly Fortin, Amy Martino, Iris White and Candidate Laura Lanza

1. Call To Order/Pledge Of Allegiance

Vice Chair Simmons called the Special Meeting to order at 6:04 p.m. and asked the audience to stand for The Pledge of Allegiance.

2. Discussion and Possible Action Concerning the Appointment of the Supervisor for Secondary STEM

The Board held a special meeting on August 14, 2024, to conduct a meet and greet of candidates. Mrs. Laura Lanza was introduced at that time as the candidate for the Supervisor for Secondary STEM.

Kristen Giantonio made a motion, seconded by Eric Carlson to appoint Laura Lanza as the Supervisor for Secondary STEM. Discussion followed, with Mrs. Lanza sharing her experience and board members' comments.

Following discussion,
The Board of Education unanimously voted to appoint Laura Lanza as the Supervisor for Secondary STEM.

3. Adjournment

There being no other business, the meeting should be adjourned. (6:10 p.m.)

Respectfully Submitted,



Recording Secretary
Bristol Board of Education

The minutes presented within this document are a summary of the discussion that took place at the Policy Committee Meeting. To view the meeting in its entirety please go to: [8/28/24 Policy Meeting Recording](#).



Policy Committee Meeting Minutes August 28, 2024

A Bristol Board of Education Regular Policy Committee meeting was held on August 28, 2024, in the BoE Auditorium and via the Zoom meeting platform.

PRESENT: Committee members: Jill Fitzsimons-Bula, Maria Simmons, and Lorianne Osenkowski.

ALSO PRESENT Commissioners: Russell Anderson, Kristen Giantonio, Jennifer Van Gorder, and Iris White, Dr. Dietter, Dr. Culkin, and Carly Fortin (ZOOM).

1. Call to Order:

The meeting was called to order at 6:00 P.M.

2. Approval of Minutes:

On a motion by Commissioner Simmons and seconded by Commissioner Osenkowski the May 22, 2024 minutes were approved.

3. Public Comment:

There was no public comment this evening.

4. Discussion - CT Climate Policy 5131.91:

Dr. Dietter updated the committee that there were no changes or updates to report on Policy 5131.91. The recommendation is that this policy should be adopted as it is a State of CT policy. The only change for BPS would be title changes to existing staff, not the positions. On a motion by Commissioner Fitz-Simons Bula and seconded by Commissioner Osenkowski Policy 5131.9 will be sent to the full board for review and approval.

5. Discussion - Policy Audit:

Dr. Dietter updated the committee that it would cost \$3,000.00 for CABA to complete a policy audit. CABA would be able to begin mid-October and the process would take approximately three months. Based on the cost and that

The minutes presented within this document are a summary of the discussion that took place at the Policy Committee Meeting. To view the meeting in its entirety please go to: [8/28/24 Policy Meeting Recording](#).

this item was not accounted for in our current budget, it was decided that this would have to be done internally and have staff examine the policies that need to be updated.

6. By Law 9326 - Minutes Taping Broadcasting:

A discussion concerning public comments, specifically ones that are emailed in, should be printed out and added to the minutes. It was suggested to consult with the legal counsel to ensure there aren't any FERPA violations. Iris White is going to confirm if the emailed public comments are being read aloud in the Board Meetings. On a motion by Commissioner Simmons and seconded by Commissioner Fitz-Simons Bula Model Policy 9326 will be sent to the Full Board for review and approval.

7. Policy 2141 - Recruitment and Appointment of Superintendent:

A discussion occurred about what is common practice for a Superintendent succession and allowing 72 hours for Commissioners to have ample time to review proposed contracts. Commissioners need more time to review Policy 2141. This item was tabled and will be added to the September meeting to continue the discussion.

8. Adjournment:

The Policy Committee meeting was adjourned at 6:57 p.m. by Commissioner Fitzsimons-Bula.

Submitted by:

Michelle L. Crowley

Recording Secretary

Bristol Board of Education

The minutes presented within this document are a summary of the discussion that took place at the SFCP Committee Meeting. To view the meeting in its entirety please go to: [8/28/24-SFCP Meeting Recording](#).



**School, Family, and Community Partnerships Committee Meeting Minutes
Wednesday, August 28, 2024**

A meeting of the Bristol Board of Education School, Family, and Community Partnership Committee was held on August 28, 2024, at 7:00 p.m. in the Board of Education Auditorium and via the Zoom Meeting Platform.

PRESENT: Committee members: Maria Simmons, Jill Fitzsimons-Bula, Jennifer Van Gorder

ALSO PRESENT Commissioners present: Russell Anderson, Kristen Giantonio and Iris White, Dr. Dietter, Dr. Culkin

1. Call to Order:

The meeting was called to order at 7:00 P.M.

2. Approval of Minutes:

On a motion by Commissioner Fitzsimons-Bula and seconded by Commissioner Simmons, the minutes from May 22, 2024, were approved.

3. Public Comment:

There was no public comment this evening.

4. Activating Well-Being:

Commissioner Simmons kicked off Activating Well-Being by sharing a favorite summer memory.

5. School Family Community Partnerships Committee 24-25 School Year Goal:

During the 2024-2025 school year, the School, Family, Community Partnerships Committee will actively engage members of the Bristol and education community to help inform the Committee's work in developing, outlining, reviewing, and implementing all policies related to the Board of Education's communication with its various constituents.

The minutes presented within this document are a summary of the discussion that took place at the SFCP Committee Meeting. To view the meeting in its entirety please go to: [8/28/24-SFCP Meeting Recording](#).

6. School Family Community Partnerships Committee Expansion: Community Member and Student Participation:

Many partner ideas were shared - FRC, Student Reps., Watch Dogs, PTA's, Public Library, Park & Rec, BBGC, Bristol Youth Services. The Office of Climate and Culture (Erika Treannie & Kristy Trelli) would also love to partner with this committee. Many questions arose - who, how many and what are other districts doing? This item was tabled and will be moved to the September agenda.

7. School Family Community Partnerships Committee Strategic Plan:

This item was tabled and will be moved to the September agenda.

8. Dyslexia Awareness Campaign:

This is a State Department of Education campaign that will run in the month of October. Commissioner Simmons will share more information on this campaign with the Superintendent's office once it's available.

9. Adjournment:

The School, Family, Community Partnerships Meeting was adjourned at 8:00 p.m. by Commissioner Simmons.

Submitted by:

Michelle L. Crowley

Recording Secretary

Bristol Board of Education



Student Achievement & Outcomes Committee
August 21, 2024
MINUTES

The minutes presented within this document are a summary of the discussion that took place at the Student Achievement Committee meeting. To view the meeting in its entirety and hear full reports please go to: [August 21, 2024 SAC Meeting Recording](#)

PRESENT Committee members: Jill Fitzsimons-Bula, Kristen Giantonio, Maria Simmons (Zoom)

ALSO PRESENT: Kim Culkin, Jammy Davies (zoom), Michael Dietter, Carly Fortin, Commissioner Lorianne Osenkowski, Scott Redman (zoom), Commissioner Jennifer Van Gorder, Leszek Ward

Call to Order

Commissioner Fitzsimons-Bula called the meeting to order at 6:30 p.m.

Decision: Approval of Minutes from May 15, 2024 meeting:

On a motion made by Commissioner Simmons and seconded by Commissioner Fitzsimons-Bula, Commissioner Fitzsimons-Bula called for a Roll Call Vote:

Commissioner Fitzsimons-Bula: yes
Commissioner Giantonio: abstain
Commissioner Simmons: yes

With 2 in favor and 1 abstain, the committee

VOTED: to approve the May 15, 2024 meeting minutes.

Decision: Approval of Minutes from June 26, 2024 meeting:

On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, Commissioner Fitzsimons-Bula called for a Roll Call Vote:

Commissioner Fitzsimons-Bula: abstain
Commissioner Giantonio: yes
Commissioner Simmons: yes

With 2 in favor and 1 abstain, the committee

VOTED: to approve the June 26, 2024 meeting minutes.

Information: Dual Enrollment Grant

Mrs. Carly Fortin, Chief Academic Officer, introduced a discussion on increasing dual enrollment opportunities for high school students that can lead to college credit. Bristol received a two-year grant from the State of Connecticut to expand these opportunities. The

goal is to broaden dual enrollment beyond career and technical areas to include humanities and fine arts.

Questions and comments followed.

Decision: Media: Power and Freedom Curriculum

Mr. Leszek Ward, Secondary Humanities Supervisor, presented the curriculum for Media: Freedom and Power. This will be an elective course and worth 3 Southern CT State University credits. This course will include 4 units: 1. Beginnings, 2. Government and the First Amendment, 3. Society and the Free Press, and 4. Internet and the Future.

Questions and discussion followed.

On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, Followed by a Roll Call Vote, it was unanimously;

VOTED: to move the Media: Power and Freedom curriculum to the full Board of Education for approval.

Decision: Introduction to Human Rights

Mr. Ward presented the Introduction to Human Rights which is an elective course worth 3 University of Connecticut credits. This course will include 4 units: 1. History and Frameworks, 2. Examples in Practice, 3. Global Issues, and 4. Critiques and Advocacy.

On a motion made by Commissioner Fitzsimons-Bula and seconded by Commissioner Giantonio, Followed by a Roll Call Vote, it was unanimously;

VOTED: to move the Introduction to Human Rights curriculum to the full Board of Education for approval.

Decision: Holocaust and Human Behavior

Mr. Ward presented the Holocaust and Human Behavior which is an elective course. The course explores the relationship between individuals and society, focusing on historical case studies like the Holocaust. It follows a structured arc: starting with the dynamics of societal divisions, diving into case studies, and ending with discussions on justice, memory, and legacy. This course includes 5 units: 1. Identity and Belonging, 2. Fragility of Democracy, 3. Voices of Victims and Survivors, 4. Range of Human Behavior, and 5. Justice, Judgement and Legacy.

Discussion followed.

On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, Followed by a Roll Call Vote, it was unanimously;

VOTED: to move the Holocaust and Human Behavior curriculum to the full Board of Education for approval.

Decision: French ECE

Mr. Ward presented the French ECE curriculum. This is a full year elective course and worth 3 University of Connecticut credits. This course includes 5 units: 1. Personal Relationships, 2. Lifestyles, 3. Role of the Media, 4. Justice and Politics, and 5. The Generations.

Discussion followed.

On a motion made by Commissioner Fitzsimons Bula and seconded by Commissioner Giantonio,

Following a Roll Call Vote, it was unanimously;

VOTED: to move the French ECE curriculum to the full Board of Education for approval.

Information: Recharge Program Summary

Mrs. Fortin and Mrs. Jammy Davies presented a summary for the Recharge Program. This program includes alternative classes for high school students that aim at engaging students and helping them recover credits. The program, which involved a strict attendance policy and required students to sign a contract outlining expectations, aimed to increase student engagement and attendance for the thirteen students selected. The program achieved a 100% graduation rate. The students showed significant growth in both academic and personal aspects with many expressing appreciation for the program and its teachers through positive feedback. The program successfully reconnected students with their education and inspired them to pursue further learning opportunities.

Comments and questions followed.

There being no further discussion, Commissioner Simmons adjourned the meeting at 7:52p.m.

Respectfully submitted,

Katlyne Laprise

Katlyne Laprise



**BRISTOL BOARD OF EDUCATION
REGULAR FINANCE/OPERATIONS COMMITTEE MEETING MINUTES
Wednesday, August 14, 2024**

The regular meeting of the Bristol Board of Education Finance and Operations Committee was held on Wednesday, August 14, 2024, at 6:00 p.m. in Room 36 of the Bristol Board of Education and via the Zoom meeting platform.

PRESENT: Commissioners: Russell Anderson, Eric Carlson, Dante Tagariello and Jill Fitzsimons-Bula

ALSO PRESENT: Lorraine Osenkowski, Shelby Pons, Maria Simmons (virtual); Lynn Boisvert, Dr. Kim Culkin, Dr. Michael Dietter, Amy Martino, Iris White, Peter Fusco, Tara Landon, Ken Bagley (virtual), Diane Waldron (virtual), Melanie Vetrano, Dr. Michelle LeVasseur and Marie O'Brien

1. Call to Order and Pledge of Allegiance:

Commissioner Carlson called the meeting to order at 6:01 p.m. and attendees stood for the Pledge of Allegiance.

2. Approval of Minutes:

7/10/24 – Regular Finance & Operations Committee Meeting

On motion by Dante Tagariello and a second by Russell Anderson, it was

VOTED: That the Finance and Operations Committee to approve the July 10, 2024, Regular Meeting minutes as written.

Commissioner Tagariello abstained.

3. Public Comment:

No members of the public wished to address the committee.

4. 2024 Budget update through 7/31/2024

Mrs. Lynn Boisvert provided the 23-24 Budget Update. As of July 31, 2024, our general fund balance was (\$3,734,859) or 3% over budget. As discussed in the prior month's narratives, PO closures, and expenditure adjustments will continue. As you can see from the report, most of the unanticipated expenditures are on special education costs. As of 8/09/2024, 24 open purchase orders totaling \$364,698.83 remain open. The open POs are for Special Education expenses. We are awaiting invoices. Expenditure adjustments to various grant sources and PO closures will still be processed through August. We anticipate continued movement closer to budgeted numbers in most departments. The forecasted balance will be approximately 3.7 million over budget.

Discussion followed regarding a meeting with the Mayor and what our staff can provide to explain the deficit to the city;

5. 2025 Budget update through 7/31/2024

As of July 31, 2024, our FY 2025 balance was \$113,300,943.08. Encumbrances for payroll have not been completed - we are still hiring staff for the start of the school year. We anticipate the encumbrances will be completed by September.

6. Cafeteria Report

Mrs. Boisvert provided the Cafeteria Report. As of the end of July, our snapshot balance shows a surplus of \$882,013. Our summer feeding program served 11,624 breakfasts and 15,940 lunches at the four locations.

6.1. Fresh Fruits & Vegetables Grant

Mrs. Boisvert reported that the district has received the Fresh Fruits and Vegetables grant for FY 2025. The allocation totals are as follows. The committee will need to vote to pass it on to the Full BoE for approval.

Program Year: 2024 - 2025				
SFA	School Site	Days Served Per Week	AUG - SEPT Allocation	OCT - JUN Allocation
Bristol School District	Ellen P. Hubbell School	4	\$ 1,792	\$ 23,302
Bristol School District	West Bristol School	4	\$ 4,249	\$ 55,266
Bristol School District	Stafford School	4	\$ 1,853	\$ 24,095
Bristol School District	Greene-Hills School	4	\$ 4,376	\$ 56,913
Bristol School District	Chippens Hill Middle School	4	\$ 3,161	\$ 41,114
Bristol School District	South Side School	4	\$ 2,420	\$ 31,476
Bristol School District	Bristol Arts and Innovation Magnet School	4	\$ 1,271	\$ 16,531
			\$ 19,122	\$ 248,697

On motion by Dante Tagariello and a second by Russell Anderson, it was unanimously

VOTED: That the Finance and Operations Committee accepts the Fresh Fruits & Vegetables Grant and sends it to the full board for approval.

6.2. Update on Adult Meal Prices

Mrs. Boisvert reported that the Adult meal prices charged at our schools will increase to \$2.75 for breakfast and \$5.00 for lunch. This is the first increase since 2019. This is a mandated change, there is no need to vote to approve the increase.

7. Appropriation Transfers over \$10,000

Mrs. Boisvert reported on Appropriation Transfers over \$10,000.

- A total of \$501,404 in salaries were moved from their budgetary placeholder (Cert and Non-Cert salary adjustments) to the correct budget lines for reallocated positions in special services.
- \$15,000 was moved from Maint Supplies Security to Equipment Security to replace the Director of Security’s vehicle, the current vehicle is inoperable. The purchase will be a Municipal lease with a buyout of \$1.00 on completion.

- Transfer of \$39,494.83 from Repairs & Maint Technology to district-wide software lines for Naviance software for BC/BE/CHMS/NEMS/GHS/WBS.

8. Pupil Services Report

Amy Martino presented the monthly Pupil Services Report. As of August 1, 2024, 1,735 of the 7,872 enrolled Bristol students are identified as requiring Special Education programming. This enrollment reflects 22.0% of the total BPS student population. As of August 1, 2024, 109 students with disabilities required out-of-district placements at private special education school programs. There are 84 students requiring special education programming services at other public out-of-district schools, including magnet schools. During the month of July 2024, 15% of newly registered students were identified as students with special education programming needs at the time of registration, 1 of which received their programming and services at an out-of-district special education school program. During the month of July, there were no 211 calls and one (1) 911 call.

9. Student Activity Account and Athletic Account Update

Lynn Boisvert provided the Student Activity Account Monthly Report. At the end of July, the BCHS Student Activity Fund had an opening balance of \$141,747.38, \$0 in Expenditures, and \$957.17 in Revenues, leaving a total balance of \$142,704.55.

Bristol Central Athletics' account began this year with a balance of \$34,589.29. A total of \$348.00 in expenses and \$0.00 in revenues left a balance of \$34,241.29.

The BEHS Student Activity Fund's opening balance was \$147,111.89, with \$5,628.99 in expenditures and \$6,460.14 in Revenues, leaving a total balance of \$147,943.04.

Bristol Eastern Athletics began this year with a \$2,383.04 balance. A total of \$928.78 in expenses and \$0.00 in revenues left a balance of \$1,454.26.

10. IAQ Commissioning - Legal Fees

Peter Fusco explained the need for legal counsel for the IAQ Commissioning. We would seek an RFP for legal service fees to assist in compliance with the recent state mandates. Seeking an RFP does not commit to using legal counsel, it will allow us to see the expense if we choose to go that route. If this is something this committee would like to consider, a motion to work with purchasing to get an RFP for this.

Maria O'Brien, Board of Finance Liaison spoke about Corporate Counsel and keeping them aware of the process.

On motion by Dante Tagariello and a second by Russell Anderson, it was unanimously

VOTED: That the Finance and Operations Committee vote to engage with the Purchasing Agent to solicit RFP's for legal fees to assist in compliance with the recent state mandates.

11. Finance & Operations Committee Acting Building Committee

11.1. ESSER/ARP Funds

Peter Fusco reported that all of the projects are moving along. We have been conducting several site visits a week in addition to the weekly job meetings with all of the contractors. During one of our recent site visits at Bristol Eastern, we had concerns that the fire alarm contractor was falling behind schedule. This was discussed during our weekly meeting and they expressed they will add more personnel to the job.

11.1.a. Review Change Orders

Two change orders were shared with the committee; both change orders were for Bristol Central. A motion will be needed to approve the change orders in the amount of \$148,033.00.

PCO 1 - There were several RFI's identifying areas that were not documented on the drawings but were identified in the field. VanZelm, the engineer of record, provided Banton with a bulletin listing additional scope to be addressed. The cost is \$71,504. This includes labor, materials, and diagnostics.

PCO 2 - This PCO is associated with the identification of additional devices that were not in the original scope. This change order also includes work that is performed to encompass all functions and components of the existing alarm system into a complete integration with the new fire alarm system. The cost is \$76,529.00

On motion by Dante Tagariello and a second by Russell Anderson, it was unanimously

VOTED: That the Finance and Operations Committee vote to approve the change orders for contract 2C24-090 Fire Alarm Panel Replacement at Bristol Central High School to Banton Construction in the amount of \$148,033.00 and to forward to the City Council for any action.

Discussion followed regarding what work was not completed on the first pass.

11.1.b. Window Film for CHMS

Peter Fusco, reported that bids were received for the window film. There were six bidders. Of those six bidders, there were three that specified an alternate product. The bids ranged from \$70,449 to \$134,168. Roger Rousseau is currently working through the scope reviews and we will look for approval at next month's meeting for the recommended bidder.

11.2.a. CHMS UST Project – Review Increase Request

Peter Fusco presented the CHMS UST Project – Review Increase Request. We have received approval from the local building official to proceed with the necessary piping modification for tank overflow compliance. Upon completion, we will approach the committee to close the project.

12. Update BAIMS - Lower-level water intrusion

Peter Fusco reported that the design team is preparing three different options for consideration by the building committee. We met on-site with the construction team and they are preparing cost estimates for each option.

13. Old Business

Commissioner Tagariello wanted to know the status of the water main project at the BoE building and was there dialog with the State as was mentioned at the what came of the dialog with State.

14. New Business

There was no New Business to come before the committee.

15. Adjournment

On motion by Dante Tagariello and a second by Russell Anderson, it was unanimously

VOTED: There being no other business before the committee, the Finance and Operations Committee meeting should be adjourned. (6:37 p.m.)

Respectfully Submitted:



Susan Everett
Recording Secretary
Bristol Board of Education



**BRISTOL BOARD OF EDUCATION
SPECIAL FINANCE/OPERATIONS COMMITTEE MEETING MINUTES
Wednesday, September 4, 2024**

The special meeting of the Bristol Board of Education Finance/Operations Committee was held on Wednesday, September 4, 2024 at 6:00 p.m. in Room 36 of the Bristol Board of Education and via the Zoom meeting platform.

PRESENT: Commissioners: Russell Anderson, Eric Carlson, Chair and Dante Tagariello

ALSO PRESENT: Lynn Boisvert, Peter Fusco, Marie O'Brien, Shelby Pons, Erik Rosengren

Call to Order:

Commissioner Carlson called the meeting to order at 6:00 p.m.

Public Comment

There was no public participation.

Finance/Operations Acting as Building Committee

ESSER/ARP Funds

- The projects are moving along. There have been several site visits and job meetings weekly with the contractors.
- There are additional change orders to review and act on for the two high school fire alarm projects. These change orders are associated with additional work outside of the original scope. This work was identified during field observations and it was not documented on the drawings.
- Banton has two change orders. They can be approved together:
 - Banton PCO 3 - This PCO is for the additional devices that were procured and tracked on an ongoing basis as they were discovered. Once accounted for, the work was performed. The cost for this change order is \$40,907.00
 - Banton PCO 4 - This PCO is at the request of the engineer for programming changes as it applies to the smoke detectors that are above the ceiling. The cost of this change order is \$11,891.00

A motion was made by Commissioner Tagariello and seconded by Commissioner Anderson, it was unanimously voted to approve the change orders in the amount of \$52,798.00 for contract # 2C24-090, Fire Alarm Panel Replacement at Bristol Central High School, to Banton Construction Company and to forward to City Council to take any action necessary

- Holzner has three change orders. They can be approved together.
 - Holzner PCO #1 Revision C - This PCO was for discovery to determine any additional work for the installation of any devices that were not identified on the drawings. The total for this change order is \$2,651.68.
 - Holzner PCO #2 - This PCO is the breakdown for the installation of the additional equipment that was identified during discovery. The cost of this change order is \$135,316.38
 - Holzner PCO #3 - This PCO is at the request of the engineer for programming changes as it applies to the smoke detectors that are above the ceiling. The cost of this change order is \$5,742.00

A motion was made by Commissioner Tagariello and seconded by Commissioner Anderson, it was unanimously voted to approve the change orders in the amount of \$143,710.06 for contract # 2C24-092, Fire Alarm Panel Replacement at Bristol Eastern High School, to L. Holzner Electric Company and to forward to City Council to take any action necessary

- There was a meeting with Roger Rousseau last week regarding the window film. It was identified at last month's meeting, there were six bidders. After reviewing the three lowest bids, it was determined that they did not meet the criteria that was in the RFP. The lowest bidder that did meet the criteria was Pro-Film out of Torrington, CT.
- At the recommendation of the Purchasing Agent, Pro-Film is the successful bidder in the amount of \$89,400.00

A motion was made by Commissioner Tagariello and seconded by Commissioner Anderson, it was unanimously voted to approve to award a contract for window tint filming to Pro-Film in the amount of \$89,400.00

- Chippens Hill Middle School needs a utility vehicle that would be used to aid in and maintain the safety and security of the students, staff, and community. There has been correspondence with the state and they have approved this request. This equipment will need to go out to bid. Based on the estimate, this request is not to exceed \$45,000.

A motion was made by Commissioner Tagariello and seconded by Commissioner Anderson, it was unanimously voted to approve the purchase of a new utility vehicle not to exceed \$45,000.00

- There are some additional funds in the contingency and there are additional supplies that have been previously approved and purchased through the ESSER grant. This list of equipment includes wet/dry vacuums, stick buffers, back pack vacuums, industrial fans, and industrial dehumidifiers.

A motion was made by Commissioner Tagariello and seconded by Commissioner Anderson, it was unanimously voted to authorize spending down the ESSER grant funds for the purchase of additional custodial supplies presented.

Old Business

There was no Old Business to come before the committee.

New Business

There was no New Business to come before the committee.

Adjournment

With no other business before the committee, the meeting was adjourned. (6:25 p.m.)

Respectfully Submitted:

Tara Landon
Operations and Facilities Manager
Assistant Project Manager

DRAFT

Sara Kulig

OBJECTIVE

To be an administrator in the Bristol Public School District.

EDUCATION

University of New England, Biddeford, Maine, April 2022
Certificate of Advanced Graduate Studies - Advanced Educational Leadership
GPA: 4.00/4.00

University of Connecticut, Storrs, CT, May 2009
Master of Arts in Curriculum and Instruction
GPA: 4.00/ 4.00

University of Connecticut, Storrs, CT, May 2008
Bachelor of Science in Elementary Education
GPA: 3.35/ 4.00

EXPERIENCE

- **Director of Step Up Summer School Program Bristol, CT February 2024 - Present**
 - Interviewed and hired staff
 - Recruited and selected students to participate
 - Attended and participated in planning meetings
 - Established systems and structures

- **Interim Principal Ivy Drive School, Bristol, CT May 17, 2024- Present**
 - Developed relationships with students, staff, and families
 - Communicated frequently with stakeholders
 - Addressed discipline concerns as needed
 - Attended 504/PPT meetings
 - Created master schedule
 - Facilitated the creation of class lists
 - Formally observed staff
 - Interviewed and hired staff
 - Set academic and attendance goals based on current and historical data
 - Supported and managed staff

- **K-5 Math Coach Bristol, CT Public Schools May 2019- Present**
 - Supported three K-5 schools in the district
 - Collaborated with district coaches on the planning and implementation of curriculum
 - Created district wide planning guides and lessons
 - Developed and presented professional development for mathematics
 - Lead collaboration meetings k-5
 - Provided in class support to teachers
 - Member of School Wide Leadership Teams
 - Developed building schedules with school leadership
 - Implement a daily schedule including support groups and coaching cycles
 - Participated in district wide Coaching Academy
 - Grant recipient to increase diversity in math through literature
 - Attended NCTM 2023 and NCSM 2024

- **Greene-Hills Elementary School, Bristol, CT August 2013- May 2019**
 - First Grade Teacher and Fourth Grade Teacher
 - Member of School Wide Leadership Team
 - Assisted in developing school mission statement, vision statement, collective commitments, and school wide goals
 - Collaborated with colleagues and math and literacy coaches
 - Active participant in PLC
 - Participated in Literacy Collaborative
 - Received a grant for math literature
 - Implemented math workshop and guided math groups
 - Employed assessment tools and proactive strategies to improve instructional methods
 - Attended conferences to further develop instructional strategies
 - Instructed in Summer Reading Program

- **Hubbell Elementary School, Bristol, CT August 2012- June 2013**
 - Kindergarten Teacher
 - Participated on school wide data team
 - Implemented Number Talks as part of daily math lessons
 - Lead an afterschool program

- **O'Connell Elementary School, Bristol, CT August 2010- June 2012**
 - Kindergarten Teacher and Second Grade Teacher
 - Instructed students according to Bristol and State Standards
 - Implemented the grade level curriculum
 - Developed and reinforced a safe learning environment
 - Provided after school support to struggling readers

- **Plymouth Summer School, Plymouth, CT June 2010- July 2010**
 - Pre-k/Kindergarten Teacher (Special education)
 - Facilitated lessons to strengthen early literacy and math skills
 - Developed students' social interaction skills
 - Collaborated with paraprofessionals and special education teachers

- **O'Connell Elementary School, Bristol, CT October 2009- June 2010**
 - Literacy Intern, K-5 and Afterschool Tutor, Grades 3-5
 - Instructed guided reading groups for students in grades K-5
 - Recorded daily observational notes and running records to guide instruction
 - Extended and reinforced skills and strategies being taught in the classroom
 - Lead a 5th grade math enrichment group

Jenifer Basroon

Currently employed by Regional School District 17. Certified K-6. Middle School science certification pending. Science is favorite subject to teach. Seeking a job teaching middle school science or all subjects in 4th or 5th grade.

Work Experience

Teacher

Regional School District #17-Killingworth, CT
August 1998 to Present

- Currently 5th grade teacher - math/science/social studies
- 20 years experience teaching 4th grade - all subjects
- Also taught 6th grade, 1st grade, and kindergarten
- Created and implemented lesson plans
- Worked on curriculum writing teams for science and math
- Developed and supervised after school Makerspace club

5th Grade Teacher

Assumption School-Fairfield, CT
September 1997 to June 1998

Kindergarten Teacher

Our Lady of Fatima School-Wilton, CT
September 1994 to June 1997

Kindergarten Teacher

Ezra Academy-Woodbridge, CT
September 1993 to June 1994

Education

Master's degree in Education

Sacred Heart University - Fairfield, CT
September 1992 to May 1993

Bachelor's degree in Early Childhood Education

Southern Connecticut State University - New Haven, CT
September 1989 to May 1992

Fairfield University - Fairfield, CT

September 1987 to May 1989

Skills

- Classroom Management
- Organizational Skills
- Communication skills
- Curriculum Development
- Computer skills
- Teaching
- Experience Working With Students

Certifications and Licenses

Professional Educator License

May 2020 to May 2025

Endorsement Code 002 - Pre-K through Grade 6

CT Endorsement #234 General Science, Middle School 4-8

Passed Praxis #5442 middle school science on July 2, 2024. Eligible to obtain an endorsement certifying me to teach all subjects of middle school science.

Karen Bedlack

EDUCATION:

2023-present	Central Connecticut State University <i>Sixth-Year certificate in Educational Leadership</i>	New Britain, CT
2019-2020	Connecticut ARCTELL <i>TESOL Certification #111</i>	Hartford, CT
2016-2018	Central Connecticut State University <i>MS Reading and Language Arts Cert #102 (Reading 1-12)</i>	New Britain, CT
2013	Connecticut Alternate Route to Certification <i>Connecticut Certification #015 (English 7-12)</i>	Hartford, CT
2009 -2012	University of Maryland University College-Online <i>Bachelor Degree in English</i>	On Line
1995-1998	Central Connecticut State University Bachelor of Social Work earned in 1998	New Britain, CT
1992-95	University of Connecticut Sociology Major	Storrs, CT

WORK EXPERIENCE

2020-present	Sedgwick Middle School -ESOL Teacher 6-8 <ul style="list-style-type: none">• Use sheltered instruction to create a supportive and positive learning environment• Curriculum development• Utilize technology to adapt lessons and increase student engagement• Engage families in student learning through regular communication• Evaluate student progress through LASlinks, STAR reading and informal assessments• Maintain accurate records of student performance and progress• Attend IEP, 504 and SST meetings for ESOL students	West Hartford, CT
2019-2020	New Visions High School- English Teacher 7-12 <ul style="list-style-type: none">• Plan and implement English lessons for alternative setting for 6-12• Support and modify for students in credit recovery program• Modify curriculum to fit IEPs and learning gaps• Transition to distance learning using LineSpring	Hartford, CT
2017-2019	Enfield High School -Reading Interventionist <ul style="list-style-type: none">• Plan and implement Tier II/III interventions for High School and K-3• Administer and interpret reading assessments• Support students in content area classes as needed• English/Spanish translation as requested	Enfield, CT
2016 – 2017	CREC – ASI- Associate Instructor Reading Intervention <ul style="list-style-type: none">• Push in reading support to content classes• Co Teach World Literature• Enforcing literacy skills with Rewards/ ReadLive/ LLI programs	New Britain, CT
3/2016-6/2016	Silas Deane Middle School Long Term Substitute/Reading Intervention <ul style="list-style-type: none">• Plan and implement reading lessons 7th & 8th grade• Focus on Science & Social Studies content• Support students in content area work as needed	Wethersfield, CT
8/2015-11/2015	CREC-GHAA High School Long Term Substitute English Teacher <ul style="list-style-type: none">• 9th Grade American Literature• 12th Grade AP Literature	Hartford, CT

- 2014-2015 **Illing Middle School- *English Language Arts Teacher*** Manchester, CT
- Plan and implement lessons
 - Actively participate in Differentiation Workshops for lesson implementation
 - Implement Writing lessons based on the 6 Traits/Writer's Workshop
- 2012-2014 **CCMC School *Assistant Teacher-Special Education*** New Britain, CT
- Plan and implement lessons
 - Act as a team member in creating IEP's
 - Assist team in behavior management
 - Spanish/English translation
 - Acting teacher for short term absences
- 2002-06/ 2008-12 **CCMC School- *Therapeutic Crisis Interventionist*** New Britain, CT
- Act as Team Leader in Crisis Situations
 - Develop and implement individual behavior plans
 - Intervene with and de-escalate students in crisis
 - Restorative practices after behavioral incidents
- 2006-2008 **Aspaen Cartagena de Indias- *English/Social Studies 6-11*** Cartagena, Colombia
- World and Latin American studies
 - Analysis of English literature
 - Develop and implement grammar/writing curriculum
- 1999-2002 **CREC-Polaris Center-*Residential Counselor/Substitute Teacher*** East Hartford, CT
- Implement/manage client treatment plans
 - Act as Substitute Teacher as needed in Special Education Environment
 - Write grants for activities at surrounding venues
 - Ropes course facilitator

INTERNSHIPS/VOLUNTEER

- 2018/ 2020/2022 **Campaign Treasurer for State Representative Candidate** Rocky Hill, CT
- Manage finances including expenses, donations and SEEC documentation
 - Run campaign headquarters
 - Organize volunteer activities during campaign and on primary and election day
- 2006- 2015 **Cartagenitos Volunteer Coordinator** Cartagena, Colombia
- Researched need and created organization with a team
 - Connect international volunteers with local organizations in need
 - Weekend volunteer -teaching English to non-English speakers

SKILLS/CERTIFICATIONS:

- Connecticut Teaching Certifications" #111- TESOL K-12, #015- ELA 7-12, #102-Reading K-12
- Intermediate Spanish skills
- Crisis Intervention /Restorative Practices

ACTIVITIES/INTERESTS:

- Intramural sports coach/referee
- Member of WHPS Equity and Diversity Committee
- Winner CRA Reading Grant 2018
- Co-chair of Scholastic Book Fair at CCMC School 2002-2014
- Coordinator of CCMC School Pet Therapy Reading program
- Extensive World Travel/Cultural Immersion

Jacob Boutote

EDUCATION

Eastern Connecticut State University <i>B.S in Elementary Education and History</i> National History Honor Society, Phi Alpha Theta Deans List	Willimantic, CT May 2024 GPA: 3.60 Spring 2021-Fall 2023
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Relevant Coursework:

Learn/Teach Elementary Clsrms, Foundations of Literacy, App of Literacy and Lang Arts, Inclusive Elem Classrooms, Chld-Adoles Devlpmnt/Execptnlty, Psychology Of Childhood, Sec Lang Acquis & Strategies, Clinical Experience

WORK EXPERIENCE/ PROFESSIONAL EXPERIENCE Clinical Experience/Student Teaching

Mahan Elementary School, Norwich, CT	Sept 2023- May 2024
<ul style="list-style-type: none">• Planning and implementing everyday lessons.• Differentiating lessons for a diverse group of students.• Over 500 hours within the classroom	
George Hersey Robertson Elementary School, Coventry, CT	Jan 2023- May 2023
Mahan Elementary School, Norwich, CT	Sept 2022-Dec 2022
Bristol Parks and Recreation	Bristol, CT
BPRYCS Summer Fun Camp, Recreation leader	June 2023-Aug 2023
<ul style="list-style-type: none">• Planning and implementing camp activities.• Cooperation with fellow recreation leaders and directors• Responsible for groups of up to 20 children, grades 4th through 6th	
ASN Solutions	Manchester, CT
Commercial Moving Company	June 2021-Aug 2021
Commercial Mover	June 2022-Aug 2022

EXTRACURRICULAR ACTIVITIES Track and Field at Eastern Connecticut State University 2020-Present

Scholar Athlete Award (3.5 + GPA during the season)	2023 and 2024
<i>Captain</i>	2021-Present

Haley Cassidy

Education:

- University of Hartford, West Hartford, CT/ Bachelor of Science in Education, Specialized in special education and elementary education/ GPA: 3.90
- Dean's List for fall and spring semester 2018-2019, Dean's and President's list Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021, and Spring 2022
- NASBA Center of the Public Trust Ethical Leadership Certification
- Google for Education Certification December
- FERPA Student Privacy Certification
- Apple Teacher Learning Center Certification (iPad, Mac)
- University of Hartford SAAC (Student-Athlete Advisory Committee) team representative 2019-2021
- Interprofessional Education Committee Student Representative 2022
 - Collaboration on poverty simulation

Certification:

- Connecticut Certification (Elementary 305, Special Education 165)
 - Middle School Math 229 expected
- Completion of TEAM as of 04/2024

Research:

2020-2021 Dorothy Goodwin Scholarship Recipient: West Hartford, CT

- Analyzed what the transition from high school looks like for students with severe learning disabilities and what supports and support systems are in place to help students with this transition.
- Working collaboratively alongside faculty member, Dr. Sarah Hart (University of Hartford).

Related Experience:

5th Grade Math and Science:

- Rotella Interdistrict Magnet School- Waterbury Public Schools Jan. 2024- June 2024
 - 5th grade math and science
 - 48 students total, 24 in each class
 - Responsible for the planning and implementation of math and science curriculum at the grade 5 level
 - Attend staff meetings, professional development opportunities, data team meetingImplementing curriculum, assessments, SEL, differentiated instruction, strategic planning

Technology/Computer Science Teacher PK-8th grade:

- Dwight-Bellizi Dual Language Academy Aug. 2023- Dec. 2023
 - Responsible for the implementation and instruction of grades PK-8th grade
 - Engaging students in curriculum involving computer science, the problem solving process, the design process, creative thinking, etc.
 - Implementing curriculum, assessments, SEL, differentiated instruction, strategic planning

4th Grade Math and Science:

- Rotella Interdistrict Magnet School- Waterbury Public Schools 2022-2023
 - 4th grade math and science
 - 48 students, 24 in each class
 - Attending staff meetings, PD, PPT meetings, IDTs
 - Implementing curriculum, assessments, SEL, differentiated instruction, strategic planning

Rotella Magnet School After School Program 2022-2023:

- Teaching grades 5-1 after school at Rotella Magnet School
 - Class sizes of 10-20 with students of ranging abilities
 - Creating programing, planning scope and sequence of lessons, planning for a wide range of ages and ability levels
 - Creating an interactive learning environment

Student teaching/Fieldwork Experience:

- East Granby Middle School, East Granby 2022
 - Attending staff meetings, professional development days, PPT meetings
 - Implementing curriculum, assessments, SEL lessons, accommodations and modifications
 - Providing student support services
- RD Seymour School, East Granby 2021-2022
 - Student taught: two week take over in inclusive 5th grade classroom
 - Attending staff meetings, planning meetings, professional development days
 - Implementing curriculum, assessments, SEL lessons
- McDonough Middle School, Hartford Public Schools 2020-2021
 - Fieldwork experience: attending virtual and in-person classes
 - Observing and assisting in 6th grade ELA classroom
- University High School of Science and Engineering, 2019
 - Fieldwork experience: attending in-person class
 - Observing and assisting in 8th grade art classroom

ConnectiKids Intern (2021-2022)

- Working as a site liaison at the University of Hartford: involves recruiting, retaining, and informing volunteers for ConnectiKids
- Lesson planning: assist in the curation of lesson plans/packets, research and gather culturally competent, relevant, and hands on lesson plans
- Event coordination: assisted in the planning of family events and assisted in annual fundraising
- Market research: research involving best mentoring practices, diversity, equity, and inclusion (DEI) within schools and mentor programs, social and emotion learning (SEL) best practices

Completed Projects:

- IEP: Administering Woodcock-Johnson IV Assessment on identified student. Assessing results and recommending next steps.
- FBA/BIP: Collecting information on student behavior; analyzing ABC (antecedent, behavior, consequence) of student behavior; interviewing student, teacher, parents; creating replacement behavior and behavior intervention plan based on results from analysis
- EdTPA: EdTPA with mathematics task 4; designing and carrying out literacy lesson segment; designing and carryingout mathematics lesson segment and reteaching lesson; reflecting on practices and implementation of lessons
- Kid watching: Burke interview analysis; analysis of retelling; running record and analysis of running record; recommendation of next steps

Madison Conklin

Skills

- Classroom Management
- Lesson Planning
- Office 365 Suite
- CT Common Core Assessment
- Conflict Resolution
- Interpersonal Communication
- IEP & 504 Coordination/planning
- Literacy Instruction
- Math Instruction
- College Career Readiness Instruction
- CT SEDs

Experience

Branford High School

Longterm Special Education Teacher (April 2024-Present)

East Haven Academy

ABA Paraprofessional (January 2024-April 2024)

- DTI
 - Matching letters, shapes, numbers, colors
 - Gross Motor
 - Fine Motor

Student Teaching (Oct 2023-Dec2023)

- Lesson Planning weekly
- Communication with Parents
- Participated in Parent-Teacher conferences
- Teaching basic math skills
 - Counting money

- Reading an analog clock
- Adding and subtraction single, and double digit numbers
- Phonics
 - CCV
 - CVC
 - CCVV
 - Consenten Blends
 - Digraphs
 - Vowel Blends
- Teacher reading comprehension skills
 - Reading decodable text
 - Reading decodable text
 - Main Idea
 - Summarizing stories

March 2023-June 2023

East Haven Academy

- Paraprofessional
 - Working with students 2nd-8th grade
 - Teaching basic math skills
 - Counting money
 - Reading an analog clock
 - Adding and subtraction single, and double digit numbers
 - Phonics
 - CCV
 - CVC
 - CCVV
 - Consenten Blends
 - Digraphs
 - Vowel Blends
 - Teacher reading comprehension skills
 - Reading decodable text
 - Reading decodable text
 - Main Idea
 - Summarizing stories

June 2021- March 2023

Elm City Middle School College Prep, New Haven, CT- *Teacher Assistant*

- Engaging with students from grades 5-8.
- Tested students in grades 5-8 on reading fluency.
- Monitored the hall ways to ensure students transition safely to their destinations
- Classroom prep for teachers
- Document management
- Parent communication
- Pulling students for small groups
- Assist teachers in classroom
- F&P testing
- Supporting students' emotional needs in a classroom setting

2012-2022

Self employed, Guilford CT- *Nanny/sitter*

- Engaged with children, providing nurturing, safe environments to promote emotional, social and intellectual growth.
- Helped prepare meals, snacks and refreshments for children, accounting for individual dietary needs and restrictions.
- Cleaned and tidied the living room and kitchen after activities to maintain a safe, accessible area.
- Accompanied children on outings to approved locations as well as after-school activities.
- Provided safe and efficient transportation to and from activities and events.
- Cut snack foods into bite-sized pieces before serving to young children and monitored closely during snack time to prevent choking.
- Prepared healthy and nutritious snacks and meals according to individual needs.
- Improved group and individual behavior by employing positive management strategies.
- Assisted children with bathing and potty training to instill good hygiene from a young age.
- Helped older kids complete homework, school projects and chores. Balanced schedules to provide optimal rest, play and educational periods

2016-2020

Soundview YMCA- *Child Care worker*

- Supervised children between the ages of 4-12
- Made sure children were respectful to their environment and their peers

- Took steps to teach manners and safe play to ensure a safe learning environment
- Observed and monitored children play with one another to identify developmental strengths and target areas for future enrichment activities.

Education

June 2021-December 2023

Southern Connecticut State University- *Bachelors of Science- Special Education*

New haven, CT

High School Diploma

Guilford High School June 2018

Guilford, CT

Awards

Dean's list Fall 2022

Scholarships for Fall 2022-Spring 2023

Extracurriculars:

Currently I am in a production of Footloose with Vista Life innovations in Madison, CT. I have been singing since I was 13 and took up competitive dance from the age of 10 to about 12 years old. I also enjoy sewing and knitting. I always try to take a book or notebook with me on the go just in case I have some time to read or write, which are two of my other passions.

Jason Downes

Certification

- **Connecticut Provisional Educator Certificate: History & Social Studies (026)**
- **Connecticut Intermediate Administration and Supervision (092)**

Education

University of Bridgeport – Bridgeport, CT

- Doctorate of Education in Educational Leadership
 - Anticipated Completion, May 2025

University of Connecticut – Waterbury, CT

- Teacher Certification Program for College Graduates (TCPCG)
 - Master of Arts in Curriculum & Instruction; Awarded, May 2015

Central Connecticut State University – New Britain, CT

- Bachelor of Arts in History, Minor in Psychological Science; Awarded, December 2013

Teaching Experience

- **Social Studies Teacher, Grade 7**, JFK Middle School, Enfield, CT, 2022-present
- **Social Studies Teacher, Grades 7 (3 y) and 8 (3 y)**, Tyrrell Middle School, Wolcott, CT, 2016-2022
- **Social Studies Teacher, Grades 7/8**, Roosevelt School, Bridgeport, CT, 2015-2016

Committees, Leadership

- Administrative internship project was based upon student perceptions of security and safety with particular emphasis on settings within the building
 - Quantitative data analysis led to policy recommendations
- Served on several committees including school data teams, the district curriculum council, and Equity Team
- Promoted to School Age Coordinator after many years at KIDCO Childcare Centers
- Aided colleagues with transitions to technology-based lessons/activities during COVID disruptions

Skills, Emphases, Priorities

- Implemented prescribed curriculum while incorporating current events
- Worked closely with colleagues in and out of the Social Studies department to plan cooperative lessons and units
 - Spearheaded the overhaul of interdisciplinary performance tasks to include up-to-date sources
- Made extensive use of the available technology
 - Google Classroom, Pear Deck, EdPuzzle, Microsoft Word/PowerPoint/Excel as well as their Google equivalents, Microsoft Office Suite, Microsoft Teams
- Frequently sought external supplements to the text and provided materials
- As evidenced by correspondence from parents and students, cultivated an inclusive, accepting learning environment wherein students felt comfortable taking intellectual risks
- Incorporated heavy use of primary document analysis with particular focus on multiple perspectives
- Strong focus on higher order thinking, critical thinking, project-based learning
- Pervasive use of reflective practices to improve all aspects of planning and teaching
- Varied instructional approach and assessment methods to permit all students to demonstrate learning

Other Experience

School Age Teacher/Coordinator, KIDCO Child Care Centers, Newington, CT, 2006-2013

References

- **Joel Senez, Social Studies Coordinator, Enfield Public Schools**
 - jsenez@enfieldschools.org
 - 860-741-4033
- **David Iacobucci, Assistant Principal, JFK Middle School**
 - diacobucci@enfieldschools.org
 - 860-763-8863
- **Aimee Boyle, Supervisor of Specialized Instruction, Bridgeport Public Schools**
 - aboyle@bridgeportedu.net
 - 203-533-5129
- **Andrew Berrios, Principal, JFK Middle School**
 - aberrios@enfieldschools.org
 - 860-763-8855
- **Joseph Norcross, Assistant Superintendent, Wolcott Public Schools**
 - jnorcross@wolcottps.org
 - 203-879-8183

Rachel M. Elkey

Education

Albertus Magnus College, New Haven, CT
Advanced Alternative Preparation (AAP) For Literacy
Specialist in Reading/Language Arts Certification

University of Hartford, West Hartford, CT
Master of Education, Early Childhood Education

Howard University, Washington, DC
Bachelor of Business Administration, Management

Certification

Integrated Early Childhood/Special Education,
Nursery – K, Elementary 1 – 3 (113)

Remedial Reading and Remedial Language Arts, 1–12
(102)

Professional Experience

Acceleration Specialist

Robert J. O'Brien Elementary School/East Hartford, CT/2021-present

- Facilitate professional development workshops and dynamic school-based literacy training sessions for colleagues on best practices in evidence-based instructional strategies, supporting phonological awareness and decoding skills for early readers
- Select caseload of **35-40** at-risk students referred for SRBI using the MTSS model to deliver explicit, multisensory phonics lessons, improving comprehension and fluency skills of emergent readers
- Implement innovative assessment strategies to gauge student understanding and drive instruction, adapting teaching methods and providing timely feedback
- Improve academic performance and growth an average of **12** points per grade level for words recoded correctly as measured by Nonsense Word Fluency; growth an average of **16%** accuracy and **49** points in fluency for grade 3 students as measured by Oral Reading Fluency using DIBELS Data System

Kindergarten and First Grade Teacher

Poquonock Elementary School/Windsor, CT/2016-2021

- Fostered an inclusive learning environment, promoting collaboration, respect, and empathy among students and families
- Administered summative, formative, and adaptive assessments, including STAR and iReady, to progress monitor student growth and achievement, increasing an average of **27** points from Fall to Winter benchmark
- Differentiated instruction to meet individual needs of **16-18** diverse learners in accordance with IEPs & 504s in all subject areas and daily workshop models
- Assisted grade level with family engagement nights and literacy workshops, modeling evidence-based instructional strategies to support learners at home

Kindergarten Long Term Substitute

Torrington Elementary School/Torrington, CT/2015-2016

- Established a structured, engaging environment of **20-22** students with responsibility in all areas of lesson planning, teaching, behavior modification, and social & academic activities
- Implemented evidence-based practices for teaching a range of math and literacy skills while assessing student progress toward achievement of benchmarks
- Fostered a positive relationship with students and families, ensuring effective communication and opportunities to connect within the classroom community

Work Experience

Online Adjunct Teaching Assistant

University of Hartford/West Hartford, CT/2017-2018

- Responsible for leading content based discussions in early childhood with topics related to weekly assignments
- Provided constructive feedback for approximately **12-16** students' written responses to discussions pertaining to course content resulting in discourse focused on developmentally appropriate practice
- Graded student assignments using scores aligned with course rubric and university grading policies

**Graduate Student Ambassador, Department of Education
University of Hartford/West Hartford, CT/2014-2018**

- Recruited and advised prospective graduate students from the inquiry to application process
- Managed weekly internal communication for Early Childhood and Elementary graduate programs
- Conducted monthly in-person interviews with Early Childhood degree applicants
- Maintained data in Salesforce for prospective and current student relationship management

Professional Development

Connecticut Reading Association, Inc. *Success to Steps: Bridging Research to Practice*, May 2021
CRA and CT Science of Reading Group, *Exploring the Science of Reading*, November 2021
LETRS Training, Units 1-8 coursework

Leadership

CT TEAM Mentor and Cooperative Teacher/2019-2021

- Provided guided support and weekly reflection to plan and assess student progress while modeling lessons to demonstrate best practices
- Collaborated with new teachers or student teachers to discuss classroom management, planning for instruction, and the organization of summative & formative assessments
- Observed student teachers and provided clear and actionable feedback to improve classroom experiences

Interim PLC Leader/2021

- Facilitated weekly meetings with grade level team to analyze data and establish specific goals to meet students' specific needs of intervention or enrichment
- Collaborated with school leadership team to reflect on best practices and implement effective strategies to differentiate learning experiences, focusing on small group instruction
- Met regularly with PLC leaders, math and literacy coaches, and the principal to address teacher inquiries, assess student progress, and the effectiveness of small group instructional practices

Alyssa Giancarli

SUMMARY

I am a recent graduate from the University of Saint Joseph. I enjoy working with children at my job at Lessard Lanes in Plainville. I am thrilled to begin teaching! I have always had teachers that have made a positive impact on me and one day I would like to do the same for my students.

EDUCATION AND TRAINING

Plainville High School, Plainville, CT - *High School Diploma*

September 2016 - June 2020

University of Saint Joseph, West Hartford, CT - *Bachelor's Degree*

August 2020 - May 2024

University of Saint Joseph, West Hartford, CT - *Teaching Certification in Progress*

August 2020 - May 2024

SKILLS

Flexible and Adaptable

Warm and Welcoming

Attention to Detail

Time Management and Prioritization

Reliable and Trustworthy

Active Listening and Communication

Working well with younger children and making sure they understand what is being asked of them

EXPERIENCE

Chamberlain Elementary School, New Britain, CT

Student Teacher

August 2023- January 2024

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- During student teaching I worked alongside a 5th grade teacher. I was in full takeover by late October. I had a classroom of 27 students, 4 of which were a part of the Deaf or Hard of Hearing (DHH) program, 3 from the Bridges program, and other students in Tier 2 and 3.
 - Creating lesson plans in subject areas including math, reading, writing, and science
 - Worked with the curriculums American Reading Company (ARC) and Illustrative Mathematics (IM K-5)
 - Differentiating materials for students with IEPs and 504 Plans
 - Classroom management skills (group and individual) .
 - Evaluating students through summative and formative assessments
 - Plan small group instruction based on student needs
 - Run centers for math and reading

New Britain Boys and Girls Club of America, New Britain, CT

Internship

January 2024 - May 2024

- At the Boys and Girls Club I worked with a group of students ranging from K-7. In our group we had 25 girls. The goal of the center is to create a safe and welcoming environment to develop student growth and knowledge.
 - Providing homework supports
 - Design activities and crafts to complete
 - Encouraging social and emotional skills

Lessard Lanes, Plainville, CT

Birthday Party Host

August 2019- Current

- I currently do birthday parties at Lessard Lanes. I set up for the party and then explain to the parents how the party works. I teach the children how to bowl and what expectations I will have of them rule wise. I also bring food and drinks out for the families and get them prepared for any other activities we have planned. After that I clean up and set up for another party. I do parties for kids between the ages of 3-16. I also work at the front desk so I handle customers and get them prepared for bowling. I also porter which is cleaning up the lanes after families are done. Another recent job that I have been doing is training new employees on how to do birthday parties and other jobs around the bowling alley.
 - Keep facilities clean and prepare party areas promptly for upcoming events.
 - Reset party rooms between events by collecting trash, wiping down surfaces and sweeping the floor.
 - Anticipate needs and respond promptly to guests' requests to maximize satisfaction.
 - Protect young guests by monitoring activities and maintaining a strong perimeter for activities.

The Old Blue Barn, Plainville, CT

Cashier

Oct 2018- Sept 2019

- At the Old Blue Barn, I would stock shelves, help, and ring out customers. During the holidays I would also wrap presents for families, and add in note cards from the family member. I would also set up displays and do some heavy lifting.
 - Helped customers complete purchases, locate items and join reward programs.
 - Maintained secure cash drawers promptly resolving discrepancies in daily totals.
 - Worked closely with the shift manager to solve problems and handle customer concerns.
 - Worked flexible schedule and extra shifts to meet business needs.

ACCOMPLISHMENTS AND ACTIVITIES

Plainville High School

Some of the accomplishments I have had are being in honors level classes all throughout high school and completed many ECE and AP level courses. Those courses were ECE Marine Biology, ECE Biology, ECE Physics, and AP STATS. I was able to receive many college credits while in high school allowing myself to be a little ahead for college.

I have also received presidential awards for academic excellence and many National Honors Society Awards and pins. I was also a Super Senior in high school for which I received an award.

Clubs that I was involved in were Student council all four years. I was a Class Officer as the Event Coordinator, and I was also in the Interact Club which helped families of our community in need. Also, by being a part of the National Honors Society I had to do many hours of community service.

University of Saint Joseph

At The University of Saint Joseph, I was awarded many scholarships which include, the Academic Excellence Scholarship, Conochalla Family Scholarship, Dr. J. Perkins Humanities Scholarship, Sister Claire Markham '40, CT Roberta B Willis Sch Merit and many more. I was also on the Dean's List throughout all four years of attending Saint Josephs.

Also, at the University of Saint Joseph I have done countless hours of observations at The School for Young Children associated with USJ. Here I would help design activities to do with the children, observe what the teachers would do and make connections with the students. I also observed at Mayberry Elementary School in East Hartford. Here I observed math lessons and language arts lessons heavily based on phonics instruction. I was also able to teach a lesson at Mayberry Elementary School to 4th graders prior to student teaching. This lesson was based on creating their own poems. After listening to a poetry read aloud students were able to use poetry templates to create their own poems based on something within their lives.

I also participated in Symposium Day at Saint Josephs. I presented a lecture based on research at my internship site at The New Britain Boys and Girls Club, in which I did 120 hours of service there. The internship included creating activities for students, providing homework support, and creating a safe and welcoming environment.

Logan Greger

Accomplished Master's of Science Degree in Speech-Language Pathology seeking Clinical Fellowship Position. Prior experience and practicum work focused in outpatient adult clinical rehabilitation, adolescent and young adult education, and autism behavioral clinic settings. Currently seeking medically-based adult setting for clinical fellowship year in August 2024.

Key Skills

Interpersonal Communication · Clinical Respiratory Support and Coordination · Clinical Swallow Studies · Cross-functional teams · Fundraising

Education

Masters of Science - Speech-Language Pathology

Jacksonville University, Expected May 2024

Bachelors of Arts - Speech, Language, and Hearing Sciences

University of Connecticut, 2021

Clinical Experience

Supervisee, Clinical Practicum III

Brooks Rehabilitation Outpatient Clinic, Jacksonville, FL

August 2023 – November 2023

Supervisor: Cynthia Paulk, M.S. CCC-SLP, CBIS

Population: Patients ranging from 16-93 with Down syndrome, Parkinson's disease, stroke, and traumatic brain injuries

- Evaluated patients with a range of assessments including Assessment of Intelligibility in Dysarthric Speakers (AIDS), Boston Diagnostic Aphasia Examination (BDAE), Cognistat, Cognitive-Linguistic Quick-Test (CLQT+), Oral-Peripheral Examination, Swallow Ability and Function Evaluation (SAFE), Western Aphasia Battery (WAB), Voice Handicap Index (VHI).
- Constructed individualized treatment plans for patients based on acquired information from assessments and case histories.
- Delivered appropriate therapy to patients by implementing evidence-based tools such as IOPI, EMST and WALC worksheets.
- Directly managed a caseload of 60 patients, including individualized therapy as well as brain injury treatment groups and Lee-Silverman Voice Treatment (LSVT) groups of 8 patients at a time.

Supervisee, Clinical Practicum I

St. Johns County High Schools - St. Johns, FL

January 2023 – April 2023

Supervisor: Wren Kindell, M.A., CCC-SLP

Population: Students ranging from 13-20 with various articulation and language disorders, down syndrome, and autism spectrum disorder.

- Evaluated referred students using standardized assessments such as the Clinical Evaluation of Language Fundamentals (CELF-5), Oral and Written Language Scales (OWLS), and Oral-Peripheral Exam.
- Delivered constructed evaluation and treatment results to IEP team members and families to support progress and introduce new goals.

Work Experience

Behavioral Therapist

The Talcott Center for Child Development - Farmington, CT

September 2021 - June 2022

- Delivered ABA-based services to preschool-age children on the spectrum with physically aggressive behaviors.
- Directly managed 5 preschool-aged children on the spectrum with behavioral deficits in day program full time.
- Conducted and wrote psychological evaluations to determine clients' intellectual functioning and behavioral progress.

Household Manager and Caregiver

Private Residence - Farmington, CT

March 2020 - September 2021

- Directly managed two children ages 4 and 7 full-time and assisted with adjusting family to remote education during lockdown mandate in 2020.

Household Manager and Caregiver

Private Residence - Saint Augustine, FL

August 2022 - November 2023

- Instituted American Sign Language core words into activities of daily living through modeling to implement functional communication in the infant.
- Constructed an age appropriate diet for an infant 2-18 months via baby-led weaning
- Directly managed an infant and 6 year old child on a daily basis by helping with homework, generating engaging activities, and driving the children to extracurricular activities.

Leadership

Head to Speech Ambassador- Current Position

Head to Speech Incorporated- Baltimore, MD

Leadership role in non-profit organization specializing in speech therapy in athletes with brain injuries.

Presenting on sports-related injuries in Washington, DC March 2024.

Grand Rounds Student Leader - May 2023

Jacksonville University- Palm Coast, FL

Introduced case studies to colleagues and facilitated professional discussions with clinical intent to diagnose and treat.

Extracurricular

- Collegiate Division I Cheerleading - University of Connecticut
- Collegiate Division II Rowing- University of Louisville
- Delta Zeta Sorority
- Junior Panhellenic Committee Member
- Fundraising: collective \$1.5M for Connecticut Children's Medical Center through UCONN's HuskyTHON

Bridget Grenier

Education

University of Connecticut, Storrs, CT

Masters of Curriculum and Instruction with concentration in Secondary Social Studies, May 2020

Master's Inquiry Project: 21st Century Learning in English History Classrooms

Bachelor of Science in Education with concentration in Secondary Social Studies, cum laude, May 2019

University of Nottingham, Nottingham, UK

- Study Abroad Program, Fall 2019

Professional Experience

Branford High School, Branford, CT

Social Studies Teacher, August 2023 – Present

- Lead and teach secondary social studies classes, including United States history, psychology and economics
- Creation of a new human rights focused elective aimed at promoting social justice at local, national and global levels through hands on projects and taking informed, meaningful action
- Provide students with meaningful feedback from formative and summative assessments so they may improve both areas of both skill and content knowledge
- Engage in professional development and curriculum work utilizing data-driven instruction cycles to address and plan to meet individual student needs
- Facilitate the local Witness Stones Project, which spotlights the legacy of the enslaved people of our community through research and installation of a commemorative stone

Norwalk Public Schools, Norwalk, CT

P-TECH High School Social Studies Teacher, June 2020 – June 2023

- Taught and planned various high school and college-level social studies classes, including civics, US history, global studies, psychology and current events with a focus on student-centered, project-based learning
- Maintained strong communication across departments to ensure the staff provided necessary support for students, in academic, social-emotional, and culturally responsive ways
- Integrated social justice concepts into everyday teaching practices by diversifying the history taught to students
- Implemented curricula which aligns to state and national standards, utilizes data-driven instruction cycles, and develops higher-order thinking skills for all students

P-TECH Class Advisor, September 2021 – June 2023

- Mobilized student leadership to organize fundraisers, manage budgets and raise class spirit through student-planned and led events

Curriculum and Instruction Designer, October 2021 – June 2023

- Designed curriculum and instructional practices unit by unit for civics classes to be implemented across the district
- Worked in conjunction with teachers from other district high schools to ensure alignment from classroom to classroom to provide the most equitable education for all students

Equity Institute Ambassador, May 2022 – June 2023

- Participated in monthly district-wide and school-centered meetings with the objective of creating and maintaining equitable spaces in education
- Collaborated with administration and staff to execute yearly equity goals to achieve higher learning, build students' commitment to school and close equity gaps existing in the district

University of Connecticut Neag School of Education, Storrs, CT

Teaching Assistant, January 2020 – May 2020

- Led discussions on subject matter, graded projects and assisted students on their first experiences in the classroom
- Guided preservice teachers through developmental practices of pedagogy specific to social studies

Mansfield Middle School, Mansfield, CT

Curriculum Development Intern, January 2020 - May 2020

- Collaborated closely with peers and staff to develop curriculum in various social studies subjects
- Mentored students across grade levels creating compelling History Day projects discussing barriers broken throughout time

National Justice Museum, Nottingham, United Kingdom

Museum Programming Intern, September 2019 – December 2019

- Worked closely with members of the educational staff to create new programs analyzing themes of justice through Shakespeare's tragedies
- Assisted in guiding various aged school groups throughout the museum, guaranteeing comprehension of crime and punishment in England over time

Connecticut IB Academy, East Hartford, CT

Student Teacher, January 2019 - May 2019

- Planned and executed various civics and United States history units and led a semester-long project which highlighted the importance of human rights through literature and personal accounts
- Consistently reflected and revised teaching styles that align with state and International Baccalaureate standards
- Facilitated workshops and enrichment experiences for students regarding the importance of mental health and emotional wellbeing

Meghan Hamel

EDUCATION

Masters of Science, Elementary Education, University of Bridgeport, 2023

Bachelor of Arts, Criminology with a minor in Psychology, Central Connecticut State University, 2021

RELEVANT EXPERIENCE

Long-Term Substitute (4th Grade): Stafford Elementary School. Bristol CT (January 2024-June-2024)

- Managed classroom behaviors and created a safe environment
- Worked with grade team to create and execute lessons
- Learned techniques to teach students who all learn things differently

Student Teacher: Hubbell Elementary School, Bristol CT (August, 2023 - December 2023)

- Created and executed lesson plans for literacy, math, science, and social students
- Experience with the Illustrative Mathematics (iM) curriculum
- Experience with Foundations word study program
- Facilitated small reading group sessions
- Participated in parent/teacher conferences/PPTs

Internship: Derynoski Elementary School, Southington CT (August 2022-June 2022)

- Building substitute grades K-5
 - Experience with teaching the iReady math curriculum
 - Experience with Lucy Calkins curriculum

OTHER EXPERIENCE

Receptionist: Furey, Donovan, Tracy & Daly P.C., Bristol CT (June 2021-August 2022)

- Aid attorneys in real estate closings and Will signings
- Assist with document management and client communications

Campus Assistant Operations Manager: Central Connecticut State University Student Center, New Britain CT (August 2019-June 2021)

- Supervises employees in work area
- Facilitated event setup and breakdown

Camp Counselor: Bristol Park and Recreation, Bristol, CT (June 2018-August 2020)

OTHER ACTIVITIES

Club lacrosse (Vice President) and club soccer at CCSU (Secretary)

Mykala Heiden

Education	<p>Fairfield University with the Connecticut Writing Project (2019) Credits towards completing my sixth year. Writing fellowship that redefined writing and how to foster a love for reading and writing for urban demographics. Masters in Education - Elementary Education and Certification (2018) Southern Connecticut State University Connecticut Teacher Certification GPA: 3.98 Bachelor of Arts - Audiology and Speech Pathology (2016) University of Connecticut</p>
Experience	<p>Teacher (2018 - Present) 2nd, 3rd, and 4th Bridgeport Hill Elementary School Responsible for all subjects. Working with different age groups to find books, authors, or styles they are interested in. Collaborated with coworkers to coordinate school-wide events. A vast array of organization skills, people skills, and creativity. Chess Club (September 2021 - Present) Taught chess to multiple grade levels in a voluntary after-school club. Book Club (2021-2023) Created a book for middle school students 5-6 grade after school to explore different genres of literature.</p>
Professional Academic Success Coach and Support Program Coordinator	<p>Southern Connecticut State University (2016-2018) College Reading and Learning Association (2016- 2018) Nationally certified academic coach. Reading Program: Designed a reading program to help struggling students with reading requirements that may be customized for any grade level. Academic Coaching: Focused on improving skills with students' academics. These skills included time management, organization, reading strategies, and test preparation. Support Program Coordinator: Developed and served as the Athlete's Academic Success Coach. Lead proctor for the Testing Center. Developed and facilitated training for Testing Center Proctors. Managed an 'early alert' student's caseload.</p>
Educational Leadership	<p>Teacher Lead (2022-Present) Head of my grade level taking on leadership roles to support other teachers and the school community Science Lead (2022) Held presentations on incorporating new curriculum and how to implement new technology and tools into the classroom. Connecticut Writing Project-Fairfield University (2019) <i>Defined in the Education section.</i> University of Connecticut (2016) Organized pre-K lesson plans and introduced MyPlate and healthy living activities in low-income areas.</p>
Volunteering	<p>Integrated Refugee and Immigrant Services (IRIS) (2017 Summer) Teacher's assistant for a grade 1-12 summer learning program designed to support students new to the United States with linguistic and behavioral challenges. Hamden Transition Academy (Spring 2017) I have worked with particular education students ages 18-21. Co-created and implemented lessons.</p>

JESSICA HERNANDEZ

OBJECTIVE To obtain an elementary education teaching position.

PROFESSIONAL ACHIEVEMENTS PHI ALPHA THETA
History Honor Society—2017

EDUCATION CENTRAL CONNECTICUT STATE UNIVERSITY, NEW BRITAIN, CT
BACHELOR OF SCIENCE IN HISTORY, ELEMENTARY EDUCATION
3.43
2015-2020

POST UNIVERSITY, WATERBURY, CT
MASTER OF EDUCATION, ENGLISH AS A SECOND LANGUAGE
3.81
2022-2024

CERTIFICATION Connecticut Teacher's Certification, 1-6, Provisional Certification

TEACHING EXPERIENCE SMITH ELEMENTARY SCHOOL, NEW BRITAIN, CT
2nd Grade Teacher September 2020-Present

- Designed and implemented daily lesson plans for math, reading, and writing using a variety of instructional models.
- Participated in data collection, professional development, and faculty meetings.
- Conducted small group lessons in math and reading to students in need of additional practice.
- Modified lessons to attend to needs of students with varying needs (SPED, ELL, etc).
- Implemented classroom routines and structures to maintain a safe and positive learning environment for students.
- Created relationships with students and families in order to better understand the needs of all students in the class

ACADEMY OF AEROSPACE AND ENGINEERING ELEMENTARY SCHOOL, ROCKY HILL, CT
Student Teacher (Grade 4) Spring 2020

- Designed and implemented daily lesson plans for science, reading, and writing using a variety of instructional models.
- Planned and implemented units on plants and animal structures, reading fiction texts, and persuasive writing.
- Participated in data collection, professional development, and faculty meetings.
- Modified lessons to attend to needs of students with learning disabilities.
- Participated in planning for math, science, writing, reading, and social studies content.
- Fostered a safe and positive learning environment for students.

ACADEMY OF AEROSPACE AND ENGINEERING ELEMENTARY SCHOOL, ROCKY HILL, CT

Teacher Candidate (Grade 4) Fall 2019

- Designed and implemented a series of literacy lessons on how to identify key details within an informational text in order to highlight the main idea of the text.
- Modified and taught a math lesson to students with learning disabilities in order to revisit content that students had previously struggled with.
- Worked individually with students who required extra help on assignments (math, literacy).
- Assisted host teacher with classroom management and provided a positive learning atmosphere.

HIGHCREST ELEMENTARY SCHOOL, WETHERSFIELD, CT

Teacher Candidate (Grade 6) Spring 2019

- Worked with students on various subjects in small groups.
- Worked individually with students who required extra help on math assignments.
- When cooperating teacher was absent, worked with substitute to accomplish goals left and intended for the day.
- Corrected classroom and homework assignments
- Implemented lesson on identifying key details within an informational text in order to find the main idea

LINCOLN ELEMENTARY SCHOOL, NEW BRITAIN, CT

Teacher Candidate (Grade 2) Fall 2018

- Worked with students individually and in small groups on math and literacy activities.
- Taught an interactive lesson that helped students further their reading comprehension and writing skills.
- Reviewed and corrected student work.

VANCE VILLAGE ELEMENTARY SCHOOL, NEW BRITAIN, CT

Teacher Candidate (Grade 5) Spring 2018

- Worked with students on various subjects in small groups.
- Worked individually with students who required extra help on math assignments.
- When cooperating teacher was absent, worked with substitute to accomplish goals left and intended for the day.

- Corrected classroom and homework assignments

RELATED
EXPERIENCE

CHILDREN'S CIRCUS CAMP, MIDDLETOWN, 2013-2023

Assistant Site Director 2019-2023

- Supervisor to a staff of 30 counselors and teaching artists
- Built relationships with campers, parents, and families
- Fostered an open line of communication with parents as well as staff members
- Administered First Aid when necessary
- Worked closely with directors to plan daily activities
- Facilitated a safe environment for campers

Counselor 2013-2018

- Leading small groups of students ages 8-15 in games and activities
- Working with students to create skits to present in front of a large audience
- Dealing with behavioral issues when necessary

MIDDLETOWN RECREATION AND COMMUNITY SERVICES, MIDDLETOWN, 2013-2016

- Worked with students with special needs on various games and activities

KIDS KORNER, YMCA, MIDDLETOWN, SEPT. 2014-MAR.2015, MARCH 2019-JAN 2020

- Working with students individually on homework assignments
- Leading small groups of students ages 5-10 in games and activities
- Forming relationships with student's parents and families

REFERENCES

AVAILABLE UPON REQUEST

Brianna Larson

OBJECTIVE

To secure a position to showcase my strong instruction and classroom management skills.

EDUCATION

Central Connecticut State University, New Britain, CT

Bachelor of Science Degree, May 2009

Concentration: Elementary Education Mathematics

EXPERIENCE

Bright Horizons ESPN KidsCenter, Bristol, CT

Lead Teacher

June 2012 – Present

- Responsible for the guidance of my team to create a safe and nurturing environment that encourages development
- Collaborate with team in developing weekly classroom plans and goals
- Develop emergent curriculum designed to inspire children
- Partner with parents to support, guide, and share in their child's growth and development
- Input documentation and maintain data on Teaching Strategies Gold
- Train new employees on safety and educational guidelines
- Organize yearly center wide Science Fair

Bristol Public School System, Bristol, CT

Substitute/ Long-term Third Grade Substitute Teacher

Sept. 2011 – June 2012

- Assumed teaching responsibilities while classroom teacher was absent
- Maintained a well-managed and positive learning environment
- Created lesson plans, graded classwork and tests, and collected data
- Completed end of year portfolios and report cards
- Fulfilled before, during, and after school responsibilities

Saints Peter and Paul, Waterbury, CT

Long-term Second Grade Substitute Teacher

Jan. 2011 – June 2011

- Created daily lesson plans according to Archdiocese curriculum
- Maintained a positive behavior management system
- Produced supplemental materials, class work, and homework
- Completed quarterly report cards and progress reports

Dunkin Donuts, Bristol and Wolcott, CT

Shift Supervisor

Sept. 2001 – March 2011

- Received general direction from store manager
- Performed end of shift duties
- Balanced the cash receipts and drawers
- Assigned, oversaw, and reviewed work of staff of 3
- Provided staff training and assistance for 3 new employees a month
- Handled customer complaints

Bristol Public School System, Bristol, CT

Collaboration Intern, K-5

Oct. 2009 – June 2010

- Assumed teaching responsibilities while classroom teacher attended grade level meetings
- Taught math and reading curriculum in whole and small group lessons
- Implemented existing classroom management strategies when necessary
- Fostered a safe, positive and supportive learning environment

COMMUNITY SERVICE

Relay for Life Committee Member Bristol, CT 2014, 2015, 2016, 2018, 2019

Secret Santa Committee Member, Bristol, CT 2011 – 2016

Habitat for Humanity, CCSU Chapter Fall 2003 – Spring 2007

Secretary 2005 - 2006

Vice President 2006 - 2007

Awards and Recognitions

Teacher of the Month April and November 2019

Brianna Larson

OBJECTIVE

To secure a position that showcases my relationships, instructional, and management skills.

EDUCATION

Central Connecticut State University, New Britain, CT

Bachelor of Science Degree, May 2009

Concentration: Elementary Education Mathematics

Certification

Elementary Education K-5

EXPERIENCE

West Bristol School

Paraeducator

January 2020 - present

- Establish and maintain positive and effective working relationships
- Assist students with instruction under the guidance of special education teacher
- Implement grade level instruction in a small group setting
- Maintain school wide PACK pride behavior expectations
- Interpret and execute students' IEP learning and behavior goals
- Analyze and resolve non-disciplinary situations
- Collaborate with classroom teachers to identify areas of growth

West Bristol School

Long Term Substitute, Third Grade October 2022 - June 2023

- Built strong student and family relationships, utilizing district communication app ParentSquare
- Planned and delivered daily instruction in Math and ELA
- Implemented positive behavior management strategies, utilizing the PBIS system
- Collaborated with building coaches and team members
- Interpreted and responded to assessment data

Bright Horizons ESPN KidsCenter, Bristol, CT

Lead Teacher June 2012 – January 2020

- Responsible for the guidance of my team to create a safe and nurturing environment that encourages development
- Collaborated with team in developing weekly classroom plans and goals
- Developed emergent curriculum designed to inspire children
- Partnered with parents to support, guide, and share in their child's growth and development
- Input documentation and maintained data on Teaching Strategies Gold
- Trained new employees on safety and educational guidelines
- Organized yearly center wide Science Fair

Bristol Public School System, Bristol, CT

Substitute/ Long-term Third Grade Substitute Teacher Sept. 2011 – June 2012

- Assumed teaching responsibilities while classroom teacher was absent
- Maintained a well-managed and positive learning environment
- Created lesson plans, graded classwork and tests, and collected data
- Completed end of year portfolios and report cards
- Fulfilled before, during, and after school responsibilities

Bristol Public School System, Bristol, CT

Collaboration Intern, K-5
Oct. 2009 – June 2010

- Assumed teaching responsibilities while classroom teacher attended grade level meetings
- Taught math and reading curriculum in whole and small group lessons
- Implemented existing classroom management strategies when necessary
- Fostered a safe, positive and supportive learning environment

COMMUNITY SERVICE

Relay for Life Committee Member Bristol, CT 2014, 2015, 2016, 2018, 2019

Secret Santa Committee Member, Bristol, CT 2011 – 2016

Habitat for Humanity, CCSU Chapter Fall 2003 – Spring 2007

Secretary 2005 - 2006

Vice President 2006 - 2007

Awards and Recognitions

ESPN KidsCenter Teacher of the Month - April and November 2019

West Bristol Leader of the Pack - October 2022 and October 2023

Staff Achievement Award, Bristol Public Schools - May 2024

Laviero
JENNIFER J. BLASCHKE

OBJECTIVE

Energetic Physical Education and Health Teacher enthusiastic about helping students achieve physical fitness objectives and improve overall health and wellbeing.

CERTIFICATIONS

044 Physical Education PK-12

American Red Cross First Aid, CPR, AED &

043 Health Education PK- 12

Lifeguard

EDUCATION

Master of Science: Teacher Leadership, 05/2019

Quinnipiac University - Hamden, CT

Bachelor of Science: Physical Education And Health, 12/2012

Central Connecticut State University - New Britain, CT

EXPERIENCE

Crosby High School PE & Health Teacher, 08/2013 - Current

Waterbury Public Schools – Waterbury, CT

- Taught Physical Education classes covering exercise strategies, sports, and safety.
- Evaluated student performance using formative and summative assessments, providing constructive feedback to promote growth.
- Assessed student physical fitness levels and adjusted objectives according to success.
- Collaborated with colleagues to develop interdisciplinary units, connecting physical education with other subject areas.
- Collaborated with other teachers to develop, implement and assess IEP plans.

21st Century After School Program PE Teacher, 09/2015 - 06/2016

Waterbury Public Schools – Waterbury, CT

- Improved students physical abilities through implementation of age-appropriate motor skill development

programs.

- Increased student participation by incorporating physical fitness activities and team-building exercises.
- Maintained accurate student records, tracking progress and providing necessary documentation to administration and parents.
- Conveyed health and well-being concepts beyond physical fitness.
- Developed strong rapport with students, fostering a sense of belonging within the physical education environment.

Summer School Dance Teacher, 07/2013 - 08/2013

Cheshire Public Schools – Cheshire, CT

- Choreographed unique routines tailored to individual student abilities, enhancing each student's strengths while improving areas of weakness.
- Planned, prepared, and delivered lesson plans introducing students to dance techniques and ballet positions.
- Planned routines for recitals and performances.
- Developed strong relationships with students, encouraging them to develop self-confidence through the art of dance.
- Recognized and adapted to different learning styles to productively communicate and teach materials to all students.

Long Term PE/Health Substitute Teacher, 03/2013 - 06/2013

Waterbury Public Schools – Waterbury Arts Magnet School, Waterbury, CT

- Promoted a collaborative learning environment through group projects and peer-to-peer activities, fostering teamwork and communication skills.
- Followed lesson plans designed by absent teacher.
- Implemented cross-curricular content; weaving dance, arts, rhythm, music and history into PE lessons.

Long Term PE Substitute Teacher, 01/2013 - 03/2013

Waterbury Public Schools – Bucks Hill Elementary School, Waterbury, CT

- Followed classroom plans left by class teacher to continue student education and reinforce core concepts.
- Adapted lesson plans to accommodate diverse learners, including those with special needs or language barriers.
- Implemented classroom management techniques to maintain positive learning environment.

COMMITTEES

Crosby High School Safety Team

- Creating comprehensive plans for various emergency situations.
- Organizing training sessions and emergency drills for staff and students to ensure everyone knows how to respond during emergencies.
- Evaluating and updating school safety policies and procedures.

WPS High School PE and Health Curriculum committee

- Designing comprehensive PE and Health programs that align with educational standards and goals.
- Creating lesson plans instructional guides and student handouts to support the curriculum.
- Ensuring the curriculum meets national, state and local education standards and guidelines for PE and health
- Developing assessment methods and tools to evaluate students progress and program effectiveness.

AFFILIATIONS

- SHAPE America
- CTAHPERD
- JOHPERD

REFERENCES

Joseph R. Gorman
Supervisor of Health & Physical Education
Waterbury Public Schools
236 Grand Street, Waterbury, CT 06702
(203) 574-8051
jgorman@waterbury.k12.ct.us

Michael Veronneau
Crosby High School Principal
Waterbury Public Schools
300 Pierpont Road, Waterbury, CT 06705
(203) 574-8069
mveronneau@waterbury.k12.ct.us

Madison Morin-Scata

EDUCATION

University of Hartford **Hartford, CT**
Bachelor's of Science: Integrated Elementary Education May 2022

Wethersfield High School **Wethersfield, CT**
Diploma June 2018

EXPERIENCE

YMCA Ybell **West Hartford**
Teacher - Kindergarten June - August 2024

- Planning and implementation of Kindergarten curriculum
- Develop weekly newsletters and lesson plans focused on student engagement
- Cooperating and co-planning with instructional coach and TA
- Manage and teach ten 4-6 year olds

New Britain Multi-Gen **New Britain**
Teacher - 4 to 6 year olds May - June 2024

- Planning and implementation of age appropriate activities
- Develop and implement weekly lesson plans to focus of student reading and writing
- Cooperating and co-planning with social workers
- Managed and taught eleven 4-6 year olds

Breakthrough Magnet School South **Hartford, CT**
Teacher - 6th Grade August 2022 - April 2024

- Planning and implementation of English Language Arts curriculum
- Planning and implementation of math curriculum
- Developed and implemented weekly lesson plans to focus on student discourse and critical thinking skills
- Cooperating and co-planning with various grade levels as well as support teams
- Managed and taught two groups of 15-17 6th grade students yearly
- Improved student reading and assessment scores by multiple grade levels
- Improved math interim assessment scores by multiple bands

S.A.N.D Elementary School **Hartford, CT**
Fieldwork Experience -Kindergarten to 3rd Grade February – May 2022

- Special education classroom, lead teacher for 5 weeks
- One on one instruction
- Small group instruction
- Developing individualized goals

SKILLS

- Engaging curriculum
- Critical thinking
- Data analysis and tracking
- Lesson planning
- Computer skills
- Technology integration
- Implementing mindfulness

Heather Needham

Education

Bachelor of Science

Early Childhood Education

Southern Connecticut State University

Graduation: December 2023

Related Experience

Student Teacher

Bristol Public Schools, Bristol CT

August – November 2023

Completed assignment in a second-grade classroom. Shared responsibility for planning and implementing lessons, assessing students, and managing classroom routines and activities.

ABA Therapist

Southington Public Schools, Southington, CT

August 2015 - December 2018

Assisted in the development and implementation of discrete trial instruction programs; created and implemented behavioral intervention plans and reward systems; closely observed and recorded academic and behavioral data; modeled and taught various skills including, fine and gross motor, communication, play, social, emotional, self-help, and hygiene.

Special Education Preschool Paraprofessional

Consolidated School District of New Britain, New Britain, CT

March 2008 - July 2015

Worked in a self-contained autism classroom; implemented discrete trial instruction; collected and recorded data; followed behavioral intervention plans and reward systems; assisted students in the activities of their daily living, including toileting and self-help skill development.

Field Placements

- Aces Wintergreen Interdistrict Magnet School, North Haven CT
Grade 3
- Barack H. Obama Magnet University School, New Haven CT
Grade 4
- Farmington Public Schools, Farmington CT
Student teaching: integrated preschool

KRISTA NICHOLS

TEACHER - ARTIST

CONTACT



SKILLS

Drawing, Painting, etc.

Woodworking

Dance/Choreography

EDUCATION

Art Teacher Certification

**Central Connecticut State
University**
2020-2022

Bachelors of Fine Art, Illustration
School of Visual Arts
2011-2015

Associates Degree, Humanities
Dutchess Community College
2006-2008

EXHIBITIONS/SHOWS

03/2024 - "Cut and Paste," West Hartford Art League, West Hartford, CT

11/2021 - "Art Educators Exhibition," CCSU Art Gallery, New Britain, CT

WORK EXPERIENCE

Avon Middle School/Long Term Sub

APRIL 2023 - JUNE 2023

Provided art instruction in 3D sculpture, drawing and painting, as well as creative arts. Prepared and delivered lessons while monitoring student progress. Maintained gradebook and overall classroom appearance for classroom teacher. Attended staff meetings and chaperoned field trips.

Sedgwick Middle School/Long Term Sub

AUG 2023- JUNE 2024 and AUG 2022-OCT 2022

Administered middle school art curriculum aligned with district goals and objectives. Developed lesson plans and taught age-appropriate artistic skills such as elements and principles. Attend and participate in staff meetings and professional development days, and communicate with parents daily. Organized and installed district wide art shows and school wide, year end art shows.

South Windsor High School/Student Teacher

OCT 2021 - MAY 2022

Developed and implemented lessons based on the school curriculum. Attend and participate in school-wide and departmental professional development meetings. Selected and installed artwork for the town art show.

Kelly Educational Services/Part-Time Sub

MAY 2021 - PRESENT

Fill teacher vacancies and work with building staff and students to ensure a safe and positive school day.

The Learning Experience/Toddler Teacher

OCT 2019 - MAR 2020

Fill teacher vacancies and work with building staff and students to ensure a safe and positive school day.

Dance Dynamics LLC/Dance Instructor

SEP 2018 - JUNE 2021

Instruct students ages 7+ on ballet, tap, jazz, hip-hop, and lyrical technique. Choreograph original numbers for annual recital, take attendance, and complete weekly evaluations.

Backstage Academy of Dance/Dance Instructor

SEP 2018 - MAR 2020

Instruct students ages 3+ in ballet, tap, jazz, contemporary and hip-hop. Create foundations for the growing recreational side of highly competitive dance school to increase enrollment.

Melanie A. Olmstead

OBJECTIVE

Motivated and enthusiastic health educator looking to bring knowledge and excitement to students in a growing and changing stage in life.

PROFESSIONAL HIGHLIGHTS

- Focused on the whole child through activities that promote mind and body connection.
- Motivated to create and encourage lifelong learning.
- Creative thinker who continues to update curriculum to adjust to the ever-changing field of health education
- Unbiased educator who strives to create a welcoming and judgement free environment

CERTIFICATION

Health Certification, K-12 #043

EXPERIENCE

Health Teacher

Middle School of Plainville, 2013 to Present

- Unified Arts (Specials) Team Leader
- District Teacher of the Year, 2022
- TEAM Mentor
- Created and implemented a health curriculum for grades 6, 7 and 8 that follows the State and National health standards
- Cross-curricular lessons with other colleagues and staff
- Empower students to believe in themselves as they travel through the middle school years.
- Assist students to gain ability to read, analyze, and apply real world application understanding and carry out instructions in written or oral form
- Provide a variety of planned learning experiences using technology and instructional methods in order to motivate students and best utilize available time for instruction
- Successfully teach students how to work cooperatively, conduct reliable health research, peer instruction & mediation.
- Perform all necessary duties including but not limited to bus, lunch, morning and afternoon duties
- Leader of Ski Club, Coordinate Veteran's Day Program for our school, member of the Wellness Committee, National Junior Honor Society Committee member

EDUCATION

Sixth Year, Curriculum and Instruction, 2022

University of Saint Joseph
West Hartford, CT

Master of Science, School Health Education, 2011

Southern Connecticut State University
New Haven, CT

Bachelor of Arts, Psychology, 2000

Central Connecticut State University
New Britain, CT

Lory Lena Park-Knowles

OBJECTIVE: To further my knowledge and expertise of English/Language Arts and Literacy Education by obtaining an English/ Language Arts position

CERTIFICATION:

Professional Educator Certificate, English, Grades 7-12 (015)
Initial Educator Department Chairperson, English (105)
UCONN ECE Certification to Instruct ENGL 1007: Multimodal Composition
ETS Reader for the AP English Language and Composition Exam (2024)

EDUCATION:

2000-2006 Wesleyan University, M.A.L.S. (Masters of Arts and Liberal Studies)
1996-1998 University of Hawaii, M.Ed.T. (Secondary English Education)
1991-1995 University of Hawaii, B.A. (English, minor in Art), with Study Abroad in England, Italy

ADDITIONAL TRAINING:

2016 Taft Educational Center (AP English Literature)
2008 University of Bridgeport, EDLD 613 Leadership and EDLD Supervision/Personnel courses
2007 National Endowment for the Humanities – Landmarks of American History and Culture (Mark Twain House)
2002 Intel Teach to the Future, credit through Plymouth State College
2001 Taft Educational Center (AP English Language and Composition) –credit through Hartford University

EMPLOYMENT:

2000 -pres.

English Teacher, Waterbury Arts Magnet School (Waterbury, CT)

Teaching 10 - 11th grade English, developing and executing lessons and assessments

- 11th grade AP English Language and Composition
- 10th grade honors English
- 10th grade college prep English

Taught SAT prep, developing and executing lessons and assessments for an elective course

Taught 9th grade English (2004-2005)

Multi-Tiered Systems of Support teacher representative (2023-present)

Advised High School Journalism club (2019-2020, 2005)

ELA Curriculum Committee member (2017)

NEASC Mission and Expectations Co-chair (2007-2008)

Assisted with training a student teacher (2006)

English Curriculum Committee member (2005-2006)

English Department Team Leader (2004-2005) in lieu of a department chair

- Selected course materials for English classes in accordance with city and school curriculum and Board of Education-approved materials
- Contacted book representatives and prepared orders in accordance with the budget
- Received and inventoried materials for the English department
- Mentored teachers new to Waterbury

- Served as liaison to leaders of other departments and the city ELA supervisor
- Met with educators to assist with daily operations for the first year of WAMS (testing, interdisciplinary integration, scheduling, vertical teaming)

Waterbury Teachers Association Union Representative (2004-2005)

2003-2005 **Instructor, Naugatuck Valley Community College (Waterbury, CT)**
Facilitated SAT preparation for high school students, 5-6 classes per term

1999-2004 **English Teacher, Crosby High School (Waterbury, CT)**
Taught 9th, 10th, 10th honors, 10th ACE, 12th grades, and AP English Language and Composition
Advisor for ACE student representatives 2003-2004
TQE representative (2000-2002)
NEASC Assessment Committee Co-chair (2000-2001)
Sophomore class co-advisor (1999-2000)

2000 (fall) **Language Arts Teacher, Wallace Middle School (Waterbury, CT)**
Taught 6th grade language arts
Prepared students for the CMT in the fall term

1998-1999 **English Teacher, Castle High School (Kaneohe, HI)**
Taught 9th, 10th, 10th honors, 12th grades
Advisor, Key Club
Advisor, Graduation Processional Committee
Mentored the MEDT cohort of university students studying on campus

1998, 1997 **English Teacher, Kailua High School (Kailua, HI)**
Taught Summer School to grade 12 students (incoming seniors and credit recovery)

1998 (spring semester) **English teacher, Roosevelt High School (Honolulu, HI)**
Taught 10th grade, 10th grade English language learners

OTHER ACHIEVEMENTS:

- 2024 AP English Language and Composition student exam mean score was 3.6 (out of 5) and 80% earned at least a 3; average student scores are higher than the mean percentage scores compared to the global average (higher than CT state mean average for 4 of the last 6 years)
- Helped WAMS English students achieve recognizable growth as measured by the PSAT for the school year 2021-22 (taught 4 of 6 sophomore classes)
- 2023 UCONN NEAG Letters About Literature participation (1 student was a Finalist, 3 students were Semi-finalists, 2 students earned Honorable Mention)
- AP English Language and Composition teacher for 19 years
- “Highly Qualified” designation for English teaching
- Teacher of the Year (approximately 2008)

OTHER INTERESTS:

- Waterbury Ct Teachers Federal Credit Union Treasurer (2022-pres.), Budget Committee Chair (2022-pres.), Personnel Committee member (2022-pres.), Board of Directors (2011-pres.), Scholarship Committee (2011-pres.) Supervisory Committee member (2008-2011)
- Art, gardening, traveling

Daniel Spatafore

Summary

Personable, caring, hardworking, able to relate and work with others. Recognized for fostering strong relationships. Able and willing to learn quickly. Ample experience interacting and building relationships with others. Team experience with a variety of disciplines. Collaborated with teachers, specialists, administrators, coaches and parents. Varied work settings and experience has yielded great communication skills and work habits. Knowledgeable of the medical field. Coursework included statistics, sciences such as chemistry, genetics, anatomy and labs.

Skills

- Personable
- Works well with people of all ages
- Interpersonal and written communication
- Planning and Time Management
- Fast learner - Adaptable
- Organized
- Spanish minor
- Oral presentations

Experience

February 2019 - October 2020

Sodexo at Assumption University, Worcester, MA- *Catering Staff/Food Staff*

Waitstaff for numerous events on campus. Set up and broke down for events, occasionally working between multiple events at a time. Served students and staff while working at the different dining options offered on campus.

June 2016 - August 2020

FAST Camp LLC, Southington, CT- *Camp Counselor*

Built relationships with the children while maintaining mutual respect. Lead groups of campers as they participated in various activities and games throughout the day. Helped to ensure a fun and safe environment. Worked with fellow counselors to develop creative new games and activities for the kids.

January 2021 - September 2021

Flanders Elementary School, Southington, CT - *Building Sub*

Supported the needs of the building on a daily basis. Report to the building Principal regarding assignments and related feedback and information. Follow designated lesson plans. Collaborate with school staff to ensure carry over of targeted programs and lessons.

August 2021 - November 2021

Saint Paul Catholic High School Football, Bristol, CT - *Assistant Coach*

Teaching players the fundamentals of the game as well as life skills. Emphasizing the importance of working as a team.

September 2021 - June 2023

Flanders Elementary School, Southington, CT - *Paraprofessional*

Facilitate small group work. Help students build upon their strengths and minimize weaknesses while encouraging independence. Able to work with students with special learning and social/behavioral needs. Able to carry out behavior plans and strive to help students meet goals according to their IEP. Flexible/Team member. Physical and Psychological Training (PMT) certified. Collect and organize data for specialized student programs.

May 2022 - Present

Anthony Jack's Restaurant, Southington, CT - *Part-Time Server*

August 2023 - June 2024

Thompson Brook School, Avon, CT - *Paraprofessional (Team)*

Similar description to Flanders position. Facilitate small group work as well as 1:1. PMT trained.

Education

Assumption University, Worcester, MA - *BA Health Sciences/Spanish Minor*

CNA Certified, Middlesex Community College

Western Governors University - *Master's In Education (in progress)*

Activities and Awards

- Involved in Campus ministry, Agape Latte, Men's Vocation group and multiple Intramural Sports
- Knights of Columbus Catholic Citizen award 2017

Trevor Thomas

Secondary English Teacher

Contact

Address

[REDACTED]

Phone

[REDACTED]

E-mail

[REDACTED]

Skills

Teamwork and Collaboration

Decision-Making

Planning and Coordination

Coaching Running Club

After School Tutoring

Tech

MS Office

Google Workspace

Kickboard

ParentSquare

Infinite Campus

PowerSchool

Renaissance Learning

Actively Learn

Experienced Secondary English teacher that has a consistent record of student growth year over year. Highly effective in pushing students' academic success through the use of data analysis, building and maintaining strong student and family relationships, and providing a learning environment that invites inquiry-based thinking. Seeking a lead teaching position and to join a team committed to providing students with a rigorous and well-rounded educational experience.

Work History

2013-07 -
Current

7th Grade ELA Teacher

Elm City College Prep School, New Haven, CT

- Evaluate the academic skills of each student through verbal assessments (discourse, Socratic seminar, debate), graded assignments and standardized tests (STAR, F&P, SBAC, Interim Assessments).
- Plan and execute data driven lessons aligned to the common core standards to increase reading levels and SBAC results.
- Provide whole group instruction as well as targeted small group guided reading to meet students at their level of need.
- Participate in weekly professional development to maintain professional growth.
- Implemented differentiated instruction to meet needs of diverse learners including scaffolding and modification for students at all levels.
- Recognized as a stage 4 - advanced teacher based on students' academic results, 360 surveys of staff and families, and leadership feedback.
- Maintain and manage a safe, joyful classroom for all students physically and emotionally with clear expectations, routines, and consistency.

2017-08 -
Current

Grade Level Chair

Elm City College Prep, New Haven, CT

- Create interactive learning experiences and mentored fellow teachers.
- Manage the adult culture and harness an environment of cohesion, support, and collective

Freckle

IXL

NoRedInk

professional growth.

- Facilitate weekly grade team meetings to discuss, plan, analyze, and implement grade wide objectives, goals, incentives, and data.
- Organize, plan, and execute team wide field trips, incentives, assemblies, and events.
- Communicated directly with parents and prospective parents to achieve child success.
- Implemented school curriculum in ways that met student needs.
- Observed teachers, provided feedback, and implemented improvement plans to optimize classrooms.
- Established positive, stimulating learning environment for students and exciting education-focused setting for teachers.
- Monitored student progress and implemented intervention strategies to support student success.

2022-08 -
Current

Resident Advisor

Elm City College Prep, New Haven, CT

- Coached and mentored first year teachers
- Collaborated with RELAY to support first year teachers grow and build foundational teacher skills.
- Weekly observations with real time coaching to bolster classroom management, engagement, and rigor of lesson.
- Weekly coaching meetings to debrief observations, set goals, assess previous goals and benchmarks, and reflect on best practices.
- Engaged in video protocol to analyze teacher moves, strengths of instructions, and areas of growth.

2022-08 -
Current

Adult Social Emotional Learning Lead

Elm City College Prep, New Haven, CT

- Introduced adult SEL through the use of Second Step program'
- Facilitated and led team strengthening discussions school wide and grade team wide in topics of trust, respect, conflict, triggers, disengagement, bias

and vulnerability in the work place.

- Monitored and provided feedback on adults' progress in the self-work assigned modules before coming together as a team to discuss.

Education

2012-08 -
2013-05

Master of Science: Education

University of New Haven - West Haven, CT

- magna cum laude graduate
- Internship at Strong Middle School (Regional School District 13)
- Student teaching at Hamden Middle School

2007-08 -
2011-05

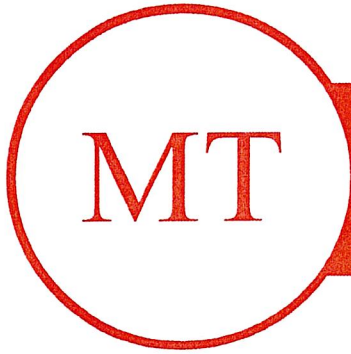
Bachelor of Arts: Business Administration and Management

Marist College - Poughkeepsie, NY

- Minor in Psychology
- Honor Roll 2007-2011
- Member of Phi Beta Kappa academic honor society
- Graduated magna cum laude
- Member of the Track and Cross-Country team

Leadership Fellows Program 2017-2018

- A year long program to build and shape future leaders in a school setting.
- One teacher is selected per school in the network.
- Implemented and piloted an impact project that will have a long-lasting positive impact on the school.



MARIA D. TORRES



OBJECTIVE

To work in a great school or in a company where I can have the opportunity to help the children with special education needs to overcome their limitations.

SKILLS

Knowledge in Word Perfect, Excel, Power Point, Publisher, Kami, Google Classroom
Differentiated instruction
Good communication skills
Have a great organizational skill
Work effectively in group
Be able to deal with conflict
Willingness to learn
Compassionate and empathetic
Bilingual Spanish

EXPERIENCE

SPECIAL EDUCATION TEACHER • WATERBURY PUBLIC SCHOOL
• 8/2017 – PRESENT

Give support to students with special educational needs.
Prepare teaching materials, especially for them.
Create individualized curricular adaptations. Customizing lesson plans.

PARAPROFESSIONAL • WATERBURY PUBLIC SCHOOL • 8/2013 – 6/2017

Assisting teacher in the classroom, helping students with everyday tasks, managing classroom equipment, provide administrative support for teaching, supervising students.

EDUCATION

BBA • DECEMBER, 1998 • INTER AMERICAN UNIVERSITY OF PR
Major: Computerized Management Information Systems

BA • JUNE, 2015 • INTER AMERICAN UNIVERSITY OF PR
Major: Special Education Teacher k-12
Summa Cum Laude

CERTIFICATION AND TRAINING

Provisional Educator Certificate, December, 2029
NGSS, Smarter Balanced, CTAA/CTAS, November, 2023
Structured Literacy, March 2024/Support Crisis, January 2024
Planning and Placement Team Practices, October, 2020-May, 2021





KENISHA VILLANUEVA

EDUCATION

Southern Connecticut State University, 501 Crescent St New Haven, CT

- M.S. in Communication Disorders
- Anticipated Graduation: May 2024

Southern Connecticut State University, 501 Crescent St New Haven, CT

- B.S. in Communication Disorders (May 2021)
- Minor in Medical Spanish

CLINICAL EXPERIENCE

Southern Connecticut State University, New Haven, CT

September 2022-Present

Graduate Student Clinician

- Created session plans and implemented treatment strategies for both pediatric and adult populations
- Collected and analyzed data for all sessions
- North Haven Preschool Social-Pragmatics Group
- Performed evaluations and wrote diagnostic reports on pediatric and adult populations
- New Haven Schools (LEARN) performed diagnostic evaluations
- Audiology Practicum
- Co-facilitated a Neuro group
- Individual and group therapy session via Teletherapy and In-person at the clinic
- Medical Diagnoses: stroke, TBI, developmental delay, ASD, aphasia following cerebral infarction, cognitive deficits following nontraumatic subarachnoid hemorrhage
- Speech Diagnoses: mixed receptive-expressive language disorder, social-pragmatics, cognitive-communication disorder, phonological disorder, apraxia of speech
- Standardized Tests: GFTA-3, PLS-5, OWLS-2, WAB-R, CELF-5, KLPA-3, CLQT, BDAE, ROWPVT-4, BDI-3, CELF-P, REEL-4
- Birth to Three with Building Bridges
- Bristol Public Schools: Edgewood Preschool Academy

WORK EXPERIENCE

Community Health Center Inc., New Britain, CT

February 2022-Present

Patient Services Associate

- Customer service

- Spanish translator
Liberty Home Care Options, LLC, New Britain, CT February 2021- February 2022
Personal Care Assistant
- Cared for and accompanied adult clients.
Marshalls, Cromwell, CT October 2016- December 2020
Women's Department Coordinator
 - Customer service
 - Cash office assistant
 - Cashier
- Learning Steps Preschool and Childcare Center, Granby, CT August 2016- November 2019
 - Planned and performed activities for the children in both Spanish and English.

EXTRACURRICULAR & VOLUNTEER EXPERIENCE

National Student Speech Language Hearing Association, Member, August 2022- Present
Church of God, Children's Leader, August 2017-Present
NSSHLA, Member, September 20219- Present

SKILLS AND CERTIFICATIONS

- Speak, read, and write fluent Spanish.
- CITI Program – Social and Behavioral Research
- SPEAK OUT! & LOUD Crowd Training
- ITEACH e-learning Modules – Values and Ethics for Interprofessional Practice; Roles & Responsibilities for Interprofessional Practice; Teams & Teamwork for Interprofessional Practice; and Interprofessional Communication
- Grammar Fundamentals for a Pluralistic Society Modules
- MoCa Cognition Certification
- AAC Learning Center Moodles

GINA WIESE

School Library Media Specialist

EDUCATION

Master in Library and Information Science (*Anticipated August 2024*)

School Library Media Specialist Certificate (*Anticipated August 2024*)

Southern Connecticut State University

2024 Carolyn Biega O'Neill Memorial Scholarship

GPA: 3.91

Bachelor of Arts *Magna Cum Laude*

History and Art History, May 2019

Hollins University

Hollins Undergraduate Research Awards Winner Spring 2017

Honor Societies: Phi Alpha Theta, Phi Beta Kappa

GPA: 3.81

RELATED WORKING EXPERIENCE

Student Teacher

CT IB Academy, East Hartford, CT 06118

February 2024 – April 2024

- Instructed school library media for grades 9-12, fostering collaboration with all departments to facilitate discipline-specific research practices.
- Conducted a weekly Critical Research and Independent Inquiry course to support juniors in writing extended research essays as part of their IB requirements.
- Executed reading promotion plans including blind date with a book, a March Madness bracket, and a student poetry anthology.

Library Assistant

Botetourt Libraries, Buchanan, VA 24066

November 2021 – July 2022

- Managed front desk operations, assisting patrons with checkouts and technology usage.
- Developed and executed county-wide displays for events including Black History Month, World Teen Mental Wellness Day, and Women's History Month.
- Organized and implemented programming for Youth Services, including farmers market outreach weekly story times, and a Star Lab at the YMCA with over 200 attendees.

Museum Host

Taubman Museum of Art, Roanoke, VA 24011

November 2020 – October 2021

- Ensured gallery security and enforced COVID regulations, including incident reporting and financial transactions.
- Assisted museum development and curatorial staff with various projects, including art handling, research, communication with members, and database management.

Writing Center Tutor

Hollins University Roanoke, VA 24019

September 2017 – May 2019

- Delivered tailored support to students across a wide array of writing assignments, encompassing various subjects and lengths, while focusing on areas such as grammar, formatting, citation, and thesis development.
- Completed training through the semester-long university course UNIV 230: Responding to Student Writing.
- Offered specialized assistance for English as a Second Language (ESL) students, providing additional support to enhance their writing skills.

Student Success Leader

Hollins University, Roanoke, VA 24019

August – December 2017

- Collaborated with Dr. Coogan to teach and advise the First-Year Seminar “History Rocks!”
- Organized weekly sessions to coach first-year students on college success tools and strategies, aiding their transition to university life.
- Guided seminar attendees through freshman orientation, offering advising and assistance with conflict resolution, while equipping them with support and resources for a successful first semester.

Circulation Desk Student Assistant

Wyndham Robertson Library, Roanoke, VA 24019

February 2016 – May 2017

- Managed front desk operations, providing essential support to patrons and ensuring smooth library functioning.
- Assisted patrons with inquiries and facilitated access to resources.
- Executed diverse administrative tasks vital to library operations.

Rachael A. Witkewicz

Experience

Behavior Specialist

Bristol Edgewood Pre-Kindergarten Academy & Community Pre-K Programs- Bristol, Connecticut
(September 2021 to Current)

- Provide district wide and community (Pre-K) behavior support
- Work collaboratively with the special education evaluation team, providing observations and reports
- Assist in Kindergarten transitions- providing additional support, coordinating needed services, and collaborating with appropriate teams
- Collect, analyze, and report data
- Assist in the development of social emotional learning lessons for the school
- Work collaboratively with administration, other building personnel and parents to expedite access to assistance, outside services and community resources
- Conduct observations of public-school & community-based program students
- Coach, coordinate and collaborate with staff to develop strategies that promote the management of the social, emotional and behavioral needs of the student/classroom
- Implement school-wide programs that contribute to the overall positive school climate (i.e.: Second Step curriculum)
- Participate and collaborate in PPT meetings
- Deescalate students in escalated behavioral states
- Provide whole class and individual support (behaviorally)
- Support formal skill building among the student population (individually, peer to peer mediation and social skills group)

Additional Involvement & Roles

- Co-Chair Kindergarten Transition Committee
- Member of District's Climate Team
- Member of Community Program Quality
- Member of Bristol Early Childhood Alliance
- Attends School Readiness Council monthly
- Former McKinney Vento Liaison- Support families weekly

Social Emotional Learning Coordinator

Bristol Early Childhood Center & South Side School - Bristol, Connecticut

(January 2020 to June 2021)

- Provide district wide and community (Pre-K) behavior support
- Provide support to elementary, middle, and high school self-contained behavior program
- Work collaboratively with the special education evaluation team, providing observations and reports
- Compose and formalize functional behavioral assessments and behavior support plans
- Collect, analyze, and report data
- Assist in the development of social emotional learning lessons for the school and district level use
- Work collaboratively with administration, other building personnel and parents to expedite access to assistance, outside services and community resources
- Conduct observations of public-school & community-based program students
- Coach, coordinate and collaborate with staff to develop strategies that promote the management of the social, emotional and behavioral needs of the student/classroom
- Implement school-wide programs that contribute to the overall positive school climate

- Participate and collaborate in PPT meetings
- Deescalate students in escalated behavioral states
- Provide whole class and individual support (behaviorally)
- Support formal skill building among the student population (individually, peer to peer mediation and lunch groups)
- PMT trained

Additional Involvement & Roles

- Member of Kindergarten Transition Committee
- Member of District's Climate Team
- Co-Chair to Case Consultation Team Meetings

Student Support Center Tutor- Behavior Interventionist

(August 2018 to January 2020)

Harwinton Consolidated School - Harwinton, Connecticut

- Provide school wide- (Preschool - 4th grade) behavior support
- Track behavioral data
- Deescalate students in escalated behavioral states
- Process with students regarding problematic issues
- Provide and participate in formal skill building
- Reinforce Second Step curriculum school wide
- Coordinate and collaborate with staff to develop and manage behaviors within the classroom
- Assist students in positive re-entry to classroom
- Provide in-classroom support- behaviorally and academically
- Escort students

Behavior Specialist

(June 2020 to Current)

Bristol Public Schools- Summer School – Bristol, Connecticut

- Create social emotional lessons for use during summer hours
- Deescalate students in escalated behavioral states
- Provide student check-ins

Education & Certifications

Master's in Social Work

Walden University – Minneapolis, Minnesota

(August 2021- November 2023)

Board Certified Behavior Analysis (BCBA)

Certification #- 1-19-36977

(May 2019)

Master's of Science - Applied Behavior Analysis

University of Western Connecticut University - Danbury, Connecticut

(August 2016 to December 2017)

Additional Highlights

- Big Sisters Mentor – Nutmeg Big Brother & Big Sister's Program – 2018-2019
- Coach for Bristol Edgewood Little League Instruction Baseball

Ryan Wolf

EDUCATION

CENTRAL CONNECTICUT STATE UNIVERSITY

New Britain, CT

Elementary Education Mathematics Candidate (Expected Graduation June 2024)

- **GPA:** 3.9
- **Relevant Coursework:** Bachelors in Elementary Education Mathematics and CCSU Elementary Education Professional Program
- **Award and Honor:** Graduated Summa Cum Laude, All Semesters Dean's List (>3.5 GPA)

SONOMA STATE UNIVERSITY

Rohnert Park, CA

Completed Coursework Towards Early Childhood and Elementary Education (June 2019)

- **GPA:** 3.8
- **Relevant Coursework:** Foundations of Early Childhood Care and Education, Physical Health and Development in Childhood, Families and Children in a Diverse Society, Calculus, Geometry, Algebra, Human Geography, Age of the Dinosaurs, Natural Disasters
- **Award and Honor:** Semester 1 Dean's List (>3.5 GPA), Semester 2 Dean's List (>3.5 GPA)
- **Extracurricular Activities:** Queer Straight Alliance, Forestry and Gardening Club

WORK EXPERIENCE

PETCO, Stratford, CT

Dog Trainer, Jan 2023 - Current

(Achieved #1 dog trainer in district, 250% above sales target)

- Evaluating and identifying challenge behaviors
- Developing training plans and documenting progress over time
- Implementing appropriate training programs to address and resolve behaviors
- Teaching clients appropriate training methods to enforce and maintain behaviors and skills learned by their dogs during training sessions

MAPLEWOOD SENIOR LIVING, Newtown, CT

Memory Care Coordinator, Sep 2019 - Dec 2022

- Plan and facilitate daily programs and activities for residents
- Collaborate with other departments to engage everyone in resident programming
- Provide an excellent customer experience for residents and families
- Ensure resident involvement/engagement through one on one, small group, and large group activities
- Meet social, emotional, multisensory, and physical needs of residents including those with additional cognitive and mobility needs

SCHOOL EXPERIENCE

CCSU STUDENT TEACHING, Berlin, CT

Teacher's Assistant, Fall 2023- Spring 2024

- Assisting teachers with lesson preparation by getting materials ready and setting up equipment
- Revising lesson material with students individually or in small groups
- Collaborating with lead teachers to recognize issues students are facing and recommend solutions
- Teaching and implementing classroom lessons with supervision of a host teacher

EDADVANCE SCHOOLAGE PROGRAMS, Sandy Hook, CT

Teacher's Assistant, Aug 2016 - Jun 2018

- Communicate with children's parents or guardians about daily activities, behaviors, and related issues
- Keep records on individual children, including daily observations and information about activities, meals served, and medications administered
- Perform general administrative tasks, such as taking attendance, editing internal paperwork, and making phone calls



**BOARD OF EDUCATION
Bristol, Connecticut**

RECOMMENDATIONS TO BOARD OF EDUCATION
FOR SIXTH YEAR SALARY CREDIT EFFECTIVE
09/01/2024

Name	Assignment	Transcribed Course Work	Work Shops/CEU Equivalent	Instructor of College Courses	Authorship	Travel	Total Credits
Banda, Kara	Special Education Teacher, BCHS	30					30
Broderick, Colin	Special Education Teacher, BEHS	30					30
Carlisle, Laura	Special Education Teacher, EDGE PreK	30					30
Dinnan, Sarah	English Teacher, BCHS	30					30
Ellison, Effrin	Business Teacher, BCHS	30					30



**BOARD OF EDUCATION
Bristol, Connecticut**

RECOMMENDATIONS TO BOARD OF EDUCATION
FOR SIXTH YEAR SALARY CREDIT EFFECTIVE
09/01/2024

Name	Assignment	Transcribed Course Work	Work Shops/CEU Equivalent	Instructor of College Courses	Authorship	Travel	Total Credits
Grabowski, Joseph	Social Studies Teacher, CHMS	30					30
Haseltine, Rachel	Literacy Coach	30					30
Latko, Eliza	Physical Education Teacher, WB	30					30
Mastroianni, Rosetta	World Language/TESOL Teacher, NEMS	30					30
Nugent, Alyssa	Social Studies Teacher, BEHS	30					30
Pratt, Colin	Grade 8 Social Studies Teacher, CHMS	30					30
Troche, Steve	World Language Teacher, BCHS	30					30



**BRISTOL LEADER AND EDUCATOR
EVALUATION AND SUPPORT PLANS
2024-2025**

Table of Contents

The Role of the Professional Development and Evaluation Committee (PDEC)	4
Local and State Reporting	6
BRISTOL LEADER PROFESSIONAL LEARNING AND GROWTH PLAN	7
Professional Learning Standards and Structures	7
The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement	8
Orientation	11
Goal(s) Setting (Completed by November 1)	11
Midyear Check-in (Completed by March 1):	12
End-of-Year Reflection/Summative Review (Completed by June 30)	12
Professional Practice and Leader Growth	12
Observation of Professional Practice/Site Visits and Feedback	12
Growth Criteria	13
Tiered Support and Corrective Support Planning	14
Tier 1	14
Tier 2	14
Tier 3	14
Corrective Support Plan	15
Dispute Resolution	15
Process	16
Time Limits	17
BRISTOL EDUCATOR PROFESSIONAL LEARNING AND GROWTH PLAN	18
Theory of Action and Evaluation Plan Development	18
Stakeholder feedback provided these design considerations:	18
Goals for the Revised Evaluation System	18
Evaluation Timeline	21
Exploration Stage	23
Professional Learning Goals of the Exploration Stage (Summarized)	23
Characteristics of Educators within the Exploration Stage of the Professional Development and Evaluation System:	23
Goal-setting and Review	24
Observations	24
Key Components of the Exploration Stage:	25
EXPLORATION STAGE ACTIONS	31
Recommended Learning Plans (as aligned to TEAM)	32
Elaboration Stage	35

Professional Growth Goals of the Elaboration Stage (Summarized)	35
Characteristics of Educators within the Elaboration Stage of the Professional Development and Evaluation System:	35
Goal-setting and Review	36
Observations	36
Key Components of the Elaboration Stage:	38
ELABORATION STAGE ACTIONS	41
Educators who will be retiring	43
Targeted Improvement Plan	44
Support in this plan is characterized by:	44
Identification of Educators in Need of an Improvement Plan:	44
Tiered Support	44
Tier 1	45
Targeted Improvement Plan Actions	45
Supportive Documentation	46
Dispute resolution	47
Appendix A: CSDE Educator Evaluation and Support Plan Non-negotiables/Bristol Crosswalk	49
Appendix B: Sample Reflection Questions - Leader	56
Self-Reflection Sample Questions	56
Professional Learning and Action Questions	56
Appendix C: Definition of Cohorts - Leader	58
Appendix D: Growth Criteria and Sources of Evidence - Leader	59
Appendix E: Observation/Site Visit Forms - Leader	60
Appendix F: Sample Corrective Support Plan - Leader	61

Bristol Board of Education Members	Bristol PDEC Members Professional Learning Planning and Bristol Evaluation Steering and Feedback	
<p>Shelby Pons, <i>Chair</i> Maria Simmons, <i>Vice-Chair</i> Jill Fitzsimons-Bula, <i>Secretary</i> Russel Anderson Eric Carlson Kristen Giantonio Lorianne Osenkowski Dante Tagariello Jennifer Van Gorder</p>	<p>Iris White <i>Acting Superintendent</i> Dr. Michael Dietter <i>Deputy Superintendent</i> Kimberly Culkin <i>Chief of Talent Management</i> Amy Martino <i>Director of Pupil Personnel Services</i> Carly Fortin <i>Chief of Academics</i></p> <p>Christina Anderson, Educator Danielle Autencio, Educator Amy Bastiaanse, Leader Kenneth Bagley, Leader Freicka Baldwin, Educator Nicole Beauchamp, Educator Kelly Bouchard, Educator Ryan Broderick, Leader Michelle Cantin, Leader Catherine Cassin, Leader Meghan Cawley, Educator Michelle Cote, Educator Kristine DeLeo, Leader Sheryl Elliott, Paraeducator</p>	<p>Mariliz Fitzpatrick, Leader Lindsay Gagnon, Educator Joseph Grabowski, Educator Sara Hale, Leader Sharon Jacques, Educator Carolyn Kielma, Educator Sara Kulig, Educator Jessica Lemos, Leader Michelle LeVasseur, Leader Rosetta Mastroianni, Educator Olivia Pietrowicz, Educator Azra Redzic, Leader Sandra Robair, Educator Jillian Romann, Leader Kara Satalino, Educator Julie Stevens, Educator Anne Tacinelli, Educator Jill Thomspson, Educator Kristy Trelli, Leader Joanna Vastola, Educator Melanie Vetrano, Leader Debra Vitale, Educator Leszek Ward, Leader Kristine Woods, Educator</p>

The Role of the Professional Development and Evaluation Committee (PDEC)

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan to propose to the local board of education for mutual agreement.

Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11(b)(3), each local and regional board of education must establish a professional development and evaluation committee to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator

selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals are selected as delegates for administrators, teachers, paraeducators, and other school personnel.

The duties of PDECs shall include, but are not limited to,

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the state model evaluation and support plan adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the guidelines adopted by the State Board of Education.

Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year;
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term “teacher” shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

BRISTOL LEADER PROFESSIONAL LEARNING AND GROWTH PLAN

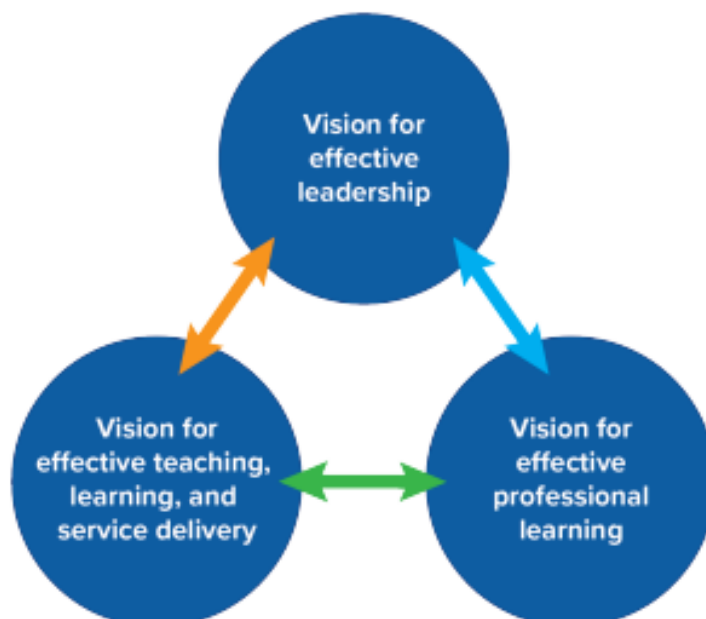
Leader

1. [Professional Standards for School Leaders \(PSEL\)](#)
2. [Learning Forward's Professional Learning Standards \(2022\)](#)

Bristol will be following the CSDE Evaluation and Support Plan for Leaders, as written.

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.



The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus. Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports — the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/ district. In all their work, educational leaders are driven by the district/school's mission, vision, and portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators, and students.



Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator (092 or 093).

Leader Continuous Learning Process

Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



Goal Setting

Completed by November 1

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan

- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference

- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-year Check-in

Completed by March 1

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement

Mid-Year Conference

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection

Completed by June 30

End-of-Year Reflection and Feedback Process

- Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

Orientation

Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than **October 15**. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered supports
- Dispute resolution

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

Goal(s) Setting (Completed by November 1)

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals (see appendix B). Goals should always be connected to standards recommended by the PDEC and approved by the local board of education.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

- Self-assess using the identified rubric.
- Identify a high leverage goal that impacts leadership practice and educator and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

The leader shares the above with their evaluator during an initial goal setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

Midyear Check-in (Completed by March 1):

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement. Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

End-of-Year Reflection/Summative Review (Completed by June 30)

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s). This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process.

Professional Practice and Leader Growth

The implementation of the continuous learning process is shared between the leader and evaluator. For the duration of the learning process, leaders pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue, ensure timely access to support and collect evidence of leader performance and practice toward goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement.

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection

and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator’s goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days.

“Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change” (Killion, 2019).

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one’s experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

Definition of Cohorts	
<p><u>Cohort 1</u></p> <p>Who:</p> <ul style="list-style-type: none"> • New to leadership role (e.g., principal from assistant principal etc.; first three years) • New to LEA (first three years) <p>What:</p> <ul style="list-style-type: none"> • Three observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary 	<p><u>Cohort 2</u></p> <p>Who:</p> <ul style="list-style-type: none"> • Leaders who have successfully completed Cohort 1 in their current LEA <p>What:</p> <ul style="list-style-type: none"> • Two observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Growth Criteria

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:

- Reflection supported with evidence of the impact of the leader’s new learning on their practice/goal
- The impact the leader’s new learning and practice had on the leader’s practice, organizational growth, educator growth, and student outcomes.
- Next steps

Tiered Support and Corrective Support Planning

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining

representative for certified leaders chosen pursuant to C.G.S. §10- 153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the resources, support, and interventions;
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative.

Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

The leader being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.

2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.

a. Option 1:

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.* The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision. *In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and leader may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified leader and may or may not be from within the district. 12 Connecticut Leader Evaluation and Support Plan 2024

b. Option 2:

The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date

of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The leader being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the leader shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

BRISTOL EDUCATOR PROFESSIONAL LEARNING AND GROWTH PLAN

Theory of Action and Evaluation Plan Development

In our evaluation system, we believe that creating a holistic professional development environment will drive continuous improvement in teaching practices. We plan to achieve this by designing observations that authentically reflect teaching experiences, offering educators diverse and timely feedback, and fostering ongoing reflection and self-assessment. We aim to align individual goals with district initiatives and standards. This alignment, along with identifying various measures of student growth and promoting collaboration, establishes a continuum of practice. Through a structured support system and clearly defined stages, our theory of action anticipates enhanced professional growth, ultimately leading to more effective teaching and improved student outcomes.

Stakeholder feedback provided these design considerations:

- Includes formal and informal observations that capture authentic practice
- Provide educators with timely, meaningful feedback through multiple forms
- Schedule opportunities for formal and informal feedback from administrators and peers
- Recognize student growth and achievement in a variety of ways
- Create pathways for teachers to meet goals consistently over time
- Encourage ongoing reflection
- Provide tools and opportunities to self-assess and reflect
- Align goals with district goals
- Align educator practice standards with appropriate national standards
- Encourage ongoing collaboration between educator and evaluator
- Define tiered support

Goals for the Revised Evaluation System

- Recognize a continuum of practice and support for educator growth
- Align professional learning system and individual educator goal-setting with district goals
- Design a structured support system with clearly defined stages

- Recognize that feedback, support, and professional learning will be varied based on conditions such as changes in curriculum, grade level, courses, schools, etc.
- Design observation/feedback/learning process that authentically reflects teaching experiences
- Provide educators with diverse and timely feedback
- Foster on-going reflection and self-assessment
- Promote collaboration as part of the learning process
- Focus on continued growth over the achievement of a level

2024-2025 SUMMARY OF CHANGES TO THE EVALUATION SYSTEM	
Same	Different
CCT	CCT plus North Stars* *In future development, linked to pertinent national standards for non-classroom teachers
Multiple stages set by tenure	Flexible stages (Exploration, Elaboration, Extension coming in 25-26)
Evaluation is a process scheduled for a one-year cycle	Evaluation process can develop across multiple years
Observations with Ratings of Practice	Observations with Single Point competency (met/unmet)
Student Learning Goals Aligned to District Goals	Student Learning Goals tied to District Goals AND Vision of the Graduate
Minimum of three observations for Non-Tenured Teachers	Minimum of three observations for teachers in Exploration 1 unannounced, 2 announced per year
Minimum of two observations for Tenured Teachers	Minimum of two announced observations for teachers in Elaboration
Value of Peer Collaboration	Two peer observations are required in Elaboration Collaboration required for professional learning around standard high-quality practice for the school
	Continuous Improvement recognized through conferencing, revision to portfolio, revision to professional learning plans
Conferencing about student and professional learning goals at the beginning, middle of the	Conferencing about student and professional learning goals at the beginning, middle of the

year, and end of year	year, and end of year with a portfolio review (Exploration)
Professional Learning Goals	Professional Learning goals tailored by stage, which can be linked to the professional learning opportunities within the year
Protraxx	Google* For Year 1-Classroom Teachers Only Year 2-Planned transition for all other educators

Summary of Phase-In Plan for Educator Evaluation Plan		
2024-2025	2025-2026	2026-2027
<p>Observation Process Identify professional practice standards to be used for educators not covered under the CCT (ex social workers, school psychologists, instructional coaches, etc)</p> <p>Supporting Professional Learning List recommended professional learning resources (online videos, readings, texts) for teams developing schematics</p> <p>List recommended professional learning resources (online videos, readings, texts) connected to Vision of the Graduate, Bristol High-Quality Instruction (North Stars), and District/School Goals</p> <p>Continuous Improvement Process Collect feedback on Professional Learning and Growth Plan from teachers and administrators. Reflect on feedback and make adjustments.</p> <p>Collect examples and non-examples of Portfolio Components for the Exploration Stage.</p> <p>Identify staff members who meet the characteristics. Invite them to a work group to develop the</p>	<p>Observation Process Develop on-demand Orientations to Vision of the Graduate, Bristol High-Quality Instruction (North Stars)</p> <p>Supporting Professional Learning Develop on-demand or in-person PL modules for North Stars 1, 2, and 3</p> <p>Develop School-wide Playbook and link to District-wide Playbook</p> <p>List recommended professional learning resources (online videos, readings, texts) for teams developing schematics</p> <p>Continuous Improvement Process Name characteristics of staff who are ready for the Extension phase</p>	<p>Signifies on-going revision and continued improvement based on stakeholder feedback. Specific actions have not yet been identified.</p>

<p>Extension phase.</p> <p>Develop Professional Learning Goals, Success Criteria, and Required Evidence of the Extension phase</p> <p>Technology Transition all educators into Google system</p>		
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Evaluation Timeline			
Evaluation Event	Completion Date	Exploration	Elaboration
Professional Learning	August/Beginning of Year	X	X
BOY Conference	October 15		X
First Observation (unannounced) Complete	October 15	X	
BOY Conference	November 1	X	
Unannounced Observations	September to December	X	X
Professional Learning	September to December	X	X
Announced Observation-1	December 1	X	X
MOY Conference	February 1	X	
End-of-Term Conference	Mid-February		X
Announced Observation 2	April 1	X	x
Unannounced Observations	January to May	X	X
Professional Learning	February to May	X	X
Complete Announced Observations (SY total of 3)	May 1		X
EOY Conference	Last Day of School	X	X

Blue fields indicate conferencing, grey fields indicate observations, white fields indicate PL



Figure 1



Figure 2

Figure 1: Stages of support in this plan are fluid. Over time teachers should expect to morph in and out of the stages.

Figure 2: Each of the stages of support in the Bristol teacher evaluation system is designed to include both teacher-directed learning and administrative support (gray portion of each bar). The amount of administrative support is adapted as the teacher receives in accordance with the stage of support.

Exploration Stage

The initial stage of our professional growth and assessment initiative is "Exploration." During this stage, the primary aim is to cultivate a comprehensive understanding of Bristol's definition of High-Quality Instruction, encapsulated in its North Stars framework, which is firmly rooted in the foundational principles of the Common Core of Teaching. Additionally, educators are tasked with grasping and effectively instructing toward the pivotal objectives within the curriculum, aligning goals with the overarching objectives of the state, district, and school. Through this process, educators will gain insight into how curriculum design and instructional methodologies contribute to the realization of our vision for graduates within Bristol Public Schools.

Professional Learning Goals of the Exploration Stage (Summarized)

Knowledge	Skills
<ul style="list-style-type: none"> ● Bristol's Vision of the Graduate (VOG) ● Alignment of the VOG to Curriculum ● State, District and School Goals ● Growth and Achievement Data ● Bristol's Definition of High-Quality Instruction/North Stars ● CT Common Core of Teaching (CCT) ● Assessment practices ● Continuous Improvement Cycle 	<ul style="list-style-type: none"> ● Plan lessons using the district curriculum incorporating high-quality instructional practices ● Use high-quality instructional practices to positively impact student learning ● Reflect on student learning, curricular decisions, and instructional practice ● Seek professional learning to continue to improve practice ● Collaborate with colleagues around student learning and practice ● Communicate with students and their families about their learning ● Set, monitor, and respond to student learning goals

Characteristics of Educators within the Exploration Stage of the Professional Development and Evaluation System:

- Educators new to Bristol Public Schools

OR, May also be

- Educators who are new to a grade-level/course/role
- Educators who will be using new core resources for the first time
- Educators who along with their supervisor choose this plan for more guidance and support, for which elements of the stage could be tailored and targeted.

Support in this stage is characterized by:

- More guidance in developing student and professional learning goals
- More frequent observations and feedback
- A more structured professional learning plan
- Greater coaching support

Key Assessments of Professional Growth and Development:

- Observation (minimum of 3 per year)
- Formative Review of Practice through conferencing
- Self-reflection and assessment
- Summative portfolio

Goal-setting and Review

At the beginning of the exploration stage, administrators will conduct an unannounced observation by October 15th. This observation is intended to help inform the goal-setting process.

Beginning of the year conference: Teachers and administrators will collaboratively develop a professional learning goal and learning progression based on the observation, professional development opportunities, coaching, alignment to TEAM learning goals, and teacher input. Teachers will also set goals for student learning based on benchmarks for the marking periods.

Middle of the Year: Progress toward accomplishing goals will be reviewed. Portfolio will be reviewed. Goals and learning plan may be adjusted.

End of the Year: Progress toward accomplishing goals will be reviewed. Portfolio will be reviewed. Team will develop an initial plan for the following year.


Bristol Workplace Standards

At the time of each conference, the administrator will review the workplace standards and will indicate any workplace standards not being met. Feedback and evidence will be shared minimally at the conference. A plan for responding to any unmet expectation will be noted within the goal-setting document and will be reviewed at the next conference.

Observations

Within this stage, there will be one unannounced observation prior to October 15th. Once goals have been set, there will be at least two announced observations focused on the North Star and areas identified within the CT Common Core of Teaching identified within the goal and learning plan each year. Unannounced observations will be conducted throughout this stage to provide additional support and feedback. All observations will be a minimum of fifteen minutes with feedback, written or verbal, provided within five days. All observations must ultimately be summarized in writing following any verbal feedback.

Key Components of the Exploration Stage:

1. BRISTOL'S PRACTICES OF HIGH-QUALITY INSTRUCTION-NORTH STARS		
Learning Goals Educators will:	Success Criteria: Educators can:	Required Evidence
Strategically plan for instruction, demonstrating knowledge and skill of each North Stars and the CT Common Core of Teaching (2010)	<p>Incorporate expectations and strategies to support students' social and personal development into lesson planning. (NS1)</p> <p>Craft strong learning targets and success criteria that are aligned to tasks that generate student thinking toward the target and success criteria. (NS2)</p> <p>Plan for the varied use of instructional strategies that vary the learning tempo and provide opportunities for students to think deeply and participate actively. (NS3)</p> <p>Plan ways for students to connect their learning with the understandings of one another or new content through discourse and/or written expression. (NS 4)</p> <p>Incorporate opportunities for student goal-setting and self-assessment coupled with formative feedback. (NS 5)</p>	<p>Minimum of five lesson plans that show evidence of all five North Stars (meeting the success criteria)</p> <p>Model elementary plan-Math</p>
Actively support student learning outcomes through the use of strategies and techniques in each of the North Stars and the CT Common Core of Teaching	<p>Successfully demonstrate the effective use of strategies and techniques for each North Star as identified in the Bristol HQI Observational Tool that links North Stars with CT Common Core of Teaching</p> <p> Linking NS & CCT</p>	<p>For each North Star, two observations that successfully meet all characteristics</p>
Reflect on the use of each North Star impacts classroom shifts and student learning outcomes.	<p>Reflect on their implementation of instructional practices aligned to Bristol North Stars and the CT Common Core of Teaching, , sharing how each NS influenced changes in classroom practices and student outcomes. Changes in classroom practices could include teaching strategies, classroom environment,</p>	<p>For each North Star, one written paragraph reflecting on how planning for and the use of strategies under that NS impacted student learning.</p>

	<p>student behavior, or instructional materials. Student outcomes could include changes in student indicators of learning, student engagement, motivation, or academic performance.</p> <ul style="list-style-type: none"> • The reflection should be evidence-based and include examples, anecdotes, data or observations that illustrate the impact of each North Star on classroom shifts and student learning outcomes. • There should be a connection to the broader goals of the teacher, school, and district. • The reflection should offer insights including lessons learned, challenges encountered, success achieved and areas for further improvement. 	
<p>Seek professional learning and growth opportunities around high-quality instruction, relating new learning back to Bristol North Stars and the cT Common Core of Teaching</p>	<p>Actively engage in professional learning opportunities related to Bristol’s definition of high-quality instruction and the CT Common Core of Teaching</p> <p>Apply apply new learning from professional development opportunities to classroom practice</p> <p>Seek feedback from colleagues, coaches, or mentors on the implementation of new learning</p>	<p>Professional learning log that includes coaching conversations, learning walks, peer feedback, etc.</p> <p>And at least one of the following:</p> <ul style="list-style-type: none"> • At least 1-2 video clips demonstrating professional learning • Documentation of feedback-seeking behaviors, such as requests for observations or peer reviews • Records of feedback received from colleagues, mentors, coaches, supervisor or school leaders regarding progress toward goals and effectiveness of implementation efforts
<p>Collaborate with colleagues to discuss and share strategies for incorporating Bristol’s North Stars and the CT Common Core of Teaching into their teaching practice.</p>	<p>Contribute ideas, experiences and perspectives related to incorporating Bristol’s North Stars and CT Common Core of Teaching into teaching practice</p>	<p>4 total examples of at least 3 of the following options:</p> <ul style="list-style-type: none"> • Meeting minutes documenting evidence of discussions around NS strategies

	<p>Demonstrate a shared understanding of Bristol's North Stars</p> <p>Identify the ways in which North Star practices could support students with diverse needs to create inclusive and equitable learning environments that support the success of all learners.</p>	<ul style="list-style-type: none">● Collaboratively developed resources● Strategic plan for the grade level or course that incorporates NS practice● Peer Observation Feedback● Administrator observation of collaboration with peers around NS strategies
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2. BRISTOL'S VISION OF THE GRADUATE

Learning Goals Educators will:	Success Criteria: Educators can:	Required Evidence
Know the Bristol Vision of the Graduate and be able to articulate how their instruction and curricula connect with and move toward students' fulfillment of the Vision.	Demonstrate a thorough understanding of the Bristol Vision of the Graduate, including its overarching goals Explain and demonstrate how curricular choices and instructional practices are aligned with specific knowledge, skills, and dispositions outlined in the Vision.	Minimum of 3 Lesson plans that show a link between the Vision of the Graduate, curriculum, and instruction Evidence of Participation in at least one of the following types of meetings: <ul style="list-style-type: none"> ● Curriculum development/revision ● Vertical curriculum discussion ● Student work review/protocol ● Learning walks ● Promising Practice walks
Communicate to students how their learning in the grade/course/unit connects to the Vision of the Graduate	Develop instructional and assessment strategies and tools that align with the goals of the Bristol Vision of the Graduate and can provide meaningful feedback to students regarding their progress toward achieving those goals.	At least 1 of the following: Lesson plans that show a link between the Vision of the Graduate, curriculum, and instruction Student work samples Teacher-designed assessment
Create experiences for students that align with the Bristol Vision of the Graduate	Incorporate components of the Bristol Vision of the Graduate into lesson plans, units of study, and classroom activities Design instruction that is responsive to diverse needs, interests, and abilities of students and aligned with the goals of the Vision of the Graduate.	At least 1 of the following: Lesson plans that show a link between the Vision of the Graduate, curriculum, and instruction Student work samples Teacher-designed assessment

3. BRISTOL'S GOALS AND CONTINUOUS IMPROVEMENT

Learning Goals Educators will:	Success Criteria: Educators can:	Required Evidence
Know state, district, and school goals for areas most closely related to their role and be able to show the relationship between goals at each level.	Articulate the connections between each level of goals (state, district, school) and how they may impact decision-making in the classroom	Goal-setting Conference conversation
Set, monitor, and respond to student learning goals that are aligned with school/district/state goals.	Set clearly defined, measurable goals that are aligned with the broader goals at the school and district level Involve students in the goal-setting process Track student progress toward goals using an assessment system	Yearly student learning outcome goals Evidence of data-tracking toward meeting those goals
Understand the difference between achievement and growth data	Explain how achievement data and growth data are used to inform instructional planning, differentiation, and intervention strategies to meet the diverse needs of students	EOY data review that identifies both achievement and growth of students
Understand and use varying forms of assessment and the data they provide to improve practice and outcomes	Select and utilize appropriate assessment tools and methods based on instructional goals, student needs, and curriculum standards Collect and use data systematically, accurately, and ethically Use data to scaffold and differentiate instruction, adapting teaching strategies, materials, and resources to meet diverse needs Provide timely, specific, and actionable feedback to students based on assessment data	At least 3 of the following <ul style="list-style-type: none"> ● Lesson plan that demonstrates how growth or achievement data was used to inform planning, scaffolding, differentiation or intervention strategies ● Written reflection on the use of data ● Documentation of collaborative planning meetings where educators discuss the use of data to inform instructional decisions ● Examples of scaffolded and/or differentiated assignments, activities, or assessments tailored to meet the diverse needs of students based on data analysis ● Student work samples showing how data was used to

		<p>influence outcomes</p> <ul style="list-style-type: none"> • Student self-assessment or reflection activities showing how students used feedback to guide their learning
<p>Engage in the continuous improvement process</p>	<p>Set clearly defined, measurable goals</p> <p>Develop an action plan outlining concrete steps and strategies for achieving identified goals</p> <p>Implement planned actions and strategies effectively</p> <p>Seek feedback from colleagues, mentors, coaches, supervisors and school leaders to gain different perspectives and insights</p> <p>Collaborate with colleagues and peers to share knowledge, expertise, and resources, and to support each other in achieving individual and collective goals</p>	<p>Completed goal-setting template</p> <p>and</p> <p>At least 3 of the following:</p> <ul style="list-style-type: none"> • Copies of an action plan outlining concrete steps • Documentation of collaborative planning meetings where educators discuss the action plan strategies and make adjustments as needed • Action plan revisions or updates reflecting changes in practice • Observations of implementation efforts, including feedback from supervisors, colleagues, or external reviewers • Documentation of teacher seeking feedback and records of feedback received from colleagues, mentors, coaches, supervisor or school leaders regarding progress toward goals and effectiveness of implementation efforts

EXPLORATION STAGE ACTIONS					
Process	Action	Evaluator	Educator	When	Evidence
Professional Learning	Orientation to Vision of the Graduate, Bristol High-Quality Instruction (North Stars), and District/School Goals	x		August	Professional Learning session in New Teacher academy and Self-paced webinar
Observation	Conduct an unannounced observation	x		October 15	Completed observation form
Beginning of the Year Conference	Collaboratively develop a professional learning goal and progression for the first term based on observation, professional learning, coaching, and teacher input.	x	x	November 1	Exploration P...
	Set goals for student learning based on benchmarks for marking periods		x		
	Approve goals for student learning and professional learning	x			
	Schedule announced observation with pre-conference	x		December 1	n/a
Observation	Share lesson plan with NS indicated at pre-conference		x	December 1	Lesson plan
	Observe with focus on NS identified in goal plan	x			Completed Observation Form
	Submit reflection on lesson plan and observation based on feedback		x		Reflection
	Conduct unannounced observations as needed for support	x		September to December	Completed Observation Form
Professional Learning	Engage in continued professional learning through formal opportunities, coaching, reading, peer observation		x	September to December	n/a
Middle of Year Conference	Reflect on the term and gather evidence for portfolio		x	September to December	Portfolio folder
	Link evidence into portfolio file		x	By January 1	Portfolio tracking sheet

	Review portfolio and plan next cycle	x	x	February 1	Portfolio tracking sheet
	Review student learning goals		x		Midyear Review of Goals
	Provide feedback on learning goals, review and revise	x	x		Midyear Review of Goals
Observation	Schedule announced observation with pre-conference	x		April 1	n/a
	Share lesson plan with NS indicated at pre-conference		x		Lesson plan
	Observe with focus on NS identified in goal plan	x			Completed Observation Form
	Submit reflection on lesson plan and observation based on feedback		x		Reflection
	Conduct unannounced observations as needed for support	x		January to May	Completed Observation Form
Professional Learning	Engage in continued professional learning through formal opportunities, coaching, reading, peer observation				
End of Year Conference	Reflect on the term and gather evidence for portfolio		x	January to May	Portfolio folder
	Link evidence into portfolio file		x	May 1	Portfolio tracking sheet
	Review student learning goals		x	Last Day of School	End of Year Review of Goals
	Provide feedback on learning goals, review and revise	x	x		End of Year Review of Goals
	Review portfolio, goals, and develop initial plan for following year	x	x		Portfolio tracking sheet

Recommended Learning Plans (as aligned to TEAM)

Year	September-December		January-May	
	TEAM	North Star	TEAM	North Star
1	Module 1	North Star 1	Module 3	North Star 3
2	Module 2	North Star 4	Module 4	North Star 2

SUMMATIVE PORTFOLIO FOR THE EXPLORATION STAGE

<p>1. High-Quality Instruction</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Minimum of five lesson plans that show evidence of all five North Stars (meeting the success criteria) <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <input type="checkbox"/> For each North Star, two observations that successfully meet all characteristics <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <input type="checkbox"/> For each North Star, one written paragraph reflecting on how planning for and the use of strategies under that NS impacted student learning. <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <input type="checkbox"/> Professional learning log that includes coaching conversations, learning walks, peer feedback, etc. <input type="checkbox"/> At least one of the following: <ul style="list-style-type: none"> <input type="checkbox"/> At least 1 video clip demonstrating professional learning applied in practice <input type="checkbox"/> Documentation of feedback-seeking behaviors, such as requests for observations or peer reviews <input type="checkbox"/> Records of feedback received from colleagues, mentors, coaches, supervisors or school leaders regarding progress toward goals and effectiveness of implementation efforts <input type="checkbox"/> 4 total examples of at least 3 of the following options: <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <ul style="list-style-type: none"> <input type="checkbox"/> Meeting minutes documenting evidence of discussions around NS strategies <input type="checkbox"/> Collaboratively developed resources <input type="checkbox"/> Strategic plan for the grade level or course that incorporates NS practice <input type="checkbox"/> Peer Observation Feedback <input type="checkbox"/> Administrator observation of collaboration with peer/huddles around NS strategies
<p>2. Vision of the Graduate</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A minimum of three Lesson plans that show a link between the Vision of the Graduate, curriculum, and instruction <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <input type="checkbox"/> Evidence of Participation in at least one of the following types of meetings: <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum development/revision <input type="checkbox"/> Vertical curriculum discussion <input type="checkbox"/> Student work review/protocol <input type="checkbox"/> Learning walks <input type="checkbox"/> Promising Practice walks <input type="checkbox"/> At least 1 of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans that show a link between the Vision of the Graduate, curriculum, and instruction <input type="checkbox"/> Student work samples <input type="checkbox"/> Teacher-designed assessment
<p>3. Goals and Continuous Improvement</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Goal-setting Conference conversation and completed goal-setting template <input type="checkbox"/> Yearly set student learning outcome goals <input type="checkbox"/> Evidence of data-tracking toward meeting those goals <input type="checkbox"/> End of Year data review that identifies both achievement and growth of students <input type="checkbox"/> At least 3 of the following <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plan that demonstrates how growth or achievement data was used to inform planning, scaffolding, differentiation or intervention strategies <input type="checkbox"/> Written reflection on the use of data

	<ul style="list-style-type: none"><input type="checkbox"/> Documentation of <u>collaborative planning meetings/huddles</u> where educators discuss the use of data to inform instructional decisions<input type="checkbox"/> Examples of <u>scaffolded and/or differentiated assignments</u>, activities, or assessments tailored to meet the diverse needs of students based on data analysis<input type="checkbox"/> <u>Student work samples</u> showing how data was used to influence outcomes<input type="checkbox"/> Student self-assessment or reflection activities showing how students used feedback to guide their learning<input type="checkbox"/> At least 3 of the following: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><ul style="list-style-type: none"><input type="checkbox"/> Copies of an action plan outlining concrete steps<input type="checkbox"/> Documentation of <u>collaborative planning meetings/huddles</u> where educators discuss the action plan strategies and make adjustments as needed<input type="checkbox"/> Action plan revisions or updates reflecting changes in practice<input type="checkbox"/> Observations of implementation efforts, including <u>feedback from supervisors, colleagues, or external reviewers</u><input type="checkbox"/> Documentation of <u>teacher seeking feedback and records of feedback</u> received from colleagues, mentors, coaches, supervisor or school leaders regarding progress toward goals and effectiveness of implementation efforts
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Elaboration Stage

When educators are ready to delve more deeply into specific elements of High-Quality Instruction, demonstrating strong foundational knowledge of all of the Bristol North Stars, the Vision of the Graduate, and the student-outcome-centered continuous improvement process, they'll participate in the "Elaboration Stage." Reflection, goal-setting, action research, and collaborative study are key principles driving the learning and assessment process for educators in this stage. Through this process, educators will gain insight into the art and science of teaching, observing, and problem-solving instructional practices, unveiling the nuances of techniques in the classroom and their impact on student learning.

Professional Growth Goals of the Elaboration Stage (Summarized)

Knowledge	Skills
<ul style="list-style-type: none">● Shared standard work descriptions for high-quality instructional practices under varying conditions and contexts● Research-base for instructional practices	<ul style="list-style-type: none">● Collaborate with colleagues around student learning and practice● Study the instructional practice of others to inform a collective, deepened approach that includes problem-solving● Develop the pedagogies of others by sharing techniques in a clear and accessible manner● Seek professional learning to continue to improve practice● Set, monitor, and respond to student learning goals

Characteristics of Educators within the Elaboration Stage of the Professional Development and Evaluation System:

- Educators who have demonstrated a strong command of the Bristol curriculum and foundational knowledge and practice of Bristol High-Quality Instruction as defined by the North Stars and the CT Common Core of Teaching, evidenced through their professional portfolio as outlined in the exploration stage of the Bristol Professional Learning and Growth system
- Reflective practitioners who center student outcomes on curriculum and instruction
- Educators who participate in and seek out additional opportunities for professional learning
- Educators who value the contributions of others in informing and developing their expertise

Support in this stage is characterized by:

- A narrowed focus on elements of high-quality instruction to ensure that a system of support can be built around individual professional learning
- A team approach for understanding specific teaching practices and their impact on student outcomes
- Peer observation
- Feedback narrowed to a specific focus from the supervisor
- Conferencing by quarter
- Schoolwide sharing of practice and learning

Key Assessments of Professional Growth and Development

- Observation, a minimum of one per semester
- Self-Reflection and Assessment
- Teaching Technique “schematic” for Schoolwide Playbook
- Collaborative reflection of professional learning shared schoolwide

Goal-setting and Review

At the beginning of the elaboration stage, teachers will complete a self-reflection. They will use this self-reflection to determine the teaching technique/method/area of study for learning for the term (semester or trimester) and a team with whom they'd like to study the practice.

Beginning of the year conference: With each individual teacher, administrators will meet to review the goals set for student learning and professional learning.

Middle of the Year conference (Trimester ½ or Semester 1): This team-based conference will be focused on the development of the “schematic” around the teaching method. The team will discuss whether they will continue the work on the technique or move to a second practice for the next term. An individual component will be used to reflect on the progress toward meeting the student learning goals set.

End of the Year conference: With each individual teacher, administrators will meet to review student learning outcomes and professional learning progress. At this conference, the stage for evaluation and support will be discussed and determined.

Bristol Workplace Standards

At the time of each conference, the administrator will review the workplace standards and will indicate any workplace standards not being met. Feedback and evidence will be shared minimally at the conference. A plan for responding to any unmet expectation will be noted within the goal-setting document and will be reviewed at the next conference.

Observations

Within this stage, teachers will conduct observations of team members using the schematic. Team members will record the dates on which they observed others and will make revisions to the schematic that is being written about the practice. At least one observation for a minimum of ten minutes should be done in the fall and one in the spring.

Evaluators will observe the teacher implementing the schematic at least once prior to the middle of the year conference and one after the middle of the year. This observation will be announced. Unannounced observations will be conducted throughout this stage to provide additional support and feedback. All observations will be a minimum of fifteen minutes with feedback, written or verbal, provided within five days. All observations must ultimately be summarized in writing following any verbal feedback.

Key Components of the Elaboration Stage:

1. BRISTOL'S PRACTICES OF HIGH-QUALITY INSTRUCTION-NORTH STARS		
Learning Goals Educators will:	Success Criteria: Educators can:	Required Evidence
Acquire a nuanced understanding of technique(s) related to the Bristol North Stars and the CT Common Core of Teaching, recognizing the details of the practice coupled with the potential changing scenarios in each classroom	<p>Observe colleagues as they implement the technique to revise/refine the description of practice</p> <p>Be observed by colleagues for the purposes of reflecting on one's practice and continuing to build a shared, deepened understanding of the art and science of the technique.</p>	<p>Log of at least 2 observations of colleagues of implementation of North Stars (in person or via video)</p> <p>Records of feedback received from colleagues, mentors, coaches, supervisor or school leaders regarding implementation of North Stars</p> <p><i>The following supports can be considered if educators find it challenging to observe one another. Teachers should communicate with their evaluator for additional support.</i></p> <ul style="list-style-type: none"> • Utilize any availability that might be within a substitute's day • Discuss the technique with an instructional coach; coach may be able to supervise class • Team can decide to make individual recordings to share/discuss with one another • Utilize Google meets as an option to observe across schools
Develop a written guide or "schematic" for teaching techniques or methods related to a North Star and element within the CT Common Core of Teaching that reflects a deep understanding of the practice and likely conditions within the classroom (procedural)	<p>Demonstrate a thorough grasp of the techniques or methods associated with the North Star, encompassing both theoretical knowledge and practical application</p> <p>Present the techniques in a clear and accessible manner, using language and instructions that are easily understood by colleagues</p> <p>Commit to ongoing refinement and improvement of the written guide based on feedback from learners and educators</p>	Written schematic that thoroughly details a teaching technique related to one of Bristol's North Stars.
Share a reasoned and	Provide a thorough and	Written schematic for a North Star

<p>researched rationale for why the technique(s) are effective</p>	<p>well-researched basis for the impact of the technique, drawing upon credible sources</p> <p>Present the rationale in a clear and accessible manner, using language and instructions that are easily understood by colleagues</p> <p>Identify the specific situations where the technique should be considered, taking into account factors such as the goals of instruction and nature of the content being taught</p>	<p>teaching technique includes rationale and when to use that specific instructional strategy.</p>
<p>Use professional learning about techniques within instruction to influence student outcomes</p>	<p>Demonstrate the effective integration of the technique in focus, acquired through professional learning, into instructional practices</p> <p>Regularly monitor and assess student progress and outcomes to evaluate the effectiveness of the techniques employed, using a variety of formative and summative assessment methods</p> <p>Use insights gained from professional learning experiences to adapt the technique(s)</p>	<p>Observation of technique(s) acquired through professional learning</p> <p>Written reflection on effectiveness of technique employed based on student assessment data, including any adaptations made</p>

2. BRISTOL'S VISION OF THE GRADUATE (VoG)

Learning Goals Educators will:	Success Criteria: Educators can:	Required Evidence
Draw connections between instructional techniques, curriculum, VoG components, and student outcomes	Continuously monitor student progress and performance to assess the effectiveness of instructional techniques in facilitating learning and attainment of curriculum objectives, including identified components of the VoG, using both formative and summative assessment data	Written reflection on effectiveness of instruction in student attainment of curriculum objectives and VoG components Evidence of adjusting instruction to address formative and summative assessment data

3. BRISTOL'S GOALS AND CONTINUOUS IMPROVEMENT

Learning Goals Educators will:	Success Criteria: Educators can:	Required Evidence
Set, monitor, and respond to student learning goals that are aligned with school/district/state goals.	Set clearly defined, measurable goals that are aligned with the broader goals at the school and district level Involve students in the goal-setting process Track student progress toward goals using an assessment system	Completed goal-setting template Goal-setting Conference conversation Evidence of data-tracking toward meeting student outcome goals Evidence of student self-reflection and goal-setting
Engage in the continuous improvement process	Set clearly defined, measurable goals Develop an action plan outlining concrete steps and strategies for achieving identified goals Implement planned actions and strategies effectively Seek feedback from colleagues, mentors, coaches, supervisors and school leaders to gain different perspectives and insights Collaborate with colleagues and peers to share knowledge, expertise, and resources, and to support each	Completed goal-setting template and self-assessment of high-quality instruction and At least 2 of the following: <ul style="list-style-type: none"> ● An action plan outlining concrete steps ● Documentation of collaborative planning meetings where educators discuss the action plan strategies and make adjustments as needed ● Action plan revisions or updates reflecting changes in practice ● Observations of

	other in achieving individual and collective goals	<p>implementation efforts, including feedback from supervisors, colleagues, or external reviewers</p> <ul style="list-style-type: none"> Documentation of teacher seeking feedback and records of feedback received from colleagues, mentors, coaches, supervisor or school leaders regarding progress toward goals and effectiveness of implementation efforts
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ELABORATION STAGE ACTIONS					
	Action	Evaluator	Educator	When	Evidence
Professional Learning	Identify areas of supported professional learning for the upcoming year and review areas of professional learning (i.e., North Star in Focus or PL Calendar)	x		August/Beg of Year Faculty	PL Calendar and North Star Techniques
	Provide educators with suggestions for teaching techniques/methods related to Professional Learning in focus	x		August/Beg of Year Faculty	
Beginning of the Year Conference	Complete self-reflection of practice around Bristol North Stars		x	September 15	Elaboration ...
	Identify the teaching technique/method/area of study for learning for the marking period (semester for high school) and team with whom they'd like to study the practice		x	September 15	
	Set goals for student learning based on benchmarks for marking periods		x	September 15	
	Approve goals for student learning and professional learning	x		October 15	
Professional Learning	Review how and why of developing standard work schematics, providing models of schematics	x		By October 1	Teaching Te...
	Use district professional learning and personal experience to begin to draft the rationale for and the technique process for the technique they selected		x	September-December	
Observations	Observe team members utilizing the schematic		x	At least 1 by	Teacher to create

	(teaching technique) to enhance/revise			December 1	their own log of observations of others. Date and teacher observed.
	Conduct an observation of the teacher implementing the technique (announced)	x		December 1	Observation Form
End of term conference	Reflect on development of schematic and student learning for first term or semester one (hs) (Continue to refine or identify a new practice)		x	Mid-February	Elaboration ...
	Set goals for next marking period (student learning outcomes and technique) for second term or semester two (hs)		x		
	Provide feedback on goals and learning plan	x			
Professional Learning	Continue to use district professional learning and personal experience to revise the technique they selected		x	February-May	N/A
Observation	Observe team members utilizing the schematic (teaching technique) to enhance/revise		x	Total of two by May 1	Teacher to create their own log of observations of others. Date and teacher observed.
	Conduct an observation of teacher implementing the technique	x		May 1	Observation Form
Professional learning	Collaboratively develop reflection to share with school		x		
End of Year conference	Reflect on development of schematic and student learning		x	By the last day of school	Elaboration ...
	Develop and share recommendations for professional learning for the following year based on educator reflection	x			

Educators who will be retiring

Educators who are retiring during or at the end of the school year can respond to feedback questions in lieu of the formal evaluation process. Educators must notify the Office of Talent Management by mid-October of their retirement.

The purpose of the Retirement Year Feedback questionnaire is for the District to gather information from retiring teachers and administrators regarding their career experiences in the Bristol Schools.

Targeted Improvement Plan

This plan has been developed in accordance with the procedures outlined in the Bristol Educator Evaluation and Professional Development Plan to improve the specific areas of performance noted below.

The plan will be developed to provide the necessary support and will be crafted by the administrator with educator input to create the conditions for the educator's growth and improvement.

Support in this plan is characterized by:

1. Clear and narrow expectations to improve instructional practice and educator growth
2. Increased frequency, intensity, and duration of support for professional growth
3. Shared, explicit responsibilities between educator and evaluator
4. Timelines to monitor progress and provide feedback

Identification of Educators in Need of an Improvement Plan:

An educator will need an improvement plan when there is a persistent lack of growth or resistance to growth-oriented feedback and learning through the Exploration or Elaboration phase. Examples include:

- Showing no or limited growth in a specific instructional focus area in multiple observations
- Repeated failure to implement the evaluator's feedback
- Resistance to meeting the foundational competencies as identified by Bristol Public Schools

Tiered Support

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan. A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Targeted Improvement Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Targeted Improvement Plan. The Targeted Improvement Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth

within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Targeted Improvement Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Targeted Improvement Plan Actions

- Once a concern has been identified through the Exploration/Elaboration phase of the BPS Evaluation process, a meeting will be held to formally record the area(s) of concern and transition into an improvement plan.
- Before the meeting,
 - a. The evaluator will draft (but not finalize) the Improvement Plan, which will:
 - i. Outline the action steps needed for improvement.
 - ii. Align those action steps to the [CCT](#), which provides a detailed level of support and is aligned to the BPS North Stars indicators and definitions for High-Quality Instruction.
- During the meeting
 - a. The evaluator will use the [agenda template](#) to guide the conversation, using [this sample](#) as a model.
 - b. The teacher will have the option of having union representation, provide feedback on the improvement plan, and request assistance as needed.
- After the meeting
 - a. The evaluator will email a copy of the signed improvement plan to the educator and CC: Educator's personnel file & the Chief of Talent Management.

- b. The evaluating administrator will conduct follow-up observations and meet with the teacher approximately 6-8 weeks after the initial meeting to formally review progress.

Supportive Documentation

- [W Sample Improvement Plan.docx](#)
- [W BPS 24-25 Improvement Plan Template.docx](#)

Dispute resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Targeted Improvement Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The educator being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

Process

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. The evaluator will schedule to meet within the contracted work day at a mutually agreed upon time within six working days of receiving the dispute in writing from the educator. The goal of this meeting is to resolve the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.

Option 1: The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. There will be a standing subcommittee on PDEC designated to serve as a neutral party for resolving disputes. The superintendent, or their designee, would select three members of the standing committee to resolve the dispute. The meeting will be scheduled within ten days of the receipt of written notice.

Characteristics of the standing subcommittee:

- Member of each collective bargaining unit (BFT/BAPS) and each level and/or department
- Annual review and calibration of the subcommittee

It is the role of the subcommittee to determine the resolution of the dispute and to

identify any actions that must be taken moving forward. Actions must be identified in writing to both the educator and the evaluator as soon as possible but no longer than ten days from the meeting.

Option 2: The educator being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than ten school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding, as soon as possible but no longer than ten days from the meeting.

Appendix A: CSDE Educator Evaluation and Support Plan Non-negotiables/Bristol Crosswalk

Non-negotiables	Bristol	Page Reference
<p>• Educator and leader practice discussions are based on a set of national or state performance standards set by professional organizations agreed upon by the PDEC. A representative PDEC works to mutually agree upon a standard-based best practice observation model.</p> <p>While a district may create their own rubrics for use in this process, the district must demonstrate that those rubrics are aligned with or tied to an externally referenced standard.</p>	<p>Bristol will use the CT Common Core of Teaching (2010) as the foundation for all evaluations; Bristol’s definition of high quality instruction will be made explicit and will link to the Common Core. Feedback regarding practice will be based on both the language of the CCT and the local, more specific and explicit, description of practice.</p>	<p>Bristol Leader and Educator Evaluation and Support Plan, pages 24-26; pages 35 and 38; observation form.</p>
<p>The teacher evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the model teacher evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model teacher evaluation and support program.</p>	<p>The Bristol PDEC will be presenting the plan for BOE approval in August 2024.</p>	<p>n/a</p>
<p>• Evaluation and support will be an ongoing, cyclical progress monitoring process with evaluator and educator/leader/team conferences in the</p>	<p>Bristol believes in an ongoing, cyclical progress monitoring process.</p>	<p>Page 18-19, 21, 22, 24, 31, 36, 40, 41-42</p> <p>Goal setting forms for Exploration and Elaboration stages</p>

<p>fall/winter/spring.</p> <ul style="list-style-type: none"> - Educators and leaders will meet with their supervisor three times a year (at minimum, fall goal setting, midyear review, end of year reflection). <p>The meetings should be approached in a spirit of continuous improvement, reflection, and collaboration</p> <p>. Goals should always be connected to standards recommended by the PDEC and approved by the local board of education.</p> <ul style="list-style-type: none"> - The first meeting will be focused on goal setting, which can be completed either as an individual or as a collaborative group depending on the goal. <p>In this process, the end-of-year meeting should be used as a time to reflect on the current year and how it might inform/launch the next evaluation cycle.</p> <p>An appropriate summary of the educator/leader growth achieved through the process and the provision of a platform to consider future work will be provided by the evaluator on an annual basis. This summary should be tied to the agreed on standards and goals upon which the process was based and will make a distinction regarding the educator's/leader's successful completion of the evaluative cycle.</p>		<p>within the evaluation plan.</p>
<p>Multiple measures of student learning, growth, and achievement as mutually agreed upon during the</p>	<p>Bristol has identified professional learning goals around high quality instruction, our Bristol Vision of the Graduate, and our continuous improvement process.</p>	<p>pages 24-28 Pages 35-40</p>

goal-setting process.	Success criteria and acceptable forms of evidence have been outlined for each stage of learning.	
<p>Single point competencies are preferred as they focus the discussion and feedback on the desired practice rather than a rating outcome. This will allow:</p> <ul style="list-style-type: none"> • The promotion of clear, research-based expectations tied to standards. • Current rubrics could be used as talking points for feedback and deepening reflection on practice but are encouraged to be framed or converted as single points for increased clarity and avoiding the trap of ratings and past practice. This can be completed by the PDEC or by adoption of an external, standards-based model. • The goal is to establish a clearly articulated vision of effective practice that focuses on growth (celebrations/next steps) and not a final rating. 	Bristol will be using single point competencies.	Page 18 Observation Form
Goals and standards should be consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of practice.	Bristol has identified professional learning goals around high quality instruction, our Bristol Vision of the Graduate, and our continuous improvement process. Success criteria and acceptable forms of evidence have been outlined for each stage of learning.	pages 24-28 Pages 35-40
<p>Goal-Setting Goal-setting process must follow the timelines and frameworks created by the PDEC consistent with the standards established during</p>	Bristol will be following this non-negotiable as outlined. Descriptions for stages of learning are labeled within the plan.	Pages 22, 23, 35, 44

<p>this process.</p> <p>Goals and feedback will be based on evidence, observations, and artifacts of professional practice as aligned to the lens of the agreed upon standards.</p> <p>Educators and their evaluators mutually agree upon a one-, two- or three-year goal and develop a plan for professional development and support that is consistent with their professional status and goals.</p> <p>All educators are assigned a primary evaluator (092).</p> <p>PDECs determine protocols for each level of educator (novice, provisional, professional, transfers to the district, part-time or partial year, educator or leader in need of support, etc.)</p>		
<p>Professional Practice and Educator Growth</p> <p>Feedback to educator must consider multiple and varied quantitative and qualitative indicators of evidence. ·</p> <p>Dialogue through the professional growth process should begin with educator self reflection/self-assessment of impact of professional learning and educator practice on student growth, as well as the identification of next steps. ·</p> <p>Within the required process structure, the local PDEC may identify a minimum or recommended number of observations aligned with the current professional needs of</p>	<p>Bristol has identified professional learning goals around high quality instruction, our Bristol Vision of the Graduate, and our continuous improvement process. Success criteria and acceptable forms of evidence have been outlined for each stage of learning.</p> <p>Self-assessments/reflections are required within the evidence educators must present.</p> <p>The number of observations are included within the evidence and within the plan itself under “Observations” for both the exploration and elaboration stage.</p>	<p>pages 24-28 Pages 35-40</p>

<p>the educator (novice, provisional, professional). o The PDEC must create the district’s plan for the nature and number of observations and/or reviews of practice and artifacts that are required. ·</p> <p>There should be multiple pieces of evidence, which may include artifacts, observations of practice, student feedback, and reflections of the educator on student growth as part of the educator feedback process.</p>		
<p>Evaluator/Observer/Stakeholder Feedback and Engagement</p> <ul style="list-style-type: none"> ● Feedback, tied to standards, identifies strengths and areas of focus for advancement. <ul style="list-style-type: none"> ○ – PDECs determine clear timelines for both written and verbal feedback. ○ – PDECs determine a process to determine appropriate feedback and how to use informal and formal feedback from stakeholders. ● In person beginning of the year, midyear, end-of-year check-in for all educators (timelines determined by PDEC). ● Cycle of check-ins to discuss what is happening in the classroom/school or 	<p>Bristol will be ensuring that educators receive verbal and written feedback.</p>	<p>Pages 24, 37</p>

<p>district—identify additional needs (mutually agreed upon).</p> <ul style="list-style-type: none"> • Dialogue is important, however, there must be a balance of written and verbal feedback, as required by the district plan, which must be provided periodically. 		
<p>Process Elements PDECs articulate agreed upon processes for both formal and informal observations.</p> <p>At a minimum, an initial goal-setting meeting, midyear, and end-of-year reflective progress review for all educators.</p> <p>A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a corrective support plan with indicators of success for transitioning out of it. The corrective support plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.</p> <p>PDECs should establish a clearly articulated corrective support model that is separate from the normal educator growth model.</p> <p>Corrective support models shall include:</p> <ul style="list-style-type: none"> • clear objectives specific to the well documented area of concern; 	<p>Bristol will use announced and unannounced observations; observations are described on pages 24 and 37.</p> <p>Goal setting at beginning, middle, and end of year are described and supported with guiding questions and form.</p> <p>A corrective support model has been developed and can be found on page 44-45. Bristol found the language of “Targeted Improvement Plan” to more accurately describe the desired outcome of teacher growth.</p>	<p>Pages 24 and 37 Pages 22, 23, 35, 44 Pages 44-45</p>

<ul style="list-style-type: none"> resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; and » supportive actions from the evaluator. 		
<p>Dispute Resolution Each local or regional board of education shall, in mutual agreement with the professional development and evaluation committee, include a process for resolving disputes in cases where the evaluator and educator/leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional development plan.</p> <p>Any claims that the district has failed to follow the established procedures of the teacher evaluation and support program shall be subject to the grievance procedures set forth in the then current collective bargaining agreements between the local or regional board of education and the relevant bargaining unit.</p>	<p>Bristol has followed the dispute resolution as outlined in the model plans.</p>	<p>Pages 46-47</p>

Appendix B: Sample Reflection Questions - Leader

Self-Reflection Sample Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about leadership and organizational well-being? What new learning might you want to explore to inform your understanding of these questions and professional leadership practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current organization's strengths and needs, and/or knowledge of district/school/program goals, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of Success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisors, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?

- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

**Adapted from the Connecticut Leader Evaluation and Support Plan 2024*

Appendix C: Definition of Cohorts - Leader

Definition of Cohorts

Cohort 1

Who:

- New to leadership role (e.g., principal from assistant principal etc.; first three years)
- New to LEA (first three years)

What:

- Three observations of professional practice and/or site visits
- Feedback written and verbal within five school days
- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Cohort 2

Who:

- Leaders who have successfully completed Cohort 1 in their current LEA

What:

- Two observations of professional practice and/or site visits
- Feedback written and verbal within five school days
- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary.

**Adapted from the Connecticut Leader Evaluation and Support Plan 2024*

Appendix D: Growth Criteria and Sources of Evidence - Leader

Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning and Impact on Practice</p> <ul style="list-style-type: none"> The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice. <p>Impact on the Organization</p> <ul style="list-style-type: none"> The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved learning and their own changes in practice. <p>Impact on Community</p> <ul style="list-style-type: none"> The leader can demonstrate how they worked effectively with colleagues/families/community. 	<ul style="list-style-type: none"> Information from site visits Strategic plans Learning walk/instructional rounds Self-reflection (e.g., journals, learning logs) Leader created professional learning materials Operational artifacts (e.g., schedules, procedural revisions) Educator learning outcomes Policy updates Community communications Constituent feedback Program development and implementation Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) Systems and structures

**Adapted from the Connecticut Leader Evaluation and Support Plan 2024*

Appendix E: Observation/Site Visit Forms - Leader

Leader Observation/Site Visit Form

Fields will expand as text is added

Completed by Leader	Post-Observation/Site Visit Reflection	
	Leader Goal/Observation Focus	
Observation/Site Visit Details		
Completed by Evaluator	Date of Observation/Site Visit	
	Cohort (select 1)	<input type="checkbox"/> Cohort 1 <i>Pre & Post-Conference Required</i>
		<input type="checkbox"/> Cohort 2 <i>Post-Conference Required</i>
		<input type="checkbox"/> Additional Site Visit <i>Pre & Post-Conference Required</i>
Pre-Observation/Site Visit		
Completed by Leader	Meeting Plan and/or Context	
	Pre-Conference Notes	
Completed by Evaluator	Observation/Site Visit Evidence	
	Evidence	
Completed by Leader	Post-Observation/Site Visit Reflection	
	What does today's evidence tell you?	
	Are their patterns, trends, or outliers?	
	How will our collaborative reflection help you move forward and apply your learning in your next steps?	
Post-Observation/Site Visit Conference Feedback		
Completed by Evaluator	Evidence	
	Areas of Strengths	
	Single-Point Competencies	
	Areas for Growth and/or Next Steps	

**Adapted from the Connecticut Leader Evaluation and Support Plan 2024*

Appendix F: Sample Corrective Support Plan - Leader

(Sample)

Leader A has consistently struggled with communicating appropriately with a variety of constituents. Tiered supports have been provided by the evaluator throughout the year. Leader A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:

To improve engagement with families in communities (PSEL – Standard 8) and to improve operations in management (PSEL – Standard 9)

Resources:

- All communications previewed by the evaluator for content and timeliness.
- Collaboration with other district leaders for exemplars of communication.

Timeframes:

- Leader A will remain on this Corrective Support Plan for six weeks.
- Improvements in communication within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan).
- All resources made available.
- Modeling of effective communication practices with role play opportunities.
- Timely feedback in person and in writing (weekly/bi-weekly meetings).
- Management of access to learning opportunities in and out of building, as appropriate.

Correct Support Plan Template

(Leader being evaluated) has consistently struggled with _____ . Tiered supports have been provided by the evaluator throughout the year. (Leader being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective:

To improve _____ (Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Leader being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan – typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.

**Adapted from the Connecticut Leader Evaluation and Support Plan 2024*

MEMORANDUM



TO: Iris White, Ed.D., Acting Superintendent of Schools
FROM: Kimberly Culkin, Ed.D., Chief of Talent Management
SUBJECT: New Teacher Hiring Overview for School Year 2024-2025 - (new hires since August BoE meeting)

CERTIFICATION	
Initial	12
Provisional	10
Professional	3
DSAP	2

ETHNICITY	
Hispanic or Latino	2
Not Hispanic or Latino	25

RACE	
American Indian or Alaskan Native	0
Asian	1
Black or African American	1
Native Hawaiian or Other Pacific Islander	0
White	23
Hispanic or Latino of any race	2

GENDER	
Male	4
Female	22
chose not to disclose	1

RESIDENCE	
Bristol	8
Coventry	1
Derby	1
Guilford	1
Hamden	1
Hartford	1
Meriden	1
Middletown	1
New Britain	1
Plainville	4
Rocky Hill	1
Simsbury	1
Thomaston	1
Torrington	1
Wethersfield	2
Wolcott	1

HIGHEST DEGREE HELD	
Bachelors	10
Masters	16
6th Year	1

LAST NAME	FIRST NAME	ASSIGNMENT	LOCATION	BACHELORS	MASTERS	6TH YEAR
Basroon	Jenifer	Grade 7 Science Teacher	CHMS	SCSU	Sacred Heart University	
Bedlack	Karen	CW TESOL Teacher	BCHS	CCSU & University of Maryland University College - online	CCSU	
Boutote	Jacob	Grade 5 Teacher	SSS	Eastern CT State University		
Cassidy	Haley	Grade 8 Math Teacher	BAIMS	UHART		
Conklin	Madison	Special Education Teacher	EPH	SCSU		
Downes	Jason	Gr. 7 Social Studies Teacher	GH	CCSU	UConn	
Elkey	Rachel	Literacy Coach	EPH	Howard University	University of Hartford & Albertus Magnus College (AAP)	
Giancarli	Alyssa	Grade 5 Teacher	ID	University of Saint Joseph	University of Saint Joseph	
Greger	Logan	Speech and Language Pathologist	WB/NEMS	UConn		
Grenier	Bridget	Social Studies Teacher	BCHS	University of Nottingham - UK	UConn	
Hamel	Meghan	Grade 5 Teacher	ID	CCSU	University of Bridgeport	
Heiden	Mykala	Grade 2 Teacher	WB	UConn	SCSU	
Hernandez	Jessica	Grade 2 Teacher	ID	CCSU	Post University	
Larson	Brianna	Grade 3 Teacher	WB	CCSU		
Laviero	Jennifer	PE/Health Teacher	NEMS/BAIMS	CCSU	Quinnipiac	
Morin-Scata	Madison	Special Education Teacher	ID	UHART		
Needham	Heather	PreK Special Education Teacher	EDGE PreK	SCSU		
Nichols	Krista	Art Teacher	BAIMS/BPA	School of Visual Arts and CCSU		
Olmstead	Melanie	PE/Health Teacher	CW @ WB	CCSU	SCSU	University of Saint Joseph
Park-Knowles	Lory Lena	Grade 8 ELA Teacher	WB	University of Hawaii	University of Hawaii and Wesleyan University	
Spatafore	Daniel	Grade 8 Science	CHMS	Assumption University		
Thomas	Trevor	Grade 6 ELA	GH	Marist College	University of New Haven	
Torres	Maria	Special Education Teacher	ID/MTV	Inter American University of PR	Inter American University of PR	
Villanueva	Kenisha	Speech and Language Pathologist	CW @ ID/EDGE	SCSU	SCSU	
Wiese	Gina	6-8 Library Media Specialist	CW @ WB/GH	Hollins University	SCSU	
Witkewicz	Rachael	Social Worker	ID	UConn	Wester CT State University and Walden University	
Wolf	Ryan	Grade 4 Teacher	SSS	CCSU		

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
French ECE	World Language	12th	1
Course Description:			
<p>This course is an extension of the work in French 3, and the culmination of a student's French language study in high school. Students continue to develop proficiency and integrate speaking, listening, reading, and writing skills using authentic materials and sources that address a wide variety of topics related to the French-speaking world. Using excerpts from French literature along with other selected cultural and historical readings, students are expected to write original compositions using vocabulary appropriate to the materials. Students have the opportunity to develop their proficiency in the use of the language with rigorous and active oral practice via dialogues, interviews, and round tables.</p>			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
<ul style="list-style-type: none"> None 		<p>GLOBAL AWARENESS</p> <ul style="list-style-type: none"> Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts Understand other nations and cultures, including the use of non-English language <p>COMMUNICATION</p> <ul style="list-style-type: none"> Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact Communicate effectively in diverse environments (including becoming multilingual) 	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
<ul style="list-style-type: none"> French 3 		<ul style="list-style-type: none"> French ECE Equity Audit 	
Unit Links			
<p>Standard Matrix</p>			

[Unit 1: Les relations personnelles \(Personal Relationships\)](#)

[Overview:](#)

[Lesson Map](#)

[Unit 2: Le style de vie \(Lifestyle\)](#)

[Overview](#)

[Lesson Map](#)

[Unit 3: Le role des medias](#)

[Overview](#)

[Lesson Map](#)

[Unit 4: La justice et la politique](#)

[Overview](#)

[Lesson Map](#)

[Unit 5: Les générations](#)

[Overview](#)

[Lesson Map](#)

Unit 1: Les relations personnelles (Personal Relationships)

Overview:

Relevant Standards: **Bold indicates priority**

- Interpretive Communication: I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.
- Presentational Communication: I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
- Interpersonal Communication: I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- Intercultural Communication: In my own and other cultures I can compare practices related to everyday life and personal interests or studies.
- Intercultural Communication: I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.

Overview

Throughout this unit, students study several ways to discuss different aspects of healthy relationships. In the scope of this unit, students will use the language to describe ideal relationships, analyze how relationships are described in the context of different cultures, and reflect on how one's cultural background can impact one's perspective on healthy relationships. Students will also examine cultural practices surrounding relationships, such as the l'union libre, and what they indicate about French character and perspective.

Essential Question(s):

- What are the universal elements of a healthy relationship?
- How do cultures determine what makes a healthy relationship?

Enduring Understanding(s):

- Although cultural background and personal experiences impact on how one views the fundamental elements of a healthy relationship, many people often define healthy relationships by high levels of communication, honesty, and trust.
- Around the world, there are different kinds of relationships that communicate different levels of commitment and different cultural values. For example, l'union libre represents a French commitment to individual liberty, free from government control or interference.

Demonstration of Learning:

Unit Specific Vocabulary

<ul style="list-style-type: none"> • <i>Interpretive</i>: Students read an advice column (a short post on Instagram) about problematic aspects in a relationship, and write a response to the questions. • <i>Presentational (written)</i>: Students write advice to respond to the problems presented in the advice column. • <i>Interpersonal</i>: Students participate in a structured debate about <i>l'union libre</i> (pros and cons) that can be offered as a solution to the problem presented in the advice column. 	<p>Vocab Lists Vocabulary related to feelings, personality traits, and certain actional aspects of relationships i.e. to trust, to share, to rely on</p> <p>Key Verbs / Phrases</p> <ul style="list-style-type: none"> • <i>Faire confiance, être d'accord, mentir, compter sur, avoir raison/tort, vivre en union libre, mériter, faire des commérages, draguer, passer, en avoir marre, avoir honte, accablé, se marier avec, rompre</i> <p>Grammatical Concepts</p> <ul style="list-style-type: none"> • Students will learn how to use different irregular verbs to form idiomatic expressions • Students will learn how to form different questions using inversion
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students will later return to examine familial relationships, and how they are impacted by cultural values, when examining generational gaps in unit 5.
<p>Family Overview (link below)</p>	<p>Pacing for Unit</p>
<ul style="list-style-type: none"> • French ECE Family Overview U1 	<ul style="list-style-type: none"> • 6 weeks
<p>Integration of Technology:</p>	<p>Aligned Unit Materials, Resources, and Technology:</p>
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> •
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may believe that personal relationships are beyond the influence of culture • Students may believe that marriages and civil unions are universally the same around the world
<p>Differentiation through <i>Universal Design for Learning</i></p>	

UDL Indicator

- CHECKPOINT 7.2 Optimize relevance, value, and authenticity

Teacher Actions:

- Vary activities and sources of information so that they can be:
 - Personalized and contextualized to learners' lives
 - Culturally relevant and responsive
 - Socially relevant
 - Age and ability appropriate
 - Appropriate for different racial, cultural, ethnic, and gender groups
- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants

Unit 1: Les relations personnelles (Personal Relationships)

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1/2	<ul style="list-style-type: none"> I can conduct an interview with a classmate about their likes/dislikes, hobbies, and personalities. I can present and discuss my classmates' presentations. 		
3	<ul style="list-style-type: none"> I can understand information provided in an excerpt of an article about friendship. I can exchange opinions with my classmates about friendship definition. I can write a short essay about a healthy friendship and its elements. 	<ul style="list-style-type: none"> Des commérages (m.) Un rendez-vous Compter sur Faire confiance (à quelqu'un) Mentir (conj. like sentir) Mériter Partager Poser un lapin (à quelqu'un) 	Amitié
4	<ul style="list-style-type: none"> I can exchange my initial ideas regarding healthy relationships. I can present my reactions to my classmates' opinions about the elements of healthy relationships. 	<ul style="list-style-type: none"> Une âme sœur Draguer S'engager (envers quelqu'un) Quitter quelqu'un (In)fidèle Rêver de Tomber amoureux / amoureuse (de) 	
5	<ul style="list-style-type: none"> I can understand the information presented in a French ad. I can discuss how different aspects of a relationship are presented in Clairefontaine ad. 	<ul style="list-style-type: none"> Affectueux / affectueuse Charmant(e) Franc / franche Idéaliste Inoubliable Séduisant(e) 	Pub Clairefontaine - Jeff l'amoureux Clairefontaine - L'amoureuse
6	<ul style="list-style-type: none"> I can understand information presented in an advice 	<ul style="list-style-type: none"> Une blague 	

	<p>column.</p> <ul style="list-style-type: none"> I can discuss different possible solutions to the problem presented in the advice column. 	<ul style="list-style-type: none"> Rire Convaincre I can use different forms of questions to discuss possible solutions. 	
7	<ul style="list-style-type: none"> I can respond to and discuss questions in a survey about personality traits. I can participate in a students-led discussion about the elements of an ideal friendship/relationship. 	<ul style="list-style-type: none"> By using idiomatic expressions. 	
8	<ul style="list-style-type: none"> I can understand information about l'union libre presented in an article. 	<ul style="list-style-type: none"> Define l'union libre Describe required certification Describe rights/responsibilities 	Union libre
9	<ul style="list-style-type: none"> I can participate in a conversation to compare l'union libre and marriage. I can write a short essay to justify my opinion about l'union libre. 	<ul style="list-style-type: none"> By using questions and idiomatic expressions 	
10-IPA	<ul style="list-style-type: none"> I can read an advice column (a short post on Instagram) about problematic aspects in a relationship, and write a response to the questions. I can write a solution to the problem presented in the advice column. 		
11 - IPA	<ul style="list-style-type: none"> Debate Prep 		
12 - IPA	<ul style="list-style-type: none"> I can participate in a structured debate about l'union libre (pros and cons) that can be offered as a solution to the problem presented in the advice column. 		
13	Flex		
14	Flex		
15	Flex		

Unit 2: Le style de vie (Lifestyle)

Overview

Relevant Standards: **Bold indicates priority**

- Interpretive communication: I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
- Presentational communication: I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.
- Interpersonal communication: I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- Intercultural Communication: In my own and other cultures I can compare products related to everyday life and personal interests or studies.
- Intercultural Communication: I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.

Overview

In this unit, students continue to examine and discuss relationships, and how they are impacted by where we live and our cultural backgrounds. Students will analyze and reflect about how one's interactions, lifestyle, and emotional state may be directly impacted by our physical setting, personal experiences, and cultural background. Specifically, students compare the experiences of living in rural and urban France by examining differences between Paris and Bayeux and by watching the film *J'attendrai le suivant*.

Essential Question(s):

- How does where we live impact our daily lifestyle?
- How do our lifestyles reflect essential aspects of our cultural background?

Enduring Understanding(s):

- Where we live impacts our interactions, emotional state, and our role in the community. Some of these impacts are common/universal, but others reflect unique cultural differences and personal preferences. In a city, daily life can feel more animated, energetic, and busy, while a suburb can be more tranquil and provide more opportunity for reflection and introspection. In the film *J'attendrai le suivant*, urban settings are portrayed as potentially isolating and less trusting, but these experiences are not universally urban or French.

Demonstration of Learning:

- Interpretive: Students view a short French film *J'attendrai le suivant*,

Unit Specific Vocabulary

Vocab Lists

<p>and respond to comprehension questions</p> <ul style="list-style-type: none"> • Presentational: Students present a scene reenacting a specific aspect of the short film in a different setting (i.e. a local store in a small town vs Le métro in Paris) • Interpersonal: Students participate in students-led discussion to interpret/analyze major ideas/themes presented in the short film. 	<ul style="list-style-type: none"> • Vocabulary terms related to different geographical locations i.e. activities in and places around city vs suburbs, descriptive elements of different lifestyles based on physical location. <p>Key Verbs / Phrases</p> <ul style="list-style-type: none"> • Vivre, Animé, un(e) citadin(e), un gratte-ciel, l’embouteillage, seul(e), duper, gêner, la voie, la rame du métro, quotidien, tranquille, l’embouteillage, la vie nocturne, bruyant, sûr(e), la banlieue <p>Grammatical Concepts</p> <ul style="list-style-type: none"> • Students will learn how to use different regular and irregular adjectives to describe people and places (meaning based on placement and forms) • Students will learn how to form and use various adverbs.
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<ul style="list-style-type: none"> • In the prior unit, students focused closely on interpersonal relationships and French practices. In this unit, they focus more on how individuals' relationships are shaped by place and setting. 	<ul style="list-style-type: none"> • This unit begins to introduce social issues related to different settings. Students will return to consider larger issues in French society, as well as national identity, in Unit 4.
<p>Family Overview (link below)</p>	<p>Pacing for Unit</p>
<ul style="list-style-type: none"> • French ECE Family Overview U2 	<ul style="list-style-type: none"> • 6 weeks
<p>Integration of Technology:</p>	<p>Aligned Unit Materials, Resources, and Technology:</p>
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. • Students may use the street view of Google Earth to further explore differences between urban and rural areas of France. 	<ul style="list-style-type: none"> • J’attendrai le suivant
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Living in Paris is a lifestyle typical of all of France.
<p>Differentiation through <i>Universal Design for Learning</i></p>	
<p>UDL Indicator</p> <ul style="list-style-type: none"> • CHECKPOINT 2.5 Illustrate through multiple media 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> • Present key concepts in one form of symbolic representation (e.g.,

	<p>population maps) with an alternative form (e.g. Google Street View)</p> <ul style="list-style-type: none">• Make explicit links between population information provided in illustrations, charts, or diagrams and the blogs/film students experience throughout the unit
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Unit 2: Le style de vie (Lifestyle)

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	<ul style="list-style-type: none"> I can describe the population distribution of France and how it has changed over time. 		French Population Density 1 French Population Density 2 French Population Over Time
2	<ul style="list-style-type: none"> I can understand information provided in a video and blog about daily life in Paris by a young French citizen. I can exchange ideas with my classmates about different aspects about living in a city. I can present my reactions to my classmates' statements about life in a city. 	<ul style="list-style-type: none"> Un arrêt d'autobus une banlieue / Une périphérie Le centre-ville Un édifice/ un bâtiment Un gratte-ciel La circulation Un embouteillage Un panneau d'affichage Un rond-point 	Vidéo: VIVRE À PARIS Vie parisienne : c'est comment de vivre à Paris?
3	<ul style="list-style-type: none"> I can understand information provided in an article about living in the small town of Bayeux, Normandie. I can discuss some aspects about life in Bayeux by looking and discussing pictures of daily life in Bayeux. 	<ul style="list-style-type: none"> Un hôtel de ville / Une mairie une habitation Une place un pont Un quartier 	Vivre à Bayeux, la belle vi(II)e
4	<ul style="list-style-type: none"> I can understand information provided in a blog about living in various cities in France. I can discuss and justify my opinion about which city in France I would live in. 	<ul style="list-style-type: none"> Un logement Une location 	Top 15 des meilleures villes de France, celles où il fait bon vivre
5	<ul style="list-style-type: none"> I can present a comparison between living in Paris and living in a small town of Bayeux. I can discuss and compare life in the city and countryside in France and the US. 		
6	<ul style="list-style-type: none"> I can respond to and discuss a survey about 	<ul style="list-style-type: none"> By using different regular and 	

	<p>preferences about living in the city vs the suburbs.</p> <ul style="list-style-type: none"> I can understand a conversation between a customer and a ticket person in a metro station 	<p>irregular adjectives to describe people and places</p>	
7	<ul style="list-style-type: none"> I can identify the main characters and key events of the short film J'attendrai le suivant. I can understand most of the monologue of Antoine, and its purpose. I can understand the conversation between Antoine and the passenger. 	<ul style="list-style-type: none"> Les transports en commun Un marché Se plaindre Réitérer Rejoindre Solliciter Avoir du mal 	
8	<ul style="list-style-type: none"> I can discuss and justify my opinions about the woman's feelings at the beginning of the film. I can understand the reasons behind the woman's regrets about her decision at the end of the film. 	<ul style="list-style-type: none"> Duper Un lien Se méfier de Débile 	
9	<ul style="list-style-type: none"> I can discuss and exchange my opinions about the woman's feelings, and Antoine's reaction at the end of the short film. I can write a different happy/sad ending to the short film. 	<ul style="list-style-type: none"> By using various adverbs to discuss a series of events. 	
10 - IPA	<ul style="list-style-type: none"> I can understand information provided in a broadcast about living in different cities in France 		Découvrez le classement des 500 villes de France où il fait bon vivre
11 - IPA	<ul style="list-style-type: none"> I can write and present a scene reenacting a specific aspect of the short film in a different setting (i.e. a local store in a small town vs Le métro in Paris) 		
12 - IPA	<ul style="list-style-type: none"> I can participate in a students-led discussion to interpret/analyze major ideas/themes presented in the short film. 		
13	Flex		
14	Flex		
15	Flex		

Unit 3: Le role des medias

Overview

Relevant Standards: **Bold indicates priority**

- Interpretive communication: I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
- Presentational communication: I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
- Interpersonal communication: I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
- Intercultural Communication: In my own and other cultures I can compare products related to everyday life and personal interests or studies.
- Intercultural Communication: I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.

Overview

Throughout this unit, students will read and discuss different excerpts related to French cinema, and compare it to American cinema. Students will also examine the role of different media outlets to inform the public, and how we should interact with the media as 'consumers' through the viewing and the discussion of a short French film. In the scope of this unit, students will be able to discuss how our expectations of and interaction with media change based on its role to entertain or to inform.

Essential Question(s):

- How do we interact with the media as 'consumers'?
 - b. How is American cinema similar/different from French cinema?
 - c. How is American journalism similar/different from French journalism?

Enduring Understanding(s):

- Different types of media play a major role in our lives, serving to both entertain and to inform us. We have expectations for media that are influenced by our culture and the conventions of genre.
- French audiences have different expectations of film than American audiences, especially related to narrative structure and the degree to which films are expected to entertain, rather than prompt reflection or discussion. In both the United States and in France, tabloids follow different conventions than news outlets, focusing on entertainment and sales, rather than informing the public.
- Regardless of what media we consume, we need to actively and critically think about how we interact with products presented by the media.

Demonstration of Learning:	Unit Specific Vocabulary
<ul style="list-style-type: none"> • Interpretive: Students read review(s) of the film <i>Emilie Muller</i>, and respond to comprehension questions. • Interpersonal: Students will discuss a review of the film <i>Emilie Muller</i> with a partner, noting whether they agree or disagree with the critiques of the film. • Presentational: Students write a short essay about the importance of the media in our daily life, and how we should interact with it as ‘consumers’. 	<p>Vocab Lists</p> <ul style="list-style-type: none"> • Vocabulary related to different aspects of the media such as news, TV, and cinema. <p>Key Verbs / Phrases</p> <ul style="list-style-type: none"> • La presse à sensation, l’écran, Les effets spéciaux, un entretien / une interview, sortir un film, une première, les sous-titres, une vedette, un réalisateur, la censure, divertir <p>Grammatical Concepts</p> <ul style="list-style-type: none"> • Students will analyze how to use le passé composé and l’imparfait to narrate events in the past.
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • This unit builds on the comparison of French cultural products and practices introduced in Unit 1. In that unit, students learned about l’union libre and compared this practice to American practices regarding marriage. In this unit, they compare French and American media. 	<ul style="list-style-type: none"> • Students will continue to examine the role of media in the lives of individuals in the next unit by examining French political advertisements.
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> • French ECE Family Overview U3 	<ul style="list-style-type: none"> • 6 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> • The short film Emilie Muller
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may not realize the historical tradition of French filmmaking, or consider foreign films to American films with subtitles. • Students may not be aware of their own expectations of film as a genre, and may not realize how these expectations are impacted by

	culture.
Differentiation through <i>Universal Design for Learning</i>	
<p>UDL Indicator</p> <ul style="list-style-type: none"> CHECKPOINT 3.1 Activate or supply background knowledge 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines) Use advanced organizers to highlight differences between genres (e.g., KWL methods, concept maps) Pre-teach critical prerequisite concepts (such as the characteristics of French film) through demonstration or models Bridge concepts with relevant analogies and metaphors

Unit 3: Le role des medias

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	<ul style="list-style-type: none"> I can understand information provided in a short article about the premier of a movie. I can participate in a conversation with a partner to identify a popular movie based on information we each provide. 	<ul style="list-style-type: none"> La presse à sensation Une vedette Les effets spéciaux Un (e) critique de cinéma Un réalisateur Sortir un film Un grand écran Les sous-titres 	
2	<ul style="list-style-type: none"> I can understand information provided in a blog about dubbing and subtitling of international movies. I can discuss and justify preferences of dubbing vs. subtitling French and/or international movies. 	<ul style="list-style-type: none"> Le doublage Doubler Être doublé en français Un film muet Un film en version française / américaine Parlant Un film en version originale 	Sous-titrage ou doublage : lequel choisir ?
3	<ul style="list-style-type: none"> I can understand, and respond to questions about information provided in a historical excerpt about the characteristics of the French cinema. I can discuss and compare French and American movies. 		L'histoire du cinéma français : les moments forts
4	<ul style="list-style-type: none"> I can identify the main characters, and I can understand most of what is said in a conversation among characters of the short film Emilie Muller. I can discuss details about Emilie's life currently. I can discuss details about Emilie's careers. 	<ul style="list-style-type: none"> Une bague Un(e) comédien(ne) Un défaut Émouvoir 	
5	<ul style="list-style-type: none"> I can discuss details about Emilie's childhood. 	<ul style="list-style-type: none"> Un rôle 	

	<ul style="list-style-type: none"> I can exchange opinions with my classmates about the accuracy of Emilie's responses in the audition. 	<ul style="list-style-type: none"> Séduire Tourner 	
6	<ul style="list-style-type: none"> I can discuss and justify my opinion about the director's and Emilie's professional competence. I can discuss and exchange opinions about our role as an audience of a movie and/or 'consumers' of information. 	<ul style="list-style-type: none"> By using le passé composé and l'imparfait to narrate the sequence of events of Emilie Muller 	
7	<ul style="list-style-type: none"> I can write and rehearse a script that extends the audition of Emilie with the director. 		
8	<ul style="list-style-type: none"> I can write a short essay to discuss and justify the accuracy of some facts presented in Emilie Muller. 		
9 - IPA	<ul style="list-style-type: none"> I can understand an author's critiques of Emilie Muller. I can exchange opinions of Emilie Muller with a classmate by agreeing/disagreeing with professional reviews. 		Emilie Muller - la critique du court métrage "Émilie Muller" d'Yvon Marciano Un court métrage culte, à voir ou à revoir !
10	<ul style="list-style-type: none"> I can understand information provided in a short news report about different media outlets, and their affiliations. I can discuss the importance of the news sources, and how it may/may not be biased and/or lacking factuality. 	<ul style="list-style-type: none"> Déroutant Les faits divers La couverture La télé-réalité La censure Frappant 	Vidéo: Qui détient les médias français ?
11	<ul style="list-style-type: none"> I can exchange ideas and opinions about the media and its role in our daily lives 	<ul style="list-style-type: none"> 	
12	<ul style="list-style-type: none"> I can understand information provided in an excerpt of an article about French tabloids. I can participate in conversations to compare and contrast different types of American and French journalism. 	<ul style="list-style-type: none"> Actualisé Les gros titres La liberté de la presse 	La presse à sensation : un succès déroutant
13 - IPA	<ul style="list-style-type: none"> I can write a short essay about the importance of the media in our daily life, and how we should interact 	<ul style="list-style-type: none"> 	

	with it as 'consumers'.		
14	Flex		
15	Flex		

Unit 4: La justice et la politique

Overview

Relevant Standards: **Bold indicates priority**

- Interpretive communication: I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.
- Presentational communication: I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
- Interpersonal communication: 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.
- Intercultural Communication: In my own and other cultures I can compare products related to everyday life and personal interests or studies.
- Intercultural Communication: I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.

Overview

In the scope of this unit, students will view and analyze French political ads to discuss two major issues in French society: immigration and economy, both of which reflect larger tensions related to French culture and national identity. Students will articulate how one's opinions about these two issues shape one's political decisions. Students will also discuss and reflect about different ways, and the importance of getting involved in political discussions and issues around the world.

Essential Question(s):

- What issues are important to French voters?
 - b. What do voters in France think about immigration?
 - c. What do voters in France think about the economy?
- How do young people get involved in political issues around the world?

Enduring Understanding(s):

- French political ads reveal what issues are most important to voters. In France (and in the United States) many of these ads focus on immigration and the economy. Many people in France view immigration as a way to diversify and enrich French culture, while others view it as a threat to French national identity. Similarly, some people in France welcome a more globalized economy, while others seek to prioritize French products and manufacturing.
- Being an involved and informed citizen in local and national politics is crucial to one's intellectual progression and to political decisions. Staying

requires critically interacting with different political ads, both in the United States and in France.

Demonstration of Learning:	Unit Specific Vocabulary
<ul style="list-style-type: none"> • Interpretive: Students watch French political ads, and respond to comprehension questions. • Interpersonal: Seminar discussion on which French candidate they would vote for and why, based on the issues and positions presented in the ads. • Presentational: Students write a paragraph in which they express which candidate they would vote for, and why based on the issues presented in the ads. 	<p>Vocab Lists</p> <ul style="list-style-type: none"> • Vocabulary related to the law, legal rights, public officials, and politics. <p>Key Verbs / Phrases</p> <ul style="list-style-type: none"> • Les droits de l'homme, la liberté, approuver une loi, emprisonner, opprimé, un abus de pouvoir, la défaite, une démocratie, une dictature, un parti politique, gagner/perdre les élections, gouverner, voter, la victoire, un député, un homme/une femme politique <p>Grammatical Concepts</p> <ul style="list-style-type: none"> • Students will discuss and analyze how to use the <i>plus-que-parfait</i> to narrate events in the past.
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • This unit builds on the prior unit's examination of media, extending the conversation into the world of political advertisements and social issues. 	<ul style="list-style-type: none"> • The next unit continues to explore issues of immigration but focuses specifically on how immigration and assimilation impact family dynamics.
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> • French ECE Family Overview U4 	<ul style="list-style-type: none"> • 6 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> • Various political ads by French candidates (such as Macron and Zemmour).
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Some students may be taking civics or AP Government and discussing political issues as part of their coursework. 	<ul style="list-style-type: none"> • Students may think that political challenges and debates they are familiar with are unique to American politics

Differentiation through *Universal Design for Learning*

UDL Indicator

- CHECKPOINT 3.2 Highlight patterns, critical features, big ideas, and relationships.

Teacher Actions:

- Use outlines, graphic organizers, routines, to emphasize issues, positions, and arguments of various political media
- Use multiple examples of political ads to emphasize critical features
- Use cues and prompts to draw attention to critical features
- Highlight previously learned skills that can be used to solve unfamiliar problems

Unit 4: La justice et la politique

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	<ul style="list-style-type: none"> I can exchange my initial ideas regarding immigration and economic issues with my classmates. I can present my reactions to my classmates' opinions about a current political issue. 	<ul style="list-style-type: none"> Approuver une loi Emprisonner Opprimé Un abus de pouvoir La défaite Une démocratie Une dictature Un parti politique Gagner/perdre les élections 	
2	<ul style="list-style-type: none"> I can understand the main ideas presented in a short political news report. I can present my reactions to Emmanuel Macron's positions regarding the economy. 		Législatives 2024 : Emmanuel Macron sur tous les fronts
3	<ul style="list-style-type: none"> I can understand an interview between a reporter and a president about his stand on immigration and economy in a podcast. I can exchange opinions with my classmates about some immigration and/or economic positions presented by a current president in a podcast. 		Podcast: Emmanuel Macron Président de la République Les décisions les plus lourdes se prennent seul
4	<ul style="list-style-type: none"> I can write a short essay to present and justify my opinion about a specific immigration and/or economic issue presented by a current president in a podcast. 	<ul style="list-style-type: none"> By using various time frames to differentiate between the candidates opinions and my own 	
5	<ul style="list-style-type: none"> I can understand the main arguments/positions presented by Emmanuel Macron in a presidential political ad. I can discuss and exchange opinions with my 	<ul style="list-style-type: none"> Gouverner Voter La victoire Un député 	Clip officiel de campagne d'Emmanuel Macron

	classmates about the main arguments/positions presented by a political candidate in a presidential political ad.	<ul style="list-style-type: none"> • Un homme/une femme politique 	
6	<ul style="list-style-type: none"> • I can discuss and exchange opinions with my classmates about the main arguments/positions presented by Éric Zemmour in a presidential political ad. • I can present a comparison between the campaigns of two or more political ads. 	<ul style="list-style-type: none"> • By using le plus-que-parfait 	Éric Zemmour: "Ils vous disent"
7	<ul style="list-style-type: none"> • I can present a comparison between a political ad of an American and a French presidential candidates. 		
8	<ul style="list-style-type: none"> • I can understand the main ideas presented in a flier for an international non-profit human rights organization. • I can discuss the importance of getting involved in political issues around the world. 	<ul style="list-style-type: none"> • Les droits de l'homme • La liberté • Combattre • Le tribunal • L'avocat, les bénévoles. 	
9	<ul style="list-style-type: none"> • I can gather and organize evidence to support my position regarding immigration and economic issues in France. 		
10	<ul style="list-style-type: none"> • I can participate in a debate to present and justify my opinions about political issues surrounding immigration or the French economy. 	<ul style="list-style-type: none"> • C'est une bonne idée de... • Je dois avouer que vous avez raison. • C'est vrai ce que vous dites, parce que... • Je regrette mais vous avez tort de dire que... • À mon avis, • Au contraire... • J'ai une autre perspective à partager. 	
11-IPA	<ul style="list-style-type: none"> • I can understand the main arguments/positions presented by a political candidate in a new presidential political ad. 		

	<ul style="list-style-type: none"> I can discuss and exchange opinions with my classmates in seminar format to determine which candidate I would vote for. 		
12- IPA	<ul style="list-style-type: none"> I can write a short essay to present and justify my opinion regarding French presidential candidates. 		
13	Flex		
14	Flex		
15	Flex		

Unit 5: Les générations

Overview

Relevant Standards: **Bold indicates priority**

- Interpretive communication: I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
- Presentational communication: I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.
- Interpersonal communication: 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.
- Intercultural Communication: In my own and other cultures I can compare products related to everyday life and personal interests or studies.
- Intercultural Communication: I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.

Overview

Throughout this unit students view and discuss different family dynamics and cultural aspects presented in a short French film. In the scope of this unit students will use the target language to discuss the major ideas in the short film related to how different family members interact based on their age, cultural heritage, and assimilation. Students will also examine how cultural practices impact perspectives and life experiences/decisions.

Essential Question(s):

- EQ1 - How are family dynamics impacted by generation gaps?
- EQ2 - How are families impacted by immigration?

Enduring Understanding(s):

- EQ1 - Families in France and in the United States are impacted by generation gaps. Because different family members grow up in different times, it can be difficult for them to understand each other's perspective and experiences.
- EQ2 - Families are also impacted by cultural differences that come with immigration and assimilation, especially when children of immigrants grow up in a different culture than their parents. While some choose to maintain cultural ties to their cultural heritage, others choose to assimilate more, which can exacerbate generational gaps within families.

Demonstration of Learning:

- Interpretive: Students view their classmate's scenes/performances,

Unit Specific Vocabulary

Vocab Lists

<p>and respond to comprehension questions.</p> <ul style="list-style-type: none"> • Presentational (oral): Students write their own scene to extend using two or three major characters to illustrate their own understanding of family dynamics, cultural aspects and/or assimilation. • Interpersonal: Students write a short essay to respond to one of the essential questions of the unit. 	<ul style="list-style-type: none"> • Vocabulary related to family life, stages of life, generations, immigration, and diversity. <p>Key Verbs / Phrases</p> <ul style="list-style-type: none"> • La langue maternelle, la langue officielle, le patrimoine culturel, la maltraitance, le niveau de vie, une polémique, avoir le mal du pays, s'établir, manquer à, gronder, surmonter, l'amour-propre, le fossé de générations, la patrie, une racine, hériter, <p>Grammatical Concepts</p> <ul style="list-style-type: none"> • Students will learn how to use different pronouns in the correct order to express clear ideas without redundancy.
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<ul style="list-style-type: none"> • This unit extends prior conversations related to immigration and cultural assimilation in the prior unit, which was focused on political issues in France, but focuses more on the experience of assimilation on individuals and families. 	<ul style="list-style-type: none"> •
<p>Family Overview (link below)</p>	<p>Pacing for Unit</p>
<ul style="list-style-type: none"> • French ECE Family Overview U5 	<ul style="list-style-type: none"> • 6 weeks
<p>Integration of Technology:</p>	<p>Aligned Unit Materials, Resources, and Technology:</p>
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> • The short film De l'autre côté.
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may not realize that immigrants around the world face similar challenges regarding immigration. • Students may consider their own experiences of generational gaps to be either unique or universal.
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p> <ul style="list-style-type: none"> • CHECKPOINT 8.3 Foster collaboration and community 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> • Create cooperative learning groups with clear goals, roles, and

	<p>responsibilities when creating and presenting their scenes</p> <ul style="list-style-type: none">● Provide prompts that guide learners in when and how to ask peers and/or teachers for help during the process of writing their scenes● Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)● Construct communities of learners engaged in common interests or activities● Create expectations for group work (e.g., rubrics, norms, etc.)
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Unit 5: Les générations

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	<ul style="list-style-type: none"> I can understand information provided in a chart about different generations. I can participate in conversations to compare and contrast different generations. I can write a paragraph to compare my generation to an older family member's generation using the newly acquired information. 	<ul style="list-style-type: none"> Use different direct object pronouns to describe generations 	<ul style="list-style-type: none"> Baby-boomers, générations X, Y, Z et Alpha: qu'est-ce qui les distingue ? Les Différentes Générations
2	<ul style="list-style-type: none"> I can identify the main characters and key events of the short film <i>De l'autre côté</i>. I can discuss my initial impressions of the characters with my classmates. 	<ul style="list-style-type: none"> Retell the main plot of the movie, and describe the characters. Use adjectives as reasons for their preferences 	
3	<ul style="list-style-type: none"> I can understand the argument between the father and Malik. I can discuss the cultural significance of the argument with my classmates. 	<ul style="list-style-type: none"> Le comportement La langue maternelle crier 	
4	<ul style="list-style-type: none"> I can describe Malik's relationship with his younger brother. I can identify the main characteristics of the mother's cultural background from the scene in the kitchen, and her conversation with Malik. 	<ul style="list-style-type: none"> La racine Le patrimoine culturel Avoir le mal du pays Manquer à La patrie 	
5	<ul style="list-style-type: none"> I can compare the mothers relationship with Samir and Malik I can compare the fathers relationship with Samir and Malik 	<ul style="list-style-type: none"> Use different past tenses in comparing scenes 	
6	<ul style="list-style-type: none"> I can understand the phone conversations between the father and the federal employee. 	<ul style="list-style-type: none"> la maltraitance le niveau de vie 	

	<ul style="list-style-type: none"> I can discuss how Samir's reaction to his father's phone conversation with the federal employee. 	<ul style="list-style-type: none"> Une polémique Gronder L'amour-propre 	
7	<ul style="list-style-type: none"> I can describe and discuss the roles of, and the relationship dynamics between the father and the mother. 	<ul style="list-style-type: none"> Include multiple scenes Le superlatif: plus que/moins que.. 	
8	<ul style="list-style-type: none"> I can understand and discuss the argument between Malik and Samir. I can compare and discuss Malik's relationship with his two brothers. 	<ul style="list-style-type: none"> S'établir 	
9	<ul style="list-style-type: none"> I can discuss Samir's cultural assimilation and compare it to his family's I can identify and discuss the cultural elements in the family's celebration. 	<ul style="list-style-type: none"> le fossé de générations Maintenir/préserver Rejeter Les traditions familiales/culturelles 	
10	<ul style="list-style-type: none"> I can write and rehearse a script that extends <i>De l'autre côté</i> 		
11	<ul style="list-style-type: none"> I can perform my scene for my classmates. I can identify the main characters, conflicts, and resolution (if any) in my classmates' performances. 		
12	<ul style="list-style-type: none"> I can write a short essay in response to one of the essential questions of the unit. 		
Flex			
Flex			
Flex			

Standard Matrix	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
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
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
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
CONTENT STANDARD 4: Cultures (Practices to Perspectives) Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	P				
CONTENT STANDARD 5: Cultures (Products to Perspectives) Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.		P	P	P	P
CONTENT STANDARD 6: Connections (Making Connections) Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.				S	
CONTENT STANDARD 7: Connections (Information and Diverse Perspectives) Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.				P	
CONTENT STANDARD 8: Comparisons (Language) 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 9: Comparisons (Cultural) Learners use the language to investigate, explain, and reflect on the concept of culture	S	S	S	S	S

through comparisons of the cultures studied and their own.					
CONTENT STANDARD 10: Communities (Social and Global) Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.					
CONTENT STANDARD 11: Communities (Lifelong Learning) Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.					

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Holocaust and Human Behavior	Social Studies	10th-12th	.5
Course Description:			
<p>In this course, students examine common human behaviors, beliefs, and attitudes they can readily observe in their own lives before turning to the Holocaust as a case study to analyze patterns in human behavior and the choices individuals have made in the past - to participate, stand by, or stand up - in the face of injustice. Students will explore readings, primary source material, and short documentary films to examine the challenging history of the Holocaust and prompt reflection on our world today.</p>			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
<ul style="list-style-type: none"> Holocaust and Human Behavior (PDF) 		EMPATHY <ul style="list-style-type: none"> Demonstrating understanding of others perspectives and needs CIVIC LITERACY <ul style="list-style-type: none"> Understand the local and global implications of civic decisions CRITICAL THINKING AND PROBLEM SOLVING <ul style="list-style-type: none"> Reason effectively. Use systems thinking Make sound judgements and decisions. Identify, define and solve authentic problems and essential questions. 	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
<ul style="list-style-type: none"> None 		<ul style="list-style-type: none"> Holocaust and Human Behavior Equity Audit 	
Unit Links			
<p> Standard Matrix Unit 1: Identity and Belonging Unit 2: The Fragility of Democracy After World War I Unit 3: Voices of Holocaust Victims and Survivors Unit 4: The Range of Human Behavior Unit 5: Justice, Judgment, and Legacy </p>			

Unit 1: Identity and Belonging

Overview

Relevant Standards: Bold indicates priority

- MW.His.1.f. - Investigate the ways in which antisemitic beliefs and other discriminatory policies in Europe led to the persecution and murder of millions of Jews as well as Roma, disabled people, LGBTQ+ individuals, and political prisoners during the Holocaust (e.g., Nuremberg Race Laws, Final Solution, Aktion T4).
- MW.His.15.a. - Develop a historical argument about the long-term causes and triggering events that led to World War II (e.g., militarism, nationalism, Treaty of Versailles, Japanese imperialism, appeasement)
- MW.His.4.c. - Analyze the complex and interacting factors that led to genocide during different historical eras (e.g., Armenia, Uganda, Cambodia, Bosnia, Rwanda, Darfur).
- MW.Inq.1.a. - Explain how a question reflects an enduring issue in Modern World History.
- MW.Inq.1.b. - Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.
- MW.Inq.1.c. - Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

Overview

In this unit, students delve into the social and cultural factors that shape a person's identity by considering various aspects of their own identity before defining and discussing the concept of stereotypes, examining the human tendency to categorize people and things. They then learn about the "universe of obligation," using this concept to analyze how societies determine who is deserving of respect and care. Students investigate the socially constructed meaning of race and its historical use to justify exclusion, inequality, and violence. Finally, they explore the history of discrimination against Jews, gaining an understanding of how anti-Judaism evolved into antisemitism in the nineteenth century. Through these lessons, students develop a deeper understanding of identity, inclusion, and historical injustices, laying the foundation for the case study that makes up the rest of the course.

Essential Question(s):

How does learning about the choices people made throughout history help us understand the power and impact of our choices in the world today?

1. What shapes my identity?
2. Where do my obligations to others end?

Enduring Understanding(s):

1. While each person's identity is a unique combination of overlapping characteristics, the natural and common human tendency to group the people and things into categories can give us incomplete and simplistic understandings of the identities of others.
2. A society's universe of obligation often changes, expanding or shrinking depending on circumstances such as peace and prosperity or war and economic depression. Racism and antisemitism have been used throughout history to place groups of people outside societies' universe of obligation and justify violence and exclusion.

Demonstration of Learning:

- Students will complete evidence logs answering: How does learning about the choices people made throughout history help us understand the power and impact of our choices in the world today?
- Students will submit substantive posts, and responses to their classmates' posts, that reflect their understanding and insights with reference to assigned readings and the thoughts of their peers.

Connections to Prior Units:	Connections to Future Units:
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- | | |
|---|--|
| <ul style="list-style-type: none"> • In 9th grade World History students learn basic information about the holocaust and genocide. | <ul style="list-style-type: none"> • This unit provides background to students about identity and race. It will also lay the groundwork for how German society's view of race allowed the holocaust to occur. |
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Family Overview (link below)	Pacing for Unit
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- | | |
|--|---|
| <ul style="list-style-type: none"> • Holocaust Family Overview U1 | <ul style="list-style-type: none"> • 7 lessons, 1 flex day |
|--|---|

Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
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- | | |
|---|---|
| <ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. | <ul style="list-style-type: none"> • Fostering Civil Discourse |
|---|---|

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
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- | | |
|---|--|
| <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Students may not have considered the range of factors that influence an individuals identity, seeing themselves or others through a single lens • Students may consider race to be a scientifically or biologically established |
|---|--|

Differentiation through [Universal Design for Learning](#)

<p>UDL Indicator</p> <ul style="list-style-type: none"> CHECKPOINT 8.3 Foster collaboration and community 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> Use student identity charts to construct communities of learners by highlighting common interests or activities Create expectations for engagement throughout the course, including difficult conversations and sensitive material
<p>UDL Indicator</p> <ul style="list-style-type: none"> CONSIDERATION 7.4 Address biases, threats, and distractions 	<p>Teacher Actions</p> <ul style="list-style-type: none"> Create an accepting and supportive learning culture by: <ul style="list-style-type: none"> Exploring how educator and learner biases can impact the learning environment Creating space and ways for learners to share the biases, threats, and distractions they may be experiencing Nurturing a culture where mistakes are a part of the learning process Vary the social demands required for learning or performance, the perceived level of support and protection, and the requirements for public display and evaluation.

Supporting Multilingual/English Learners

Related CELP standards:

- 9-12.2 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
 - Level 1: With prompting and supports, actively listen to others during discussions on identity and respond to simple yes/no questions and some wh- questions
 - Level 2: with prompting and supports, actively listen to others during short discussions on identity and respond to simple questions and wh questions
 - Level 3: with guidance and supports, participate in short discussions on identity by building on the ideas of others, expressing their own ideas, asking/answering questions, and adding relevant information
 - Level 4: participate in discussions on identity, building on the ideas of others, expressing their own ideas clearly, supporting points with specific and relevant evidence, asking/answering questions to clarify ideas and conclusions.
 - Level 5: participate in discussions on identity, building on the ideas of others, expressing his or her own ideas clearly and persuasively, referring to specific and relevant evidence from texts to support his or her ideas, asking/answering questions that probe others' reasoning.

Unit 1: Identity and Belonging

Lesson Map

Lesson	Resources	Learning Target	Vocabulary	Knowledge
1	Introducing the Unit	<ul style="list-style-type: none"> I can develop a contract that establishes a safe and challenging learning environment in my classroom. 		
2	Exploring Identity	<ul style="list-style-type: none"> I can identify social and cultural factors that helped shape my identity. 	Identity Dilemma	Cultural Factors Social Factors
3	Stereotypes	<ul style="list-style-type: none"> I can explain why stereotypes are formed and how they give us an incomplete understanding of others. 	Assumption Prejudice Discrimination	Stereotypes Single Story
4	Universe of Obligation	<ul style="list-style-type: none"> I can explain society's "universe of obligation" and how that changes based on circumstances. 	Responsibility Membership	Universe of Obligation
5	Race	<ul style="list-style-type: none"> I can examine how race has been used to justify exclusion, inequality, and violence throughout history. 	Race Racism	Socially constructed
6	Roots of Antisemitism	<ul style="list-style-type: none"> I can explain the origins of antisemitism and its implications on Jewish people today. 	Marginalize	Antisemitism Anti-Judaism Aryan
7		<ul style="list-style-type: none"> I can collect evidence that I might use to write an argument in response to a compelling question. 		

Unit 2: The Fragility of Democracy

Overview

Relevant Standards: **Bold indicates priority**

- **MW.His.1.f** - Investigate the ways in which antisemitic beliefs and other discriminatory policies in Europe led to the persecution and murder of millions of Jews as well as Roma, disabled people, LGBTQ+ individuals, and political prisoners during the Holocaust (e.g., Nuremberg Race Laws, Final Solution, Aktion T4).
- **MW.His.1.e** - Evaluate how the causes and effects of World War I influenced global conflicts in the 20th century (e.g., imperialism, industrialization, nationalism, collapse of empires, communism, socialism, fascism).
- **MW.His.15.a** - Develop a historical argument about the long-term causes and triggering events that led to World War II (e.g., militarism, nationalism, Treaty of Versailles, Japanese imperialism, appeasement)
- **MW.Inq.3.a** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- **MW.Inq.3.b** Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).

Overview

Students begin by exploring the impact of World War I, the armistice, and the Treaty of Versailles. They then analyze the politics, economics, and culture of Germany during the Weimar Republic, reflecting on democratic principles and the threats they faced at that time. Next, students examine the factors contributing to the rise of the Nazi Party in the 1920s and 1930s, including the Nazi ideology of a "national community" and the implementation of the Nuremberg Laws defining citizenship. They also study Nazi propaganda techniques and media influence on German society, as well as the experiences of individuals in Nazi Germany through firsthand accounts, exploring the choices individual citizens faced under the Nazi regime. Students conclude by reflecting on the erosion of democracy and the values necessary for its preservation.

Essential Question(s):

How does learning about the choices people made throughout history help us understand the power and impact of our choices in the world today?

1. How did a democratic Germany transform into a dictatorship?

Enduring Understanding(s):	
<p>1. Democracy is fragile. Through a series of small steps, the Nazi government was able to dismantle democratic institutions, silence opposing viewpoints, and isolate particular groups. Although dissent during the Weimar Republic was possible, a variety of complex political, economic, and social factors in the wake of WWI caused many members of German society to go along with the Nazi regime, allowing Adolf Hitler to rise to power.</p>	
Demonstration of Learning:	
<ul style="list-style-type: none"> • Students will add to their evidence logs and use their evidence to write an initial response to the compelling question: How does learning about the choices people made throughout history help us understand the power and impact of our choices in the world today? • Students will submit substantive posts, and responses to their classmates' posts, that reflect their understanding and insights with reference to assigned readings and the thoughts of their peers. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • In the previous unit, students learned about how race and identity are formed and the role stereotypes can play in a society. 	<ul style="list-style-type: none"> • This unit will allow students to understand the social, political, and economic conditions in Germany after WWI created the conditions for the Holocaust and WWII, which they will examine in later units.
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> • 📄 Holocaust Family Overview U2 	<ul style="list-style-type: none"> • 11 lessons, 1 flex day
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> •
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may oversimplify Germany's transition towards authoritarian government, holding Hitler or other individuals as solely responsible without considering the impact of larger political and economic forces. • Students may similarly fail to appreciate the role of individual

citizens, viewing them as either solely responsible or powerless victims.

Differentiation through *Universal Design for Learning*

UDL Indicator

- CHECKPOINT 3.1 Activate or supply background knowledge.

Teacher Actions

- Anchor instruction by linking to and activating relevant prior knowledge (e.g. drawing on identity charts to explain choices in Weimar Germany)
- Pre-teach critical prerequisite concepts through demonstration or models
- Bridge concepts with relevant analogies and metaphors
- Make explicit cross-curricular connections (e.g., teaching literacy strategies in the social studies classroom)

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.1 An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.
 - Level 1: With prompting and supports, I can identify a few key people or events from a video on the Nazi rise to power.
 - Level 2: With prompting and supports, I can identify the Nazi rise to power as the main topic of a video and retell a few key people or events.
 - Level 3: With guidance and supports, I can determine a key belief of the Nazis and explain specific examples from a video on their rise to power.
 - Level 4: I can identify multiple key beliefs from a video on the Nazi Rise to power and explain specific examples
 - Level 5: I can identify multiple examples of Nazi beliefs and analyze how those beliefs impacted goals and choices, using specific examples to support the analysis.

Unit 2: The Fragility of Democracy

Lesson Map

Lesson	Resources	Learning Target	Vocabulary	Knowledge
1	Treaty of Versailles	<ul style="list-style-type: none"> I can explain how the Treaty of Versailles upset many Germans. 	Patriotism Nationalism Armistice	Treaty of Versailles
2/3	Weimar Republic	<ul style="list-style-type: none"> I can analyze the politics, economics, and culture of Germany during the Weimar Republic. 	Paramilitary Inflation Suffrage	Democracy Weimar Republic Reichstag Republic Chancellor
4	Rise of Nazi Party	<ul style="list-style-type: none"> I can examine how choices made by individuals and groups contributed to the rise of the Nazi Party in the 1920s and 1930s. 	Self-determination Revoke Surplus Alien	Nazi Party Platform Coup
5	Jewish Life Before WWII	<ul style="list-style-type: none"> I can describe Jewish life in Europe prior to World War 2. 	Secular Isolation	Judaism Shtetl
6	Dismantling Democracy	<ul style="list-style-type: none"> I can explain how Germany transformed into a dictatorship from 1933-1934. 	Fragile Dissent	Reichstag Fire Enabling Act of 1933 Pres. Von Hindenberg Adolf Hitler Book Burning Civil service
7	Do you take the oath?	<ul style="list-style-type: none"> I can analyze paths German citizens could take during the initial years of Nazi power. 	Oath Loyalty Allegiance Obedience	Führer

8	Laws and the National Community	<ul style="list-style-type: none"> I can examine how the Nuremberg laws impacted the Jewish community in Germany. 	Citizen	Nuremberg Laws Reich
9	The Power of Propaganda	<ul style="list-style-type: none"> I can analyze the ways that Nazi propaganda impacted German society. 	Persuade Coerce	Nazi Party Propaganda The Eternal Jew
10	Youth and the National Community	<ul style="list-style-type: none"> I can explain how Nazi's used German youth to spread racist ideologies throughout German society. 	Educate Indoctrinate	Hitler Youth
11		<ul style="list-style-type: none"> I can add to my evidence log I can use my evidence log to write an initial response to a compelling question. 		

Unit 3: Voices of Victims and Survivors

Overview

Relevant Standards: **Bold indicates priority**

- MW.His.1.f. - Investigate the ways in which antisemitic beliefs and other discriminatory policies in Europe led to the persecution and murder of millions of Jews as well as Roma, disabled people, LGBTQ+ individuals, and political prisoners during the Holocaust (e.g., Nuremberg Race Laws, Final Solution, Aktion T4).
- MW.His.9.a. - Synthesize sources from the Holocaust to develop questions and explore the experiences of survivors, victims, resisters, collaborators, bystanders, and rescuers (e.g., survivor testimony, memoirs, government documents, museums exhibits, historical fiction, and film).
- MW.Civ.5.a. - Analyze national and international responses to refugee crises sparked by natural disasters, war, and genocide (e.g., Ukraine, Syria, Rohingya, Somalia, Latin America).
- MW.Inq.3.a. - Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- MW.Inq.3.b. - Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).
- MW.Inq.3.c. - Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).

Overview

In this unit, students delve into the escalation of Nazi aggression, starting with the violent pogroms of Kristallnacht through a documentary and firsthand accounts. They explore the resulting refugee crisis, considering global responses to Jewish refugees and the responsibilities of governments. Next, students examine the Nazi ideology of "race and space," connecting it to Germany's expansion and the invasion of Poland, and analyzing its impact through eyewitness accounts. Finally, they confront the enormity of the Holocaust by studying its four phases and personal stories of those targeted by Nazi brutality. They also reflect on resistance and the preservation of human dignity amidst dehumanization. Through these lessons, students gain a comprehensive understanding of the Holocaust's progression, its global implications, and varied human responses to oppression.

Essential Question(s):

How does learning about the choices people made throughout history help us understand the power and impact of our choices in the world today?

1. How did the Nazi campaign escalate into a genocide and a World War?
2. How did individuals, groups, and countries around the world respond to this escalation?

Enduring Understanding(s):	
<ol style="list-style-type: none"> 1. The Nazi ideology of “race and space” provided rationale for their instigation of World War II and their perpetration of genocide. These violent crimes had a devastating impact on those targeted by Nazi brutality, both inside Germany and across Europe. 2. During the escalation of Nazi aggression, people took on a variety of roles ranging from perpetrator, victim, upstander, and bystander, but many countries around the world ignored Jewish refugees. By examining first hand accounts, we can bear witness to the atrocities committed by the Nazis during the Holocaust, as well as the extraordinary efforts to preserve human dignity on the part of victims and survivors. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> • Students will add to their evidence logs and use their evidence to add to and refine their initial response to the compelling question: How does learning about the choices people made throughout history help us understand the power and impact of our choices in the world today? • Students will submit substantive posts, and responses to their classmates’ posts, that reflect their understanding and insights with reference to assigned readings and the thoughts of their peers. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • In the previous unit, students will have studied how German democracy descended into dictatorship. This unit continues this historical narrative by tracing the escalation into WWII and the Holocaust. 	<ul style="list-style-type: none"> • Students will use this unit as background knowledge to help understand the experience of individuals during the Holocaust. • Students will more closely examine the choices of individuals who both participated in the holocaust and those who resisted, in the next unit.
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> • Holocaust Family Overview U3 	<ul style="list-style-type: none"> • 7 lessons, 1 flex day
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> • Survivors and Witnesses: Video Testimony • Guidance on Preparing to Teach Survivor Testimony • Using Visual History Testimony in the Classroom
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Students will have previously read Refugee in 6th grade, a work of 	<ul style="list-style-type: none"> • Students may potentially group individuals into simple, fixed

historical fiction in which one protagonist and his family flee Nazi Germany on the St. Louis, but are ultimately refused entry to the United States.

- Students will have previously read *Night* in 8th grade, a memoir which recounts Eli Weisel’s firsthand experience of the Holocaust and helped earn him the Nobel Peace Prize for being a messenger “of peace, atonement and dignity.”

categories of victim and perpetrator, without fully realizing the range of potential responses or that individuals can move into and out of these roles depending on circumstances.

- Students may be unfamiliar with, or struggle to differentiate between ghettos, concentration camps, and killing centers.

Differentiation through *Universal Design for Learning*

UDL Indicator

- CHECKPOINT 3.3 Guide information processing and visualization

Teacher Actions

- Give explicit prompts for each step in a sequential process, such as interactive lecture or exploration of (multiple) primary sources
- Introduce graduated scaffolds that support information processing, such as questions to establish meaning and questions to analyze meaning
- Provide multiple entry points to a lesson by tailoring Do Now activities to the students and learning target
- “Chunk” information or text into smaller elements by planning pause points during interactive lecture and checks for understanding during exploration of primary sources.
- Monitor student thinking during pause points in order to respond to patterns, misconceptions, or common errors as effectively as possible

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.6 An EL can . . . analyze and critique the arguments of others orally and in writing.
 - Level 1: With prompting and supports, I can identify a point a classmate makes regarding the international response to the refugee crisis.
 - Level 2: With prompting and supports, I can identify the main argument an a classmate makes regarding the international response to the refugee crisis and identify one reason they give to support their argument
 - Level 3: With guidance and supports, I can explain the reasons a classmate gives to support an argument regarding the international response to the refugee crisis

- Level 4: I can determine whether the evidence is sufficient to support the claim a classmate makes regarding the international response to the refugee crisis, cite evidence to support my analysis
- Level 5: I can analyze the reasoning and evidence a classmate uses to to support an argument regarding the international response to the refugee crisis

Unit 3: Voices of Victims and Survivors

Lesson Map

Lesson	Resources	Learning Target	Vocabulary	Knowledge
1/2	Kristallnacht	<ul style="list-style-type: none"> I can describe a range of responses to Kristallnacht and make conclusions about how people respond in times of fear and crisis. 	Perpetrator Victim Bystander Upstander	Kristallnacht
3	Responding to a Refugee Crisis	<ul style="list-style-type: none"> I can evaluate the response various countries had to the Jewish refugee crisis the Holocaust caused. 	Quota	Evian Conference M.S. St Louis Visa
4	Race and Space	<ul style="list-style-type: none"> I can explain how Nazis used racial ideologies to justify their plans for expansion. 	Ideology Expel	“Race and Space”
5	Bearing Witness	<ul style="list-style-type: none"> I can explain the scope of mass murder carried out by the Nazi's. 	Dignity Resistance	Jewish ghettos Concentration camps, Killing centers Shoah Holocaust
6	EyeWitness Testimony	<ul style="list-style-type: none"> I can explore survivors’ personal stories and consider their impact. 		
7		<ul style="list-style-type: none"> I can add to my evidence log I can add to and refine my writing in response to a compelling question. 		

Unit 4: The Range of Human Behavior

Overview

Relevant Standards: **Bold indicates priority**

- MW.His.1.f. - Investigate the ways in which antisemitic beliefs and other discriminatory policies in Europe led to the persecution and murder of millions of Jews as well as Roma, disabled people, LGBTQ+ individuals, and political prisoners during the Holocaust (e.g., Nuremberg Race Laws, Final Solution, Aktion T4).
- MW.His.9.a. - Synthesize sources from the Holocaust to develop questions and explore the experiences of survivors, victims, resisters, collaborators, bystanders, and rescuers (e.g., survivor testimony, memoirs, government documents, museums exhibits, historical fiction, and film).
- MW.Inq.1.b. - Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.
- MW.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- MW.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).
- MW.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).

Overview

In this unit, students deepen their examination of human behavior during the Holocaust by analyzing and discussing the range of choices available to individuals, groups, and nations. They learn about psychologist Stanley Milgram's experiments on obedience and the insights these offer into the motives of Nazi perpetrators. Students then explore the various forms of Jewish resistance to fascism, antisemitism, and Nazism. By examining the choices of Jewish partisans like Frank Blaichman, Vitka Kempner and Sonia Orban, students gain a deeper understanding of the complexities faced by young people during the German occupation of Poland and develop a nuanced perspective on the factors influencing human behavior and resistance during the Holocaust.

Essential Question(s):

How does learning about the choices people made throughout history help us understand the power and impact of our choices in the world today?

1. What choices did individuals make during the Holocaust, and what factors shaped their decisions?

Enduring Understanding(s):	
<p>1. Psychologists have found that many humans are willing to inflict pain on others when pressured by authority, and the range of choices available to individuals in the 1940s was not as wide as the range available in the decades before the outbreak of war. Despite these facts, many people chose to take action against the Nazis. Jewish resistance to the Nazis took many forms, ranging from bold acts of defiance and altruism to armed resistance, but sometimes raised its own set of moral and ethical questions.</p>	
Demonstration of Learning:	
<ul style="list-style-type: none"> • Students will add to their evidence logs and use their evidence to add to and refine their initial response to the compelling question: How does learning about the choices people made throughout history help us understand the power and impact of our choices in the world today? • Students will submit substantive posts, and responses to their classmates' posts, that reflect their understanding and insights with reference to assigned readings and the thoughts of their peers. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • Students will have previously considered how individuals and nations responded to Kristallnacht and the refugee crisis that followed. In this unit students focus explicitly on a range of responses by focusing on perpetrators and those who resisted. 	<ul style="list-style-type: none"> •
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> • 📖 Holocaust Family Overview U4 	<ul style="list-style-type: none"> • 7 lessons, 1 flex day
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> •
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may be accustomed to seeing Jews as victims and be less familiar with examples of armed resistance to Nazi aggression. • Students may see perpetrators as abnormally or universally evil, without having fully considered the range of factors that impacted choices and behavior.

Differentiation through *Universal Design for Learning*

UDL Indicator

- CHECKPOINT 3.2 Highlight patterns, critical features, big ideas, and relationships

Teacher Actions

- Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships (such as choices organizers)
- Use multiple examples and non-examples to emphasize critical features of upstanders, bystanders, victims, and perpetrators.
- Highlight some of the dilemmas and choices they have analyzed in past lessons before examining the range of responses, such as the decision of the German worker to take the oath to Hitler, the choices young people made about joining the Nazi youth, and the range of responses to the violence of Kristallnacht

Supporting Multilingual/English Learners

Related *CELP standards:*

- 6-8.3 An EL can speak and write about grade-appropriate complex literary and informational texts and topics.
 - Level 1: With prompting and supports, I can communicate information about significant choices I have had to make using words and phrases acquired in conversations, reading, and being read to
 - Level 2: With prompting and supports, I can deliver short oral presentations about significant decisions I have made using academic and domain specific vocabulary and key details
 - Level 3: With guidance and supports, I can deliver short oral presentations about possible motivations and reasons for decision making in this time of crisis, using my own experience and some details from a source
 - Level 4: I can deliver oral presentations about possible motivations and reasons for decision making in this time of crisis, using academic vocabulary and some specific details from a particular person/event
 - Level 5: I can deliver oral presentations that fully explore possible motivations and reasons for decision making in this time of crisis, using academic vocabulary and details from multiple people/events

Unit 4: The Range of Human Behavior

Lesson Map

Lesson	Resources	Learning Target	Vocabulary	Knowledge
1	Range of Responses	<ul style="list-style-type: none"> I can explain the range of choices available to individuals, groups, and nations during the Holocaust. I can explore the possible motivations and reasons for decision making in this time of crisis. 	Perpetrator Victim Bystander Upstander	
2	The Milgram Experiment Reserve Battalion 101 A Matter of Obedience	<ul style="list-style-type: none"> I can explore the factors that may have influenced choices may by perpetrators during the Holocaust. 	Obedience	Police Battalion 101 Stanley Milgram
3	Understanding Resistance	<ul style="list-style-type: none"> I can explain the concept of resistance and the ways Jews resisted during the Holocaust. 	Resistance	Jewish Partisans
4	Frank Blaichman	<ul style="list-style-type: none"> I can evaluate the moral and ethical complexities of Frank Blaichman's resistance during the Holocaust. 		
5	Vitka Kempner	<ul style="list-style-type: none"> I can evaluate the moral and ethical complexities of Vitka Kempner's resistance during the Holocaust. 		
6	Sonia Orbuch	<ul style="list-style-type: none"> I can identify the different roles that Sonia Orbuch adopted as she resisted Nazi occupation. 		
7		<ul style="list-style-type: none"> I can add to my evidence log I can add to and refine my writing in response to a compelling question. 		

Unit 5: Justice, Judgment, and Legacy

Overview

Relevant Standards: **Bold indicates priority**

- MW.Civ.3.a - Analyze the impact of treaties and laws on the maintenance of national and international order in the 20th century (e.g., Apartheid, European Economic Community, Camp David Accords, Sino-American Mutual Defense Treaty, Strategic Arms Reduction Treaty, Latin American Integration Association).
- MW.Civ.14.a - Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia).
- MW.His.3.a - Develop questions about strategies used to promote and extend human rights and their significance in both historical and contemporary global contexts (e.g., litigation, lobbying, protests, social media, economic sanctions, diplomacy).
- MW.Inq.4.a - Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- MW.Inq.4.e - Analyze the characteristics and causation of ongoing global problems, both past and present, using a multidisciplinary lens.
- MW.Inq.4.f - Evaluate and implement strategies for individual and collective action to address global problems in classrooms, schools, and out-of-school civic contexts.

Overview

In this unit, students explore the Allied response to Nazi atrocities, grappling with the purpose of trials in addressing such profound historical injustices. They then examine Holocaust memorials and monuments, considering their impact on collective memory and historical understanding before designing their own memorial. Students also apply what they have learned to consider their own civic participation and identify strategies for effecting positive change in their own communities. Through these lessons, students gain insights into historical accountability, commemoration practices, and civic engagement, fostering a deeper understanding of the Holocaust's legacy and its relevance to contemporary issues.

Essential Question(s):

How does learning about the choices people made throughout history help us understand the power and impact of our choices in the world today?

1. What can individuals or nations do to repair, rebuild, and restore their societies after war, genocide, and mass violence?
2. How should the Holocaust be remembered today?

Enduring Understanding(s):	
<ol style="list-style-type: none"> 1. Although there was a clear need to achieve justice for the atrocities committed during the Holocaust and WWII, Allies encountered a variety of dilemmas and disagreements about what justice might look like and how it might be achieved. 2. Memorials and monuments are an important part of ensuring past atrocities never occur again, but artists and communities must make many difficult decisions about what aspects of a particular history are worth remembering and what parts are intentionally left out. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> • Students will create their own memorial of the Holocaust. • Students will add to the evidence logs and revise their prior written responses to complete a full essay in response to the compelling question: What does learning about the choices people made during the Weimar Republic, the rise of the Nazi Party, and the Holocaust teach us about the power and impact of our choices today? 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • This unit concludes the Facing History Sequence, building on the case study of the Holocaust to consider it's legacy, while also helping students consider how they might choose to participate as citizens. 	<ul style="list-style-type: none"> •
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> • 📄 Holocaust Family Overview U5 	<ul style="list-style-type: none"> • 6 lessons, 1 flex day
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> •
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may not have considered the range challenges nations faced in attempting to provide justice in the aftermath of Genocide. • Students may not appreciate the range of choices artists and communities must make when trying to respectfully and appropriately commemorate an event as painful as the Holocaust.

Differentiation through *Universal Design for Learning*

UDL Indicator

- CHECKPOINT 3.4 Maximize transfer and generalization

Teacher Actions

- Provide explicit, supported opportunities to generalize learning to new situations (e.g., the impact of individual choices in addressing social injustices or challenges)
- Offer opportunities over time to revisit key ideas and linkages between ideas (e.g., by returning to evidence logs and continually revisiting the compelling question)

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.5 An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.
 - Level 1: With prompting and supports, gather information from a few provided sources, labeling collected information with connections to the present day.
 - Level 2: With prompting and supports, gather information from a few provided sources, record some quoted evidence and summarize connections to the present day.
 - Level 3: With guidance and supports, gather information from multiple sources of their choosing, evaluate the reliability of each source, and paraphrase key information in a short written report.
 - Level 4: Gather and synthesize information from multiple primary sources, address multiple supporting questions, evaluate the reliability of each source, and integrate information into organized oral or written argument
 - Level 4: Gather and synthesize information from multiple primary sources to address multiple supporting questions, evaluate the reliability of each source, and integrate information into organized written argument in response to the compelling question for the course.

Unit 5: Justice, Judgment, and Legacy

Lesson Map

Lesson	Resources	Learning Target	Vocabulary	Knowledge
1	Justice and Judgement	<ul style="list-style-type: none"> I can describe the purpose, participants, and challenges of the Nuremberg trials. 	Justice Responsibility Legacy Conspiracy	Nuremberg Trials Tribunal
2	Justice and Judgement	<ul style="list-style-type: none"> I can connect the Nuremberg trials to universal dilemmas of justice faced by societies in the aftermath of mass violence and genocide. 		
3	How should we remember?	<ul style="list-style-type: none"> I can analyze several examples of Holocaust memorials and how their design sought to shape future generations' understanding of this history. 	Memorial Monument Commemoration	
4	How should we remember?	<ul style="list-style-type: none"> I can design a Holocaust memorial that appropriately commemorates the Holocaust. I can use what I have learned throughout the course to explain the choices I made when designing my memorial. 		
5	Choosing to Participate	<ul style="list-style-type: none"> I can explain how individuals strategically use organizations, institutions, and technologies to make social or political change. I can identify ways I can bring about positive change in their communities. 	Participation Strategy	"Levers of Power"
6		<ul style="list-style-type: none"> I can add to my evidence log I can revise and refine my prior written responses to write a final argument in response to a compelling question. 		

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Human Rights ECE	Social Studies	11th/12th	.5
Course Description:			
<p>In this course, students will study the history of human rights and the creation of international human rights law. Students will learn about how human rights have evolved throughout time and across different cultures, and explore specific, current human rights issues. By the end of the semester, students will have developed an understanding of human rights as international law and as a movement formed around a set of values shared by individuals and communities across the globe. They will have grappled with critiques and responses to the human rights framework and have learned about strategies used to secure human rights for all people.</p>			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
<ul style="list-style-type: none"> None 		<p>GLOBAL AWARENESS</p> <ul style="list-style-type: none"> Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. <p>EMPATHY</p> <ul style="list-style-type: none"> Demonstrating understanding of others perspectives and needs. Listen with an open mind to understand others' situations. Understand the concept of community as a means for supporting others in need. <p>CIVIC LITERACY</p> <ul style="list-style-type: none"> Participate effectively in civic life through knowing how to stay informed and understanding governmental processes. Exercise the rights and obligations of citizenship at local state, national and global levels Understand the local and global implications of civic decisions. 	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
<ul style="list-style-type: none"> World History/AP Human Geography Modern American History 		<ul style="list-style-type: none"> Human Rights ECE - Equity Audit 	
Unit Links			

[Standard Matrix](#)

[Unit 1: History and Frameworks](#)

[Unit 2: Examples in Practice](#)

[Unit 3: Global Issues](#)

[Unit 4: Critiques and Advocacy](#)

Unit 1: History and Frameworks

Overview

Relevant Standards: **Bold** indicates priority

- **MW.Civ.14.a. Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia).**
- MW.His.3.a Develop questions about strategies used to promote and extend human rights and their significance in both historical and contemporary global contexts (e.g., litigation, lobbying, protests, social media, economic sanctions, diplomacy).
- **MW.Eco.14.a Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation (League of Nations, United Nations, Organization of the Petroleum Exporting Countries, North Atlantic Treaty Organization, European Union, Asia-Pacific Economic Cooperation, International Court of Justice, Community of Latin American and Caribbean States).**
- MW.Civ.12.a Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism).
- RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Overview

In Unit 1, students will discover the historical record of human rights from its earliest codification in law and practice, to its evolution in the writings of philosophers and the implementation of new forms of government and political protections. The unit will focus on the agreements among the international community with regard to which rights should be universally protected and how those rights should be defined. Students will also learn about entities that exist to expose human rights violations, support those whose rights are being violated, and prosecute individuals who violate the rights of others.

Essential Question(s):

- EQ1 - How have ideas regarding human rights developed over time?
- EQ2 - How are human rights currently defined and protected?

Enduring Understanding(s):

- EQ1 - Various codes of law and philosophical thoughts of human rights have existed since ancient times, but modern understandings of fundamental human rights were first developed during the Enlightenment. Countries have at times agreed to establish specific standards of behavior, such as the rights of combatants and other rules of warfare. In the mid-20th century, catastrophic world events such as the Holocaust during WWII spurred the international community to codify basic universal human rights through the purview of the newly created United Nations. Since then, additional updates have been made based upon global developments.
- EQ2 - While each country has sovereignty over its own affairs, the United Nations has developed a Universal Declaration of Human Rights, and established a number of UN-backed entities to investigate and address a variety of human rights issues where they are happening. The International Criminal Court is an independent organization that can indict major violators of human rights, but not every country has ratified the treaty and thus its reach and effectiveness is limited. Several other independent NGOs also exist and work to expose human rights violations when and where they happen, but again their reach and effectiveness is limited since they can only encourage nations to take action.

Demonstration of Learning:

- Students will write a reflection paper determining if a human right should be added or removed from the Universal Declaration of Human Rights.
- Students will submit substantive posts, and responses to their classmates' posts, that reflect their understanding and insights with reference to assigned readings and the thoughts of their peers.

Connections to Prior Units:

- Students will have previously applied the Universal Declaration of Human Rights to their reading of Esperanza Rising in 5th Grade ELA.
- In 9th grade World History students will have discussed the rise of

Connections to Future Units:

- Students will be provided with a basic understanding on the definition of human rights and how human rights advocacy has changed after the creation of the United Nations in response to WW2. Students will draw upon this knowledge to examine case studies and particular issues in

totalitarian regimes in Europe who increased anti-semitic beliefs leading to the holocaust.	future units.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • 10 classes
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> •
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Basic human rights have always been recognized and protected throughout history. • If an individual or group violates human rights, they will be brought to justice.
Differentiation through Universal Design for Learning	
UDL Indicator <ul style="list-style-type: none"> • CONSIDERATION 7.4 Address biases, threats, and distractions 	Teacher Actions: <ul style="list-style-type: none"> • Create an accepting and supportive learning culture by: <ul style="list-style-type: none"> ◦ Exploring how educator and learner biases can impact the learning environment ◦ Creating space and ways for learners to share the biases, threats, and distractions they may be experiencing ◦ Nurturing a culture where mistakes are a part of the learning process • Vary the social demands required for learning or performance, the perceived level of support and protection, and the requirements for public display and evaluation.
Supporting Multilingual/English Learners	
Related CELP standards: <ul style="list-style-type: none"> • An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, 	Learning Targets: <ul style="list-style-type: none"> • Level 1: With prompting and supports, I can identify a few key words and phrases in oral presentations and textbook readings,

and viewing.

- Level 2: With prompting and supports, I can identify the main topic in an oral presentation or textbook reading and retell a few details
- Level 3: With guidance and support, I can identify the central idea in oral presentations and written texts and explain how examples develop that central idea
- Level 4: I can determine two central ideas in oral presentations and written texts and explain how multiple details develop those ideas
- Level 5 I can use a wide range of strategies to determine the central idea of oral presentations and written texts and explain how specific details develop those ideas.

Unit 1:

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1-EQ1		I can explain the idea of human rights has evolved over time.		Hammurabi's Code Enlightenment Declaration of Independence
2-EQ1	<i>Universal Declaration of Human Rights</i>	I can explain the impetus behind, and the process of, the creation of the UDHR.		WWII Holocaust United Nations UDHR
3- EQ 1	<i>UN Sustainable Goals</i>	I can identify which UNSDG are pertinent to human rights and to what extent these goals are being met.	Sustainable	UN Sustainability Goals
4- EQ1	<i>The Case Against Human Rights</i>	I can evaluate the effectiveness and practicality of contemporary human rights agreements.		
5-EQ 2	<i>The International Covenant on Civil and Political rights</i> <i>International Covenant on Economic Social and Cultural Rights</i>	I can explain the impetus behind, and the process of, the creation of the International covenants following the UDHR.	Covenant	
6-EQ 2	<i>Universal Human Rights Index</i>	I can utilize the Universal Human Rights Index to evaluate a country's human rights record.		Human Rights Index
7-EQ 2	<i>Universal Declaration of Human Rights</i>	I can justify adding a human right to the UDHR or I can justify taking away a human right from the UDHR		

Unit 2: Examples in Practice

Overview

Relevant Standards: **Bold indicates priority**

- **MW.Civ.14.a. Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia).**
- **MW.His.3.a Develop questions about strategies used to promote and extend human rights and their significance in both historical and contemporary global contexts (e.g., litigation, lobbying, protests, social media, economic sanctions, diplomacy).**
- MW.Eco.14.a Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation (League of Nations, United Nations, Organization of the Petroleum Exporting Countries, North Atlantic Treaty Organization, European Union, Asia-Pacific Economic Cooperation, International Court of Justice, Community of Latin American and Caribbean States).
- MW.Civ.12.a Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism).
- RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Overview

In Unit 2, students will study specific real-life examples of human rights around the world. Students will begin the unit with the development of non-government organizations developed to implement human rights on the ground and whether or not those groups have achieved their goals. Students will then explore the connection between human rights and civil rights in both the United States of America and in the struggle against apartheid in South Africa. Finally, students will examine the progress of human rights in specific groups of people.

Essential Question(s):

1. To what extent have human rights been achieved throughout the world?
 - a. How has human rights education improved living conditions around the world?
 - b. How did the civil rights struggle in the United States and South Africa contribute to human rights in these countries?
 - c. Has the Declaration of Human Rights been successful in practice for Indigenous peoples?

Enduring Understanding(s):

- EQ 1 - Human Rights education has increased throughout the world, improving living conditions for many. Despite arguments that human rights are in jeopardy, genocide and violence against civilians have decreased in recent years. Access to healthcare and education has increased, bettering the lives of civilians throughout the world.
- EQ 2 - Segregation and discrimination in both the United States and South Africa lead to inadequate access to opportunities including healthcare, education, housing, and employment opportunities. These struggles go beyond just a movement for civil rights, but can be interpreted as part of a larger struggle for human rights in a world where discrimination and lack of opportunity still exist.
- EQ3 - In 2007, the United Nations adopted the UN Declaration of Rights on the Indigenous Peoples. While some rights have improved for indigenous people around the world, indigenous groups still largely lack autonomy, and still struggle with economic dependency and structural discrimination.

Demonstration of Learning:

- Students will submit substantive posts, and responses to their classmates' posts, that reflect their understanding and insights with reference to assigned readings and the thoughts of their peers.
- Students will write a reflection paper comparing and contrasting the connections between civil rights and human rights in South Africa and America

Connections to Prior Units:

- In World History, students will have learned about human rights violations in South Africa during Apartheid.
- In Modern American History, students will have studied the Civil Rights movement and the discrimination of people of color in America.
- In Unit 1 of this course, students will have examined the UDHR and the history of it's creation before applying those concepts and definitions

Connections to Future Units:

- This unit will provide specific examples of human rights issues and lay the foundation for future units on present day issues and advocacy work.

to case studies in this unit.	
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • 11 classes
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> •
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Since segregation/apartheid is illegal, racial equality/human rights for all has been achieved. • Civil rights and human rights are synonymous.
Differentiation through Universal Design for Learning	
UDL Indicator <ul style="list-style-type: none"> • Consideration 2.1 Clarify vocabulary, symbols, and language structures 	Teacher Actions: <ul style="list-style-type: none"> • Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge. • Offer graphic symbols with alternative text descriptions. • Highlight how complex terms, expressions, or equations are composed of simpler words or symbols. • Embed support for vocabulary and symbols within the text (e.g., hyperlinks or footnotes to definitions, explanations, illustrations, previous coverage, or translations). • Embed support for unfamiliar references within the text (e.g., domain-specific notation, lesser known properties and theorems, idioms, academic language, figurative language, mathematical language, jargon, archaic language, colloquialism, and dialect).
Supporting Multilingual/English Learners	
Related CELP standards: <ul style="list-style-type: none"> • An EL can . . . create clear and coherent grade-appropriate speech and text 	Learning Targets: <ul style="list-style-type: none"> • Level 1: With prompting and supports, I can communicate basic information about a human rights case study using a narrow range of vocabulary and simple sentences

- Level 2: With prompting and supports, I can introduce a case study and explain a brief series of events related to human rights in the United States or South Africa
- Level 3: With guidance and supports, I can introduce a human rights case study, explain key events and develop those events with facts and details
- Level 4: I can introduce and develop a case study related to human rights by explaining and analyzing a detailed series of events in the United States or South Africa, using a variety of transitions to link sections of the text
- Level 5: I can introduce and effectively develop a case study related to human rights by explaining and analyzing a coherent and detailed series of events related to human rights in the United States or South Africa, using a variety of transitions to link sections of the text

Unit 2: Examples in Practice

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1-EQ 1	Sikkink, K. (2017). Evidence for hope: making human rights work in the 21st century (Vol. 28). Princeton University Press. Chapter 5	I can determine the efficacy of human rights NGO's	Non government organization	
2- EQ 2	Ackerman, P., & DuVall, J. (2001). A force more powerful: A century of non-violent conflict. Palgrave Macmillan.	I can explain how non-violent action secured human rights in South Africa		Apartheid Non-Violence
3-EQ 2	Eyes off the prize: The United Nations and the African American struggle for human rights, 1944- 1955. Cambridge University Press. Introduction and Chapter 1, Tometi, O., & Lenoir, G. (2015). Black lives matter is not a civil rights movement. Time Magazine, 10.	I can compare/contrast movements for civil rights and human rights in America.		Segregation
4-EQ 2	Ramirez, F. O., Suárez, D., & Meyer, J. W. (2007). The worldwide rise of human rights education. In School knowledge in comparative and historical perspective (pp. 35-52).	I can analyze the expansion of human rights education within the United States and around the world.	Global Society	
5- EQ 1	Springer, Dordrecht. Tibbitts, F. L. (2017). Revisiting 'Emerging Models of Human Rights Education'. International	I can analyze the efficacy of human rights education in the United States	Pedagogy	Globalization

	Journal of Human Rights Education, 1(1), 2. Sirota, S. (2017). The inconsistent past and uncertain future of human rights education in the United States. Prospects, 47(1-2), 101-117.			
8- EQ 2	African Charter on Human and People's Rights The United Nations Declaration on the Rights of Indigenous Peoples Engle, K. (2011). A Guide to the African Charter on Human and Peoples' Rights	I can examine the efficacy of the African Charter on Human and People's Rights	Exploitation	Colonialism Slavery
9-EQ 3	On fragile architecture: The UN Declaration on the Rights of Indigenous Peoples in the context of human rights. European Journal of International Law, 22(1), 141-163.	I can examine the efficacy of the UN Declaration on the Rights of Indigenous People	Indigenous	
10		I can compare/contrast human rights during the American civil rights movement and apartheid in South Africa		

Unit 3: Global Issues

Overview

Relevant Standards: **Bold indicates priority**

- MW.Civ.14.a. Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia).
- **MW.His.3.a Develop questions about strategies used to promote and extend human rights and their significance in both historical and contemporary global contexts (e.g., litigation, lobbying, protests, social media, economic sanctions, diplomacy).**
- MW.Civ.12.a Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism).
- **MW.Civ.5.a. Analyze national and international responses to refugee crises sparked by natural disasters, war, and genocide (e.g., Ukraine, Syria, Rohingya, Somalia, Latin America).**
- **MW.His.4.c. Analyze the complex and interacting factors that led to genocide during different historical eras (e.g., Armenia, Uganda, Cambodia, Bosnia, Rwanda, Darfur).**
- RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Overview

In Unit 3, students will examine a variety of issues through the lens of human rights, including national security, gender, migration, and genocide. Students will examine the United States response to 9/11 as a case study in the complicated balance between the need for a robust national security apparatus and the obligations to adhere to universal human rights that have been codified in various international agreements as well as national laws. Additionally, students will explore the experiences of women and LGBTQ+ people in relation to the protections afforded on an international level. Similarly, students will study the causes of migration for refugees and asylum seekers, and the response of the international community to address their specific needs. The unit concludes with an examination of historical and/or contemporary instances of genocide and ethnic cleansing, and the response of the international community.

Essential Question(s):

- EQ 1 - How can we balance the need for national security with Universal Human rights?
- EQ 2 - What should be done to protect the human rights of women and LGBTQ+ people?
- EQ 3 - What should be done to protect the human rights of refugees around the world?
- EQ 4 - What should be done to prevent genocide around the world?

Enduring Understanding(s):

- EQ 1 - The world-changing 9/11 terror attacks on the United States resulted in a sea change of policy and action with regard to how the United States would operate at home and abroad, resulting in questions regarding the constitutionality and international legality of these policies and actions.
- EQ 2 - Inequities in social, political, economic, and individual freedoms for women and young girls remain a significant issue in many parts of the world, in both developed and developing countries, but there are various steps that can be taken to address them.
- EQ 3 - Refugees, asylum seekers, and internally displaced persons and other migrants who flee their homes are protected by UN mandate and other independent NGOs, but political tensions and zones of active conflict oftentimes make it difficult to protect their rights and provide for their needs.
- EQ 4 - UN definitions for what specific actions constitute genocide and ethnic cleansing have been established and updated since 1951. The UN has also pledged to prevent and stop genocide and ethnic cleansing from happening, yet political and logistical obstacles often stand in the way.

Demonstration of Learning:

- Students will continue to submit substantive posts, and responses to their classmates' posts, that reflect their understanding and insights with reference to assigned readings and the thoughts of their peers.
- Students will research and present a case study of an issue that represents a potential violation of human rights. Students will include a description of the issue, a definition of the potential human rights violation being discussed, and a recommendation on action steps that could be taken to resolve the issue given the complexities/challenges that exist.

Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> Students will have previously read about the experiences of Refugees in elementary and middle school ELA, reading <i>The Stars are Scattered</i> (4th) and <i>Refugee</i> (6th). Students will have also previously learned about how national security concerns impacted civil liberties in Modern American History, examining the Espionage/Sedition Acts after WWI, Japanese internment during WWII, and the Red Scare. 	<ul style="list-style-type: none"> This unit will provide students with concrete examples of current day human rights issues, setting the stage for the future unit on modern day advocacy.
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 10 classes
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none">
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Intervening to prevent or stop genocide or ethnic cleansing is a simple choice. Migrants are no different than, or universally aligned with refugees and asylum seekers
Differentiation through Universal Design for Learning	
UDL Indicator <ul style="list-style-type: none"> Consideration 7.2 Optimize relevance, value, and authenticity 	Teacher Actions: <ul style="list-style-type: none"> Design activities so learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants. Provide tasks that allow for active participation, exploration, and experimentation. Invite personal response, evaluation, and self-reflection to content and activities. Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways.

Supporting Multilingual/English Learners

Related *CELP standards:*

- An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Learning Targets:

- Level 1: I can actively listen to others and respond verbally/nonverbally to simple yes/no questions about the human rights issues
- Level 2: I can actively listen to others and respond verbally to simple questions and wh- questions about human rights issues.
- Level 3: I can use domain specific vocabulary to build off the ideas of others in conversations about the human rights issues
- Level 4: I can build off the ideas of others and in conversations about human rights issues, using domain specific vocabulary and specific and relevant evidence
- Level 5: I can participate in extended discussions regarding the human rights issues, using academic vocabulary to build off the ideas of others and probe reasoning and claims

Unit 3:

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1-EQ1	<i>Human Rights Watch: United States</i>	I can evaluate the balance between national security needs and the rights of individuals and groups.		
2-EQ 1	<i>Human Rights Watch: United States</i>	I can determine whether or not US actions and policies have violated human rights for the sake of national security.		
3-EQ 2	UNFPA: State of the World Population	I can determine how to best protect the rights of women and girls around the world.	Parity	Human Trafficking Gender-parity
4-EQ 2	GLSEN: The 2017 National School Climate Survey, pp. 11 to 51	I can evaluate the impact of LGBTQ+ hostility in educational settings and best practices for positive change.		GLESN
5-EQ 3	United Nations Fact Sheet No.20, Human Rights and Refugees	I can articulate the codified rights of refugees and those seeking asylum and the power of UN agencies and NGOs to address their needs.	Refugee Asylum	
6-EQ 3		I can identify historical or recent instances of refugee migration and evaluate the extent to which the rights of refugees are being addressed.		
7-EQ 4	The 1948 Genocide Convention: Raphael Lemkin's struggle for the 'law of the world'	I can articulate the international community's definition of genocide and ethnic cleansing, and its commitment to prevent and stop it.	Genocide	Holocaust
8-EQ 4	USHMM: Genocide Prevention Country Case Studies	I can evaluate the extent to which the international community has lived up to its commitments to prevent and stop genocide using historical or contemporary accounts.		

Unit 4: Critiques and Advocacy

Overview

Relevant Standards: **Bold indicates priority**

- **MW.Civ.14.a. Analyze means of protecting or limiting human rights in the 20th century (e.g., Universal Declaration of Human Rights, United Nations Resolution 181, Partition of India, Dirty War in Argentina, Cultural Revolution in China, Khmer Rouge, Stolen Generations in Australia).**
- MW.His.3.a Develop questions about strategies used to promote and extend human rights and their significance in both historical and contemporary global contexts (e.g., litigation, lobbying, protests, social media, economic sanctions, diplomacy).
- MW.Eco.14.a Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation (League of Nations, United Nations, Organization of the Petroleum Exporting Countries, North Atlantic Treaty Organization, European Union, Asia-Pacific Economic Cooperation, International Court of Justice, Community of Latin American and Caribbean States).
- **MW.Civ.12.a Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism).**
- RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Overview	
<p>In Unit 4, students will study critiques of the modern day human rights movement as well as advocacy work in the field. Students will begin the unit with a reading on the connection between the role western arguments on treatment of women in Afghanistan play in western involvement in the country. Students will evaluate changes in approach to modern day human rights education through a decolonization lens. Students will also explore ways that they can advocate for their own human rights and the rights of others.</p>	
Essential Question(s):	
<ul style="list-style-type: none"> • How universally accepted are universal human rights? • How can individuals advocate for human rights? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> • EQ1- Although Western nations often consider the treatment of women in other nations to be a violation of human rights, women who are directly impacted sometimes disagree, and others argue that human rights violations serve as a pretext to justify Western foreign policy. Over time the approach to human rights advocacy has changed. Early approaches included changing the cultures of nations to more closely match those of western nations, while more modern approaches focus on the expansion of healthcare, education, and opportunity for oppressed people. • EQ2- Successful human rights work is dependent on several factors. It is important that solid research is completed prior to implementing the work. Campaigns are also more likely to be successful when they are working together with multiple groups and organizations. Leadership should also include members of impacted groups. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> • Students will continue to submit substantive posts, and responses to their classmates' posts, that reflect their understanding and insights with reference to assigned readings and the thoughts of their peers. • Students will attend a human rights event and create a reflection paper documenting their experience. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • After examining a variety of human rights frameworks, as well as issues and case studies around the world in prio units, students turn to critiques of those frameworks and consider how they themselves might take action or advocate for change. 	<ul style="list-style-type: none"> •
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • 12 classes

Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> •
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • That Human Rights Frameworks are self evident or are above/beyond critique
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator <ul style="list-style-type: none"> • Consideration 1.3 Represent a diversity of perspectives and identities in authentic ways 	Teacher Actions: <ul style="list-style-type: none"> • Incorporate a range of authors with various identities, including (but not limited to) gender, race, different abilities, nationality, and socio-economic background. • Recognize the range of people, cultures, and histories that contribute to current understanding. • Attend to the ways in which people and cultures are being portrayed. • Challenge stereotypical or harmful portrayals of people and cultures. • Seek authentic, complex portrayals of people, cultures, histories, and world views. • Facilitate listening to diverse perspectives..
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i> <ul style="list-style-type: none"> • An EL can . . . analyze and critique the arguments of others orally and in writing. 	Learning Targets: <ul style="list-style-type: none"> • Level 1: With prompting and supports, I can identify a critique an author makes regarding human rights • Level 2: With prompting and supports, I can identify the main critique an author makes, regarding human rights as well as one reason an author gives to support the argument • Level 3: With guidance and supports, I can explain the reasons an author gives to support a claim about human rights, and distinguish between claims that are supported by evidence from those that are not • Level 4: I can analyze and evaluate the reasoning an author gives to

	<p>support a claim about human rights and determine whether the evidence is sufficient to support the claim</p> <ul style="list-style-type: none">• Level 5: I can analyze and evaluate the reasoning an author gives to support a claim about human rights and determine whether the evidence is sufficient to support the claim
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Unit 4:

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1-EQ 1	<i>Do Muslim women need saving?</i> . Harvard University Press. Ch. 1.	I can evaluate American perspectives on the rights of women in the Islamic world.		Authoritarianism
2-EQ 1	<i>Savages, victims, and saviors: The metaphor of human rights</i>	I can evaluate and respond to Mutua's critique of the human rights project.		Imperialism Eurocentrism
3-EQ 1	Hopgood, Stephen. <i>The Endtimes of Human Rights.</i>	I can describe and evaluate changing views on human rights work.		
4- EQ 1	<i>Toward a Decolonizing Approach in Human Rights Education: Pedagogical Openings and Curricular Possibilities.</i>	I can compare and evaluate critique of human rights education.		Postcolonial Eurocentric
5-EQ 1	<i>A world made new: Eleanor Roosevelt and the Universal Declaration of Human Rights. Epilogue.</i>	I can determine the scope of human rights in America after 9/11		
6- EQ 2	<i>The International Human Rights Movement: a history chapter 12</i>	I can determine the scope of human rights in America after 9/11		
7-EQ 2	Six Elements of an Advocacy Strategy by Jo Becker	I can examine ways to successfully advocate for human rights		
8-EQ 2	<i>Leadership Conference on Civil and Human Rights and The Leadership Conference Education Fund</i>	I can examine ways to successfully advocate for human rights		

9-EQ 2		I can describe my experience at a human rights event and make connections to the UDHR and other topics throughout the course.		
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Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Media: Freedom and Power	ELA	11th/12th	.5
Course Description:			
<p>In this course, students will analyze how the media, including the internet, provide news and information to the public with an emphasis on the First amendment, media power, ethics, and taste. Students will explore how tensions surrounding the freedom of expression have played out in American history as well as the present day. In doing so, students will develop skills in written and oral communication.</p>			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
<ul style="list-style-type: none"> The Power of Free Expression in America: 2nd Edition 		<p>MEDIA LITERACY</p> <ul style="list-style-type: none"> Understand both how and why media messages are constructed, and for what purpose. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media <p>COMMUNICATION</p> <ul style="list-style-type: none"> Articulate using written, verbal & nonverbal skills, judge effectiveness of media & technology 	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
<ul style="list-style-type: none"> English 1 & 2, recommendation from teacher 		<ul style="list-style-type: none"> Media Freedom and Power Equity Audit 	
Unit Links			
<p>Standard Matrix Unit 1: Beginnings Unit 2: Government and the First Amendment Unit 3: Society and the Press Unit 4: Internet and The Future</p>			

Unit 1: Beginnings

Overview

Relevant Standards: **Bold indicates priority**

- CCSS.ELA-LITERACY.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)
- CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CCSS.ELA-LITERACY.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Overview

Students will explore the historic roots of freedom of expression as granted by the First Amendment. Throughout this unit, students will read, write and develop verbal communication skills that allow for discourse covering the topics of religious freedom & free speech. An examination of good and evil will set the tone for students' grasp of the privileges of free speech. Further exploring these privileges and the structures that help them function or malfunction will lead students to learn how the marketplace of ideas, censorship, and neutrality influence freedom of expression in a democratic society. This unit will lay the groundwork for critical thought and opinion about freedom and protection of expression in the United States.

Essential Question(s):

- Where did freedom of expression come from?
- How has freedom of expression been used in American history?
- How does freedom of expression contribute to a functioning democracy?

Enduring Understanding(s):	
<ul style="list-style-type: none"> Ch. 1 - Debates about the freedom of expression started long before American Independence. With the invention of the printing press came various attempts to restrict the freedom of expression in print, as well as influential critiques of those limitations. Ch. 2 - The freedom of expression is grounded in historical arguments surrounding natural rights and the marketplace of ideas and in its benefits to society. Ch. 3 - Both the British and the American colonists supported freedom of expression in principle, but neither saw this freedom as absolute, and both often limited this freedom to suit their needs. Ch. 5 - The First Amendment provides five freedoms to Americans. Conflicts in interpretation of these freedoms has led the Supreme Court to apply five theories in cases aimed at interpreting the meaning of the First Amendment. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> Video speech reciting the First Amendment Regular quizzes covering assigned readings 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Examination of the 1st Amendment continues in Unit 2 by exploring how freedoms are upheld or limited throughout U.S. history. Unit 4 examines how the 1st Amendment protects and influences regulations on telecommunication and broadcast media.
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 6 classes, 2 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> Guide: Fostering Civil Discourse: How Do We Talk About Issues That Matter?
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> The freedom of speech protected by the First Amendment is unrestricted
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:

<ul style="list-style-type: none"> CHECKPOINT 3.1 Activate or supply background knowledge. 	<ul style="list-style-type: none"> Anchor instruction by linking to and activating relevant prior knowledge at the start of each new unit or lesson. Use advanced organizers (e.g., KWL methods, concept maps) Pre-teach critical knowledge needed for exploration of primary sources by through focused interactive lecture Bridge concepts with relevant analogies and metaphors, using prior related units to build connections Make explicit cross-curricular connections by leveraging prior knowledge from prior history courses
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Supporting Multilingual/English Learners

<p>Related <u>CELP standards:</u></p> <ul style="list-style-type: none"> An EL can . . . construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> Level 1: With prompting and supports, I can identity a few key words and phrases in oral presentations and textbook readings, Level 2: With prompting and supports, I can identify the main topic in an oral presentation or textbook reading and retell a few details Level 3: With guidance and support, I can identify the central idea in oral presentations and written texts and explain how examples develop that central idea Level 4: I can determine two central ideas in oral presentations and written texts and explain how multiple details develop those ideas Level 5 I can use a wide range of strategies to determine the central idea of oral presentations and written texts and explain how specific details develop those ideas.
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Unit 1:

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Intro	<ul style="list-style-type: none">I can describe the content of the course, policies described in the syllabus, and demonstrate my prior knowledge through a pretest of course material		
2	Ch. 1, pp. 3-8	<ul style="list-style-type: none">I can describe early attempts to limit the freedom of expression in printed works.Evaluate Milton's arguments for the freedom of expression in his historical and modern contexts.	Regulate	John Milton Caxton's Press, 1476 Aeropagatia, 1644 Bonding Taxation Licensing
3	Ch. 2, pp 9-14	<ul style="list-style-type: none">I can explain the relationship between the freedom of expression, natural rights, and the marketplace of ideas.I can explain the ways freedom of expression benefits society as a whole.	Prudent Dissent Deprive	Natural Rights Marketplace of Ideas John Locke, 1690 John Milton, 1644 John Stuart Mill, 1859 Safety Valve Self Governance
4	Ch. 3, pp. 15-18	<ul style="list-style-type: none">I can compare British and American approaches to the freedom of expression in the American Colonies.		Trial of John Zenger Community Censorship Seditious Libel Truth as a defense
5	Ch. 5, pp. 33-35	<ul style="list-style-type: none">I can identify the five freedoms of the First Amendment and conflicts that arise when interpreting them.I can explain how various theories have been applied to First Amendment cases in the courts.	Agnostic Atheist	First Amendment Evolutionism Creationism

Unit 2: Government and the First Amendment

Overview

Relevant Standards: **Bold indicates priority**

- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)
- CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
- CCSS.ELA-LITERACY.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Overview

Students will examine what rights are guaranteed by the First Amendment and how those rights have been challenged, protected and used throughout history. By developing an understanding of freedom of speech, freedom of press, freedom of petition, and freedom of assembly, students will compare current instances of each with historical examples to determine how First Amendment rights have been upheld or limited throughout U.S. history. Finally, students will examine how times of conflict provide the greatest tests of First Amendment rights.

Essential Question(s):	
<ul style="list-style-type: none"> • What rights are guaranteed by the first Amendment? • How have those rights been challenged, protected, and used throughout history? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> • Freedom of speech and freedom of the press are both protected by the first Amendment, but debates surrounding the extent of that freedom, and its restriction, have often arisen during times of conflict in American history and continue in the present day. Prior restraint is unconstitutional except in matters pertaining to security, libel, and hate speech • Freedom of assembly is protected by the first amendment, but has been threatened/challenged by the actions of both private citizens and the government. The degree to which this right is actually protected rests on the interpretation and enforcement of existing laws. • Americans exercise the right to petition, which is also protected by the first amendment, to influence both government policies and private business. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> • Speech: First Amendment Hero • Regular quizzes covering assigned readings 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • Unit 1 begins with an examination of the 1st Amendment and freedom of expression • Unit 1 considers how freedom of expression contributes to a functioning democracy 	<ul style="list-style-type: none"> • Unit 3 bridges citizens rights under the 1st Amendment with the protections offered to journalists. • Unit 3 examines media ownership and the boundaries under which journalists operate
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • 14 classes, 6 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. • Students will conduct research using the SCSU library system 	<ul style="list-style-type: none"> •
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:

<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • The first amendment is limited to the freedom of speech • The right to free speech is absolute and unrestricted
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Differentiation through *Universal Design for Learning*

<p>UDL Indicator</p> <ul style="list-style-type: none"> • Build fluencies with graduated support for practice and performance 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> • Use differentiated models to emulate (e.g., models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.) by using recorded speeches from unit 1 as models for unit 2. • Use differentiated mentors (e.g., teachers/tutors who use different approaches to motivate, guide, feedback, or inform). • Use scaffolds that can be gradually released with increasing independence and skills (e.g., embedded into digital reading and writing software). • Use differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners) pertaining to students' speeches and research.
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Supporting Multilingual/English Learners

<p>Related <i>CELP standards:</i></p> <ul style="list-style-type: none"> • An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> • Level 1: With prompting and support, I can gather and label information from a few provided print and digital sources about a person who fought for first amendment rights • Level 2: With prompting and support, I can gather, record, and summarize information from a few provided print and digital sources about a person who fought for first amendment rights • Level 3: With guidance and supports, I can gather information from multiple provided print or digital sources and paraphrase key information in a short oral report. • Level 4: I can gather information from multiple sources about a person who fought for first amendment rights and integrate that information into an organized oral report. • Level 5: I can use search terms to find sources about a person who fought for first amendment rights, synthesize information from those sources into a clearly organized oral report
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Unit 2:

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Ch. 6, pp. 39-42	<ul style="list-style-type: none">I can explain the Alien and Sedition Acts of 1798I can compare the interpretations of the First Amendment from loyalist and dissenter perspectives.	Loyalist Saboteur	Alien Act Sedition Acts Clement Valandigham
2	Ch. 6, pp. 43-53	<ul style="list-style-type: none">I can explain the arrests of public dissenters during war time and the First Amendment rights for which they argued.	Oratorical argument	14th Amendment Espionage Act Charles Schenck
3	Ch. 6, pp. 53-61	<ul style="list-style-type: none">I can examine the Patriot Act and the USA Freedom Act in light of the First Amendment.	Terrorist	Patriot Act Freedom Act
4		<ul style="list-style-type: none">I can use the SCSU library system to find and evaluate sources pertaining to First Amendment heroes.		
5		<ul style="list-style-type: none">I can clearly and concisely present my research findings regarding a First Amendment Hero.		
6	Ch. 7, pp. 63-72	<ul style="list-style-type: none">I can evaluate historical restrictions on the freedom of the press during times of war.	Provision Abridging Treasonable	The Sedition Act 1798 Prior Restraint
7	Ch. 7, pp 72-79	<ul style="list-style-type: none">I can explain limitations on prior restraint established by Near v. Minnesota and how they have been applied over time.		Disloyalty Harrisburg Telegraph George Seldes The Pentagon Papers Near v. <i>Minnesota</i>

8	Ch. 8, pp. 81-89	<ul style="list-style-type: none"> I can examine the application of prior restraint in examples of national security, fair trial rights, and obscenity. 		<i>Roth v. United States</i>
9	Ch. 8, pp. 91-99	<ul style="list-style-type: none"> I can examine the application of prior restraint in examples of libel, invasion of privacy and speech that incites violence. 		
10	Ch. 9, pp. 91-99	<ul style="list-style-type: none"> I can explain the right to peaceable assembly and how it is threatened by citizen-driven opposition. 	Abolitionist	Civil Rights Protests Vietnam War Protests
11	Ch. 9, pp. 91-99	<ul style="list-style-type: none"> I can examine the government's attempts to control assembly including the four-part test for laws. 	Suffragist	
12	Ch. 10, 103-105	<ul style="list-style-type: none"> I can explain the right to petition and compare various case studies where that right has been exercised. 	Petition	Magna Carta Gag rule

Unit 3: Society and the Press

Overview

Relevant Standards: **Bold indicates priority**

- CCSS.ELA-LITERACY.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)
- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- CCSS.ELA-LITERACY.W.11-12.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-LITERACY.W.11-12.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Overview

In this unit, students study the relationship between the media and society. They begin by considering various paths a news story can take and the decisions journalists make when deciding what is newsworthy. Students then compare the efforts and obligations of professional journalists to less traditional sources of news. From there, students consider the ethical obligations that journalists and members of the media owe the public, before studying who owns the media and how business practices might influence journalistic practices. Through reading, writing, and speeches students will build on knowledge of prior units and improve the quality of the discourse that informs their argumentative writing.

Essential Question(s):	
<ul style="list-style-type: none"> • What counts as news, and who decides? • What constitutes news and what are the responsibilities inherent in legitimate reporting of the news? • Who is responsible for how a story is played in print or broadcast? • Who owns American media and what are the implications? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> • Chp 11: While there are various paths and reporting norms the news can take depending on the immediacy of the story, what constitutes news remains constant as something that impacts the community of the person reporting the story. • Chp 12: Legitimate journalists and news agencies place a high value on not putting out false or misleading information as well as making information consumable from the vast research and data they use to create the stories; this level of rigor differs vastly from what is expected from other less traditional sources like citizen reporters/bloggers/etc. • Chp 13: Credibility is the crux of any discussion of journalistic ethics because without credibility journalism doesn't exist; journalistic integrity is upheld both through the ethics and codes, as well as the First Amendment itself, but these guidelines are open to competing interpretations. • Ch. 16: The connection between ownership of a news source and the stories that source produces is one that has implications for American Democracy as the vast majority of media power is concentrated into very few hands. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> • Speech: Overview of Case Study • Written Analysis: Full Case Study including all research • Regular quizzes covering assigned readings 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • Unit 1 invites an initial understanding of the 1st Amendment and freedom of expression which prepares students to grasp the rights afforded to journalists as discussed in Unit 3. • Unit 2 examines how 1st Amendment rights are upheld and limited today and throughout history. This shapes the protections placed on journalists and the code of ethics journalists operate under as explored in Unit 3. 	<ul style="list-style-type: none"> • Journalism and news evolves with the advent of the internet, as discussed in Unit 4. • Today's far more complex media landscape still operates within the basic regulatory structure originally created in the U.S. Unit 4 examines the questions, challenges, opportunities inherent to today's media landscape.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • 13 classes, 5 weeks

Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. • Students will conduct research using the SCSU library system 	<ul style="list-style-type: none"> •
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • That journalists are strictly governed by laws, rather than codes of ethics or the policing by their peers • That there is clear and consistent consensus about how journalistic ethics are interpreted and applied
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator <ul style="list-style-type: none"> • CHECKPOINT 3.4 Maximize transfer and generalization 	Teacher Actions: <ul style="list-style-type: none"> • Provide scaffolds that connect new information/texts to prior knowledge and case studies encountered over the course of the year • Embed new ideas/texts in familiar ideas and contexts studied throughout the year, such as journalistic ethics in a time of war • Provide explicit, supported opportunities to generalize learning to new situations by reflecting on essential questions over the duration of the course • Offer opportunities over time to revisit key ideas and linkages between chapters and units
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i> <ul style="list-style-type: none"> • An EL can ... create clear and coherent grade-appropriate speech and text 	Learning Targets: <ul style="list-style-type: none"> • Level 1: With prompting and supports, I can communicate basic information about a case study using a narrow range of vocabulary and simple sentences • Level 2: With prompting and supports, I can introduce a case study and explain a brief series of events related to society and the press • Level 3: With guidance and supports, I can introduce a case study about society and the press, explain key events and develop those events with facts and details • Level 4: I can introduce and develop a case study related to society and the press by explaining and analyzing a detailed series of events, using

- | | |
|--|---|
| | <p>a variety of transitions to link sections of the text</p> <ul style="list-style-type: none">• Level 5: I can introduce and effectively develop a case study related to society and the press by explaining and analyzing a coherent and detailed series of events, using a variety of transitions to link sections of the text |
|--|---|

Unit 3:

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Ch. 11, pp 109-113	I can compare different means of judging what is newsworthy. I can describe the decision making process that determines what is newsworthy.	Prominence Proximity Magnitude	News values Tabloid Wire Service
2	Ch. 11, pp 113-116	I can compare and contrast spot news and feature news, including the norms and process that guide each type of story.	Editor	Spot News Feature News Norms
3	Ch. 12, pp 117-121	I can describe, explain, and evaluate recent trends in the perception of journalists.	Skepticism	Bias Insensitivity Fake News
4	Ch. 12, pp 121-123	I can compare the demands placed on professional journalists to those placed on citizen reporters.	Objectivity Fairness	Citizen Reporter
5	Ch. 13, pp. 125-127	I can describe various forces that hold journalists to high ethical standards, as well as potential ethical conflicts and violations.	Regulate	Credibility Self Regulation Watchdog Advertising Revenue
6	Ch. 13, pp. 128-129	I can use the SPJ code of Ethics to evaluate ethical conflicts in common and current journalistic scenarios.		SPJ Code of Ethics
7	Ch. 16, pp. 151-156	I can describe and evaluate changes to the business practices of major media companies since the 1970's.	Conglomerate Consolidate Homogenization	Profit margins Monopoly
8		I can compare and contrast the organizational structures of print and broadcast news companies.	Fragmentation	Status Quo

9/10		<ul style="list-style-type: none">I can use the SCSU library system to find and evaluate sources pertaining to case studies related to Journalistic credibility and ethics.		
11		<ul style="list-style-type: none">I can clearly and concisely present my research findings on a case study regarding journalistic credibility and ethics.		

Unit 4: Internet and The Future

Overview

Relevant Standards: **Bold indicates priority**

- CCSS.ELA-LITERACY.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)
- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CCSS.ELA-LITERACY.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Overview

There have been countless advances in our ability to communicate with those whom we are not physically present since the creation of the FCC in 1934. The main form of telecommunication at that time was print. It then advanced to include broadcast media. These two forms are regulated differently due to the First Amendment and other considerations. Today's far more complex media landscape still operates within the basic regulatory structure created back then. Obviously this creates issues and challenges as the lines between print and broadcast are less clear within technology like the internet than they were previously. This also opens up vast opportunities for journalists as now almost everyone has the ability to record news which creates a vast amount of source material from which to draw stories from but also complicates source verification. The emergence of things like AI create even more questions. The reality is there will be far more questions than answers for the near future but these questions are worth careful consideration as they are vital to our lives as people and to our American Democracy.

Essential Question(s):	
<ul style="list-style-type: none"> • Has technology changed the media landscape for the better? • How can the government regulate emerging technologies in the media landscape? • How can we balance media access necessary for a functioning democracy with individual rights? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> • Ch 14: The FCC, the organization responsible for regulating public telecommunications, was established by the 1934 Communication Act; the changing media landscape has complicated its roles and responsibilities due to shifts in regulation within existing law based on how newer media like the internet are classified (print vs. broadcast). • Ch 15: The media and politics have been and will forever be deeply interconnected. The media provides a vital platform for politicians to reach the public. Social media has circumnavigated the gatekeeping of traditional media outlets, providing more direct access, which poses unique opportunities as well as significant challenges. • Ch 17: The internet created a wide variety of opportunities for individuals as well as journalists. It also poses regulatory challenges for the government and provides a daunting amount of source material that can sometimes both help and hinder journalists seeking to discover the truth. • Ch 18: Evolving technologies present many new possibilities for publishing stories, but questions surrounding ethical use of these technologies prompts many First Amendment challenges meant to balance the possibilities of these technologies with individual rights. 	
Demonstration of Learning:	
<ul style="list-style-type: none"> • Final Speech Posted to Classroom: Is the First Amendment enough? • Final Exam 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • Units 1 & 2 lay the groundwork for understanding how the 1st Amendment protects free speech for citizens and journalists, alike. • Unit 3 examines the ethics and boundaries under which journalists operate and gives students an appreciation of media ownership and how to trust and validate news sources. 	<ul style="list-style-type: none"> •
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • 10 classes, 4 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> Students will conduct research using the SCSU library system 	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Regulating journalism is simple, with clear boundaries and rules Media is inherently biased and untrustworthy, and/or inherently objective and apolitical Technology has caused/solved issues pertaining to journalism, credibility, and bias
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator <ul style="list-style-type: none"> Build fluencies with graduated support for practice and performance 	Teacher Actions: <ul style="list-style-type: none"> Use differentiated models to emulate (e.g., models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.). Use differentiated mentors (e.g., teachers/tutors who use different approaches to motivate, guide, feedback, or inform). Use scaffolds that can be gradually released with increasing independence and skills (e.g., embedded into digital reading and writing software). Use differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners). Use multiple examples of novel solutions to authentic problems.
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i> <ul style="list-style-type: none"> An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. 	Learning Targets: <ul style="list-style-type: none"> Level 1: I can actively listen to others and respond verbally/nonverbally to simple yes/no questions about the internet Level 2: I can actively listen to others and respond verbally to simple questions and wh- questions about the internet. Level 3: I can use domain specific vocabulary to build off the ideas of others in conversations about the internet's impact on media Level 4: I can build off the ideas of others and in conversations about the internet's impact on the media, using domain specific vocabulary and specific and relevant evidence Level 5: I can participate in extended discussions regarding the internet's impact on the media, rights, using academic vocabulary to build off the ideas of others and probe reasoning and claims

Unit 4:

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Ch. 15, pp. 149-153	I can explain how the media has impacted the political process throughout American history.		Role of Television Political polls
2	Ch. 15, pp. 154-158	I can explain how changes to the media have impacted the presidential campaigns since 2008.		2008 Campaign 2012 Campaign 2016 Campaign Citizens United v. FEC
3	Ch. 14, pp. 140-147	I can explain the role of the federal government in regulating public telecommunications, including political campaigns and cases of obscenity or indecency.	Obscene Indecent	1934 Comm. Act The FCC
4	Ch. 17, pp. 161-166	I can evaluate the opportunities and challenges the internet poses for journalists, citizens, and government regulators.		Comm. Decency Act Net Neutrality User Submitted Content
5	Ch. 18, pp. 169-173	I can evaluate the opportunities and challenges the Artificial Intelligence poses for journalists, citizens, and government regulators.		Big Data Arkansas v. Bates Doxing
6/7		I can use the SCSU library system to find and evaluate sources pertaining to a case study focused on technology and journalism.		



Textbook Recommendation to the Board of Education

Subject/Course: Media Freedom and Power SCSU
First Presentation BOE Meeting Date: 9/11/2024

Grade Level: 11-12
Second Presentation BOE Meeting Date: 10/9/2024

Describe need for the textbook/materials:

Using grant funding from the State of Connecticut to expand dual enrollment opportunities for high school students, teachers developed curriculum for Media Freedom and Power, a course offered as a dual enrollment opportunity by Southern Connecticut State University. This course serves as the capstone course in the Journalism Pathway, providing students the opportunity to earn 3 credits from SCSU. The university requires all dual enrollment offerings of their Media Freedom and Power course to use this textbook as a core resource. As a result, teachers build the curriculum, and their SCSU syllabi, around chapters from this text.

Listed below are textbooks/materials evaluated by the Textbook Selection Committee:

Subject/ Course	Title of Book	Author(s)	Edit ion	Copyright Date	Publisher	Rubric Score Total	Readability
Media, Freedom, and Power	The Power of Free Expression in America	Frank Harris III and Jerry Dunklee	2nd	2019	Cognella		

The following textbook(s)/materials are recommended by the Textbook Selection Committee

Subject/ Course	Title of Book	Author(s)	ISBN #	Edition	Copyright Date	Publisher	City, State Of Publisher	Publisher Website
Media, Freedom, and Power	The Power of Free Expression in America	Frank Harris III and Jerry Dunklee	978-1-5165-4509-4	2nd	2019	Cognella		https://titles.cognella.com/

Reasons for recommendation (include information on match to curriculum concepts and skills):

SCSU requires all dual enrollment offerings of their Media Freedom and Power course to use this textbook as a core resource. As a result, teachers build the curriculum, and their SCSU syllabi, around chapters from this text.

Textbook Recommendation to the Board of Education

Student Materials Needed				
Quantity	Item Name	Cost Per Item	Total Cost	Distribution: #Texts per School
50	The Power of Free Expression in America	\$92.95	\$5,057.46	25 - BE 25 - BC

Teacher Materials Needed				
Quantity	Item Name	Cost Per Item	Total Cost	Distribution: # per School

TOTAL COST	
Total Cost for Student Texts/Materials	\$5,057.46
Total Cost for Teacher Materials	
GRAND TOTAL	\$5,057.46

Textbook Selection Committee		
Staff member	School	Grade/Course Taught
Suzanne Kukucka	Bristol Eastern High School	Media Freedom and Power
Katherine Callahan	Bristol Central High School	Media Freedom and Power

A mandated policy.

Students

Connecticut School Climate Policy

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The _____ District Board of Education adopts this policy.

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.

Students

Connecticut School Climate Policy

Definitions (continued)

3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

Students

Connecticut School Climate Policy

Definitions (continued)

11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

Students

Connecticut School Climate Policy

Definitions (continued)

17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **“Effective School Climate Improvement”** is a restorative process that engages all stakeholders in the following six essential practices:
 - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.

Students

Connecticut School Climate Policy (continued)

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;

Students

Connecticut School Climate Policy

School Climate Specialist (continued)

2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.

Students

Connecticut School Climate Policy

School Climate Committee (continued)

3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Students

Connecticut School Climate Policy

Training (continued)

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community³ has a shared vision and plan for promoting and sustaining a positive school climate⁴ that focuses on prevention, identification, and response to all challenging behavior⁵.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

³ School Community means any individuals, groups or businesses, public institutions and nonprofit organizations invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

⁴ School climate means the quality and character of the school life, with a particular focus on the quality of relationships within the school community, and which is based on patterns of people's experiences of school life, and that reflects the norms, goals, values and interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

⁵ Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

Students

Connecticut School Climate Policy

Connecticut School Climate Standards (continued)

3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment⁶ where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Policy adopted:

cps 11/23

⁶ School environment means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs if bullying at or during such other activities, functions, or programs negatively impacts the school environment.

Bylaws of the Board

Minutes

The Board of Education Recorder/Clerk shall keep the minutes, a record of all Board of Education proceedings as required by statutes which shall be a complete and permanent record of Board of Education meeting action, including resolutions and motions in full. Minutes should always reflect Board of Education action and related discussion rather than attempting to provide a verbatim account of the meeting.

The minutes of the meetings of the Board of Education shall include the following items:

1. The kind of meeting, date and place of meeting.
2. The call to order, stating time, name and title of presiding officer.
3. The names of those members in attendance.
4. A notation of presence or absence of Superintendent of Schools and other staff members.
5. A record of any corrections to the minutes of previous meetings and the actions approving them.
6. A record of all communications presented to the Board of Education.
7. A record of the hearing of all petitions of citizens.
8. A record of any reports of Board of Education members or staff members.
9. The disposition of all matters on which action was recommended.
10. All motions and resolutions and their disposition, listing all votes, abstentions and absentees.
11. All decisions concerning future meetings and agendas.
12. By request, a brief statement of a Board member may be included.

One copy of the official minutes shall be maintained in the Office of the Superintendent, and one copy in the Office of the Town Clerk. They shall be made available to interested citizens upon request.

Board of Education minutes shall be available in unapproved form, within 72 hours of a Board of Education meeting excluding Saturdays, Sundays, and legal holidays; a written record of Board of Education votes shall be available for public inspection in the Superintendent's Office within 48 hours of a Board of Education meeting excluding

Saturdays, Sundays and legal holidays. (In determining the time, herein, any day on which the Board of Education Office is closed shall also be excluded.) Votes taken shall also be reflected in the minutes of each meeting and the minutes shall be available for public inspection and posted on the Board's website. (posting on website is at the discretion of the Board)

Copies of the minutes of a meeting shall be sent to all members of the Board of Education before the meeting of which they are to be approved. Permanent minutes shall be signed by the Board of Education Secretary.

Any public meeting of the Board of Education may be photographed, broadcast, or recorded for broadcast providing there is no disruption of the Board's meeting.

The Board of Education Recorder may tape Board of Education meetings for the purpose of assisting in the transcription of written minutes. Once the minutes have been approved by the Board of Education, the tapes will be destroyed.

Legal Reference: Connecticut General Statutes

[1-225 Meetings of government agencies](#)

[10-218 Election of officers](#)

[10-224 Duties of the secretary](#)

Bylaw adopted by the Board: