

Regular Board of Education Meeting  
Wednesday, June 19, 2013 7:00 PM Eastern

Central Services  
15-B North Granby Road  
Granby, CT 06035

Jenny Emery: Present  
Lynn Guelzow: Present  
Cal Heminway: Present  
Edward Ohannessian: Present  
Benjamin Perron: Present  
Ronald Walther: Present  
Rosemarie Weber: Present  
Present: 7.

I.	Public Comment
II.	Administrative Reports
II.A.	Superintendent's Announcements
II.B.	Student Representative Reports
II.C.	Business Manager's Report
III.	Consent Agenda
III.A.	Minutes
III.B.	GMHS International Trip to Italy
IV.	Old Business
IV.A.	Bid Approvals
IV.B.	1-to-1 Computing Pilot Update
IV.C.	Teacher/Administrator Evaluation Plans
IV.D.	Full-Year Forecast and Financial Decisions
IV.E.	Sheff vs. O'Neill Agreement
IV.F.	Third Reading of Student Discipline Policy
IV.G.	2014-2015 Calendar
V.	New Business
V.A.	PLC Time
V.B.	Strategic School Profiles
V.C.	Legislative Update
V.D.	Superintendent's Annual Report
VI.	Miscellaneous
VI.A.	Board Standing Committee Reports
VI.A.1.	Curriculum/Policy/Technology/Communication
VI.A.2.	Finance/Personnel/Facilities
VI.B.	Other Board-Related Reports
VI.B.1.	Athletic Field Project Committee
VI.B.2.	CREC/CABE
VI.B.3.	Granby Education Foundation
VI.B.4.	District Efficiency Initiatives
VI.C.	Calendar of Events
VI.D.	Board Member Announcements

## VII. Executive Session/Non-Meeting

## International Field Trips – 2013-2014

### **GMHS International Field Trip to Italy**

**Dates:** April 9 to April 17, 2014

**Cost:** \$3,429/student; various fundraisers will be planned and donation requests from UNICO and YMCA

**Details:** **Tour Company- World Strides** (currently negotiating between two companies) – staying at local hotels; touring Venice, Florence and Rome

**Advisor:** Laura Iapichino and 1-2 other GMHS teacher(s)

**# Students:** 12-18 GMHS students

**Grade Level:** 9-12

# The Experience of a Lifetime



## Trip Details

Trip Name: Bell'Italia  
Group Leader: Ms. Laura Iapichino-Dorr  
Departure Date: Wednesday, April 9, 2014  
Departure City: Boston, MA  
Group Username: italy2014  
Group Password: iapichino

Login at [www.EducationalTravel.com/Login](http://www.EducationalTravel.com/Login)

### An Enriched Educational Experience

WorldStrides International Discovery programs offer unrivaled travel experiences to more than 60 countries on six continents. For more than three decades we've leveraged personal service, uncompromised quality, expert craftsmanship, and an unwavering focus on educational value to inspire and enrich the lives of our travelers. Our unique LEAP program uses creative and fun contemporary teaching methods to maximize the learning experience. LEAP engages students, making them active learners who translate information into knowledge and understanding.

### Why Quality Matters

WorldStrides quality enhances the educational outcomes for our students, provides for the comfort and safety of the whole group and gives peace of mind to teachers and families. We use centrally located hotels in safe neighborhoods, which mean more time where you want to be and less time travelling. Meals are carefully chosen to reflect local cuisine. Our Tour Directors are much more than escorts. They use their extensive training to act as cultural mediators, engaging students throughout the program.

### Safety

Your child's safety is always our top priority. Our staff members are on call 24 hours a day and our Tour Directors stay in the same hotels as their groups. Tours have a ratio of one chaperone for every six students. Each Group Leader is provided with an international cell phone. We include travel insurance and strongly recommend the Cancellation Protection Plus.

## Included in the Trip Cost

### Transportation

- Round-trip airfare and other transportation described in the itinerary

### Travel Insurance

- Traveler Assistance
- Medical Insurance
- Travel Insurance

### Hotel Accommodations & Meals

- Centrally located three- and four-star hotels for 7 nights
- Daily breakfast to start the day energized and ready to go
- Appetizing, hearty three-course dinner daily

### Tour Director & Local Guides

- Full time, bilingual, WorldStrides International Discovery programs Tour Director who is LEAP-trained in experiential education
- Local guide at sites and on city tours as described in the itinerary
- LEAP! Educational Program

## Trip Cost

### Total Cost

**\$3400**

Using EZpay Plan

9 Payments of \$344.44

Based on enrollment today with deposit of \$300 and then 9 payments of \$344.44

### Cost Breakdown

Tuition (Valid through 09/30/13) \$3700  
Early Enrollment Savings (Valid through 09/30/13) -\$300

# Itinerary

**DAY 1-2 FLY TO ITALY.** Board a flight to Italy. Buongiorno!  
Begin exploring the city of canals-Venice.

**DAY 3 VENICE.** A local guide brings you to St. Mark's Square, the Grand Canal, the Doge's Palace, and the Bridge of Sighs. There's time to wander the narrow streets and perhaps enjoy a gondola ride. Opt to create your own disguise in [Behind the Carnival Mask](#).

**DAY 4 RAVENNA.** En route to Florence, marvel at the early Christian and Byzantine mosaics of Ravenna. Discuss the [Patron of the Renaissance](#).

**DAY 5 FLORENCE.** A local guide shows you the Duomo, the Baptistery doors, the Church of Santa Croce, and the Ponte Vecchio. Enjoy a visit to the Accademia to see Michelangelo's *David*. Opt to spend the afternoon exploring the famous Uffizi Gallery, one of the most popular attractions in Florence. With works dating back to the 16th century from artists such as da Vinci, Michelangelo and Botticelli, there are plenty of beautiful artworks to observe and discover. Try your hand tonight at [Cucina Fiorentina](#).

**DAY 6 ASSISI-ROME.** Travel through Tuscany to explore Assisi. Visit the beautiful Basilica of St. Francis and study Giotto's 28 stunning frescoes that depict the saint's life. Continue to Rome to explore the Piazza Navona, the Spanish Steps, and the Trevi Fountain, still fed by water from a first century Roman aqueduct. Consider your role carefully in the [Great Renaissance Debate](#).

**DAY 7 ROME.** Visit the Vatican with a local guide to see St. Peter's Basilica and the Sistine Chapel. Recapture the past of the "Eternal City" at the Colosseum, the Arch of Constantine, and Trajan's Column.

**DAY 8 POMPEII.** Optional excursion to Pompeii, a bustling Roman city frozen in time by the eruption of Mt. Vesuvius in 79 A.D.

**DAY 9 RETURN HOME TO THE UNITED STATES,** or opt to extend your stay with extra days in Rome.



# Evaluation Criteria 1-1 BYOD Pilot



## **Domain A: Student Knowledge, Skills & Attributes**

**Indicator 1:** Use of Higher Order Problem Solving and Critical Thinking Skills

**Indicator 2:** Deepen Student Ownership of Learning

**Indicator 3:** Use Technology Creatively, Purposefully & Responsibly

## **Domain B: Teacher Knowledge, Skills & Attributes**

**Indicator 1:** Align Curriculum & Assessments with Instruction that is Supported by Technology

**Indicator 2:** Collaboration with Peers & Online Learning Communities to Support Learning Goals

**Indicator 3:** Improve Technical Knowledge and Problem Solving Abilities

## **Domain C: District & School Culture**

**Indicator 1:** Practices have Support from Staff & Parents

**Indicator 2:** Provide Infrastructure, Technical Support and Policies that Support Digital Learning

**Indicator 3:** Efficiencies Realized for Staff and Students

# Process

- Rubrics/surveys developed for each Indicator
- Teachers, parents and students surveyed using rubrics/questionnaires (start of year, mid-year and end-of-year)
- Teaching & Learning presentations to the Board
- Holistic assessment of evaluation criteria
- Develop recommendations for next steps

## Granby Admin Evaluation Feedback

Timeline for Evaluation Process	Meets requirements
Orientation to the Evaluation Process	Meets requirements
Goal-Setting Conference	Meets requirements
Mid-Year Check-In	Meets requirements
End-of-year Conference	Meets requirements
4 Level Matrix Rating System	Meets requirements

Component #1 – 45% Student Outcomes/Achievement	
State Measures of Academic Learning	Meets requirements
Locally-Determined Indicators	Meets requirements

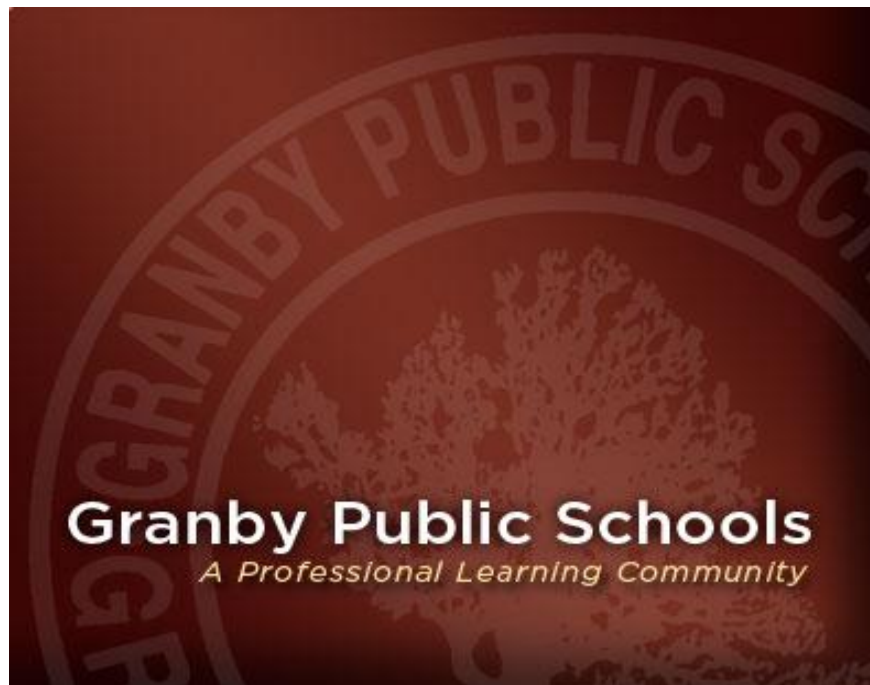
Component #2 – 40% Teacher Practice	
Observation Protocol	Meets requirements
Rubric	Meets requirements
Training	<b>Does not meet requirements</b>  Added language regarding calibration of evaluators of administrators on page 14

Component #3 – 10% Parent OR Peer Feedback	
Stakeholder Requirements	Meets requirements
Feedback Instruments	<b>Partially meets requirements</b>  Added description of administration and on-going analysis of survey data on page 16

Component #4 – 5% Whole School Student Learning OR Student Feedback	
Teacher Effectiveness Outcomes	Meets requirements

Other Core Requirements	
Definition of Effectiveness and Ineffectiveness	<b>Partially meets requirements</b>  Added district definition page 30
Evaluation-Based Professional Learning	Meets requirements
Career Development/Professional Growth	Meets requirements
Individual Improvement and Remediation Plans	<b>Partially meets requirements</b>  This is already clearly stated on page 31 – 33 and meets with PEAC Guidelines. Information identifying specific changes being requested from CSDE would be required.
Orientation Process	Meets requirements

# Granby Public Schools



## **Granby Administrator Effectiveness, Professional Learning, and Performance Evaluation Manual**

# **Administrator Evaluation Manual**

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2. Stakeholder Feedback (10%)

3. Student Learning Measures (45%)

4. Teacher Effectiveness (5%)

c. Aggregate and Summative Scoring

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**Career Development and Growth**

**Orientation Programs**

### **Appendix**

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**Appendix B- Granby Leadership Continuum**

**Appendix C- Forms**

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*Form B- Observation Protocol*

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**Appendix D – Sample Surveys**

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## **GRANBY PUBLIC SCHOOLS**

### **Educator Effectiveness, Professional Learning and Performance Evaluation: The Process for Supervising and Evaluating Granby Educators**

#### **Board of Education:**

Cal Heminway (Chairman)  
Ed Ohannessian (Vice Chairman)  
Jenny Emery (Secretary)  
Lynn Guelzow  
Ben Perron  
Ronald Walther  
Rosemarie Weber

#### **Superintendent:**

Alan Addley

#### **District Administrators:**

Diane Dugas, Director of Curriculum  
Aimee Martin, Director of Pupil Personnel Services  
Mike Dunn, K-12 Language Arts Supervisor  
Patricia Law, High School Principal  
Kimberly Calcasola, High School Assistant Principal  
Kathleen Sutton, High School Assistant Principal  
Paul Osypuk, Middle School Principal  
Robert Gilbert, Kelly Lane Intermediate School Principal  
Anna Forlenza-Bailey, Wells Road Intermediate School Principal  
Kimberly Dessert, F.M. Kearns Primary School Principal

## **Overview of Administrator Evaluation Process**

### **Introduction**

A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness. The Granby Public Schools administrator evaluation system defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); (3) and the perceptions of the administrator's leadership among key stakeholders in their community.

Annual summative evaluations provide each administrator with a summative rating aligned to one of four performance levels:

- Exemplary: Substantially exceeding indicators of performance
- Proficient: Meeting indicators of performance
- Developing: Meeting some indicators of performance but not others
- Below Standard: Not meeting indicators of performance

### **Evaluation and the District Vision and Mission**

As a district, we are responsible to ensure that effective teaching is supported in all classes by developing human capacity. Granby believes that a community of learners is the foundation to continuous growth for all professionals, especially its leaders. These important values are codified through the following important organizational elements:

### **Beliefs and Core Values**

To achieve Granby's vision of implementing a collaborative and reflective administrator evaluation process, the goals of this evaluation system are:

- Ensuring the learning and growth for **all** students;
- Ensuring the learning and growth for **all** professionals;
- Ensuring the continuation of Granby's professional collaborative model including PLC and meeting structure that allows for continued reflection, collaboration and communication around student learning and growth;
- Ensuring the continuation and deepening of opportunities for professional sharing and feedback in support of continuous adult learning to meet the needs of students;
- Ensure multiple and varied opportunities for leaders to advance leadership practice and to grow professionally.

Through the implementation of a collaborative and reflective administrator evaluation process it is believed Granby leaders will actualize the districts vision, mission, and goals as follows:

### **Vision**

Every student educated in the Granby Public Schools will graduate on time, prepared for 21st Century Citizenship.

### **Mission**

All students will become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world.

### **Achievement Goal**

By 2015, students will demonstrate powerful thinking by systematically solving problems through analyzing and synthesizing information and articulating/defending a position.

### **Learning Principles**

The Granby learning principles reflect our district's beliefs and values and describe the non-negotiable conditions required in every learning environment that are a guaranteed right for every student. These conditions constitute effective teaching and learning and serve as guiding principles in which staff and students are held accountable. Students learn best when teachers provide opportunities for them to:

- contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning;
- take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback
- have choices, engage in exploration and practice, and demonstrate perseverance;
- engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways;
- build upon prior knowledge, make connections, and transfer learning to new situations;
- understand clearly defined learning objectives that represent big ideas and that teacher's model and structure to foster independence.

### **Theory of Action**

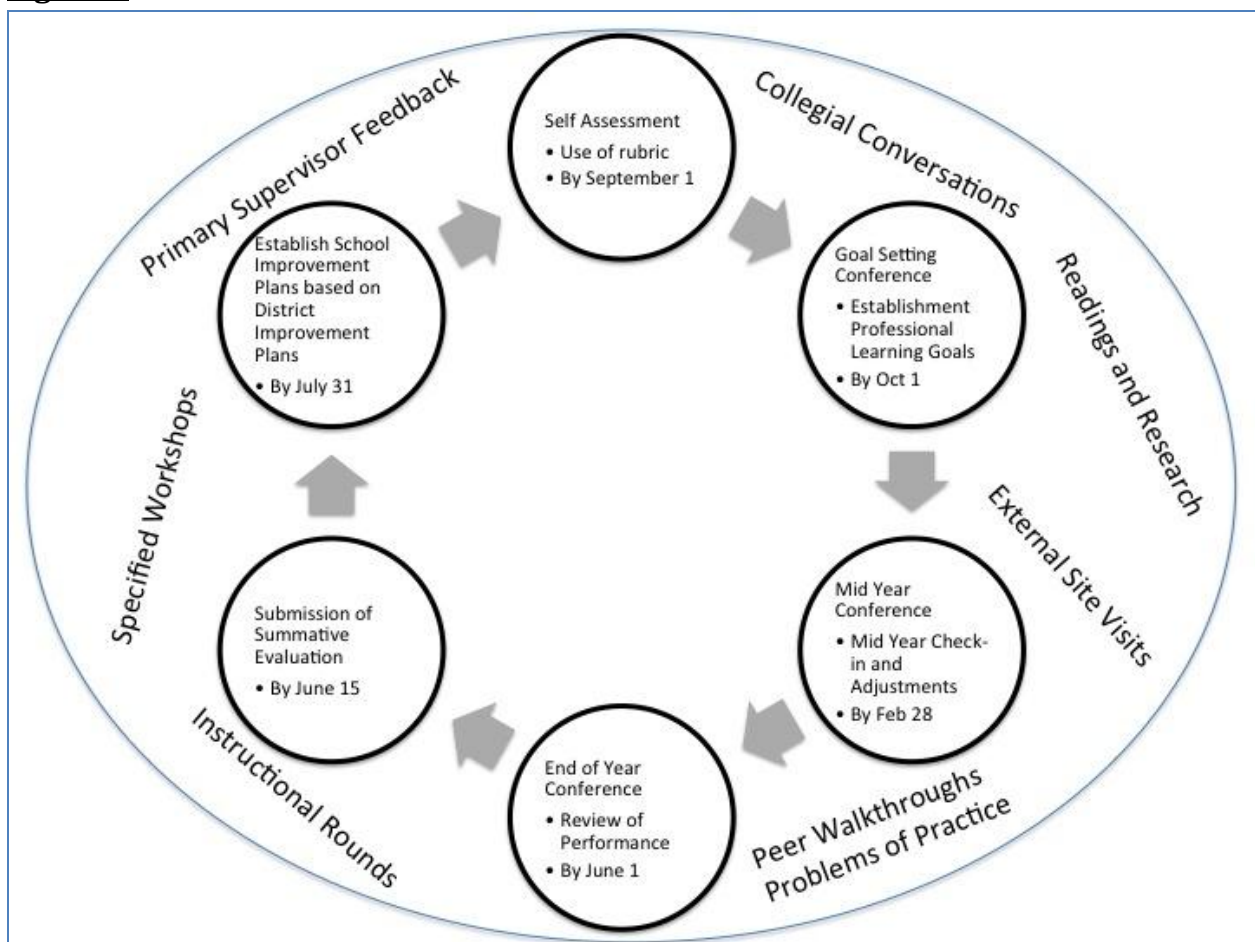
We know Educator quality has the greatest impact on increasing student learning. Therefore, if students are provided access to highly effective Educators who also develop caring responsive relationships, AND if the structures and culture of professional learning communities are used to support high expectations for student learning in and improve instruction through the use of standards-based curriculum, data driven decision making, effective teaching strategies, ongoing monitoring, and flexible time for struggling learners, THEN We will meet the needs of all learners and all students will achieve at high levels.

## Four Categories of Administrator Evaluation

### Overview of Process

Administrators and supervisors interact throughout the process in support of a thorough analysis of professional performance. A strong combination of self-reflection and interaction with a supervisor provides the necessary review of practice to support administrator growth and development. **Figure 1** graphically represents the on-going cycle of professional review and development for Granby Public Schools administrators.

**Figure 1**



Essential to the process is the establishment of School Improvement Plans aligned to district improvement plans. Review of this and other fundamental school planning documents along with a self-reflection provides the context for administrators to set goals in support of student performance as well as their own professional learning. Stakeholder feedback is also made available to support goals setting and year-long growth planning. These growth goals become the focus of collegial discussion during a mid-year Conference

to ensure administrators are tracking towards their anticipated performance and achievement outcomes. **(See Form A in Appendix A).**

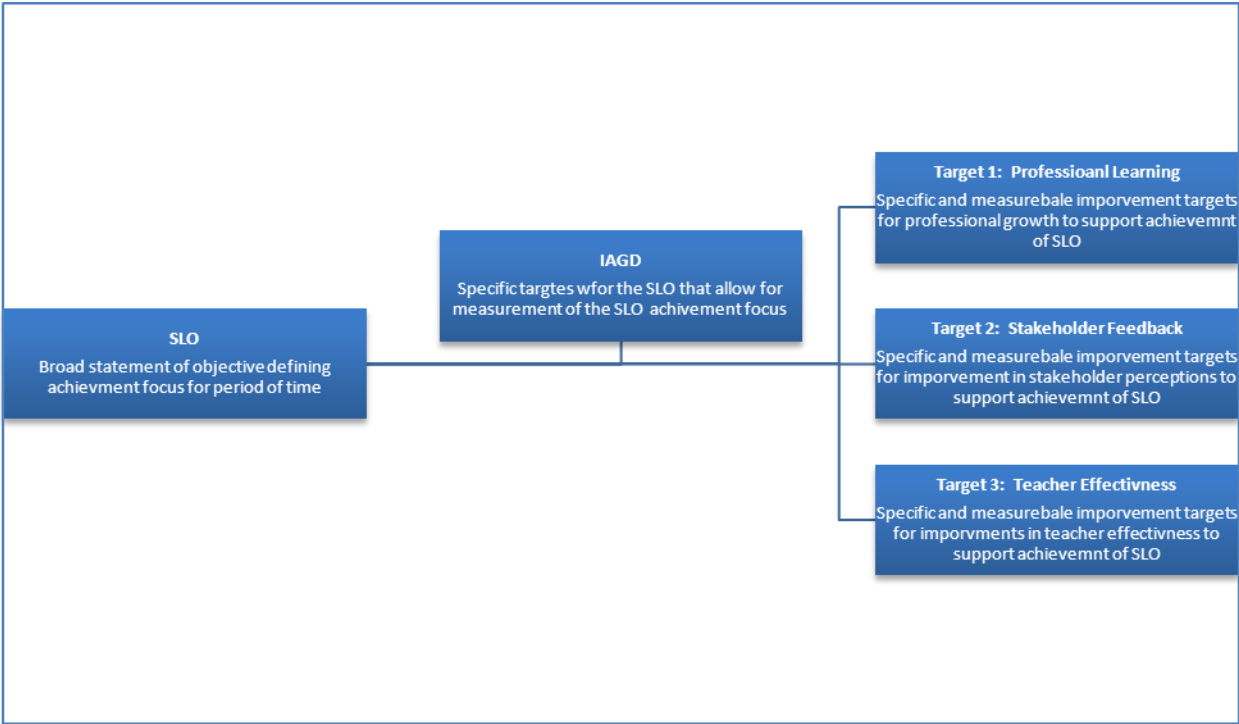
### **Goal Setting and Review**

The goal setting process is predicated on the collection of various sets of data that will allow an administrator's to truly reflect upon their practice and the outcomes of their previous year. Form A outlines the structure for this process.

Administrators begin with the self-reflection using the Granby CT Common Core of Leading. Administrators will review each section of the rubric analyzing their own practice and determining areas of strength and areas of weakness. In conjunction with this review of professional practice, administrators should consider their schools performance and the district and school improvement plans to establish two Student Learning Objectives, coupled with Indicators of Academic Growth and Development that will focus review of their student outcomes at the end of the evaluative cycle. These goals are outlined in more detail in the Student Learning Measures section of this document beginning on page 18. Additional data, if not already taken into consideration during the district and school improvement planning process, should also be considered. Administrators are encouraged to review stakeholder feedback data and teacher effectiveness needs and make connections between their Student Learning Objectives and targets they are setting for their professional growth, improvements related to the perceptions of key stakeholders including parents, teachers and student, and the targets they set for influencing and improving teacher effectiveness. If an administrator cannot establish a clear through line with all of these data points, additional goals may be established that allow the administrator to focus their attention on each of these important areas of growth and development.

The general structure for an administrator's goal setting for the year is outlined in **Figure 2**.

**Figure 2**



Details to assist an administrator in design of each Student Learning Objective and corresponding targets are outlined in sections that follow.

### Category 1: Administrator Performance and Practice (40%)

Forty percent (40%) of an administrator’s\* evaluation shall be based on ratings of administrator performance and practice by the district superintendent or her/his designee(s). \*For the purpose of this section, the word “administrator” will constitute those individuals in positions requiring an administrative certification (092) including principals and assistant principals. Individuals holding an (092) certification but whose primary role includes teaching students will be evaluated under the district’s teacher evaluation system.

Forty percent (40%) of an administrator’s evaluation shall be based on observation and evidence collection related to leadership practice and performance as articulated in Granby Public School’s modified version of the CT Common Core of Leading Leadership Rubric. Supervisors will collect evidence through three distinct methodologies, meetings and school visits, formal observations of administrator practice, and on-going review of artifacts. Additionally, review of artifacts including professional development plans, teacher feedback, administrator reflections as well as planning documents, school improvement plans, and evidences of teacher development and professional relationships can also be considered in measuring administrator performance and practice. The collection of gathered evidence via meetings and school visits, formal observations of administrator practice, and ongoing review of practice may take place during the quarterly half day visits that are prescheduled at the beginning of each year between the administrator and their evaluator. **Table 1** provides an overview of the core actions to be taken by administrators and their supervisor throughout the year.

**Table 1**

Days	Administrators
By Oct 1 <sup>st</sup>	Administrator Self-Reflection Complete Administrator reviews district/and or School data (as codified in DIP/SIP) and Stakeholder Feedback that is relevant to their job function in order to assist in the establishment of their goals.
By Nov 1 <sup>st</sup>	Beginning-of-year Goal setting Complete (administrator with evaluator)
1-90	Minimum of 1 Formal observation (2 for new or Below Standard/Developing Administrators)
1-90	Minimum of 2 Informal observation: Quarterly Meetings/Visits (Half Day Visits)
By Feb 28 <sup>th</sup>	Mid-year conference (Administrator w/ evaluator)
90-180	Minimum of 1 Formal observation (2 for new or Below Standard/Developing Administrators)
91-160	Minimum of 2 Informal observation: Quarterly Meetings/Visits (Half Day Visits)
Ongoing Complete submission By June 1 <sup>st</sup>	Submission of artifacts (Ongoing by administrators)
By June 1 <sup>st</sup>	End-of-Year conference with complete submission of artifacts (Administrator w/ primary supervisor)

For Assistant Principals and Central Office Staff, each of the above described processes will address specific job functions.

For the purpose of clarifying the systems of meetings and observations, the following definitions of evidence collection are provided:

**Formal Observation:** Formal observations will be announced visits that are focused on administrator goals and targets and will provide an opportunity for the evaluator to collect evidence and provide feedback relative to the Granby Performance Continuum. The evaluator will establish a time for a school based or job-specific visit that provides opportunities for written and oral feedback.

**Informal Observation:** Informal observations are unannounced school based or job-specific visits that allow an evaluator to see leadership practice in action. These types of visits can include but are not limited to: brief observations of leadership practice in team meetings, staff meetings, professional development, parent or student interactions, classroom visitations, school wide-functions and written feedback provided based on the Granby Continuum.

### **Artifact Review**

All administrators will have the opportunity to collect information relative to their practice that can be shared with an evaluator in support of their overall evaluation and across all domains of Granby's Common Core of Leading Leadership Continuum. Artifacts are submitted as evidence of administrator effectiveness in terms of the leadership standards. For each document uploaded, administrators will be able to indicate which Performance Expectations and Elements the artifact supports.

Artifacts should be organized to help evaluators understand performance and/or progress related to goals and targets established at the beginning of the year as well as provide an opportunity for review of administrator practice associated with the how these artifacts will be organized to help evaluators and administrators engage in meaningful discussions about specific performance and practice.

### **Artifacts MAY include:**

School Improvement Plan

Faculty Meeting Agendas

PD Plans

Teacher feedback

**Table 3** provides a list of additional documents and processes that can be used to support meaningful dialogue relative to evidence and artifacts.

**Table 3**

<b>Action</b>	<b>Person</b>	<b>Documents</b>
Review of School Improvement Plan	Supervisor/ Admin	School Improvement Plan
Identification of key documents that support teaching and learning	Supervisor/ Admin	Faculty Meeting Agendas and PD plans
Review of school wide achievement data	Supervisor/ Admin	Achievement Results
Review of teacher summative evaluations	Supervisor/ Admin	Summative Teacher Evaluation documents
Review of school climate data	Supervisor/ Admin	School Climate Survey
Review of Professional Learning Communities	Supervisor/ Admin	PLC survey
Review of Theory of Action	Supervisor/ Admin	Theory of Action
Review of Instructional Problem of Practice	Supervisor/ Admin	Problem of Practice – Results of School Walkthrough data

**Mid-Year Conference**

The administrator and the evaluator meet during the year to discuss the progress related to the goals and targets set by the administrator. The focus of this meeting will be to examine progress and discuss potential need for refocus or change to current targets and action steps.

**End-of Year Conference**

The administrator and the evaluator meet prior to submission of the final summative evaluation to review and reflect upon the level of performance associated with the goals and targets set by the administrator. This provides an opportunity for final self-reflection and clarification of performance prior to the final summative evaluation being submitted by the evaluator.

## Leadership Performance Rubric

Granby Public Schools has, through a committee process including input from all administrative level staff in the district, reviewed and analyzed various leadership rubrics to determine the best leadership framework for analysis of administrative performance and practice. The committee has made modifications to the CT Common Core of Leading Leadership Rubric. The committee has maintained the six (6) Performance Expectations. The Elements were used to replace the indicators and indicators were consolidated to create the continuum levels. **Appendix B** shows the full Continuum to be used for all procedures associated with the 40% administrator performance and practice.

Granby Public Schools will use the following structure to weigh the six (6) Performance Expectations of the CT Common Core of Leading. According to the PEAC established Guidelines, Performance Expectation #2 Teaching and Learning must weigh twice as much as any other performance expectation from the continuum.

<b>Performance Expectations</b>	<b>Score</b>	<b>Weight</b>	<b>Points (Score x Weight)</b>
Vision, Mission, and Goals		20%	
Teaching and Learning		40%	
Organizational Systems and Safety		10%	
Families and Stakeholders		20%	
Ethics and Integrity		5%	
The Education System		5%	
<b>Total</b>			

e.g.

<b>Performance Expectations</b>	<b>Score</b>	<b>Weight</b>	<b>Points (Score x Weight)</b>
Vision, Mission, and Goals	2	20%	.40
Teaching and Learning	2	40%	.80
Organizational Systems and Safety	4	10%	.40
Families and Stakeholders	2	20%	.40
Ethics and Integrity	3	5%	.15
The Education System	4	5%	.20
<b>Total</b>			2.35

For Central Office Staff (Director of Pupil Services, Director of Curriculum), weighting are modified to address specific job functions.

For these Central Office Administrators, Granby Public Schools will use the following structure to weigh the six Performance Expectations of the Granby Common Core of Leading.

<b>Performance Expectations</b>	<b>Score</b>	<b>Weight</b>	<b>Points (Score x Weight)</b>
Vision, Mission, and Goals		20	
Teaching and Learning		40	
Organizational Systems and Safety		10	
Families and Stakeholders		10	
Ethics and Integrity		5	
The Education System		15	
<b>Total</b>			

Additional district staff may require modifications to the weighting in alignment with their specific job functions as approved by the Superintendent.

### **Arriving at a Leadership Practice Summative Rating**

Summative ratings are based on the preponderance of evidence for each performance expectation in the Granby Public School’s modified version of the CT Common Core of Leading Leadership Continuum. Evaluators collect written evidence about and observe the principal’s leadership practice across the six performance expectations described in the Continuum and as specified in the preceding tables. Specific attention is paid to leadership performance areas identified as needing development.

**Form B** provides structures for on-going evidence collection and has been provided in Appendix C. Once the evidence has been reviewed and an administrator’s final score has been determined based on the weighting of each Performance Expectation, the supervisor will use **Form C** to record a final rating.

e.g.

#### **Performance and Practice Rating**

<b>Exemplary Practice</b>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
<b>Rating</b>		<b>2.35</b>	
<b>Rating Scale</b>		<b>Developing</b>	

### **Training for Supervisors of Administrators**

Prior to the start of school, all evaluators of administrators will receive professional development for administrator professional growth related to the evaluation process. Granby will work directly with the State Department of Education, CREC and with outside consultants to support the development of the Superintendent and any principal who will supervise administrators such as assistant principals. These trainings and support are designed to ensure a comprehensive understanding of leadership applications related to teacher evaluation and to progress towards inter-rater agreement and reliability.

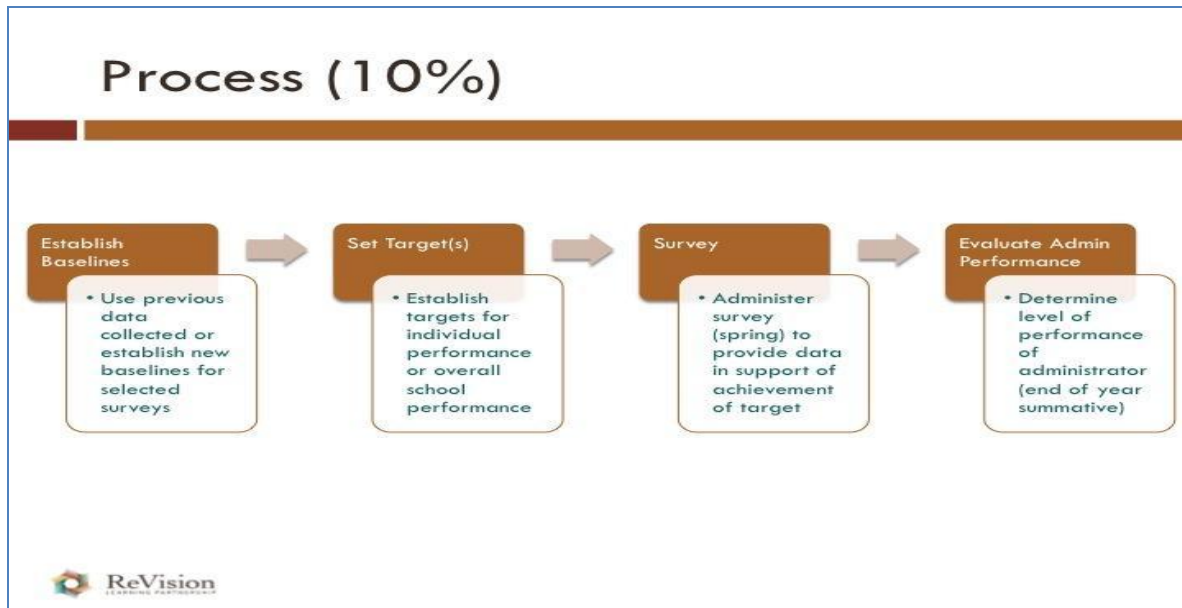
## Stakeholder Feedback (10%)

Ten percent (10%) of an administrator's summative rating shall be based on feedback from stakeholders on areas of principal and/or school practice as described in the Connecticut Leadership Standards. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (other staff, community members, students, etc.). More than half of the rating of a principal on stakeholder feedback must be based on an assessment of improvement over time. To ensure a proper baseline has been established prior to assessing improvement over time, Granby will begin to apply an analysis of administrator improvement to assessment of performance related to Stakeholder Feedback in year 2 which will allow for a clear understanding of Growth. Granby will set both common targets of improvement and performance for all administrators, as well as, where necessary, set specific targets for individual administrators.

Granby Public Schools has selected to use of school climate survey data in the analysis of stakeholder feedback. **Appendix D** provides examples of survey questions from the selected Granby Public School survey.

The general process for survey implementation in Granby is described in **Figure 2**

**Figure 2**



## Survey Validity and Reliability

Granby Public Schools has established a clear set of protocols for both administering Stakeholder surveys (see below). Granby will review survey and collected data on an annual basis to help in the process of determining validity and reliability. To be reliable, measurement must be consistent from individual to individual surveyed, across settings and at different times. Consistency of information is essential for making general statements. Analysis of surveys from year to year will allow Granby to establish the extent to which the survey information is relevant to the conclusion being drawn and is sufficiently accurate and complete to support goals being established at a school and individual administrator level.

### Requirements:

- Surveys must be fair, reliable, valid, and useful;
- Student surveys are created and administered in an age-appropriate manner;
- Surveys will be administered electronically;
- Survey results are confidential;
- Responses must be anonymous, and
- Results align with and influence Student Learning Goals (SLOs).

### Protocols/Procedures:

- All surveys must be administered electronically;
- For the secondary level, it is recommended that the survey be e-blasted to parents during this time period. Multiple reminders may be required to ensure a higher response rate;

### For any student response that may be collected:

- All student surveys must be administered during the school day;
- Any Primary level Student Feedback survey should be read to students to ensure understanding, and
- Allow 15 minutes for surveys to be completed.

Granby has administered the state developed and sponsored Climate Surveys in the 2011-2012 and 2012-2013 school year. The survey will be administered to everyone district-wide in the spring of 2014.

Administrators will articulate targets associated with data collected by stakeholders. When applicable, administrators will make specific connections between Student Learning Objectives being set and the targets and associated actions in response to Stakeholder Feedback. **Form A: Administrator Goal Setting, Self-Reflection and Conference Form** is used to support the articulation of these targets.

Assessment of performance in Stakeholder Feedback will be based on review of survey data as it related to targets established during the Goal Setting Conference.

<b>Exceeded Goal</b>	<b>Met Goal</b>	<b>Partial Improvement</b>	<b>No Improvement</b>
<b>Exemplary Practice</b>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
<b>Rating</b>			
<b>Rating Scale</b>			

**Example Target**

Target is to increase *positive* response to Parent Communication questions on Survey from 45% rating at effective to 55% rating at “effective”.

For purposes of our example we will suggest that the target was met at 55% responding at “effective” on the survey question(s)

<b>Exceeded Goal</b>	<b>Met Goal</b>	<b>Partial Improvement</b>	<b>No Improvement</b>
<b>Exemplary Practice</b>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
<b>Rating</b>		<b>3</b>	
<b>Rating Scale</b>		<b>Proficient</b>	

If review of data revealed that a positive response rate at 50% rating at “effective” during the spring administration, showing a 5% change, this would constitute a *Developing* rating based on the rating scale.

## **Student Learning Measures (45%)**

Forty-five percent (45%) of an administrator's summative rating shall be based on multiple student indicators.

- Twenty-two point five percent (22.5%) of an administrator's rating shall be based only on student performance and/or growth on the state-administered assessments in core content areas that are part of the state's approved accountability system. This portion must include:
  - School Performance Index (SPI) progress from year to year;
  - SPI progress for student subgroups
- Twenty-two point five percent (22.5%) of an administrator's rating shall be based on at least two locally-determined indicators of student learning, at least one of which must include student outcomes from subjects and/or grades not assessed on state-administered assessments.

Sample Local measures in Granby include but are not limited to:

- DRAII
- DAW
- Performance Tasks
- Behavioral Data
- Attendance Data

For administrators in high schools, selected indicators must include:

- The cohort graduation rate and the extended graduation rate.

For all school-based administrators, selected indicators must be relevant to the student population served by the administrator's school and may include:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content-area assessments, AP and IB examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade core subjects.
- Student performance or growth on school- or classroom-developed assessments in subject areas for which there are no available state assessments.

Additional district Administrators are allowed to write 2 SLO's based on locally developed measures and that focus on a subset of staff, grade level, or content with the job responsibilities.

For assistant principals, indicators may focus on a subset of teachers, grade level, or subjects consistent with the job responsibilities of the assistant principal being evaluated.

For Central Office administrators, indicators may focus on job specific responsibilities and will include district wide examination of performance relative to the District Performance index. 22.5% will be based on Student Learning Objectives outlined toward improvement in SPI for targeted job responsibility, and 22.5% will be based on a Student Learning Objective developed to support advancement of an identified subgroup, school or set of schools.

**SLO Scoring:**

Scoring for SLO 1 is based on the SPI and the SDE process outlined in the default model-SEED

Score	Exceeds Target (4)	Meets Target (3)	Approaches Target (2)	Does Not meet Target (1)
<b>SPI Progress</b>	>125% of target progress	100-125% of target progress	50-99% of target progress	<50% of target progress
<b>Subgroup SPI Progress</b>	Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI > 88	Meets performance targets for majority* of subgroups that have SPI <88	Meets performance targets for at least one subgroup that has SPI <88	Does not meet performance target for any subgroup that has SPI <88
	<b>OR</b> The school does not have any subgroups of sufficient size			
<b>SPI Rating</b>	89-100	77-88	64-76	<64
<b>SPI Rating for Subgroups</b>	The gap between the "all students" group and each subgroup is <10 SPI points or all subgroups have SPI > 88 <b>OR</b> The school has no subgroups	The gap between the "all students" group and the majority of subgroups is <10 SPI points	The gap between the "all students" group and at least one subgroup is >10 SPI points.	The gap between the "all students" group and all subgroups is >10 SPI points.

Scoring for SLO's: SLO2 and 3 (where applicable) will receive 2 scores

- 1 score for Whole Student Performance
- 1 score for Subgroup Performance

## Whole Group Performance

Level 4	Level 3	Level 2	Level 1
At least 90% of students met the SLO- and IAGD Targets.	At least 70% of students met the SLO- and IAGD Targets.	At least 60% of students met the SLO- and IAGD Targets.	Less than 60% of students met the SLO and IAGD Targets.

## Sub Group Performance

Level 4	Level 3	Level 2	Level 1
At least 90% of students in targeted subgroups met the SLO and IAGD Targets.	At least 70% of students in targeted subgroups met the SLO and IAGD Targets.	At least 60% of students in targeted subgroups met the SLO and IAGD Targets.	At least 60% of students in targeted subgroups met the SLO and IAGD Targets.

The two scores for SLO 2 are averaged together

The two scores for SLO 3 (where applicable) are averaged together

## Example Student Learning Objectives

**SLO1** has to be based on state-administered assessments.

The state's target is an SPI of 88 so if your school is at 88, the goal would be to maintain. If you're below that, your goal is the state's target.

Goal for achievement gap is less than 10.

The State Department of Education has established a school classification system to support schools is the analysis and design of performance targets related to the SPI. Schools should determine their classification and refer to resources provided by CSDE as they develop their Indicators of Academic Growth and Development around their SPI. The classifications are as follows:

- Excelling
- Progressing
- Transitioning
- Turnaround

Information on the CSDE classification system can be found in Appendix E

Below is an example of SLO's and IAGD's.

**SLO1:** Increase current SPI of 67 to 77 in the 2013-2014 school year

**IAGD1:** Decrease the percent of students scoring basic by 50% across reading (From 20 students scoring basic in reading =<10 students scoring basic)

**IAGD2:** Increase the percentage of proficient students belonging to a subgroup from the current 25% to 45% in reading.

**SLO2:** Increase the percentage of students who are reading on grade level

**IAGD1:** 85% of students in grade 2 will meet goal on DIBELS spring assessment.

**IAGD2:** 50% of 5th grade African American boys will maintain proficiency or increase a minimum of one performance band on CMT reading assessment.

**High School Example:**

**SLO1:** Make progress towards state's 2018 4-year graduation rate of 94%

**IAGD1:** Increase percentage of subgroup students who meet 4-year graduation expectations from 45% to 65%

**IAGD2:** Increase percentage of subgroup students who meet extended graduation rate from 73% to 87%

**SLO2:** Improve student performance on AP exams.

**IAGD1:** Increase percentage of students scoring a 3 or better on all math AP assessments from the 2012-2013 rate of 32% to 45%

**IAGD2:** Increase percentage of students scoring a 3 or better on all reading AP assessments from 2012-2013 rate of 45% to 60%.

**e.g.**

Using the scoring structure provided on page 19 below is a sample score

	<b>Whole Group Performance</b>	<b>Subgroup Performance</b>	<b>Average</b>
SLO 1	3	2	2.5
SLO 2	2	3	2.5
<b>Exemplary Practice</b>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
<b>Total Score</b>			<b>2.5</b>
<b>Rating Scale</b>			<b>Proficient</b>

## Teacher Effectiveness (5%)

Five percent (5%) of an administrator's summative rating shall be based on teacher effectiveness outcomes. For assistant principals, measures of teacher effectiveness shall focus only on those teachers the assistant principal is responsible for evaluating.

Acceptable measures include:

- Improving the percentage (or meeting the target of a high percentage) of teachers who meet the Student Learning Objectives (SLOs) outlined in their performance evaluations.
- Improvement of overall Practice Ratings of teachers (after a baseline has been established).
- Number of teachers participating in Career Development programs that help build capacity within the district (after a baseline has been established).

For Assistant Principals and Central Office Staff, measures may focus on a subset of teachers, grade level, or subjects consistent with the job responsibilities of the administrator being evaluated.

Granby Public Schools believes that teacher effectiveness is based on not only performance outcomes as defined in SLO's but also in the ability of Leadership to promote new and continuous learning toward teacher growth and development. Furthermore, creating sustainability for the district through participation in career development pathways provides an important context to the influence of leadership on teacher practice. Therefore, the weighting of Teacher Effectiveness will be examined in the following manner:

### In Year One

Teacher Effectiveness Component	Weight
SLO's	100
Practice Ratings	0
Career Development	0

## Year 2 and Beyond

Teacher Effectiveness Component	Weight
SLO's	25
Practice Ratings	25
Career Development	50

A Supervisors assessment of these areas is based on the following:

SLO's			
Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
81-100% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	61-80% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	41-60% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	0-40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation

Practice Ratings			
Exemplary Practice (4)	Proficient Practice (3)	Developing Practice (2)	Below Standard Practice (1)
81-100% of teachers have increased Practice Ratings by one performance level within school year.	61-80% of teachers have increased Practice Ratings by one performance level within school year.	41-60% of teachers have increased Practice Ratings by one performance level within school year.	0-40% of teachers have increased Practice Ratings by one performance level within school year.

<b>Career Development</b>			
<b>Exemplary Practice (4)</b>	<b>Proficient Practice (3)</b>	<b>Developing Practice (2)</b>	<b>Below Standard Practice (1)</b>
Increases in teachers participating in Career Development Opportunities.	Increases in teachers participating in Career Development Opportunities.	Increase in teachers participating in Career Development Opportunities.	No increase in teachers participating in Career Development Opportunities.

Specific structures for review of performance on these important Year Two Teacher Effectiveness components will be reviewed throughout the 2013-1014 school year in order to establish fair and appropriate system analysis of administrator performance. In year one, only SLO performance will constitute the 5% for Teacher Effectiveness.

<b>Teacher Effectiveness Component</b>	<b>Score</b>	<b>Weight</b>	<b>Points (Score x weight)</b>
SLO's		25%	
Practice Ratings		25%	
Career Development		50%	
<b>Total Score</b>			

e.g.

<b>Teacher Effectiveness Component</b>	<b>Score</b>	<b>Weight</b>	<b>Points (Score x weight)</b>
SLO's	2	25%	0.5
Practice Ratings	2	25%	0.5
Career Development	2	50%	1.0
<b>Total Score</b>			2
<b>Rating Scale</b>			<b>Developing</b>

## Aggregate and Summative Scoring

The process for determining summative evaluation ratings has three steps:

**Step 1:** Determine the **PRACTICE RATING** based on the review of practice and information gathered through on-going observation of performance and practice (as outlined in previous sections) as well as the Goal Setting Conference, Mid-Year Conference and the End-of-Year Conference combined with performance towards stakeholder feedback targets

**Step 2:** Determine the **OUTCOMES RATINGS** based on review of the SPI and other outlined indicators of student learning

**Step 3:** Combine the two ratings into an overall rating using the *Summative Rating Matrix*

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**Step 1: PRACTICE RATING: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%**

The practice rating is determined based on an administrator's performance on the six performance expectations of the leader evaluation continuum and the three stakeholder feedback targets. An *Administrator Practice and Performance Rating Form B* are provided to help support the overall assessment and rating of an administrator relative to the practice and performance expectations described in previous section. Review of administrator performance towards stakeholder targets are added to the Practice and Performance rating to arrive at an overall score for an administrator's Practice Outcome.

**Step 2: OUTCOMES RATING: Student Learning (45%) + Teacher Effectiveness (5%) = 50%**

The outcomes rating is based on two student learning measures as outlined in previous sections and teacher effectiveness outcomes. As shown in the *Administrator Student Learning Rating Form*, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating.

**Step 3: OVERALL RATING: Practice (50%) + Outcomes (50%) = 100%**

The overall rating combines the practice and outcomes ratings using the matrix below. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the superintendent should examine the data and gather additional information in order to make a final rating.

<b><i>Summative Rating Matrix</i></b>		<b><i>Practice Related Indicators Rating</i></b>			
		<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
<b><i>Outcomes Related Indicators Rating</i></b>	<b>Exemplary</b>	<b>Exemplary</b>	<b>Exemplary</b>	<b>Proficient</b>	<b><i>Gather further information</i></b>
	<b>Proficient</b>	<b>Proficient</b>	<b>Proficient</b>	<b>Proficient</b>	<b><i>Gather further information</i></b>
	<b>Developing</b>	<b>Proficient</b>	<b>Developing</b>	<b>Developing</b>	<b>Below Standard</b>
	<b>Below Standard</b>	<b><i>Gather further information</i></b>	<b>Below Standard</b>	<b>Below Standard</b>	<b>Below Standard</b>

e.g.

Summative evaluation of performance based on Form B Observation Protocol weighted against ***Granby Common Core of Leading***

### Example of Summative Rating Form (see Form C)

#### Performance and Practice Rating:

Summative evaluation of performance based on Form B Observation Protocol weighted against <b><i>CT Common Core of Leading</i></b>
<b>Comments</b>
<b>Administrator:</b> <i>Throughout the year I have concentrated my efforts on improvements in Performance expectation #1 Vision, Mission, and Goals. I have seen significant improvements in my communication of the vision but continue to work on building a shared understanding among my staff. I also continue to need concentrated time to explore my skills as an instructional leader as represented in my final assessments in Performance Expectation #2.</i>
<b>Superintendent:</b> <i>Over the course of this year we have seen some growth in the ability to establish a clear, data driven, vision for the school but continued effort needs to occur related to communication of that vision with staff. Furthermore, a clear connection needs to be made between the vision and mission and a cycle of continuous improvement for the school. Organizing to realize the vision and mission becomes a key focus for next school year.</i>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
<b>Total</b>		<b>2.35</b>	
<b>Rating Scale</b>		<b>Developing</b>	

#### Stakeholder Feedback Rating:

Summative evaluation of performance based on assessment of performance related to targets associated with Stakeholder Feedback
<b>Comments</b>
<b>Administrator:</b> <i>The school concentrated on parent communication this past year based on data showing a 60% response rate below effective practice. We established school wide goals that allowed us to concentrate our efforts on changing the level and quality of our parent outreach. As a result we met our primary target of increasing the total positive responses to the parent communication sections and we provided additional opportunities for feedback to help us understand the overall impact of our efforts.</i>
<b>Superintendent:</b> <i>The administrator met the target set at the beginning of the year while engaging in the right type of consistent action to ensure success in meeting those targets. The administrator sought feedback from parents throughout the year at both newly designed and introduced outreach programs as well as traditional parent-school opportunities.</i>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
<b>Total</b>		<b>3</b>	
<b>Rating Scale</b>		<b>Proficient</b>	

### Student Learning Measure

Summative evaluation of performance based on Review of SLO's
<b>Comments</b>
<b>Administrator:</b> <i>The school has been able to increase its SPI score by two points this year and has met greater than 50% of all its whole group and subgroup performance targets. The school leadership team has worked closely with teachers to examine their student's performance in a deeper way this year and we have established a stronger school wide culture of achievement.</i>
<b>Superintendent:</b> <i>The administrator has been able to increase its SPI this year and has met many of the targets set at the beginning of the year. The work completed to align teacher performance across the school has created a positive environment for learning. Additional focus on specific classroom outcomes to encourage changes in performance across the school and within subgroups will be necessary to continue to move student outcomes.</i>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
<b>Total SLO 1</b>		<b>2.5</b>	
<b>Total SLO 2</b>		<b>2.5</b>	
<b>TOTAL SLO SCORE</b>		<b>2.5</b>	
<b>Rating Scale</b>		<b>Developing</b>	

## Teacher Effectiveness

Summative evaluation of performance based on Teacher Effectiveness targets
<b>Comments</b>
Administrator: <i>We have continued to concentrate on creating a culture of achievement in our school that continues to create positive results for our students. As a result, 50% of the teachers have met the objectives and Indicators of Academic Growth and Development.</i>
Superintendent: <i>Continued focus on development of a culture of achievement throughout the school will help in student growth in the school.</i>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
		2	
<b>Total</b>		<b>2</b>	
<b>Rating Scale</b>		<b>Developing</b>	

### Total Overall Rating

**Practice Rating = Proficient**

**Outcomes Rating = Developing**

**Overall Summative Rating = Developing**

## Evaluation-Based Professional Learning

Administrators attend conferences, workshops, participate in curriculum development committees, participate in the development of school improvement plans, and take coursework to stay up-to-date on the latest educational reforms in addition to their normal job responsibilities. Professional learning opportunities for administrators are directly linked to specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice, or the outcomes of stakeholder feedback. These professional learning opportunities are based on the individual or group of individuals' needs that are identified through the evaluation process. For those administrators who consistently demonstrate the highest levels of performance, additional opportunities for professional growth are available (See Career Development and Growth)

## Individual Administrator Improvement and Remediation Plans

Granby Public Schools will create plans of individual improvement and/or remediation for principals whose performance level is Developing or Below Standard. These plans will be collaboratively developed with the administrator and his or her exclusive bargaining representative. The plan must:

- Identify resources, support and other strategies to be provided to the administrator to address documented deficiencies;
- Indicate a timeline for implementing such resources, support or other strategies in the course of the same year that the plan is issued; and
- Include indicators of success, including a summative rating of Proficient or better at the conclusion of the improvement or remediation plan.

An administrator shall generally be deemed *ineffective* if said educator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

An Administrator receiving a Below Standard rating who, after 90 days, has not clearly demonstrated improvement on stated objectives as predetermined in the Professional Assistance Plan, will be moved to termination. Administrator receiving a Developing rating who, after 180 days, has not clearly demonstrated improvement on stated objectives as predetermined in the Professional Assistance Plan and in their overall summative rating, will be moved to termination.

## **Administrator Support Plan Procedures**

1. If the summative performance of an administrator is rated ineffective, the evaluator will provide the administrator with written notification that a conference is required. The Evaluator will set a date and time for this conference, which should take place within three weeks after the Ineffective rating is determined (possible June meeting for articulation of planning for following school year – this must align to district calendar and personnel schedules i.e. 10 month versus 12 month administrative staff).
2. The Evaluator and a representative from The Granby Administrators Association (GASA) will conduct the conference with the administrator. At this meeting, the Evaluator will state the concern(s) regarding the administrator's performance and the administrator will be given the opportunity to verbally respond to the concern(s).
3. If, after this meeting, the Evaluator determines that an Administrator Support Plan is needed, he/she will notify the administrator in writing of the specific reasons for placing the administrator on an Administrator Support Plan. This notification may occur at any time within the next thirty (30) working days. A copy of the notification will be sent to Human Resources, and the Administrator Association will be notified simultaneously.
4. Once the administrator receives this notification, he/she will have ten (10) working days to respond in writing to the Evaluator. However, a response is not required.
5. At any time after notification of being placed on an Administrator Support Plan, the administrator has the option of requesting a support team. This two-person team will consist of one staff member (Central Office or School-Based) or principal/administrator selected by the administrator and one selected by the Evaluator. The nature of this team is purely supportive (not punitive). The team will assist, and not evaluate, the administrator in mutually agreed-upon ways.
6. Following the conclusion of the ten-(10) day response period, the Evaluator will schedule a meeting within the next ten (10) working days to determine the plan of action for the Administrator Support program. This meeting will include both the administrator and a representative from GASA.
7. This Administrator Support Plan will include a restatement of the area(s) of concern, what type/extent of improvement is needed, steps to be taken to achieve that improvement, and an estimate of the time (days/weeks) when the improvement should be observable.

8. The Administrator Support Plan will be implemented by the Evaluator working in conjunction with the administrator. Both parties are responsible for taking appropriate and timely measures in an effort to effect an improvement in the administrator's professional practice.
9. If an improvement is not evident after stated estimation of time (see Step 7) additional action may be taken to either intensify support or begin action in support of dismissal.

## **Career Development and Growth**

Granby Public Schools has established a system upon which its highest performing administrators (those administrators who consistently demonstrate Exemplary summative ratings) are provided opportunities for professional learning that replaces the standard protocols for professional learning outlined in the Granby Public Schools Administrator evaluation program. Through their Professional Growth Planning, administrators can control their own professional development after receiving feedback and guidance from their direct supervisor.

For administrators rated highly effective career development and growth opportunities may include but are not limited to mentoring /coaching early career administrators or administrators new to the district; participating in development of administrator growth plans for peers whose performance is developing or below standards; leading professional learning communities for their peers and/or peer inquiry.

## **Professional Growth Options**

Professional growth options include, but are not limited to the following:

- A. **Peer Coaching** – The peer coaching option includes the participation of two or more administrators to practice peer support through a collegial approach to the observation and review of learning situations in the classroom. This option requires participation in a training component designed to assist in observation, feedback, and communications techniques.
- B. **Reflection and Continuous Learning** – This option provides the administrator the opportunity to engage in self-evaluation of the effects of leadership practice on teacher and student performance. Through collaboration with the designated evaluator and possibly other colleagues, the administrator will analyze school and/or district professional development needs, school and/or district student performance outcomes, and propose supports structures to improve practice and performance.

C. **Independent Project** – This option allows for the administrator to enrich his/her knowledge of leadership practices or related areas through an examination of professional literature, participation in professional organizations, participation in action research, attendance at seminars, workshops or related professional activities.

D. **Portfolio** – This option allows administrators the opportunity to develop a portfolio that focuses on a portion of one of the following. Training and technical assistance are recommended:

- Granby Public Schools Teaching and Learning Continuum
- Connecticut's Common Core Leading
- Common Core State Standards
- Standards for School Leaders (as applies to administrators)

E. **Leadership and Collaboration** – This option allows for the leader to participate in leadership activities designed to create and promote a positive, collaborative school culture. Leadership experiences can be school or community-based and involve strategies that can impact student learning. Administrators are encouraged to use this option to work collaboratively with district/school/community leaders in unique ways.

H. **Other** – Administrators are encouraged to creatively explore and design options which improve effectiveness, encourage professional growth and positively impact student learning. Creative options are developed in collaboration with the evaluator and other district colleagues.

## **Orientation Programs**

Key to the orientation of administrators is the process used to develop the plan. All administrators within the district subject to the plan were involved in its development which was facilitated by outside consultants from Revision Learning. Building off of current effective leadership practice within the district Granby Administrators reviewed current research restructuring and enhancing a quality professional learning system for leaders.

During the first year of implementation time is designated during the summer administrative retreat and through designated administrative council meetings for orientation, training and rollout of the plan for all administrators. During the summer of 2013, administrators will participate in a 5 day retreat that examines their responsibilities to both the administrative and teacher evaluation model, including calibration to the rubrics. Reflection and review of the documents strengths and challenges will be discussed annually for modifications and adjustments throughout our Administrative Council meeting time.

Administrators new to the district will participate in a one day orientation program prior to the summer Administrative retreat annually to orient them to the culture and

expectations of Granby Administration and to apprise them of the processes and procedures required of the Leader and Teacher Evaluation Plan.

A detailed rollout for orientation of the new program to staff is listed below.

<b>Date</b>	<b>Target Audience</b>	<b>Message/Event</b>	<b>Method/Media</b>	<b>Delivery By</b>	<b>Status</b>
<b>June 24. 2013</b>	<b>all certified staff and administrators</b>	<b>Overview of Categories  District-wide professional development</b>	<b>Power-point/ Teacher Evaluation Document</b>	<b>Building representatives on Teacher Evaluation Committee</b>	
<b>August 2013 – Opening PD</b>	<b>all certified staff</b>	<b>Superintendent’s Message of importance to teacher/leader effectiveness</b>	<b>Power-point/ Teacher Evaluation Document</b>	<b>Superintendent</b>	
<b>August 2013 – Opening PD</b>	<b>all certified staff</b>	<b>Self-Reflective Practice: An opportunity to review the instructional framework</b>	<b>Team Activity: review the framework in teams and determine current levels of performance and areas for potential growth</b>	<b>Building representatives on Teacher Evaluation Committee</b>	
<b>August 2013 – PD September 2013 - PD</b>	<b>all certified staff and administrators</b>	<b>Goal Setting - Setting targets for Ourselves and our Students</b>	<b>Power-point/ Teacher Evaluation Document/Goal Setting and SLO Forms</b>	<b>Administrator</b>	

**\*On an annual basis and based on the yearly review of the outcomes associated with the plan**

## **Appendix**

**Appendix A – Granby Supervisory Organizational Chart**

**Appendix B- Granby Leadership Continuum**

**Appendix C- Forms**

*Form A – Administrative Goals Setting, Self-Reflection and Conference Form*

*Form B- Observation Protocol*

*Form C- Summative Rating Form*

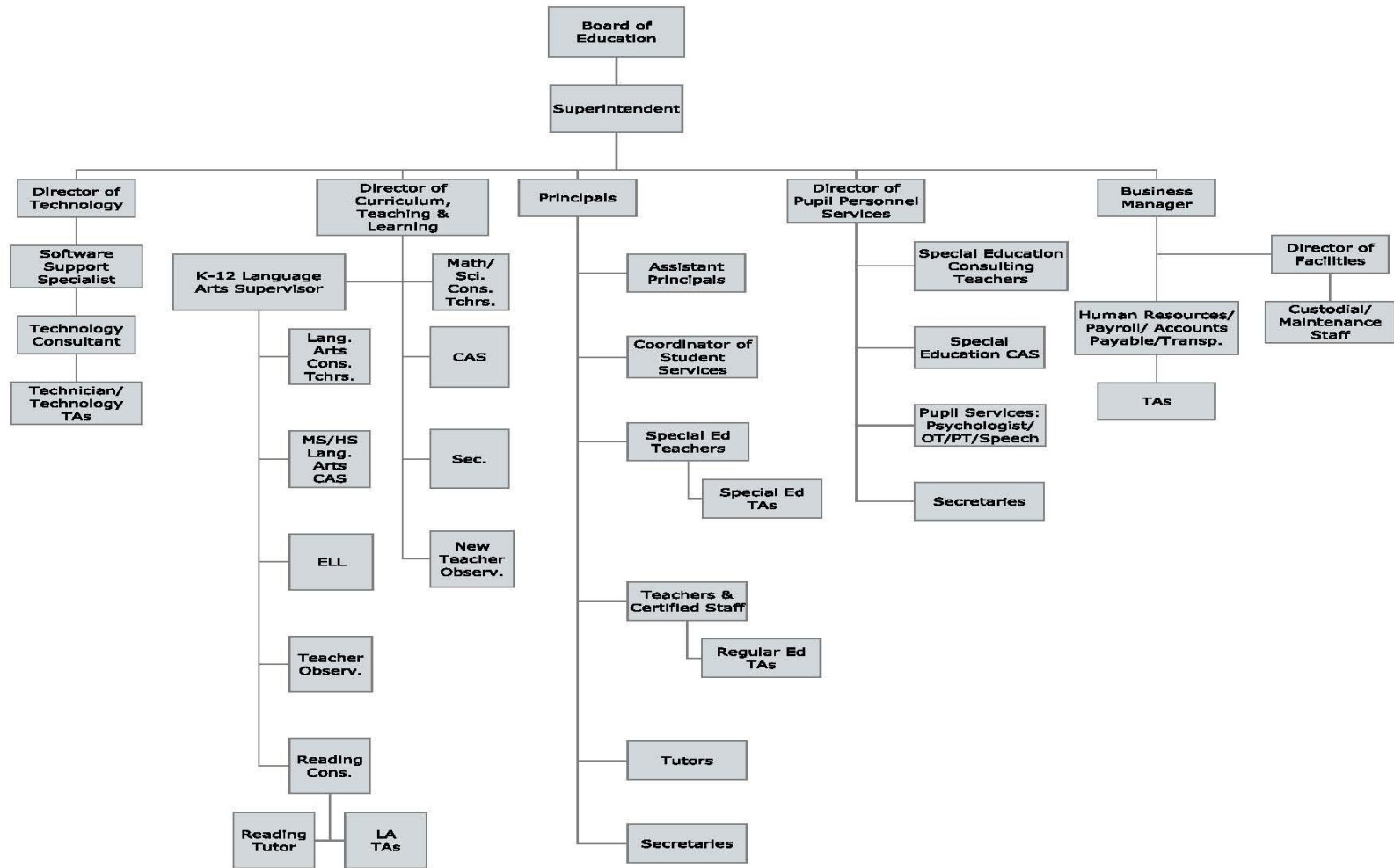
*Form D- Administrative Support Plan*

**Appendix D – Sample Surveys**

**Appendix E – CSDE SPI Classification and Performance Targets**

**Appendix A – Granby Supervisory Organizational Chart**

# Granby Public Schools District Organizational Chart



## **Appendix B- Granby Leadership Continuum**

During the spring of 2013, Granby Public Schools Administrators completed a group review of the CSDE Common Core of Leading. Through this group process, the administrators determined that this framework would become the basis for all summative evaluations as described in the ***Granby Administrator Effectiveness, Professional Learning and Performance Evaluation Manual***.

## GRANBY LEADER EVALUATION CONTINUUM

### Performance Expectation 1: Vision, Mission and Goals:

*Education leader<sup>1</sup> ensures the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and staff<sup>2</sup> and high expectations for student performance.*

#### The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><b>High Expectations for All</b></p> <p>Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.</p>	<p>Uses little data and/or own assumptions to develop school goals, involves few if any stakeholder perspectives, and/or sets school goals out of alignment with the high expectations embedded in district vision, mission and goals.</p>	<p>Uses some data sources to develop goals that align largely with the district vision, mission and goals, and offers some opportunities for stakeholders to provide input into goals.</p>	<p>Uses various data and incorporates diverse perspectives to develop school goals and policies and practices that align to the district vision, mission and goals.</p>	<p>Uses a wide range of data and actively empowers staff and stakeholders to develop strategic goals, policies and practices that sustain the alignment between school and district vision, mission and goals around high expectations for all students and staff.</p>
<p><b>Shared Commitments to Implement and Sustain the Vision, Mission and Goals</b></p> <p>Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.</p>	<p>Provides limited, if any, opportunities for stakeholder involvement in implementing vision, mission and goals, and tolerates a lack of equitable opportunity for students</p>	<p>Fosters inconsistent compliance to vision, mission and goals among stakeholders and sets inconsistent expectations for students and staff.</p>	<p>Develops shared commitments among stakeholders to guide decisions, evaluate actions and outcomes, and support equitable and effective learning opportunities for all students.</p>	<p>Empowers a diverse array of stakeholders in ensuring a high degree of commitment to implementing and sustaining the vision, mission and goals, evaluating and monitoring progress and outcomes, and ensuring equitable and effective learning opportunities for all students.</p>

<p><b>Continuous Improvement toward the Vision, Mission and Goals</b></p> <p>Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.</p>	<p>Demonstrates little awareness of data related to implementation of the vision, mission and goals, and demonstrates little rationale for resources connected to vision, mission and goals.</p>	<p>Uses and analyzes some data sources to identify student needs, assess program implementation and align resources</p>	<p>Uses data systems to identify student strengths and needs, assess and modify programs address barriers to achieving the vision, mission and goals, and align resources.</p>	<p>Collaborates with stakeholders to use a wide range of data systems to consistently monitor and refine implementation of the vision, mission and goals, address areas for improvement at the school, classroom and student levels, and align and implement effective resources.</p>
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Evidence of Strengths:

Evidence for Areas of Growth:

Rating:  Ineffective  Developing  Effective  Highly Effective



<p><b>Curriculum and Instruction</b></p> <p>Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.</p>	<p>Demonstrates little awareness of how to align curriculum standards, instruction and assessments.</p> <p>Demonstrates little awareness of how to align curriculum standards, instruction and assessments.</p> <p>Provides little leadership and support for collaborative teams.</p> <p>Provides little resources, training or technical support to teachers and students.</p>	<p>Demonstrates emerging understanding and facility with state and national standards.</p> <p>Promotes instruction and assessment methods that are somewhat, but not completely, aligned to standards.</p> <p>Provides time for collaborative teams to meet to analyze student work and plan instruction around student needs.</p> <p>Provides some support and resources to promote and extend learning beyond the classroom.</p>	<p>Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress.</p> <p>Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development.</p> <p>Develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.</p> <p>Provides faculty and students with access to instructional resources, training and technical support.</p>	<p>Builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meets or exceed state and national standards.</p> <p>Monitors and evaluates the alignment of all instructional processes.</p> <p>Empowers collaborative teams to continuously analyze student work, monitor progress, adjust instruction and meet the diverse needs of all students.</p> <p>Collaborates with faculty to acquire and use necessary resources and provides ongoing training and support to builds strong commitment to extending learning beyond classroom walls.</p>
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	Provides limited support or development for staff or students around global skills or dispositions, and little focus on skills beyond academic standards solely.	Supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.	Assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.	Establishes structures and supports to sustain a continued focus on developing the knowledge, skills and dispositions required of global citizens.
<b>Assessment and Accountability</b>  Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.	Makes little connection between assessment data and school improvement strategies, inconsistently uses teacher evaluation process to improve teaching and learning  Provides limited information about student progress to faculty and stakeholders	Demonstrates emerging capacity to use multiple data sources to identify areas for improvement, and uses teacher evaluation processes to improve teaching  Provides updates to some stakeholders when required on student progress toward the vision, mission and goals.	Uses multiple assessments and teacher evaluation to improve teaching and learning  Communicates progress toward the vision, mission and goals to vital stakeholders	Effectively uses multiple assessments and evaluation processes to build staff understanding and capacity to use assessment data and systems to create, align and address goals focused on improved achievement for all students  Effectively and frequently celebrates results showing progress toward the vision, mission and goals as well as communicates needs for improvement with a variety of stakeholders

Evidence of Strengths:  
Evidence for Areas of Growth:

Rating:  Ineffective  Developing  Effective  Highly Effective

## GRANBY LEADER EVALUATION CONTINUUM

### Performance Expectation 3: Organizational Systems and Safety

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

**The Leader...**

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><b>Welfare and Safety of Students, Faculty and Staff</b></p> <p>Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.</p>	<p>Insufficiently plans for school safety, demonstrates little awareness of the connections between climate and safety, and acts alone in addressing school climate issues.</p>	<p>Involves some stakeholders in creating and monitoring a school climate and safety plan</p>	<p>Collaborates with a variety of stakeholders in creating a positive school climate and developing, implementing and monitoring a comprehensive school safety plan.</p>	<p>Actively and regularly engages multiple stakeholders in creating, monitoring, refining a positive school climate that supports and sustains the whole child and continually engages the school community in the development, implementation and evaluation of a comprehensive safety plan</p>
<p><b>Operational Systems</b></p> <p>Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.</p>	<p>Oversees a physical plant out of compliance with legal guidelines and safety requirements.</p> <p>Uses data systems inadequately to inform instructional practice and school operations.</p>	<p>Maintains minimum safety requirements and provides inconsistent evaluation of current and future safety concerns.</p> <p>Uses some communication and data systems to support instructional practices and school operations.</p>	<p>Plans for and ensures safe operations of the physical plant that supports a positive learning environment.</p> <p>Facilitates the use of communication and data systems that ensure the accurate and timely exchange of information to inform practice.</p>	<p>Develops systems to maintain and improve the physical plant and rapidly resolve any identified safety issues and concerns.</p> <p>Routinely seeks input from staff and external experts on updated resources and data systems to improve practices</p>

	Demonstrates inconsistent and ineffective use and support of technology that supports teaching and learning	Maintains existing technology and identifies some new technologies that support learning	Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.	Develops capacity among community members to acquire, maintain and secure equipment and technology to improve the teaching and learning environment
<b>Fiscal and Human Resources</b>  Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.	Submits a budget out of alignment with district guidelines and school improvement goals.  Uses hiring practices involving few recruiting resources and provides limited support through evaluation processes for teachers for improvement and retention.	Develops and operates a budget within fiscal guidelines.  Recruits, supports and makes efforts to retain highly qualified staff, and conducts staff evaluation processes inconsistently	Develops and implements a budget aligned to the school and district improvement plans that is fiscally responsible  Implements practices to recruit support and retain highly qualified staff and conducts staff evaluation processes to support teaching and learning.	Collaborates with stakeholders to develop innovative and fiscally responsible budget and secure necessary resources to support school and district improvement goals.  Involves vital stakeholders in practices to successfully recruit, support, and retain highly qualified staff, and effectively and successfully focuses staff evaluation process to support improved teaching and learning.

Evidence of Strengths:

Evidence for Areas of Growth:

Rating:  Ineffective  Developing  Effective  Highly Effective

## GRANBY LEADER EVALUATION CONTINUUM

### Performance Expectation 4: Families and Stakeholders

*Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.*





**The Leader...**

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><b>Collaboration with Families and Community Members</b></p> <p>Leaders ensure the success of all students by collaborating with families and stakeholders.</p>	<p>Provides limited opportunities for families to engage in educational decision making and</p>	<p>Attempts to involve families in some decisions about their children’s education</p>	<p>Uses a variety of strategies to involve family members in decision making to improve student achievement</p>	<p>Consistently and effectively uses a variety of strategies to engage families in decisions about improving school-wide and student-specific learning</p>
<p><b>Community Interests and Needs</b></p> <p>Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.</p>	<p>Communicates inconsistently, unclearly and ineffectively and/or with only few stakeholders</p> <p>Uses limited resources to understand the diverse needs of students and demonstrates limited understanding of community needs and dynamics.</p> <p>Demonstrates little awareness of</p>	<p>Communicates regularly with stakeholders</p> <p>Collects some information to understand and provide for diverse student and community needs.</p> <p>Transmits a general sense of commitment to</p>	<p>Communicates regularly and effectively with all stakeholders.</p> <p>Uses assessment strategies and research methods to understand and address the diverse needs of students and community.</p> <p>Capitalizes on the diversity of the community</p>	<p>Uses a variety of strategies to engage in open, responsive and regular communication with staff, families and community members and actively seeks and values alternative viewpoints</p> <p>Uses a variety of assessment strategies and research methods to understand, address and build shared commitment around the diverse needs of students and the community.</p> <p>Integrates community diversity into multiple</p>

	community diversity as an educational asset	meet diverse needs of the community's students	as an asset to strengthen education.	aspects of the educational program to meet the learning needs of all students
<b>Community Resources</b> Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families.	Develops limited relationships or collaborative opportunities with community agencies and provides limited access to community resources for children and families	Develops some relationships with community organizations and agencies and provides some access to services for families	Collaborates with community organizations and agencies to provide essential resources to support the educational needs of all children and families.	Proactively collaborates with a variety of vital community organizations and agencies to provide and monitor essential resources supporting the ongoing improvement and support of learning for all children and families.

Evidence of Strengths:

Evidence for Areas of Growth:

Rating:  Ineffective  Developing  Effective  Highly Effective

## GRANBY LEADER EVALUATION CONTINUUM

### Performance Expectation 5: Ethics and Integrity

*Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.*





#### The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><b>Ethical and Legal Standards of the Profession</b></p> <p>Leaders demonstrate ethical and legal behavior.</p>	Demonstrates limited or inconsistent ethics in personal and professional practice	n/a	Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students.	Continuously demonstrates and holds others accountable for the highest standards of professional and ethical conduct, student equity, confidentiality and trust.
<p><b>Personal Values and Beliefs</b></p> <p>Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.</p>	Demonstrates limited respect for diversity and equitable practices or commitment to vision, mission and goals	Advocates for the vision, mission and goals.	Demonstrates respect for the individual and advocates for and acts on commitments to equitable practices stated in the vision, mission, goals and learning principles.	Consistently models and builds shared commitment around respect for diversity and equitable practices for all stakeholders stated in vision, mission, goals and learning principles.
<p><b>High Standards for Self and Others</b></p> <p>Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.</p>	<p>Demonstrates little commitment to reflective practice and ongoing improvement in self and others.</p> <p>Demonstrates little or inconsistent use of professional</p>	<p>Recognizes the importance of personal learning needs of self and others</p> <p>Supports professional learning related to curriculum and</p>	<p>Models and reflects on lifelong learning of effective practices.</p> <p>Supports and allocates resources for ongoing professional learning to</p>	<p>Consistently models reflection and continuous growth by publically sharing learning processes related to improvement</p> <p>Collaborates to foster a professional learning culture through ongoing,</p>

	<p>development and resources to strengthen teaching and learning</p> <p>Demonstrates limited understanding of the legal, social and ethical implications of technology</p> <p>Ineffectively builds trust and respect necessary to achieve expected student performance levels</p>	<p>instruction and allocates resources to address some needs</p> <p>Demonstrates emerging but inconsistent understanding of the legal, social and ethical implications of technology</p> <p>Works to establish positive collegial relationships with stakeholders</p>	<p>strengthen curriculum, instruction and assessment.</p> <p>Promotes legal, social and ethical use of technology</p> <p>Inspires trust and respect to achieve student success.</p>	<p>differentiated and job-embedded professional development to strengthen teaching and learning and actively seeks and allocates resources to build and sustain improvement</p> <p>Demonstrates skill, understanding and modeling to guide the legal, social and ethical use of technology among all members of the school community</p> <p>Creates a collaborative professional learning community that inspires mutual trust, respect and honesty to sustain optimal ongoing improvement focused on student success</p>
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Evidence of Strengths:

Evidence for Areas of Growth:

Rating:  Ineffective  Developing  Effective  Highly Effective

## GRANBY LEADER EVALUATION CONTINUUM

### Performance Expectation 6: The Education System

*Education leaders ensure the success and achievement of all students and advocate for their student, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.*





#### The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><b>Professional Influence</b></p> <p>Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.</p>	<p>Takes few opportunities to build relationships with community and policy-making stakeholders regarding educational issues</p> <p>Demonstrates limited understanding and ineffective use of resources to promote equity</p>	<p>Maintains professional and cordial relationships with some stakeholders and policy makers</p> <p>Demonstrates emerging understanding of how to locate, acquire and access services and resources to promote equity and achieve school goals.</p>	<p>Develops and maintains relationships to engage a range of stakeholders in discussing, responding to, and influencing educational issues.</p> <p>Advocates for equity, access and adequacy in meeting the needs of students and families.</p>	<p>Uses a variety of communication strategies to actively engage local, regional and/or national stakeholders and policy makers through community meetings, national organizations</p> <p>Actively engages the school community to successfully advocate for equal access to services and resources for all.</p>
<p><b>The Educational Policy Environment</b></p> <p>Leaders uphold and contribute to policies and political support for excellence and equity in education.</p>	<p>Demonstrates little understanding and ineffective communication of student performance data</p>	<p>Reviews school and student growth data.</p>	<p>Collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way.</p>	<p>Engages the school community and stakeholders in data analysis to identify important progress indicators and growth needs</p>

	Demonstrates ineffective communication with members of the school and community on policies	Provides information to decision makers and stakeholders about policies and regulations	Communicates effectively with the community on policy and upholds policy and regulations in support of education	Actively communicates and clarifies federal, state and local policies with vital stakeholders to improve understanding
<b>Element C: Policy Engagement</b> Leaders engage policymakers to inform and improve education policy.	Demonstrates little understanding of or advocacy of policies promoting equity.  Demonstrates little understanding of or involvement with others to influence decisions affecting student learning within and/or outside of own school or district.	Identifies some policies and procedures supporting equity and seeks opportunities to communicate about them.  Demonstrates emerging ability to analyze and share data related to policies and decisions related to student learning.	Advocates for public policies and ensures adequate resources that provide for present and future needs of to improve equity and excellence in education.  Collaborates with community leaders to collect and analyze data on economic, social and other emerging issues to inform district and school planning, policies and programs.	Actively engages stakeholders to advocate for and influence policies to improve education.  Proactively collaborates with all stakeholders to change local, district, state and national decisions impacting the improvement of teaching and learning, and maintains involvement with local, state and national professional organizations to improve education.

Evidence of Strengths:

Evidence for Areas of Growth:

Rating:  Ineffective  Developing  Effective  Highly Effective

**Appendix C - Forms**

## Form A: Administrator Goal Setting, Self-Reflection and Conference Form

Name:

Date:

School:

Position:

### Common Core of Leading Performance Expectations and Elements:

#1 -Vision Mission and Goals: based on SLO, student data and stakeholder feedback, use of analytic rubric to self-assess;

- A. High Performance for All
- B. Shared Commitments to Implement the Vision, Mission and Goals
- C. Continuous Improvement toward the Vision, Mission and Goals

Areas of Strength	Areas of Development

#2 - Teaching and Learning:

- A. Strong Professional Culture
- B. Curriculum and Instruction
- C. Assessment and Accountability

Areas of Strength	Areas of Development

#3- Organizational Systems and Safety:

- A. Welfare and Safety of Students, Faculty and Staff
- B. Operational Systems
- C. Fiscal and Human Resources

Areas of Strength	Areas of Development

#4- Families and Stakeholders:

- A. Collaboration with Families and Community Members
- B. Community Interests and Needs
- C. Community Resources

Areas of Strength	Areas of Development

#5-Ethics and Integrity:

- A. Ethical and Legal Standards of the Profession
- B. Personal Values and Beliefs
- C. High Standards for Self and Others:

Areas of Strength	Areas of Development

#6 - The Educational System:

- A. Professional Influence
- B. The Educational Policy Environment
- C. Policy Engagement

Areas of Strength	Areas of Development

**Goal Setting Conference, to be completed by November 1 (see pp. 17 – 21 of Administrator Evaluation Manual)**

2 Goals: two goals around student learning and student outcomes:

SLO Goal #1(SPI-based):

Target #1 related to professional learning (Measurable with evidence - observation, conversation or documents)

Target #2 related to stakeholder feedback (Measurable with evidence)

Target #3 – related to teacher effectiveness (Measurable with evidence)

SLO goal #2(locally determined measures-based):

Target #1 related to professional learning (Measurable with evidence)

Target #2 related to stakeholder feedback (Measurable with evidence)

Target #3 – related to teacher effectiveness (Measurable with evidence)

Optional Goal (to align with key elements that have not been addressed through first two SLO's):

**Mid-Year Conference, completed by February 28:**

Evidence (observation, documents, conversations) of Progress Toward Goal#1:	Mid-Year adjustment of Goal #1 (if needed):
Administrator:	
Superintendent:	

Evidence(observation, documents, conversations) of Progress Toward Goal#2:	Mid-Year adjustment of Goal #2 (if needed):
Administrator:	
Superintendent:	

Evidence(observation, documents, conversations) of Progress Toward Optional Goal:	Mid-Year adjustment of Optional Goal (if needed):
Administrator:	
Superintendent:	

**End of Year Summative Conference, completed by June 1**

End of Year Conference, Goal#1: <b>Evidence</b> (observation, documents, conversations)	End of Year Conference, Goal#1: <b>Comments</b>
Administrator:	Administrator:
Superintendent:	Superintendent:

Rating:

<b>Exemplary Practice</b>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
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End of Year Conference, Goal#2: <b>Evidence</b> (observation, documents, conversations)	End of Year Conference, Goal#2: <b>Comments</b>
Administrator:	Administrator:
Superintendent:	Superintendent:

Rating:

<b>Exemplary Practice</b>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
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End of Year Conference, Optional Goal #3: Evidence	End of Year Conference, Optional Goal#2: Comments
Administrator:	Administrator:
Superintendent:	Superintendent:

Rating:

<b>Exemplary Practice</b>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
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## Form B Observation Protocols

### Common Core of Leading Performance Expectations and Elements:

#1 -Vision Mission and Goals: based on SLO, student data and stakeholder feedback, use of analytic rubric to self-assess;

- D. High Performance for All
- E. Shared Commitments to Implement the Vision, Mission and Goals
- F. Continuous Improvement toward the Vision, Mission and Goals

Areas of Strength	Areas of Development
Performance Expectation Rating	

#2 - Teaching and Learning:

- D. Strong Professional Culture
- E. Curriculum and Instruction
- F. Assessment and Accountability

Areas of Strength	Areas of Development
Performance Expectation Rating	

#3- Organizational Systems and Safety:

- D. Welfare and Safety of Students, Faculty and Staff
- E. Operational Systems
- F. Fiscal and Human Resources

Areas of Strength	Areas of Development
Performance Expectation Rating	

#4- Families and Stakeholders:

- D. Collaboration with Families and Community Members
- E. Community Interests and Needs
- F. Community Resources

Areas of Strength	Areas of Development
Performance Expectation Rating	

#5-Ethics and Integrity:

- D. Ethical and Legal Standards of the Profession
- E. Personal Values and Beliefs
- F. High Standards for Self and Others:

Areas of Strength	Areas of Development
Performance Expectation Rating	

#6 - The Educational System:

- D. Professional Influence
- E. The Educational Policy Environment
- F. Policy Engagement

Areas of Strength	Areas of Development
Performance Expectation Rating	

## Form C: Summative Rating Form

### Performance and Practice Rating:

Summative evaluation of performance based on Form B Observation Protocol weighted against <i>CT Common Core of Leading</i>
<b>Comments</b>
<b>Administrator:</b>
<b>Superintendent:</b>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
<b>Total</b>			
<b>Rating Scale</b>			

### Stakeholder Feedback Rating:

Summative evaluation of performance based on assessment of performance related to targets associated with Stakeholder Feedback
<b>Comments</b>
<b>Administrator:</b>
<b>Superintendent:</b>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
<b>Total</b>			
<b>Rating Scale</b>			

### Student Learning Measure

Summative evaluation of performance based on Review of SLO's
<b>Comments</b>
<b>Administrator:</b>
<b>Superintendent:</b>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
Total SLO 1			
Total SLO 2			
TOTAL SLO SCORE			
Rating Scale			

### Student Learning Measure

Summative evaluation of performance based on Teacher Effectiveness targets
<b>Comments</b>
<b>Administrator:</b>
<b>Superintendent:</b>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
Total			
Rating Scale			

### Total Overall Rating

Practice Rating = \_\_\_\_\_

Outcomes Rating = \_\_\_\_\_

Overall Summative Rating = \_\_\_\_\_

## Form D – Administrator Support Plan Form

Principal/Administrator: \_\_\_\_\_

Superintendent/Evaluator: \_\_\_\_\_

<p>The Intensive Support Plan is initiated as a result of one or more evaluations that did not reflect effective leadership or professional growth. The evaluator, sometimes with help from the Department of Human Resources, develops the specific plan, with input from the administrator and the Local Administrator Association. All parties in attendance complete this form jointly.</p>
<p>Area(s) of Concern or Performance Standard(s) Not Effectively Addressed:</p>
<p>Statement of Concern: (cite evidence from on-going evaluation of performance as appropriate)</p>
<p>Strategies/Activities to Be Implemented to Address the Concern:</p>
<p>System of Support to Promote the Administrator’s Success:</p>
<p>Timeline (length of plan in weeks, plus schedule for monitoring implementation/progress and the measurable outcomes expected):</p>

\_\_\_\_\_  
Superintendent/Evaluator

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Rep from  
Granby Administrator  
Association

\_\_\_\_\_  
Date

Copy to administrator, copy to local school working file, original to Human Resources/personnel file

## **Appendix D - Sample Surveys**

Granby Climate Surveys will be used by the district to cull important leadership goals and establish targets for improvement in which district and school leadership can apply in practice and which evaluators can assess leadership performance.

Below is sampling of Climate Surveys that will be used.

Insert District Climate Surveys

## Appendix E – CSDE SPI Classification and Performance Targets

### School Classification:

- ▶ **Excelling** —————> Met all state targets

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- ▶ **Progressing** —————> Meeting annual targets

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- ▶ **Transition** —————> Not meeting annual targets

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- ▶ **Review (inc. Focus)** } Need the most support: eligible for Commissioner's Network; otherwise, district-led interventions and redesign
- ▶ **Turnaround** }

25

### Excelling Schools

Description	Performance Targets	Interventions
<p><b>Meet state targets:</b></p> <ul style="list-style-type: none"> <li>▶ SPI &gt; 88</li> <li>▶ 4yr grad &gt; 94%</li> <li>▶ Ext. grad &gt; 96%</li> <li>▶ Maj. of subgp. gaps &lt; 10 and</li> <li>▶ &gt; 25% Adv. In three of four subjects</li> </ul>	<ul style="list-style-type: none"> <li>▶ Maintain SPI &gt; 88</li> <li>▶ Maintain 4yr grad &gt; 94%</li> <li>▶ Maintain Ext. grad &gt; 96%</li> <li>▶ If subgp. SPI &lt; 88, increase so that ½ way to 88 by 2018</li> </ul>	<ul style="list-style-type: none"> <li>▶ Drive own improvement</li> </ul>

### Progressing Schools

Description	Performance Targets	Interventions
<ul style="list-style-type: none"> <li>▶ SPI &gt; 88 <b>and miss one of:</b></li> <li>▶ Maj. of subgp. gaps &lt; 10</li> <li>▶ 4yr grad &gt; 94%</li> <li>▶ Ext. grad &gt; 96%</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>▶ 64 &lt; SPI &lt; 88 <b>and meet all of:</b></li> <li>▶ Performance target for SPI</li> <li>▶ 4yr grad &gt; 90%</li> <li>▶ Ext. grad &gt; 93%</li> <li>▶ Maj. of subgp. gaps &lt; 10</li> </ul>	<ul style="list-style-type: none"> <li>▶ Increase SPI so ½ way to 88 by 2018</li> <li>▶ Increase subgroup SPIs so ½ way to 88 by 2018</li> <li>▶ Increase 4yr grad so ½ way to 94% by 2018</li> <li>▶ Increase Ext grad so ½ way to 96% by 2018</li> </ul>	<ul style="list-style-type: none"> <li>▶ Self-review</li> </ul>

### Transition Schools

Description	Performance Targets	Interventions
<ul style="list-style-type: none"> <li>▶ 64 &lt; SPI &lt; 88 <b>and miss one of:</b></li> <li>▶ Performance target for SPI</li> <li>▶ 4yr grad &gt; 90%</li> <li>▶ Ext. grad &gt; 93%</li> <li>▶ Maj. of subgp. gaps &lt; 10</li> </ul>	<ul style="list-style-type: none"> <li>▶ Increase SPI so ½ way to 88 by 2018</li> <li>▶ Increase subgroup SPIs so ½ way to 88 by 2018</li> <li>▶ Increase 4yr grad so ½ way to 94% by 2018</li> <li>▶ Increase Ext grad so ½ way to 96% by 2018</li> </ul>	<ul style="list-style-type: none"> <li>▶ District-led review</li> </ul>

### Schools in need of the greatest support

Description	Performance Targets	Interventions
<ul style="list-style-type: none"> <li>▶ SPI &lt; 64</li> <li>OR</li> <li>▶ 4yr grad &lt; 60</li> <li>OR</li> <li>▶ Part. rate &lt; 95%</li> <li>OR</li> <li>▶ Subgroups among lowest performing in state (Focus Schools)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Increase SPI so ½ way to 88 by 2018 or 3 pts.</li> <li>▶ Increase subgroup SPIs so ½ way to 88 by 2018</li> <li>▶ Increase 4yr grad so ½ way to 94% by 2018</li> <li>▶ Increase Ext grad so ½ way to 96% by 2018</li> </ul>	<ul style="list-style-type: none"> <li>▶ Eligible for Commissioner's Network</li> <li>▶ Otherwise, district-led focused and/or comprehensive School Redesign Plans and interventions</li> </ul>

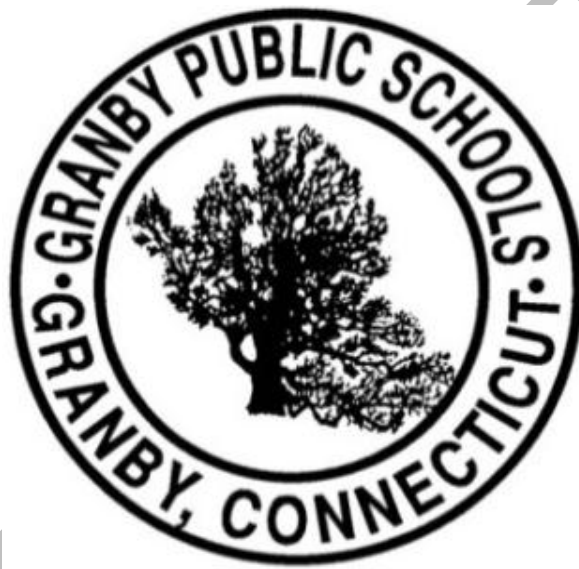
### Schools in need of the greatest support

Turnaround	Focus	Review
<ul style="list-style-type: none"> <li>▶ SIG Schools</li> <li>▶ Lowest 5% of Title I Schools</li> <li>▶ CSDE will be involved in interventions in these schools</li> </ul>	<ul style="list-style-type: none"> <li>▶ Lowest performing subgroups: eligible for F/R lunch, SWD, ELL, Black, Hispanic</li> <li>▶ 4-yr grad rate &lt; 60%</li> <li>▶ Interventions must occur in 2012-13; identified based on 2011 data</li> </ul>	<ul style="list-style-type: none"> <li>▶ School Performance Index lower than 64 for "all students"</li> <li>▶ Interventions occur in 2013-14 and 2014-15</li> </ul>



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# Granby Public Schools



## Granby Educator Effectiveness, Professional Learning, and Performance Evaluation Manual

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## **GRANBY PUBLIC SCHOOLS**

### **Educator Effectiveness, Professional Learning, and Performance Evaluation: The Process for Supervising and Evaluating Granby Educators**

#### **Board of Education:**

Cal Heminway (Chairman)

Jenny Emery (Secretary)

Lynn Guelzow

Ed Ohannessian

Ben Perron

Ronald Walther

Rosemarie Weber

#### **Superintendent:**

Alan Addley

#### **Director of Curriculum:**

Diane Dugas

The following document provides information relative to the policies and procedures associated with the revised educator evaluation program for the Granby Public Schools. Procedures have been designed through the collective efforts of the Granby Educator Evaluation Committee, which included educators, related service professionals, union representation, building administrators and central office curriculum staff. The committee was charged with developing a professional growth continuum for Granby educators. The committee gathered feedback from educators district-wide and designed recommendations for the policies and procedures associated with educator effectiveness and performance evaluation.

## **GRANBY PUBLIC SCHOOLS**

Special thanks and recognition to the Granby Public School's Educator Evaluation Committee convened initially in September of 2012 to develop our Professional Educator Growth Continuum. The committee worked throughout the 2012-2013 year to introduce the framework to their colleagues while refining and revising the document.

### **Granby Educator Evaluation Committee Members:**

Susan Alender – GMMS

Lori Armentano – Kelly Lane

Kimberly Calcasola – Assistant Principal, GMHS

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Laurence Coxon – GMHS (Granby Education Association President)

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Kathryn Petruzzi – GMHS

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Abby Sales – GMMS

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Stephanie Stupienski – Kelly Lane

Maria Toth – Wells Road

# Introduction

## Vision and Purpose of Educator Evaluation

The Granby Public School System is committed to an educator professional growth continuum model that is designed to improve student learning through the ongoing development of Granby's professional staff. The purpose of this plan is to empower professional staff to work collaboratively toward continuous improvement of student learning.

During 2011, legislation was adopted to revise the educator evaluation process. Granby professionals chose to align the process to their core beliefs and practices. Cross-representation from K-12 and administrators, worked through the year to develop a comprehensive growth model of supervision and evaluation.

It is the vision of the Granby professionals that the educator supervision and evaluation process is viewed as a collaborative process that supports *all* students having competent, high quality educators. In order to achieve this, we must provide an evaluation and support structure that builds human capacities and challenges all educators to be reflective practitioners that aspire to and reach excellence.

The *Granby Public Schools Professional Educator Growth Continuum*, herein referred to as *Continuum*, was developed to establish a shared definition of effective instructional practices, while providing a tool for reflection and conversation across five focus areas: Learning Environment, Planning and Preparation, Instruction, Assessment, and Professional Responsibilities. Within each domain are specific indicators that articulate a continuum of performance levels from Ineffective Practice to Exemplary Practice.

## Beliefs and Core Values

To achieve Granby's vision of implementing a collaborative and reflective Educator supervision and evaluation process that ensures every student is taught by a competent, high quality educator, the goals of this evaluation system are:

- Ensuring the learning and growth for all students;
- Ensuring the learning and growth for all professionals;
- Ensuring the continuation of Granby's professional collaborative model, including PLC and team meetings that allow for continued reflection, collaboration, and communication around student growth and student learning;
- Ensuring the continuation and deepening of opportunities for professional sharing and feedback in support of continuous learning;
- Providing a structure/format that allows educators to document and to share evidence of best practice;
- Promoting professional sharing and learning;
- A community of learners is the foundation to continuous growth;
- Educators continuously strive to improve teaching and to grow professionally;

- Educators effectively and critically collaborate to improve their practice; and
- As a district, we are responsible to ensure that effective teaching is supported in all classes by developing human capacity.

The *Continuum* was developed being mindful of the current teaching practices that distinguish Granby as a high performing school district and represent the values and beliefs about teaching and learning of the educational community. At the heart of Granby's work is the belief that Educator and student success is contingent upon our commitment to working as a professional learning community.

### **Connecting Educator Evaluation to the Granby Vision, Mission, Achievement Goal, Learning Principles & Theory of Action**

The *Continuum* will assure the attainment of both the vision and mission of our learning community. We know that in order for students to achieve at their highest level, we need effective educators in every classroom providing the highest quality instructional practice at all times (See Appendix A. on pg. 36)

#### **Vision**

Every student educated in the Granby Public Schools will graduate on time, prepared for 21<sup>st</sup> Century Citizenship.

#### **Mission**

All students will become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world.

#### **Learning Principles**

The Granby learning principles reflect our district's beliefs and values and describe the non-negotiable conditions required in every learning environment that are a guaranteed right for every student. These conditions constitute effective teaching and learning and serve as guiding principles in which staff and students are held accountable. Students learn best when Educators provide opportunities for them to:

- Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning;
- Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback;
- Have choices, engage in exploration and practice, and demonstrate perseverance;
- Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways;

- Build upon prior knowledge, make connections, and transfer learning to new situations; and,
- Understand clearly defined learning objectives that represent big ideas and that Educators model and structure to foster independence.

### **Achievement Goal**

By 2015, students will demonstrate powerful thinking by systemically solving problems through analyzing and synthesizing information and articulating/defending a position.

### **Theory of Action for Supporting Students Who Struggle**

We know educator quality has the greatest impact on increasing student learning. Therefore, if students are provided access to highly effective Educators who also develop caring responsive relationships, AND If the structures and culture of professional learning communities are used to support high expectations for student learning and improve instruction through the use of standards-based curriculum, data driven decision making, effective teaching strategies, ongoing monitoring, and flexible time for struggling learners, THEN *we will meet the needs of all learners and all students will achieve at high levels.*

Strengthening individual and collective educator practices with the goal of developing student critical thinking and increasing student achievement warrants having an instructional framework as the cornerstone of our *Continuum*. Our instructional framework allows us to share a common vocabulary on effective instructional practices and identifies where these practices fall along the *Continuum*—from exceptional practice to ineffective practice.

While our *Continuum* is an important structure for the realization of our district vision and mission, it also plays a critical role in our district and school improvement plans. Our continuous improvement plans that address how we will obtain our district goals cannot be accomplished without high quality instruction taking place daily. Therefore, our plan addresses the alignment of developing professional goals around instructional practice that directly supports district and building goals.

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## Overview of Educator Evaluation Process

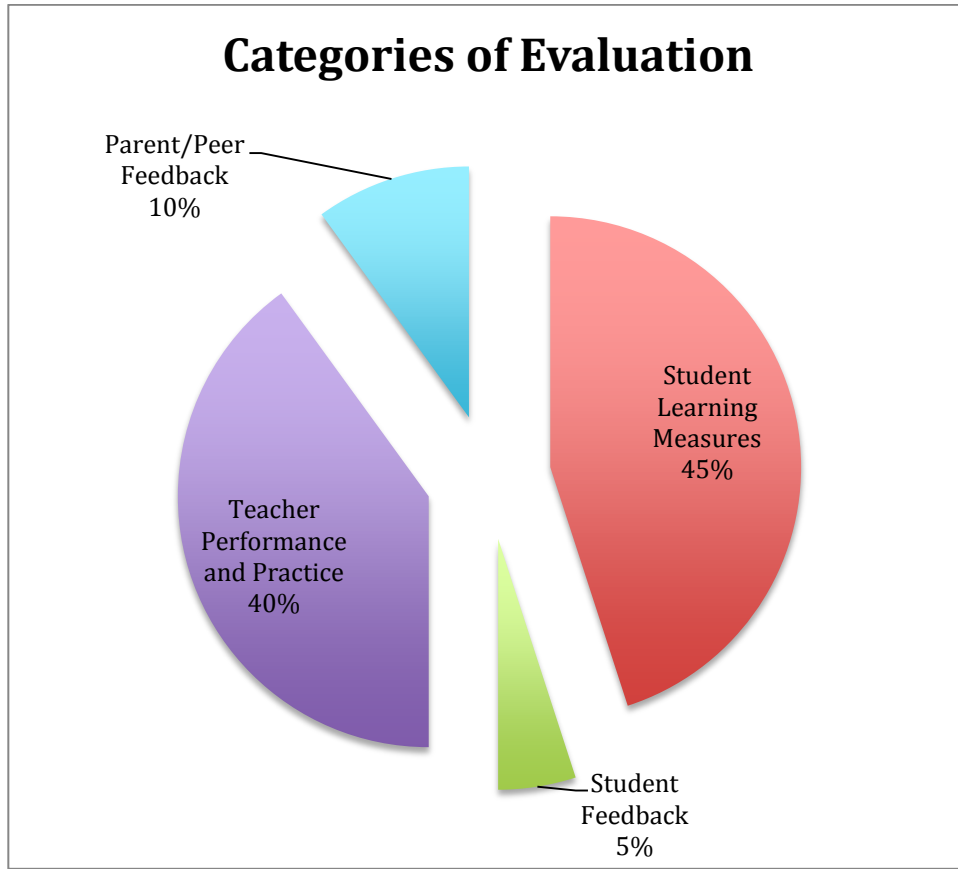
### *Granby Public Schools Professional Educator Growth Continuum*

The *Granby Professional Educator Growth Continuum* defines a common understanding of effective instructional practices across five focus areas: Learning Environment, Planning for Active Learning, Instruction for Active Learning, Assessment for Learning, and Professional Practice Responsibility. Within each focus area are specific indicators that break down expected practices across four levels of performance and practice –Level 1 – Ineffective Practice, Level 2 – Developing Practice, Level 3- Effective Practice, and Level 4 – Exceptional Practice.

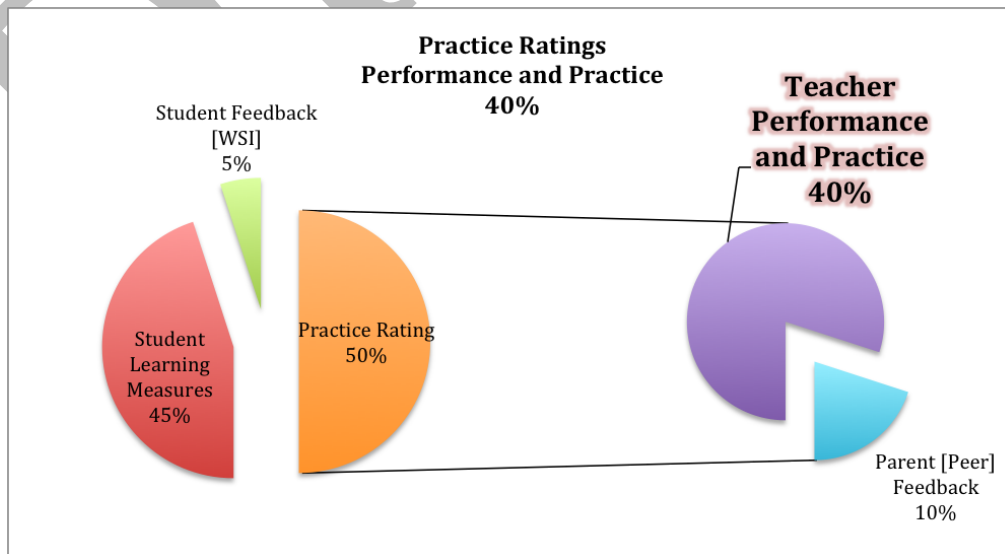
The *Continuum* is the core document within the evaluation system and is used to help provide the context through which an educator’s performance can be directly measured. The indicators of teaching practice outlined through the continuum have been developed by Granby educators and represent the values and beliefs about teaching and learning of the educational community. Evaluation of educator performance will be measured through evidence collected relative to the performances identified in the continuum and educator growth across performance levels will be supported and ultimately expected in each given school year (see Figure 1. below). Parent and peer feedback will also be collected on educator performance and will, in combination with educator performance ratings, constitute 50% of an educator’s overall performance rating. This 50% [40% + 10%] is an educator’s “**Practice Rating**” (see Figure 2. below).

Measurement of the outcomes for students is defined as an “**Outcome Rating**” (see Figure 3. below) and will be measured based on results associated with student achievement on a combination of state and local assessments and student, peer, and parent feedback [Whole School Indicators (WSI)]. These two categories of performance evaluation will constitute the remaining 50% (45% + 5%) of an educators’ overall rating. Processes and information relative to measurement of performance in these four main categories of performance evaluation have been outlined in the sections that follow.

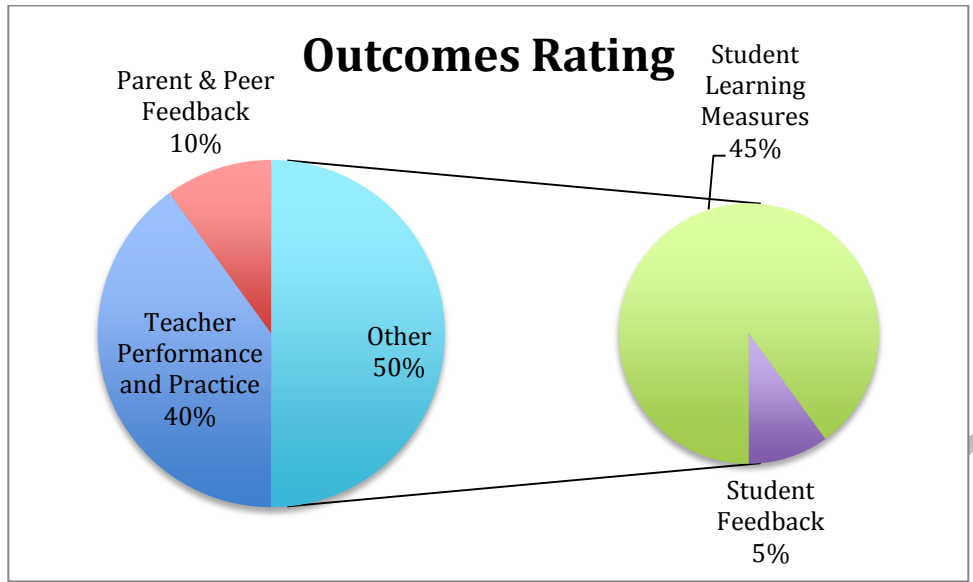
**Figure 1. Categories of Performance Evaluation**



**Figure 2. Practice Rating**



**Figure 3. Outcomes Rating**

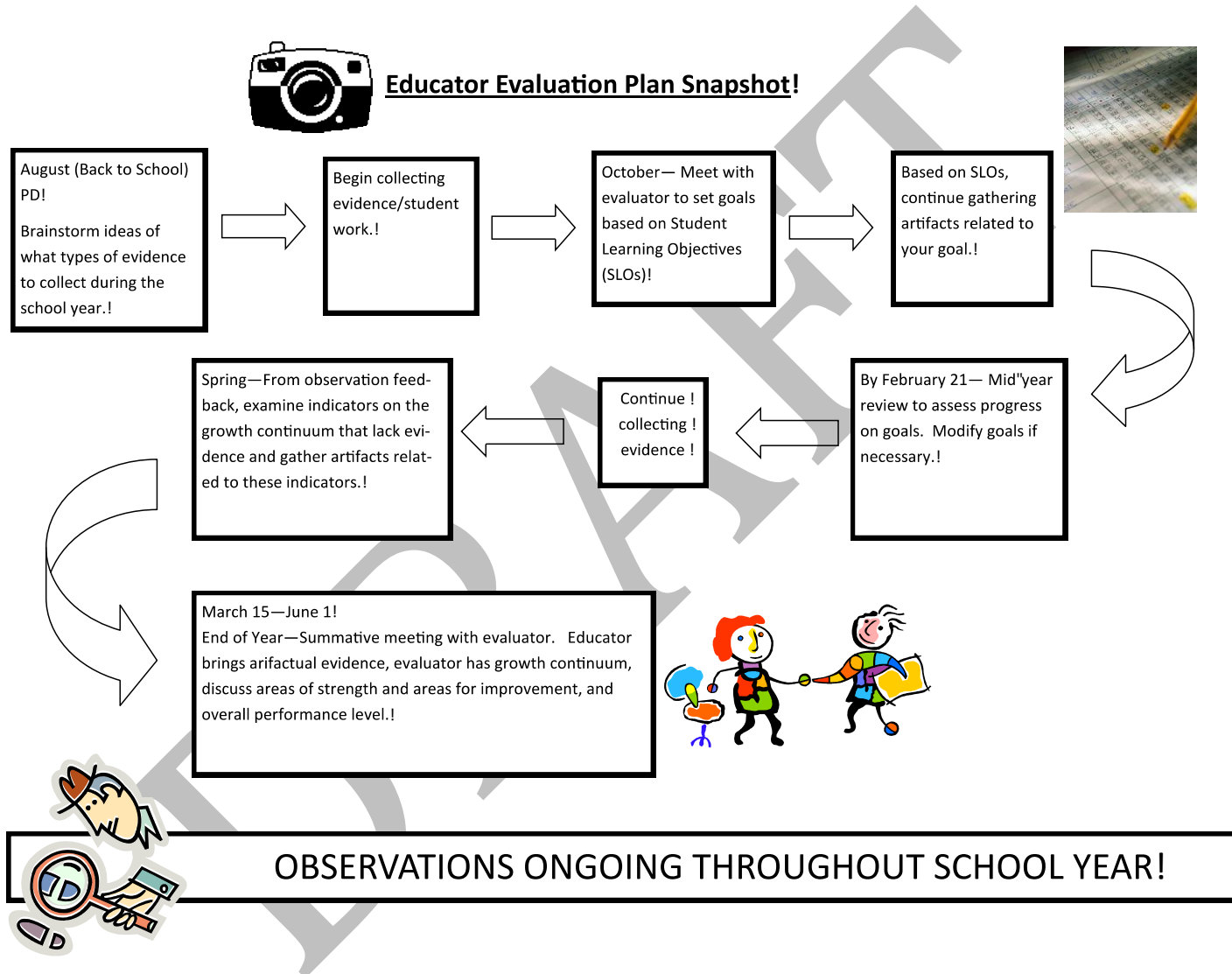


DRAFT

## Summary of Focus Areas and Indicators

Focus Area	Indicators
1. Learning Environment	<p><b>1.1</b> Fosters an environment that is respectful of individual needs and backgrounds</p> <p><b>1.2</b> Organizes and utilizes learning spaces to support student learning and physical and emotional safety</p> <p><b>1.3</b> Creates and implements behavioral expectations that support the learning environment</p> <p><b>1.4</b> Demonstrates routines and transitions to maximize instructional time</p>
2. Planning for Active Learning	<p><b>2.1</b> Demonstrates content knowledge by planning instruction, including literacy and numeracy skills, appropriate for the content area</p> <p><b>2.2</b> Determines students' prior knowledge and skills to inform plans</p> <p><b>2.3</b> Develops appropriately sequenced plans to facilitate students' progress towards objectives</p> <p><b>2.4</b> Develops plans that promote real world critical thinking</p> <p><b>2.5</b> Establishes clearly defined objectives for all students that are aligned with curriculum</p> <p><b>2.6</b> Develops Plans that incorporate and address the learning needs of all students (social, cultural, emotional, behavioral, health, and academic)</p>
3. Instruction for Active Learning	<p><b>3.1</b> Uses effective instructional strategies that lead students to construct and to apply new learning</p> <p><b>3.2</b> Communicates learning expectations</p> <p><b>3.3</b> Provides feedback to students to advance their learning</p> <p><b>3.4</b> Uses technology as a tool to enhance learning</p> <p><b>3.5</b> Provides opportunities for students to take ownership of their learning</p> <p><b>3.6</b> Uses flexibility and responsiveness to support the diverse needs of all students</p> <p><b>3.7</b> Monitors and adjusts instruction in response to student performance and engagement</p> <p><b>3.8</b> Uses questioning and discourse techniques to enhance student learning</p>
4. Assessment for Learning	<p><b>4.1</b> Implements and designs a variety of formative and summative assessments that capture the complexity of student learning</p> <p><b>4.2</b> Uses multiple sets of data that provide depth and breadth of understanding of student achievement on a regular basis</p> <p><b>4.3</b> Collaborates with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress</p> <p><b>4.4</b> Provides students with assessment criteria and individualized, timely, descriptive feedback to help them to improve their performance and assume responsibility for their learning</p>
5. Professional Practice & Responsibility	<p><b>5.1</b> Collaborates with colleagues within and across the school community to enhance student learning</p> <p><b>5.2</b> Conducts oneself as a professional in accordance with the Connecticut's Code of Professional Responsibility for Educators (see CCT Code of Ethics in appendices 123)</p> <p><b>5.3</b> Reflects on content, pedagogical skills, and effective resources for student learning</p> <p><b>5.4</b> Seeks professional growth opportunities to enhance the skills related to teaching and meeting the needs of all students</p> <p><b>5.5</b> Understands the needs and rights of all students and complies with the intervention and referral process</p> <p><b>5.6</b> Communicates with families</p>

**Figure 4. Educator Evaluation Plan Snapshot**



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## Components of Evaluation

### Category 1 - Educator Practice 40%

#### Procedures for Observational Practice:

Forty percent (40%) of an educator's evaluation shall be based on observation and evidence collection related to educator practice and performance as articulated in the *Continuum*. The *Continuum* is a living document. It will be used as the collection form for observable practice and feedback. Educators are constantly striving to increase student performance by improving their craft. Educator observations conducted by a skilled evaluator can help direct an educator toward this goal.

Observations will evidence the quality of educator practice. It is the expectation that formal and informal observations throughout the course of the year will accurately display an educator's performance in multiple, but not all, focus areas along the *Continuum*. Progress in all focus areas will be demonstrated by additional evidence accumulated by both the educator and the evaluator. A supervisor, based on various data collection approaches in multiple settings, will make assertions about educator performance in this category. Furthermore, the evidence collection approaches are differentiated based on an educator's years of experience and by levels of previous performance. Observations are defined as follows:

- Formal Classroom Observation:
  - Requires observation of a complete lesson and/or class period;
  - Requires pre- and post-conferencing (new educator may choose to have his/her mentor at the post-conference);
  - Post-observation meeting will be scheduled within 5 days of observation;
  - Written feedback will be provided within 10 school days of the post-observation meeting, and
  - Opportunity for educator response will be provided.
- Formal Non-Classroom Observation:
  - Requires observation of a mutually agreed-upon portion of a professional meeting, such as PLC, department meeting, mentoring, lesson plan review, PPT, CST, etc.;
  - Requires pre- and post-conferencing (either/both may be held with a group);
  - Post-observation meeting will occur within 5 days of observation;
  - Written feedback will be provided within 10 days of the post-observation meeting via the Observation Feedback Form (see sample form in Appendix B), and
  - Opportunity for educator response will be provided.
- Informal Observation:
  - Length of observation is at the discretion of the evaluator;
  - Requires no pre-conference;

- Will be unannounced;
- Written feedback will be given to the educator via the Observation Feedback Continuum (see sample form in Appendix B), and
- Opportunity for educator response will be provided.

Feedback will include the educator's areas of strength, suggestions for growth, and additional supports if needed (including but not limited to professional development, peer coaching, etc.).

### **Conferences**

The annual evaluation process between an educator and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year.

- The evaluator and educator must complete at least one Beginning of Year Conference (BYC) at which they set the educator's goals and objectives for the year.
- The evaluator and educator must complete at least one Mid-Year Conference (MYC) at which they review progress on the educator's goals and objectives to date. The Mid-Year Conference (MYC) is an important point in the year for addressing concerns, reviewing results and adjusting goals and objectives as needed. Evaluators can deliver mid-year formative information on categories of the evaluation *Continuum* for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revise goals and/or objectives.
- It is expected that the End of Year Conference (EYC) will occur in May or June but no later than June 30th. During the End of Year Conference (EYC), the educator will present his or her self-assessment and related documentation for discussion, and the evaluator will present his or her evaluation of the Educator's performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the educator in order to be productive and meaningful.

### **Educator Responsibilities:**

- For formal observations, schedule a time for both the pre-observation meeting and the observation with evaluator;
- Be prepared to discuss your personal reflections on the lesson related to the observation continuum, and
- Be prepared to discuss your personal reflections on lesson and provide evidence of student work, such as grades.

### **Administrator Responsibilities:**

- For observations, fill out Educator name, time, setting and date of observation, and indicate formal or informal observation;
- For each indicator, collect evidence, and if not observed, state "not observed" or "not applicable;"

- Record evidence on Observation Feedback Continuum form;
- Use evidence to determine areas of strength and areas for growth. Write a capture statement for each area on the observation feedback portion of the continuum;
- For formal observations, schedule a time to meet with the educator to be held within 10 school days of the observation; for informal observations;
- Provide written feedback within 10 school days of the post-observation meeting via the Observation Feedback Form and,
- During the post-conference, the educator and the evaluator will discuss the continuum rating in relation to each indicator.

<b>Table 1. Educator Observation Schedule</b>		
<b>Educator Level</b>	<b>Formal Timeline</b>	<b>Informal Timeline</b>
<ul style="list-style-type: none"> <li>• Educators in the TEAM process</li> <li>• New hires for first two years of employment</li> <li>• Developing (based on previous year's rating)</li> </ul>	3 in-class: 1 beginning of year after goals are set, 1 middle, 1 end of the year	1 in-class Timing for informal observations to be determined by the evaluator
<ul style="list-style-type: none"> <li>• Below Standard (Ineffective), based on previous year's rating</li> </ul>	3 in-class: 1 beginning of year after goals are set, 1 middle, 1 end of the year	3 (minimum) Timing for informal observations to be determined by the evaluator Post-conference required for each
<ul style="list-style-type: none"> <li>• Proficient (Effective)/</li> <li>• Exemplary (Highly Effective)</li> </ul>	3 total: 1 (minimum) in-class; 2 may be classroom or other setting	1 can be classroom or other setting Timing for informal observations to be determined by the evaluator

### **Educator Self-Assessment of Practice**

Our process requires all educators to self-assess against the *Continuum*. All educators will complete a self-assessment form based on the *Continuum* to plan and assess their progress each year. Educators will share their self-assessments with evaluators at the beginning of year, mid-year and end of year conferences. Guiding questions have been included in each section of the forms to help construct the narrative. Forms and evidence will be reviewed in the meetings to foster discussion around teaching, learning, goals, and needs.

## **Evaluator Professional Growth and Calibration Training**

Prior to the start of school, all administrators will receive professional development for administrator professional growth and evaluation process. We have established a system for calibration with regards to teacher observation. We have partnered with ReVision to accomplish this process. A supplemental has been provided showing the core training and on-going training that will be completed by all administrators to ensure a comprehensive understanding of leadership applications related to teacher evaluation and to progress towards inter-rater agreement and reliability (see page X of Appendix).

## **Artifactual Evidence Collection**

Artifactual evidence is an essential component to the evaluation process (see pg. 93 in Appendix B) allows for educators to showcase their strengths and successes in a variety of areas. Integrating multiple measures and authentic examples into the evaluation process will allow for maximum self-reflection and Educator growth. Educators are responsible for including evidence to support their individual SLOs and professional practice. Evidence will vary depending on content area, grade and educator.

Recommendations:

- The evidence collection should be an on-going process – continue to add to it throughout the year;
- Remove any identifying information from student work samples, and
- Keep a copy of the completed Artifactual Evidence Form for your records prior to end of year conference.

Requirements:

Select one to two pieces of evidence per focus area to support your individual growth

- Evidence of Learning Environment;
- Evidence of Planning for Active Learning;
- Evidence of Instruction for Active Learning;
- Evidence of Assessment for Learning, and
- Evidence of Professional Practice & Responsibility.

The evidence should be clearly organized to indicate which of the 5 focus areas the artifact represents. This may be done in a digital or hard copy format. This information must be discussed at the mid-year and shared at the end of year conference. The Artifactual Evidence Form must be brought the end of year conference with Focus Area, Indicator and Evidence Description completed

## **Whole School Learning Indicators**

Surveys provide valuable feedback from key stakeholders in the school community. The results provide important information regarding the overall learning experience.

5% of an educator's evaluation will be based on **student feedback**.

5% of an educator's evaluation will be based on **parent feedback**. \*

5% of an educator’s evaluation will be based on **peer feedback**. \*

\* = If the response rate for either of these survey categories is less than 20%, that category may be forfeited and the other category will account for the remaining 10% of the feedback.

**Requirements:**

- Surveys must be fair, reliable, valid, and useful;
- Student surveys are created and administered in an age-appropriate manner;
- Surveys will be administered electronically;
- Surveys must be aligned with the CCT and CT Framework for Teaching;
- Survey results are confidential;
- Responses must be anonymous, and
- Results align with and influence Student Learning Goals (SLOs).

**Protocols/Procedures:**

- All surveys must be administered electronically;
- For the secondary level, it is recommended that the survey be e-blasted to parents during this time period. Multiple reminders may be required to ensure a higher response rate;
- All student surveys must be administered during the school day;
- The Primary Student Feedback survey should be read to students to ensure understanding, and
- Allow 15 minutes for surveys to be completed.

**Table 2. Survey Administration Timeline\***

<b>Survey</b>	<b>Initial Administration</b>	<b>Re-administration</b>
Student (Primary, Intermediate, and Secondary)	mid-September to mid-October	mid-March to mid-April
Parent survey	November conferences or e-blast to parents	March conferences or e-blast to parents
Peer survey	mid-September to mid-October	mid-March to mid-April

\*In the spring of 2013, surveys will be piloted to ensure validity and allow committee members to make adjustments as necessary. In the 2013-2014 school year, the surveys will be administered twice to a small, random sample to ensure reliability (see timeline above for this group). The survey will be administered to everyone district-wide in the spring of 2014 (see re-administration column of timeline above).

## Category 2 - Peer and Parent Feedback 10%

Five percent (5%) of an educator’s evaluation shall be based on parent feedback, and five percent (5%) shall be based on peer feedback. Data will be used to support this process during year one, and each year new data will be collected and analyzed to support the establishment of school-wide goals to support improved practice.

The whole school receives one rating, and this Whole School Indicator (WSI) will be applied to each educator. Educators will address survey results within the actions steps articulated in their SLOs. Focus on the indicators outlined in the *GPS Continuum* will be taken into consideration to assist in the final rating of an educator’s performance in this category, and the following scale (see Table 3 below) will be used:

**Table 3: Peer and Parent Feedback**

<b>Exemplary Practice</b>	<b>Effective Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
Level 4	Level 3	Level 2	Level 1
Exceeded Goal	Met Goal	Partially Met Goal	Did Not Meet Goal

Parent surveys will be anonymous. Parents may take the survey in the school building or at home during a specified time frame. A building designee or designees will be responsible for collecting and analyzing the results of the survey no later than two weeks after the administration. Within one month from the administration of the survey, the building principal will disseminate the information to the entire faculty. Each year a building level focus group comprised of faculty, students and parents will review and refine the surveys. See Appendix B for the Parent Survey document.

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## Category 3 - Student Feedback (5%)

Five percent (5%) of an educator’s evaluation shall be based on student feedback that will be collected utilizing district-generated surveys. Data will be used to support this process during year one, and each year new data will be collected and analyzed to support the establishment of school-wide goals to promote improved practice. The district will utilize various delivery models to ensure higher rates of return, fairness and reliability relative to student surveys. In the case of some educators for whom student survey data would not be appropriate, evaluators will use whole-school student learning measures established using the School Performance Index (SPI).

The whole school receives one rating, and this Whole School Indicator (WSI) will be applied to each educator. Educators will address survey results within the actions steps articulated in their SLOs. Student feedback will be aggregated and reviewed during the end of year meetings wherein supervisors and educators will determine the degree to which the educator has met school or individual targets set at the beginning of the year. Focus on the indicators outlined in the *GPS Continuum* will be taken into consideration to assist in the final rating of an educator’s performance in this category and the following scale (see Table 4 below) will be used:

**Table 4: Student Feedback Goal Attainment**

<b>Exemplary Practice</b>	<b>Effective Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
Level 4	Level 3	Level 2	Level 1
Exceeded Goal	Met Goal	Partially Met Goal	Did Not Meet Goal

### **Category 4 - Student Learning 45%**

Forty-five (45%) of an educator’s evaluation shall be based on attainment of goals for student growth, using multiple indicators of academic growth and development to measure those goals.

- One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goals are met shall be based on the state test for those teaching tested grades and subjects, or based on another standardized indicator for other grades and subjects where available.
- For the other half (22.5%) of the indicators of academic growth and development, there may be:
  - A maximum of one additional standardized indicator, if there is mutual agreement.
  - A minimum of one non-standardized indicator.

### **SLO Goals**

The process for assessing student growth using multiple indicators of academic growth and development for educator evaluation will be developed through mutual agreement by each educator and their evaluator at the beginning of the year. Examples of indicators that may be used to produce evidence of academic growth and development include but are not limited to:

- Standardized Indicators
  - Standardized assessments are characterized by the following attributes:

- Administered and scored in a consistent – or “standard” – manner;
    - Aligned to a set of academic or performance “standards;”
    - Broadly administered (e.g. nation- or statewide);
    - Commercially produced;
    - Often administered only once a year.
  - Standardized assessments include, but are not limited to:
    - AP exams;
    - SAT-9;
    - DRA (administered more than once a year);
    - DIBELS (administered more than once a year);
    - NWEA (administered more than once a year);
    - Trade certification exams;
    - Standardized vocational ED exams;
    - Curriculum based assessments taken from banks of state-wide or assessment consortium assessment item banks.
- Non-standardized Indicators
  - Non-standardized indicators include, but are not limited to:
    - Performances rated against a rubric (such as: music performance, dance performance);
    - Performance assessments or tasks rated against a rubric (such as: constructed projects, student oral work, and other written work);
    - Portfolios of student work rated against a rubric;
    - Curriculum-based assessments, including those constructed by an educator or team of educators;
    - Periodic assessments that document student growth over time (such as: formative assessments, diagnostic assessments, district benchmark assessments);
    - Other indicators (such as: educator developed tests, student written work, constructed project).

When selecting indicators used to gauge attainment of goals:

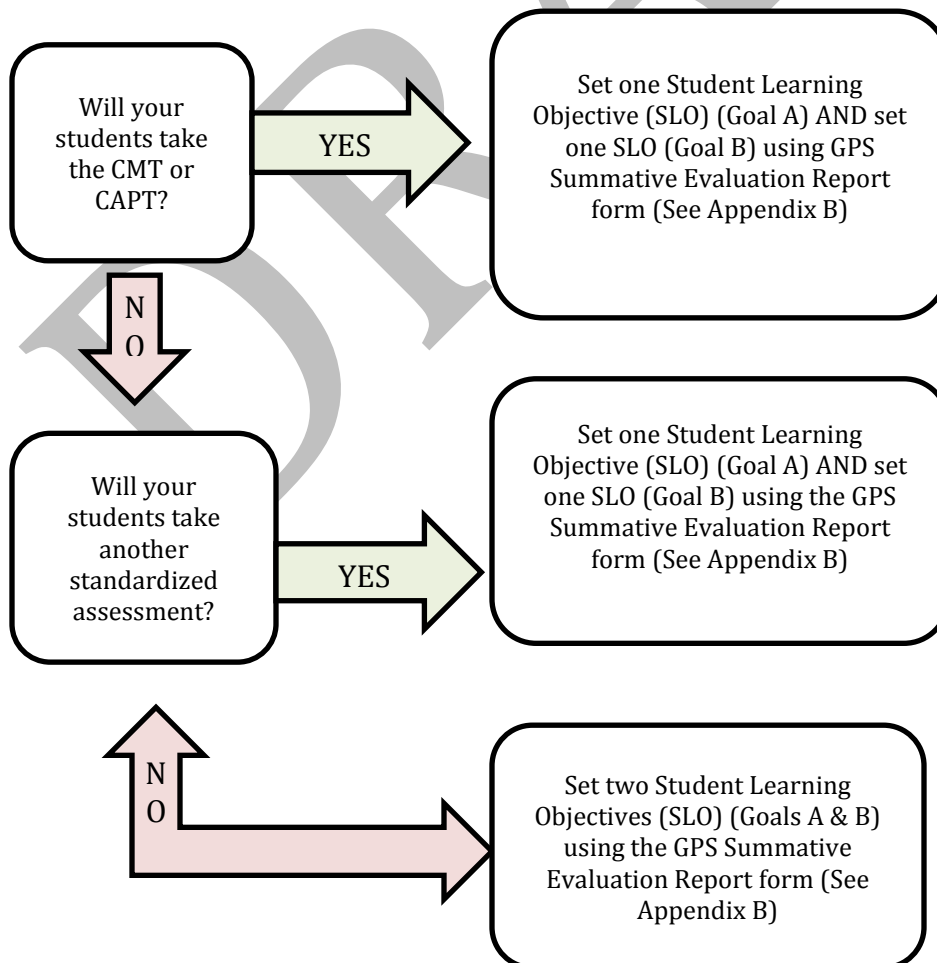
- Educators and their evaluators shall agree on a balance in the weighting of standardized and non-standardized indicators as previously described.
- The completed SLOs with associated indicators must meet three criteria: deeply relevant to the educator’s assignment and address a significant portion of his/ her students; include specific, measurable evidence, be attainable but ambitious and represent a year’s worth of growth (or semester’s worth as appropriate). Indicators can address subgroups as appropriate.
- Educators are encouraged to collaborate on SLOs with grade level or subject partners. SLOs can also be the same for a group of educators, but quantitative targets can be different based on the specific students assigned to the educator.

Within the process, the following are descriptions of selecting indicators of academic growth and development.

- Fair to students - The indicator of academic growth and development is used in such a way as to provide students an opportunity to show that they have met or are making progress in meeting the learning objective. The use of the indicator of academic growth and development is as free as possible from bias and stereotype.
- Fair to educators - The use of an indicator of academic growth and development is fair when an educator has the professional resources and opportunity to show that his/her students have made growth and when the indicator is appropriate to the educator's content, assignment, and class composition.
- Reliable - Use of the indicator is consistent among those using the indicators and over time.
- Valid - The indicator measures what it is intended to measure.
- Useful - The indicator may be used to provide the educator with meaningful feedback about student knowledge, skills, perspective, and classroom experience that may be used to enhance student learning and provide opportunities for educator professional growth and development.

Educators will use **Figure 5** (below) to determine which SLO goals they will develop.

**Figure 5. Setting SLOs**



The process for assessing student growth will have **three phases**:

**Phase 1:** Beginning of Year Goal Setting Conference

Each educator, through mutual agreement with his/her evaluator, will select at least 2 but no more than 4 goals for student growth, the exact number based on a consideration of a reasonable number of goals/objectives taking into account teaching responsibilities and educator experience. Time will be allotted before the meeting to preview student data to inform Educator goals. For each goal, each educator, through mutual agreement with his/her evaluator, will select Indicators of Academic Growth and Development (IAGD and evidence of the IAGD based on the range of criteria used by the district (see Appendix C for state law). Examples of SLOs and IAGDs can be seen in Table 5 below.

Each goal will:

- Take into account the academic track record and overall needs and strengths of the students, using baseline data when available;
- Address the most important purposes of an educator’s assignment through self-reflection;
- Be aligned with school, district and state student achievement objectives;
- Include a set of articulated action steps to meet each SLO. Action steps should reflect each Focus Area within the Continuum as well as the WSI survey data

**Table 5: Example SLO and IAGDs**

Educator Assignment	Student Learning Objective (SLO)	Indicators of Academic Growth and Development (IAGD)
Eighth Grade Science	My students will master critical thinking concepts of science inquiry.	<ol style="list-style-type: none"> <li>1. 78% of my students will attain at least a 4 on the CMT section concerning science inquiry.</li> <li>2. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.</li> </ol>
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	<ol style="list-style-type: none"> <li>1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts Educators in our district.</li> </ol>

## **Phase 2: Mid-Year Check in Conference (Jan-Feb)**

Evaluators and educators will review progress toward the goals/objectives at least once during the school year, which is to be considered the midpoint of the school year, using available information, such as agreed upon indicators. Both the educator and evaluator will provide some evidence at the mid-year conference.

- Examples of educators' evidence could be student work, samples of rubrics, plans, assessment questions, pre- and post assessment data (See Artifactual Evidence section in Appendix B on pg. 93).
- Examples of evaluator evidence can include observation notes/forms.

This review may result in revisions to the strategies or approach being used and/or educators and evaluators may mutually agree on mid-year adjustment of student learning goals to accommodate changes (e.g., student populations, assignment). Minutes of the meeting will stand as evidence of its completion.

## **Phase 3: End of year Summative Review Conference (May-June): Assessment of goals and needs for the future (PD and in building support)**

The educator shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will be produced by using the multiple indicators selected to align with each student learning goal/objective. The evidence will be submitted to the evaluator, and the educator and evaluator will discuss the extent to which the students met the learning goals/objectives. Evidence for the end of year conference includes the following:

- self-assessment narrative
- continuum reflection form
- student assessment data (SLO)
- evidence from educator and evaluator
- proposed needs for the following year (material support, building support, professional development.)

Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for 4 levels of performance. If state test data may have a significant impact on a final rating, a final rating may be revised before September 15 when state test data are available.

### **Reflective questions for goal setting and assessing goal attainment:**

- What information will I use to gauge my progress towards my goals?
- What does acceptable progress look like?
- What will I have and review at the mid-year mark?
- Are there any professional development opportunities that might be especially appropriate for my professional growth needs in this academic year?
- What in building support (material, time, or coaching) do I need to achieve progress?

**Table 6. SLO/IAGD Goal Attainment**

<b>Exemplary Practice</b>	<b>Effective Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
<b>Level 4 Exceeded Goal</b>	<b>Level 3 Met Goal</b>	<b>Level 2 Partially Met Goal</b>	<b>Level 1 Did Not Meet Goal</b>
All or most students met or substantially exceeded the target(s).	Most of the students met the target(s) within a few points on either side of the target.	Many students met the target, but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress was made toward the goal.	A few students met the target, but a substantial percentage did not. Little progress toward the goal was made.

**D. Aggregate and Summative Scoring**

As described **Overview of Educator Evaluation Process** on page 7, an educator’s summative rating will include a combination of the performance ratings associated with the four categories of the evaluation model. Evidence relative to an *educator’s performance and practice* will be combined with scores related to an educator’s efforts associated with *parent and peer feedback* goals to determine an overall **Practice Rating**. This will be combined with performance relative to *student learning measures* designed at the beginning of the year through SLOs which will be combined with student scores related to an educator’s efforts associated with *student feedback* goals to determine an overall **Outcomes Rating**.

**Determining Summative Rating**

**Step 1:** Calculate educator performance level score on the *Continuum*.

**Table 7. Continuum Scoring**

<b>Focus Area</b>	<b>Score</b>	<b>Weighting</b>	<b>Points (Score x Weight)</b>
<b>I. Learning Environment</b>		<b>20%</b>	

<b>II. Planning for Active Learning</b>		<b>20%</b>	
<b>III. Instruction for Active Learning</b>		<b>20%</b>	
<b>IV. Assessment for Learning</b>		<b>20%</b>	
<b>V. Professional Practice and Responsibility</b>		<b>20%</b>	
<b>Total Score</b>			

**Table 8. Continuum Scoring EXAMPLE**

<b>Focus Area</b>	<b>Score</b>	<b>Weighting</b>	<b>Score (Score x Weight %)</b>
<b>I. Learning Environment</b>	<b>2.8</b>	<b>20%</b>	<b>.56</b>
<b>II. Planning for Active Learning</b>	<b>2.9</b>	<b>20%</b>	<b>.58</b>
<b>III. Instruction for Active Learning</b>	<b>3.1</b>	<b>20%</b>	<b>.62</b>
<b>IV. Assessment for Learning</b>	<b>2.2</b>	<b>20%</b>	<b>.44</b>
<b>V. Professional Practice and Responsibility</b>	<b>3.0</b>	<b>20%</b>	<b>.60</b>
<b>Total Score</b>			<b>2.8 (Developing Practice)</b>

**Step 2:** Determine final Practice Rating

**Table 9: Calculating the Practice Rating**

Components	Score	Weighting	Points (Score x Weight)
Continuum Score		40	
Peer Feedback		5	
Parent Feedback		5	
<b>Total Score</b>			

**Table 10: Calculating the Practice Rating EXAMPLE**

Components	Score	Weighting	Points (Score x Weight)
Continuum Score	2.8	40	126
Peer Feedback	2.5	5	12.5
Parent Feedback	2.5	5	12.5
<b>Total Score</b>			<b>151 (Level 3 Proficient)</b>

**Step 3:** Determine the Performance Level for the Practice Rating by using the rating table below.

**Table 11 Practice Rating Table**

Point Range	Performance Level Rating
175-200	Level 4
127-174	Level 3
81-126	Level 2
50-80	Level 1
<b>Final Educator Performance and Practice</b>	

**Step 4:** Determine the final Outcomes Rating.

**Table 12: Calculating the Outcomes Rating**

<b>Component</b>	<b>Score</b>	<b>Weighting</b>	<b>Points (Score x Weight)</b>
<b>Student growth and development (SLOs)</b>		<b>45</b>	
<b>Student Feedback</b>		<b>5</b>	
<b>Total Score</b>			

**Table 13: Calculating the Outcomes Rating EXAMPLE**

<b>Component</b>	<b>Score</b>	<b>Weighting</b>	<b>Points (Score x Weight)</b>
<b>Student growth and development (SLOs)</b>	2.7	45	121.5
<b>Student Feedback</b>	3.0	5	15
<b>Total Score</b>			<b>136.5 (Level 3 Proficient)</b>

**Step 5:** Determine the Performance Level for the Outcomes Rating by using the rating table below.

**Table 14 Outcomes Rating Table**

<b>Point Range</b>	<b>Performance Level Rating</b>
<b>175-200</b>	<b>Level 4</b>
<b>127-174</b>	<b>Level 3</b>
<b>81-126</b>	<b>Level 2</b>
<b>50-80</b>	<b>Level 1</b>
<b>Final Educator Performance and Practice</b>	

**Step 6:** Using the *Summative Performance Rating Matrix* (Table 15) below, determine the final performance rating for an educator based on their combined scores. To use the table, identify the educator’s rating for each category and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating.

<b>Table 15: Summative Performance Rating Matrix</b>					
		<b>Practice Rating</b>			
		<b>Exemplary</b> (175-200 points)	<b>Proficient</b> (127-174 points)	<b>Developing</b> (81-126 points)	<b>Below Standard</b> (50-80 points)
<b>Outcomes Rating</b>	<b>Exemplary</b> (175-200 points)	<b>Exemplary</b> (175-200 points)	<b>Exemplary</b> (175-200 points)	<b>Proficient</b> (127-174 points)	<b>Gather Further Information</b>
	<b>Proficient</b> (127-174 points)	<b>Exemplary</b> (175-200 points)	<b>Proficient</b> (127-174 points)	<b>Proficient</b> (127-174 points)	<b>Gather Further Information</b>
	<b>Developing</b> (81-126 points)	<b>Proficient</b> (127-174 points)	<b>Developing</b> (81-126 points)	<b>Developing</b> (81-126 points)	<b>Below Standard</b>
	<b>Below Standard</b> (50-80 points)	<b>Gather Further Information</b>	<b>Below Standard</b> (50-80 points)	<b>Below Standard</b> (50-80 points)	<b>Below Standard</b> (50-80 points)

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### **Data Management System:**

[Insert Name of Talent Management System] is the district's web-based performance management software. All forms associated with the *GPS Evaluation Manual* will be accessed electronically by educators and evaluators via the district's X website.

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## **Developing and Supporting Educators through Professional Learning**

### **New Teacher Induction**

In addition to the programs offered to all professional staff, educator new to Granby are provided with a new educator support program. The program is designed to help new educators become increasingly effective, while introducing them into the culture of teaching and learning expectations in Granby. The new educator program is a comprehensive program designed to help new staff become reflective members of the learning community. It begins with a an initial induction before school begins, offers a continuum of professional development through systematic learning opportunities over a two year period and differentiated supports based on an educators' assignment, as well as an educator's prior experience and preparation.

There are three components to the new educator support program that work together to increase educator effectiveness in promoting student achievement:

- 1. Component One: New Educator Induction in August**

The new educator induction is an introduction to the Granby culture, beliefs, expectations and PLC practices.

- 2. Component Two: Individualized Mentoring/Coaching**

All new educators are provided support by building principals, literacy and numeracy specialists, and grade level colleagues. In addition all educators participating in the Connecticut State Department of Education TEAM (Teacher Education and Mentoring) program are provided formal mentors to support professional growth in accordance with the Connecticut State Department of Education (CSDE) guidelines.

All new educators to the district who enter with prior experience and are not a part of the TEAM process will also receive a one year informal mentor to support their transition to the district.

### 3. **Component Three: Ongoing Professional Development Opportunities**

New educators are invited to attend seminars on a variety of topics. Developed based on the need of new educators and their students, the seminars offered to new educators are hosted by the district and provide opportunities for learning and discourse.

#### **Orientation Program**

All staff will participate in professional development opportunities annually to build awareness and orient themselves to the teacher evaluation process. Given the approach taken by Granby Public Schools to design its new program, teachers from the Evaluation Committee, representing each of the schools within the district, have communicated directly with the staff at their school to provide updates on the development of the plan and, therefore, a solid framework of understanding is in place throughout the district. Continuing with pre-training to begin in June, 2013, teachers will be provided both direct learning and collaborative work groups to review and begin work on key elements of the plan including but not limited to, setting Student Learning Objectives, understanding Stakeholder Feedback and continued review of the Granby Instructional Continuum. An overview of the professional development planning for year one has been provided on the following page and targeted planning will occur each year to orient all staff to any revisions within the plan. While improvements can be expected from year to year, the following table represents the fundamental orientation approach Granby Public Schools will ensure is provided.

A detailed rollout for orientation of the new program to staff is listed below.

Date	Target Audience	Message/Event	Method/Media	Delivery By	Status
June 24, 2013	all certified staff and administrators	Overview of Categories District-wide professional development	Power-point/ Teacher Evaluation Document	Building representatives on Teacher Evaluation Committee	
August 2013 - Opening PD	all certified staff	Superintendent's Message of importance to teacher/leader effectiveness	Power-point/ Teacher Evaluation Document	Superintendent	
August 2013 - Opening PD	all certified staff	Self-Reflective Practice: An opportunity to review the instructional framework	Team Activity: review the framework in teams and determine current levels of performance and areas for potential growth	Building representatives on Teacher Evaluation Committee	
August 2013 - PD September 2013 - PD	all certified staff and administrators	Goal Setting - Setting targets for Ourselves and our Students	Power-point/ Teacher Evaluation Document/Goal Setting and SLO Forms	Administrator	

On an annual basis the teacher evaluation plan will be reviewed and revised allowing for new professional learning to be designed in support of staff preparedness.

## Career Development and Growth Plans

*“The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities.”*

*-DuFour and Eaker, 1998*

The goal of professional learning opportunities in Granby is to support reflective practice. Professional learning opportunities are based on Learning Forward’s *Standards for Professional Learning* and guided by district, school, and individual educator needs resulting from mutual discourse. In Granby all educators must be models of ongoing learners. To that end goal setting, assessment, reflection and adjustment are cyclical practices that help determine professional development needs in a growth model. Strong drivers of professional learning in the initial implementation years of our continuous improvement plans are the instructional and assessment shifts predicated by the Common Core State Standards which are designed to create college and career ready students for the 21<sup>st</sup> Century, directly linking to Granby’s vision.

As a result, Granby believes that professional learning that improves the learning of all students:

1. Organizes adults into professional learning communities whose goals are aligned to school and district strategic plans and provides educators with the knowledge and skill to collaborate ( Learning Communities – Standard 1)
2. Requires skillful school and district leaders who guide continuous instructional improvement (Leadership – Standard 2)
3. Requires Resources to support adult learning and collaboration (Resources – Standard 3)
4. Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement data (Data-Driven – Standard 4)
5. Prepares educators to apply research to decision making, uses learning strategies appropriate to the intended goal and applies knowledge about human learning and change (Learning Design – Standard 5)
6. Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement (Equity)
7. Deepens educators’ content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately (Quality Teaching)

8. Provides educators with knowledge and skills to involve families and other stakeholders appropriately (Family Involvement).

## **Professional Learning**

A natural outgrowth of the Granby's Educator Evaluation Plan is the development of a district-wide professional learning committee comprised of a sub set of members from the Teacher Evaluation Committee to help guide the development and implementation of multiple learning opportunities for professionals. Effective professional learning requires human, fiscal, material, technology and time resources to achieve growth. How these resources are prioritized to align with identified professional learning needs affects access to, quality of, and effectiveness of educator learning experiences.

The district -level the professional learning committee and at building level the school leadership teams will ensure collaborative learning opportunities are open to all educators. Professional development opportunities, both team and individual, would be reviewed and approved by evaluators as a part of the beginning of the year conference. As professional reflection occurs and adjustments are needed, additional professional development options to address a team or individual needs could be discussed and considered with the evaluator. Examples of such opportunities include, but are not limited to differentiated career pathways based on teacher ratings and targeted professional development based on areas of need.

Granby's professional learning opportunities include but are not limited to the following:

1. **District-wide professional development time** – Annual time provided to all professionals to collaborate and develop effective teaching and learning practices. In the initial phases of the implementation of Granby's Teacher Evaluation Plan, an emphasis will be placed on supporting the development of student learning objectives (SLO's) that reflect the shift to emphasis on growth.
2. **PLC time** – Granby values the collaborative learning between professionals. As a result grade level and departments are provided with a regularly scheduled professional learning time for collaboration. Professional development opportunities that develop as a result of the continuous improvement cycle used in these meetings is encouraged.
3. **Coaching – Educators** are encouraged to collaborate with instructional coaches who are available to meet with individuals or teams to engage in collaborative job embedded discourse, observation and feedback of teacher and student practice to

reflect and learn together, share resources and provide support and assistance for all aspects of learning.

- 4. Action research** – Individuals or teams engage in an inquiry process conducted for the purpose of problem solving through the improvements of instructional practices. Those involved in action research follow a series of specific steps beginning with identifying a problem and ending with adopting a course of action.
- 5. Educator-led book clubs-** Educators choose research based books aligned with professional goals to share with colleagues and discuss.
- 6. Online opportunities-** Online resources and professional development opportunities will be available on the Granby Curriculum website making learning available to staff that can either be self-directed or supported with various after school offerings/workshops.
- 7. Educator-led blogs-** Individuals or teams of educators can create educational blogs. The blogs will be an open forum to colleagues offering an on-going opportunity for professional dialogue on a variety of topics.
- 8. Grade level and subject area based professional learning programs** – Occasionally grade level and subject area workshops will be held during the day to support the specific needs of grade levels and subject areas.
- 9. Leading professional development opportunities** – Professional development opportunities will be offered at the individual school level and district level for educators. Professionals may volunteer to attend these collaborative learning opportunities. Professional development opportunities will be offered in response to educators expressed needs (e.g. new curricula, instructional methods, technology implementations, etc.) as well as district initiatives.
- 10. Creation of exemplar professional videos-** Individuals or teams may create professional videos of exemplar teaching practices. Educators will videotape and edit their colleagues in engaged in best practices for the purpose of professional development for the district. Educators will design a facilitator's guide to promote collegial conversation.
- 11. Mentoring** – Teachers who are identified as a master teacher, who are rated as a 3 or 4, and meet the qualifications specified may apply to become a TEAM mentor for beginning teachers, to guide a student teacher or support a colleague in need of

assistance. In addition teachers may serve as mentors to colleagues to assist in the development of teacher improvement and remediation plans for peers whose performance is rated less than *Effective Practice*.

**12. Peer Sharing/Coaching** - Colleagues pursue goals for improving student performance and professional growth by engaging in an educator-directed process of pre-observation conferencing, classroom visits revolving around objective data gathering and post-conferencing with feedback and dialogue.

## **EAP – Educator Assistance Process**

The Granby Public School system believes that teachers who are in need of assistance to reach a rating of 3 should be provided with professional development and support. The process of supporting those teachers should be collaborative including the teacher, the evaluator and other staff involved directly with that support. The purpose of this assistance plan is to provide the teacher with the opportunity and the assistance to improve performance.

An assistance plan, both structured and intensive:

1. Clearly identifies the area(s) of concern,
2. Clearly expresses the evaluator's expectations for improved performance,
3. Outlines a plan for improvement which identifies appropriate resources and helps to assist the teacher to improve performance,
4. Provides a monitoring system which includes a specific minimum number of observations and conferences, and
5. Provides a reasonable and specific time period in which improvement will be made and a review completed.

At the end of the period specified in the support plan the evaluator will provide the teacher with a formal written assessment, which contains:

1. a record of the assistance which has been provided,
2. a record of the observations/data and/or conferences conducted held to monitor performance,
3. an assessment of performance in the area(s) of concern or deficiency as of the date of the report, and
4. a statement that any areas of concern or deficiency have been resolved or a recommendation for further administrative action which, depending upon the seriousness of the concerns or deficiencies shall include, as appropriate, one of the following:
  - a. an extension of the terms and limits of the assistance plan,
  - b. revision of the assistance plan to include other suggestions for improvement and additional help and an extension of the time limits,
  - c. staff member moves from structured to intensive support
  - d. other administrative actions up to and including recommendation for termination of employment.

A copy of any written report will be given to the teacher, one will be kept by the evaluator and one will be forwarded to central services for inclusion in the Personnel files. The teacher has the right to review the written report before it is filed and may submit written comments to be filed alongside the form. The teacher may have bargaining unit representation at all conferences if desired and requested. The Superintendent may assign other evaluators to assist in this process.

#### I. Tenured Teachers

A. If rated a one at summative meeting tenured teachers will be placed on the intensive support plan for the following school year and:

1. If the tenured teacher has not progressed from the one rating after that year they will remain on intensive support for a second year. If at the end of the second year the teacher is still rated a one they may be recommended for termination. If they are rated a two they have one year to advance to a rating of three.

3. If that teacher has shown growth to be rated a 3 or 4 at the end of the first year of intensive support they will be moved off teacher assistance.

B. If rated a two at summative meeting tenured teachers will be placed on the structured support plan for the following year and:

1. If the tenured teacher remains at a two after the structured support year that teacher will be moved to the intensive support plan for the following year. After the year on intensive support that teacher must show growth to level 3 or 4 or they may be recommended for termination.

2. If the tenured teacher has shown growth to a rating of 3 or 4 after the structured support year they will be moved off teacher assistance.

3. If the tenured teacher is rated one at the end of the structured support year that teacher will be placed on intensive support to demonstrate growth. If growth is less than a level 3 by the end of the year the teacher may be recommended for termination.

#### II Non Tenured teachers:

A. Non-tenured teachers must meet a rating of 3 or 4 for at least two years (one of those being the year of tenure recommendation) in order to be recommended for tenure.

B. Non-tenured teachers that are rated 2 at summative meeting will be placed on the structured support plan for the following year.

C. Non-tenured teachers rated a one at any time may be placed on intensive support from the district or may be recommended for termination.

### **INTENSIVE SUPPORT PLAN**

Purpose: To provide assistance to a professional staff member.

Participant: A professional staff member who has been rated ineffective.

Process:

1. Evaluator and teacher meet to define specific areas for improvement within the same timeframe as the initial goal setting conference for all teachers. Reasons are provided in writing on the referral and action plan forms.

2. Teacher and evaluator will select a tenured peer teacher in good standing (rated 3 or 4) to assist with following the plan.
3. Evaluator and Teacher develop a plan which, if followed, will probably lead to improvement in areas identified. The plan must include specific areas of improvement, the support assistance that the school system will provide the level of improvement required and method of assessment. The plan will be reviewed with the peer teacher and opportunity will be given for input by the peer teacher
4. The teacher, evaluator, peer teacher and any requested advocates per plan will meet every 30 days for ongoing progress monitoring of the support plans effectiveness.
5. The evaluator, teacher and peer teacher will review progress at the mid-year conference.
6. If a teacher successfully completes the intensive assistance it will be documented on the support plan summary form at end of year conference.
7. If concerns are not resolved, a participant has the right to appeal their concerns through the Dispute Resolution Process.
8. The selected peer teachers should be present at all meetings with the teacher and evaluator.
9. Evidence regarding progress on plan will be collected by the teacher and the evaluator
10. The Intensive Support plan consists of a minimum of:
  - 3 Formal Classroom Observations during the year
  - 3 Informal (unannounced) Classroom Observations during the year
 The teacher on intensive review may also request a third party validator (available through the state) to observe and review evidence.

The teacher shall be given release time with their peer support to plan and implement strategies for improvement. The teacher shall be provided targeted professional development in accordance with the plan. The identified peer teacher shall be present during all meetings with Evaluator. \*A teacher may appeal for a change in MT if conflict arises.

### **Structured Support Plan**

Purpose: To provide assistance to a professional staff member.

Participant: A professional staff member who has been rated developing.

Process:

1. Evaluator and teacher meet to define specific areas for improvement. Reasons are provided in writing on the support plan referral and action plan forms.
2. Teacher may select a tenured peer teacher in good standing to assist with following the plan.

3. Evaluator and Teacher develop a plan using the support action plan form which, if followed, will probably lead to improvement in areas identified. The plan must include specific areas of improvement, the support assistance that the school system will provide the level of improvement required and method of assessment. Plan will be reviewed with the peer teacher if applicable and opportunity will be given for input by that teacher.
4. The teacher, evaluator, and any peer teachers or requested advocates will have a progress monitoring meeting a minimum of once within 60 days of the initial meeting and a minimum of once within 60 days of the mid year check in.
5. The evaluator, teacher and peer teacher (if applicable) will review progress at the mid year conference.
6. If a teacher successfully completes the structured support plan it will be documented on the support plan summary form at either the mid year or end of year conference.
7. If concerns are not resolved, a participant has the right to appeal their concerns to through the Dispute Resolution process.
8. The peer teacher may be present at any meetings at teacher request.
9. Evidence regarding progress on plan will be collected by the teacher and the evaluator.

The Structured Support plan consists of:

- 3 Formal Classroom Observations during the year
- 3 Informal (unannounced) Classroom Observations during the year

## **Dispute Resolution Process**

It is hoped that conflicts can be avoided through thoughtful planning, open communication and calibrated training. On accession, however, conflicts may arise. In that event, the right of appeal is inherent in the evaluation process and is available to every participant at any point in the process. The appeal procedure is designed to facilitate the resolution of disputes generated by the evaluation process, such as where an evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. The success of the teacher evaluation process is based upon cooperation and mutual respect of both the teacher and evaluator. Resolutions must be topic specific and timely.

During the 2013-2014 school year the shall adhere to the current teacher evaluation appeals process. The superintendent will resolve dispute either directly, or s/he may choose to form an advisory panel to help mediate the differences. If required, an advisory panel will include a representative appointed by the Granby Education Association, a representative appointed by the Granby Association of School Administrators, and a neutral party agreed upon by the GEA and GASA.

Starting in the 2014-2015 school year, Granby shall have a panel composed of the Superintendent, teacher union president, and a neutral third party shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. The district may choose alternatives such as a district panel of equal management and union members, the district professional development committee, or a pre-approved expert from a RESC so long as the superintendent and teacher union president agree to such alternative at the start of the school year. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

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**Appendix A:**  
***Granby Public Schools Professional Educator Growth Continuum***

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# Granby Public Schools



## Granby Professional Educator Growth Continuum



### **Vision**

Every student educated in the Granby Public Schools will graduate on time, prepared for 21<sup>st</sup> Century Citizenship.

### **Mission**

All students will become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world.

### **Learning Principles**

The Granby learning principles reflect our district's beliefs and values and describe the non-negotiable conditions required in every learning environment that are a guaranteed right for every student. These conditions constitute effective teaching and learning and serve as guiding principles in which staff and students are held accountable. Students learn best when Educators provide opportunities for them to:

- Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning;
- Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback;
- Have choices, engage in exploration and practice, and demonstrate perseverance;
- Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways;
- Build upon prior knowledge, make connections, and transfer learning to new situations; and,
- Understand clearly defined learning objectives that represent big ideas and that Educators model and structure to foster independence.

### **Achievement Goal**

By 2015, students will demonstrate powerful thinking by systemically solving problems through analyzing and synthesizing information and articulating/defending a position.

### **Theory of Action for Supporting Students Who Struggle**

We know Educator quality has the greatest impact on increasing student learning.

Therefore, if students are provided access to highly effective Educators who also develop caring responsive relationships,

AND

If the structures and culture of professional learning communities are used to support high expectations for student learning and improve instruction through

the use of standards-based curriculum, data driven decision making, effective teaching strategies, ongoing monitoring, and flexible time for struggling learners,

THEN

*We will meet the needs of all learners and all students will achieve at high levels.*

## Summary of Focus Areas and Indicators

Focus Area	Indicators
1. Learning Environment	<p><b>1.1</b> Fosters an environment that is respectful of individual needs and backgrounds</p> <p><b>1.2</b> Organizes and utilizes learning spaces to support student learning and physical and emotional safety</p> <p><b>1.3</b> Creates and implements behavioral expectations that support the learning environment</p> <p><b>1.4</b> Demonstrates routines and transitions to maximize instructional time</p>
2. Planning for Active Learning	<p><b>2.1</b> Demonstrates content knowledge by planning instruction, including literacy and numeracy skills, appropriate for the content area</p> <p><b>2.2</b> Determines students' prior knowledge and skills to inform plans.</p> <p><b>2.3</b> Develops appropriately sequenced plans to facilitate students progress towards objectives</p> <p><b>2.4</b> Develops plans that promote real world critical thinking.</p> <p><b>2.5</b> Establishes clearly defined objectives for all students that are aligned with curriculum.</p> <p><b>2.6</b> Develops plans that incorporate and address the learning needs of all students (social, cultural, emotional, behavioral, health, and academic)</p>
3. Instruction for Active Learning	<p><b>3.1</b> Uses effective instructional strategies that lead students to construct and apply new learning</p> <p><b>3.2</b> Communicates learning expectations</p> <p><b>3.3</b> Provides feedback to students to advance their learning</p> <p><b>3.4</b> Uses technology as a tool to enhance learning</p> <p><b>3.5</b> Provides opportunities for students to take ownership of their learning</p> <p><b>3.6</b> Uses flexibility and responsiveness to support the diverse needs of all students</p> <p><b>3.7</b> Monitors and adjusts instruction in response to student performance and engagement</p> <p><b>3.8</b> Uses questioning and discourse techniques to enhance student learning</p>
4. Assessment for Learning	<p><b>4.1</b> Implements and designs a variety of formative and summative assessments that capture the complexity of student learning</p> <p><b>4.2</b> Uses multiple sets of data that provide depth and breadth of understanding of student achievement on a regular basis</p> <p><b>4.3</b> Collaborates with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress</p> <p><b>4.4</b> Provides students with assessment criteria and individualized, timely, descriptive feedback to help them to improve their performance and assume responsibility for their learning</p>
5. Professional Practice & Responsibility	<p><b>5.1</b> Collaborates with colleagues within and across the school community to enhance student learning</p> <p><b>5.2</b> Conducts oneself as a professional in accordance with the Connecticut's Code of Professional Responsibility for Educators (see CCT Code of Ethics in appendices)</p> <p><b>5.3</b> Reflects on content, pedagogical skills, and effective resources for student learning</p> <p><b>5.4</b> Seeks professional growth opportunities to enhance the skills related to teaching and to meeting the needs of all students</p> <p><b>5.5</b> Understands student needs and rights of all students and complies with the intervention and referral process</p> <p><b>5.6</b> Communicates with families</p>

**Observation Feedback Form**

**Focus Area: Learning Environment**

Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	

**Focus Area #1:  
Learning Environment**

<b>Indicator</b>	<b>Exceptional Practice</b>	<b>Effective Practice</b>	<b>Developing Practice</b>	<b>Ineffective Practice</b>
<b>1.1 Fosters an environment that is respectful of individual needs and backgrounds</b>	Ensures an environment that consistently fosters respect for individual needs and backgrounds	Creates an environment that frequently fosters respect for individual needs and backgrounds	Creates an environment that occasionally fosters respect for individual needs and/ or background	Creates an environment that rarely demonstrates respect for individual needs and/ or backgrounds
<b>1.2 Organizes and utilizes learning spaces to support student learning and physical and emotional safety</b>	The physical organization of the classroom fosters student learning and safety (both physical and emotional)	The physical organization of the classroom supports student learning and safety (both physical and emotional)	The physical organization of the classroom, while physically safe for students, rarely supports student learning or emotional safety	The physical organization of the classroom interferes with student learning or safety
<b>1.3 Creates and implements behavioral expectations that support the learning environment</b>	Expectations and consequences for behavior are clearly established and implemented consistently and appropriately with evidence of student voice	Expectations and consequences for behavior are clearly established and are implemented consistently and appropriately	Expectations and consequences for behavior are established but inconsistently reinforced or applied	Expectations and consequences for behavior are not evident, or may be inconsistent or inappropriate
<b>1.4 Demonstrates routines and transitions to maximize instructional time</b>	Classroom routines and transitions are clearly and consistently demonstrated by students to maximize instructional time	Classroom routines and transitions are frequently demonstrated by students, with Educator support, to maximize instructional time	Classroom routines and transitions exist but are inconsistently demonstrated, and reduce instructional time	Classroom routines and transitions are unclear and/or not demonstrated, and significantly reduce instructional time

**Observation Feedback Form**

**Focus Area: Planning for Active Learning**

Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	

**Focus Area #2:  
Planning for Active Learning**

Indicator	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
<b>2.1 Demonstrates content knowledge by planning instruction, including literacy and numeracy skills, appropriate for the content area</b>	<p>Plans reflect extensive and current knowledge of the content and effective instructional strategies for the discipline</p> <p>Plans consistently include a variety of strategies and resources to support literacy and numeracy within the content area</p>	<p>Plans reflect knowledge of the content and effective instructional strategies for the discipline</p> <p>Plans frequently include strategies and resources to support literacy and numeracy within the content area</p>	<p>Plans reflect some knowledge of the content and appropriate instructional strategies for the discipline</p> <p>Plans occasionally include strategies and resources to support literacy and/or numeracy within the content area</p>	<p>Plans reflect minimal knowledge of the content and instructional strategies inappropriate for the discipline</p> <p>Plans rarely include strategies and resources for teaching literacy and numeracy skills.</p>
<b>2.2 Determines students' prior knowledge and skills to inform plans</b>	<p>Consistently uses multiple sources of data to identify gaps and strengths in students' prior knowledge and skills to inform plans</p>	<p>Frequently uses multiple sources of data to identify gaps or strengths in students' prior knowledge and skills to inform plans</p>	<p>Occasionally uses data to identify students' prior knowledge and skills to inform plans</p>	<p>Rarely identifies the students' prior knowledge and skills to inform plans</p>
<b>2.3 Develops appropriately sequenced plans to facilitate students' progress towards objectives</b>	<p>Plans are consistently sequenced to facilitate students' progress toward objectives</p>	<p>Plans are frequently sequenced to facilitate students' progress toward objectives</p>	<p>Plans are occasionally sequenced to facilitate students' progress toward objectives</p>	<p>Plans are rarely sequenced to facilitate students' progress toward objectives</p>

<p><b>2.4 Develops plans that promote real world critical thinking</b></p>	<p>Develops plans that: consistently promote meaningful discourse, are engaging and relevant to real world applications, make purposeful connections across disciplines, and foster effective collaboration and independence</p>	<p>Develops plans that frequently include opportunities for meaningful discourse, make connections to real world applications, make connections across disciplines, and foster collaboration and independence</p>	<p>Develops plans that occasionally offer opportunities for discourse, have limited real world application, reference other disciplines, and incorporate group and individual activities</p>	<p>Develops plans that rarely offers opportunities for discourse, are rarely relevant to students, rarely connect to other disciplines, and do not have a balance of group and individual activities</p>
<p><b>2.5 Establishes clearly defined objectives for all students that are aligned with curriculum</b></p>	<p>Consistently sets measurable objectives and plans ways to link them to students' interest</p> <p>Objectives promote rigorous learning and clearly align with district curriculum</p>	<p>Sets measurable objectives and plans ways to clearly communicate them to students</p> <p>Objectives promote learning and align with district curriculum</p>	<p>Sets objectives but does not communicate them to students</p> <p>Objectives inconsistently align with district curriculum</p>	<p>Sets objectives that lack clarity, rigor, or purpose for the lesson</p> <p>Objectives do not align with curriculum</p>
<p><b>2.6 Develops plans that incorporate and address the learning needs of all students (social, cultural, emotional, behavioral, health, and academic)</b></p>	<p>Develops plans that consistently utilize a variety of strategies that differentiate content, process and products for all students</p>	<p>Develops plans that incorporate several strategies that differentiate content, process and products for most students</p>	<p>Develops plans that include some strategies for differentiating content, process or products for some students</p>	<p>Develops plans that generally do not differentiate content, process, or products</p>

**Observation Feedback Form**

**Focus Area: Instruction for Active Learning**

Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
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Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
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**Focus Area #3:  
Instruction for Active Learning**

Indicator	Exceptional Practice	Effective Practice	Developing Practice	Ineffective Practice
<p><b>3.1 Uses effective instructional strategies that lead students to construct and apply new learning</b></p>	<p>Educator consistently uses best instructional strategies that are purposeful, varied, and scaffolded based on specific data about student learning</p> <p>Strategies consistently engage students to transfer critical-thinking and problem-solving strategies to new or different content, applications, or contexts</p>	<p>Educator frequently uses instructional strategies that are varied and scaffolded based on specific data about student learning</p> <p>Strategies frequently engage students to transfer critical-thinking and problem-solving strategies to new or different content, applications, or contexts</p>	<p>Educator uses strategies that are based on general knowledge or data about student learning</p> <p>Strategies engage students primarily in learning and applying lower level skills, with few opportunities for analyzing, evaluating, or creating new learning</p>	<p>Educator teaches content with limited consideration of student learning needs</p> <p>Strategies engage students primarily in lower level skills</p>
<p><b>3.2 Communicates learning expectations</b></p>	<p>Objectives for learning are clearly defined, communicated throughout the lesson, and lead to the understanding of big ideas (i.e. essential learning)</p> <p>Students articulate their own understandings of the learning objective and how the objective is applied to their learning</p>	<p>Objectives for learning are clearly defined and communicated at the beginning and end of the lesson</p> <p>Students articulate their own understandings of the learning objective and how the objective is applied to their learning</p>	<p>Objectives for learning are defined and communicated to students at the beginning of the lesson, but not referred back to</p> <p>Students can recite the learning objective</p>	<p>Learning objectives are not defined and/or not communicated to students</p> <p>Students confuse task with learning objective</p>
<p><b>3.3 Provides feedback to students to advance their learning</b></p>	<p>Educator consistently provides varied* opportunities for specific feedback that furthers student learning and</p>	<p>Educator frequently provides specific feedback, with some varied* feedback opportunities, that further student learning and</p>	<p>Educator occasionally provides general feedback about the quality of student work without advancing student learning</p>	<p>Educator provides feedback that is unrelated, infrequent, and/or inaccurate</p>

	challenges students to extend their critical thinking. *(student-to-student, educator-to-student, oral, written, etc.)	extends critical thinking. *(student-to-student, educator-to-student, oral, written, etc.)		
<b>3.4 Uses technology as a tool to enhance learning</b>	Educator strategically incorporates the use of technology to engage students in evaluating, analyzing, interpreting, and communicating information in order to demonstrate and apply learning	Educator facilitates the use of technology to help students evaluate, analyze, interpret, and communicate information in order to demonstrate and apply learning	Educator allows the use of technology to help students access, organize, and present information	Technology is limited or does not promote learning
<b>3.5 Provides opportunities for students to take ownership of their learning</b>	Educator consistently provides opportunities for students to reflect on and take ownership of their learning by developing actions steps to achieve individual learning goals	Educator frequently provides opportunities for students to reflect on and take ownership of their learning by setting individual learning goals	Educator occasionally provides opportunities for students to reflect on and take ownership of their learning. Educator directs learning goals	Educator rarely provides opportunities for students to reflect on and take ownership of their learning
<b>3.6 Uses flexibility and responsiveness to support the diverse needs of all students</b>	Educator provides instruction that targets students' individual learning needs for support and enrichment  Educator consistently initiates and provides supplemental intervention that addresses the full range of learning needs for students based on data and revised according to	Educator provides instruction based on general student learning needs for support and enrichment  Educator frequently initiates and provides supplemental intervention that addresses a range of student learning needs based on data	Educator provides instruction based on general classroom learning needs  Educator occasionally initiates and provides supplemental intervention for struggling students	Educator predominantly relies on one instructional method for all students  Educator depends on others to initiate and provide academic and/or behavioral support

	student response			
<b>3.7 Monitors and adjusts instruction in response to student performance and engagement</b>	<p>Educator consistently monitors the progress of individuals and groups of students</p> <p>Instructional adjustments of materials, explanations, teaching strategies, or the addressing of student misconceptions, include timely decisions about whether differentiation of instruction is needed for the whole group, small groups, or individual students</p>	<p>Educator frequently monitors the progress of individuals and groups of students</p> <p>Instructional adjustments of materials, explanations, teaching strategies, or the addressing of student misconceptions are based on group struggles or progress with the content or skills</p>	<p>Educator monitors whole class development of skills</p> <p>Instructional adjustments focus primarily on pacing and procedures</p>	<p>Educator monitors student task completion and/or student behavior</p> <p>Few instructional adjustments are made</p>
<b>3.8 Uses questioning and discourse techniques to enhance student learning</b>	<p>Educator consistently facilitates curiosity of content, leading to student-developed questions, student-to-student discourse and self-inquiry through a variety of techniques</p>	<p>Educator frequently facilitates curiosity of content, leading to student and educator-developed questions, a combination of student to student and educator to student discourse through a variety of techniques</p>	<p>Educator engages students in low-level questioning, and discourse is educator directed</p>	<p>Educator dominates discussion and primarily provides information to students and mediates questions and answers</p>

**Observation Feedback Form**

**Focus Area: Assessment for Learning**

Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal   __Informal      Setting:	Educator Response:
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Observation Date:      __Formal   __Informal      Setting:	Educator Response:
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Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	

**Focus Area #4:  
Assessment for Learning**

	<b>Exceptional Practice</b>	<b>Effective Practice</b>	<b>Developing Practice</b>	<b>Ineffective Practice</b>
<p><b>4.1 Implements and designs a variety of formative and summative assessments that capture the complexity of student learning</b></p>	<p>Implements and designs assessments that consistently incorporate the hierarchy of cognitive skills are aligned with learning objectives and value the diversity of ways students learn</p> <p>As evidenced by: Provides opportunity for assessments that are designed with or by students to allow for alternative ways for students to demonstrate their learning, and continually measure knowledge, skills and critical concepts in the content area, when appropriate, and/or formative assessments are consistently used to monitor student progress within the classroom setting, and modify instruction</p>	<p>Implements and designs assessments that frequently incorporate the hierarchy of cognitive skills align with learning objectives and value the diversity of ways students learn</p> <p>As evidenced by: Assessments are designed around some alternative ways for students to demonstrate their learning, skills and some higher-level content concepts, and formative assessments are frequently used to monitor student progress within the classroom setting, and modify instruction</p>	<p>Implements and/or designs assessments that occasionally incorporate the hierarchy of cognitive skills, somewhat align with learning objectives, and concentrate on a few ways that students learn</p> <p>As evidenced by: Assessments measure knowledge and skills but do not reach the higher-level content concepts, and formative assessments are used but do not inform instruction</p>	<p>Implements and/ or designs assessments focused on the lower order cognitive skills, are not directly tied to learning objectives, and do not reflect or accommodate diverse learning styles</p> <p>As evidenced by: Assessments primarily measure recall of information, and only summative assessments are used</p>

<p><b>4.2 Uses multiple sets of data that provide depth and breadth of understanding of student achievement on a regular basis</b></p>	<p>Educator is skilled at using results from formative and summative assessments and other forms of data to evaluate student learning and to inform planning and instruction to meet the needs of individual students through differentiation</p>	<p>Educator makes use of results from formative, summative, and other forms of data to evaluate student learning and to inform planning and instruction</p>	<p>Educator occasionally uses formative and summative assessments to inform instruction, and does not use other forms of data to support or refute their initial finding</p>	<p>Relies solely on summative (final) assessments to report performance or assign grades</p>
<p><b>4.3 Collaborates with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress</b></p>	<p>Educator consistently collects, analyzes and communicates authentic data with colleagues, and consistently works to improve instructional or assessment strategies to increase student achievement</p>	<p>Educator collects, analyzes and communicates authentic data with colleagues, and frequently works to improve instructional or assessment strategies to increase student achievement</p>	<p>Educator collects and communicates required data with colleagues, and occasionally uses the data to implement strategies to increase student achievement</p>	<p>Educator rarely participates in collegial conversations around the collection and sharing of data to inform instruction</p>
<p><b>4.4 Provides students with assessment criteria and individualized, timely, descriptive feedback to help them to improve their performance and assume responsibility for their learning</b></p>	<p>Criteria are clearly communicated to students prior to and following an assignment or assessment, include rubrics or exemplars of student work, and involve students in developing goals for their achievement/progress</p> <p>As evidenced by: Educator provides students with the opportunity to independently evaluate their own work or the work of their peers, and oral or written feedback describes strengths and weaknesses in</p>	<p>Criteria are clearly communicated prior to and following an assignment or assessment and include rubrics or exemplars of student work</p> <p>As evidenced by: Educator assists students in assessing their own work and/or the work of their peers but opportunities for independence are inconsistent, and oral or written feedback describes</p>	<p>Criteria are communicated prior to an assignment or assessment but focus primarily on task completion (not learning outcomes) and/or student behaviors</p> <p>As evidenced by: Feedback includes numerical or letter grades and some general comments about students' weaknesses</p>	<p>Assessment criteria are not clear and/or are communicated after the assessment</p> <p>As evidenced by Feedback is generally provided as numerical or letter grades</p>

	the student performance and includes suggestions for improvements	strengths and weaknesses in the students performance and includes suggestions for improvements		
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**Observation Feedback Form****Focus Area: Professional Practice & Responsibility**

Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal      Setting:	Educator Response:
Areas of Strength:	
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Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal      Setting:	Educator Response:
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Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	

**Focus Area # 5:  
Professional Practice & Responsibility**

<b>Indicator</b>	<b>Exceptional Practice</b>	<b>Effective Practice</b>	<b>Developing Practice</b>	<b>Ineffective Practice</b>
<b>5.1 Collaborates with colleagues within and across the school community to enhance student learning</b>	Educator consistently makes a substantial contribution to the professional community, develops collaborative relationships with colleagues that are characterized by mutual support and cooperation	Collaborative relationships with colleagues are frequently characterized by mutual support and cooperation	Educator makes limited contributions to the collaborative relationship with colleagues	Non-contributing educator who resists opportunities to collaborate with colleagues
<b>5.2 Conducts oneself as a professional in accordance with the Connecticut Code of Professional Responsibility for Educators (see CCT Code of Ethics in appendices)</b>	Always conducts oneself as a professional in accordance with the CT Code of Professional Responsibility for educators			Has violated one or more indicators of the Connecticut's Code of Professional Responsibility for educators
<b>5.3 Reflects on content, pedagogical skills, and effective resources for impact on student learning</b>	Consistently reflects on lesson effectiveness and applies the reflection to future lessons. Educator provides evidence and can clearly communicate what they have learned through the reflective process	Frequently engages in reflective practice on lesson effectiveness. Educator provides evidence	Occasionally engages in reflective practice, reflection not acted upon	Rarely reflects
<b>5.4 Seeks professional growth opportunities to enhance the skills related to teaching</b>	Educator actively engages in learning opportunities, either within or outside of the district, and consistently works to apply new	Educator actively engages in learning opportunities, either within or outside of the district and frequently applies new knowledge	Educator engages in professional learning opportunities, either within or outside of the district, with occasional	Educator rarely engages in professional learning opportunities, either within or outside of

<b>and to meeting the needs of all students</b>	knowledge. Supports other colleagues with this new knowledge		attempts to incorporate new learning into teaching practices	the district, to enhance knowledge
<b>5.5 Understands the needs and rights of all students and complies with the intervention and referral process</b>	Educator demonstrates a comprehensive understanding of individual student needs through consistent implementation of documented accommodations, interventions, and/or instructional plans	Educator understanding of individual student needs is evident in the implementation of documented accommodations, interventions, and/or instructional plans	Evidence of educator understanding of individual student needs is evident, though educator only occasionally implements the documented accommodations, interventions, and/or instructional plans	Educator has limited understanding of student needs and/or rarely attempts to support/follow student's plan
<b>5.6 Communicates with families as a partnership in student learning</b>	Educator pro-actively communicates with families in order to ensure ongoing awareness of student progress and encouraging opportunities for the family to support student learning	Educator frequently communicates with families about student learning, involving the family in the learning process	Educator makes occasional attempts at communication with families regarding student learning, but communication does not solicit family input in a partnership	Educator makes no attempt to communicate with families regarding student learning, and/or fails to respond to family initiated communication to the Educator

# Granby Public Schools



## Granby Specialist Growth Continuum



## Summary of Focus Areas and Indicators

Focus Area	Indicators
<b>1. Environment</b>	<p><b>1.1</b> Creates and implements behavioral expectations that support the learning environment and/or student growth</p> <p><b>1.2</b> Organizes and utilizes learning and/or office spaces to support safety and student learning</p> <p><b>1.3</b> Promotes environment that is respectful of individual needs and backgrounds</p>
<b>2. Program Management and Assessment</b>	<p><b>2.1</b> Plans, coordinates, and implements a program consistent with guidelines, policies, and procedures</p> <p><b>2.2.</b> Manages program resources</p> <p><b>2.3.</b> Develops, organizes, and maintains program and student records</p> <p><b>2.4.</b> Assesses and documents attainments towards program objectives</p> <p><b>2.5.</b> Administers, scores, evaluates, and/or interprets data from instruments or records</p> <p><b>2.6.</b> Uses assessment information for decision making</p> <p><b>2.7.</b> Uses evaluation to improve the delivery of services</p>
<b>3. Direct Services/Instruction</b>	<p><b>3.1.</b> Demonstrates knowledge of best practices in specialty area of the profession</p> <p><b>3.2.</b> Provides intervention or instruction that promotes student learning and development</p> <p><b>3.3.</b> Seeks and selects resources and materials compatible with student needs</p> <p><b>3.4.</b> Maintains communication and rapport with students and families</p>
<b>4. Collaboration/Consulting/Coaching</b>	<p><b>4.1</b> Creates collaborative, positive environment marked by trust and respect</p> <p><b>4.2.</b> Shares expertise with staff</p> <p><b>4.3</b> Engages teachers in learning new skills and professional growth</p> <p><b>4.4.</b> Demonstrates leadership and provides professional development and support to school staff</p>
<b>5. Professional Practice &amp; Responsibility</b>	<p><b>5.1</b> Collaboration with colleagues within and across the school community to enhance student learning</p> <p><b>5.2</b> Conducting oneself as a professional in accordance with the Connecticut's Code of Professional Responsibility for Educators (see CCT Code of Ethics and BOE Policies in appendices)</p> <p><b>5.3</b> Reflects on content, pedagogical skills, and effective resources for student learning</p> <p><b>5.4</b> Seeks professional growth opportunities to enhance skills</p> <p><b>5.5</b> Understands individual student needs and rights and complies with the intervention and referral process</p> <p><b>5.6</b> Communicates with families</p>

**Focus Area #1: Environment**

<b>Indicator</b>	<b>Exceptional Practice</b>	<b>Effective Practice</b>	<b>Developing Practice</b>	<b>Ineffective Practice</b>
<b>1.1 Creates and implements behavioral expectations that support the learning environment and/or student growth</b>	Expectations and consequences for behavior are clearly established and implemented consistently and appropriately with evidence of student input	Expectations and consequences for behavior are clearly established and are implemented consistently and appropriately	Expectations and consequences for behavior are established but inconsistently reinforced/applied	Expectations and consequences for behavior are not evident, or may be inconsistent/inappropriate
<b>1.2 Organizes and utilizes learning and/or office spaces to support safety and student learning</b>	The physical and visual organization of the classroom or office maximizes safety and student learning	The physical and visual organization of the classroom or office supports safety and student learning	The physical and visual organization of the classroom or office may interfere with safety and student learning	The physical and visual organization of the classroom or office interferes with safety and student learning.
<b>1.3 Promotes environment that is respectful of individual needs and backgrounds</b>	Teacher and students are respectful and supportive of other's individual needs and backgrounds	Teacher and students are respectful of other's individual needs and backgrounds	Teacher inconsistently responds to lack of respect of other's individual needs and backgrounds	Teacher does not respond to lack of respect of other's individual needs and backgrounds

**Observation Feedback Form**

**Focus Area:**

Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal	Setting:	Educator Response:
Areas of Strength:		
Areas for Growth:		
Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal	Setting:	Educator Response:
Areas of Strength:		
Areas for Growth:		

Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	

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**Focus Area 2: Program Management and Assessment**

<b>Indicator</b>	<b>Exceptional Practice</b>	<b>Effective Practice</b>	<b>Developing Practice</b>	<b>Ineffective Practice</b>
<b>2.1 Plans, coordinates, and implements a program consistent with guidelines, policies, and procedures</b>	The specialist takes a leadership role in planning, coordinating, and implementing a program consistent with guidelines, policies, and procedures	The specialist effectively plans, coordinates, and implements a program consistent with guidelines, policies, and procedures	The specialist participates when approached in planning, developing, and implementing and/or following up on a program	The specialist does not participate in the full cycle of service delivery
<b>2.2. Manages program resources</b>	The specialist expertly manages resources (fiscal, human, material) and provides leadership to others in developing their skills with those resources	The specialist manages program resources effectively	The specialist requires and responds to guidance on the management of resources	The specialist demonstrates questionable practices in managing resources
<b>2.3. Develops, organizes, and maintains program and student records</b>	The specialist shares expertise in managing records and submitting reports in accordance with law, policies, and guidelines with others (provides model reports and peer support)	The specialist maintains student/program records that are timely, accurate, and thorough	The specialist's records and reports show inconsistency in timeliness, accuracy, and/or thoroughness	The specialist fails to complete records and reports in a timely, accurate, and/or thorough manner
<b>2.4. Assesses and documents attainments toward program objectives</b>	The specialist provides both statistical and anecdotal evidence of successful objective completion	The specialist assesses and documents attainment of program objectives	The specialist maintains a record of program objective completion but has weak or incomplete documentation	The specialist does not complete necessary documentation of program objectives

<b>2.5. Administers, scores, evaluates, and/or interprets data from instruments or records</b>	The specialist is adept at selecting, administering, and analyzing data from instruments or records and serves as a resource to others to build their capacity	The specialist demonstrates proficiency at selecting, administering, and analyzing data from instruments or records	The specialist requires assistance with instruments or data interpretation when needed.	The specialist does not appropriately administer or accurately interpret data from instruments and fails to seek assistance in doing so
<b>2.6. Uses assessment information for decision making</b>	The specialist pre-assesses students, seeks additional information, and makes informed decisions regarding the program or evaluation of the program	The specialist uses assessment information for decision making ???	The specialist uses minimal assessment information for decision making ???	The specialist makes decisions based heavily on perception with little or no consideration for assessment data
<b>2.7. Uses evaluation to improve the delivery of services</b>	The specialist is a reflective practitioner who continually improves the delivery of services through evaluating multiple sources of feedback and data	The specialist uses evaluation to improve the delivery of services	The specialist inconsistently uses evaluation information to improve the delivery of services	The specialist does not use evaluation information to improve the delivery of services

**Observation Feedback Form**

**Focus Area:**

Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date: <input type="checkbox"/> Formal <input type="checkbox"/> Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	

Observation Date:	<input type="checkbox"/> Formal <input type="checkbox"/> Informal	Setting:	Educator Response:
Areas of Strength:			
Areas for Growth:			
Observation Date:	<input type="checkbox"/> Formal <input type="checkbox"/> Informal	Setting:	Educator Response:
Areas of Strength:			
Areas for Growth:			
Observation Date:	<input type="checkbox"/> Formal <input type="checkbox"/> Informal	Setting:	Educator Response:
Areas of Strength:			
Areas for Growth:			

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**Focus Area 3: Direct Services/Instruction**

<b>Indicator</b>	<b>Exceptional Practice</b>	<b>Effective Practice</b>	<b>Developing Practice</b>	<b>Ineffective Practice</b>
<b>3.1. Demonstrates knowledge of best practices in specialty area of the profession</b>	The specialist seeks and exhibits high levels of professionally related (current, accurate, and comprehensive) knowledge and continually relates that knowledge to the population served	The specialist demonstrates current, accurate, and comprehensive knowledge consistent to the profession	The specialist continues to develop the ability to demonstrated professional knowledge consistently in practice	The specialist's professional knowledge is out of date
<b>3.2. Provides intervention or instruction that promotes student learning and development</b>	The specialist facilitates student success through using a variety of strategies or approaches to support students' meeting their needs	The specialist provides interventions/instruction that promote student learning	The specialist uses a limited number of /ineffective strategies or approaches to meet the needs of the students	The specialist does not differentiate strategies or approaches based on student needs
<b>3.3. Seeks and selects resources and materials compatible with student needs</b>	The specialist seeks/selects and, if necessary, develops resources compatible with student needs	The specialist seeks, selects, and uses resources compatible with student needs	The specialist inconsistently identifies, selects, and uses resources compatible with student needs	The specialist continually uses the same resources regardless of student needs
<b>3.4. Maintains communication and rapport with students and families</b>	The specialist cultivates a positive relationship with students and families built on trust including frequent contact/feedback to families	The specialist maintains effective communication and rapport with students and families including regular contact/feedback to families	The specialist makes an effort to communicate with students and families but is ineffective	The specialist makes little or no attempt to communicate or build rapport with students and/or families

**Observation Feedback Form****Focus Area:**

Observation Date:      __Formal    __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal    __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal    __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal    __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	

**Focus Area 4: Collaboration/Consulting/Coaching**

<b>Indicator</b>	<b>Exceptional Practice</b>	<b>Effective Practice</b>	<b>Developing Practice</b>	<b>Ineffective Practice</b>
<b>4.1 Creates collaborative, positive environment marked by trust and respect</b>	Relationships with the specialist are collaborative, highly respectful, and trusting with many contacts initiated. Administrators view the specialist as a positive force in the school who can be trusted to support teachers	Relationships with the specialist are collaborative and respectful. Colleagues and administrators view the specialist's support in positive ways, and they are unafraid to ask for what they need because of the trust developed	Relationships with the specialist are cordial and cooperative; but teachers don't actively seek assistance from the specialist	Staff are reluctant to request assistance from the specialist, fearing that such a request might be treated as a sign of deficiency
<b>4.2. Shares expertise with staff</b>	The quality of the specialist's lessons/workshops/consulting services is uniformly excellent and appropriate to the needs of the staff being served. The specialist conducts extensive follow-up work with staff	The quality of the specialist's lessons/workshops/consulting services is uniformly high and appropriate to the needs of the staff being served. The specialist conducts follow-up work	Specialist's lessons/workshops/consulting services are inconsistent and not always appropriate to the needs of the staff being served	Specialist's lessons/workshops/consulting services are of poor quality or not appropriate to the needs of the staff being served
<b>4.3 Engages teachers in learning new skills and professional growth</b>	Teachers are highly engaged with the specialist in acquiring new skills and taking the initiative in suggesting new areas for growth`	Teachers are engaged in acquiring new skills and knowledge due to the specialist's ability to motivate and support them in these efforts	Specialist's efforts to engage teachers in professional learning are partially successful, with only some participating	Specialist does not create opportunities to engage teachers in professional learning and motivate them to participate
<b>4.4. Demonstrates leadership and provides professional development and support to school staff</b>	The specialist is a transformational leader who facilitates program and staff success	The specialist demonstrates leadership and provides professional development to staff	The specialist inconsistently provides effective leadership	The specialist is an ineffective leader

**Observation Feedback Form****Focus Area:**

Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	

**Focus Area 5: Professional Practice & Responsibility**

<b>Indicator</b>	<b>Exceptional Practice</b>	<b>Effective Practice</b>	<b>Developing Practice</b>	<b>Ineffective Practice</b>
<b>5.1 Collaboration with colleagues within and across the school community to enhance student learning</b>	Teacher consistently makes a substantial contribution to the professional community, develops collaborative relationships with colleagues that are characterized by mutual support and cooperation	Collaborative relationships with colleagues are frequently characterized by mutual support and cooperation	Member makes limited contributions to the collaborative relationship with colleagues	Non-contributing member who resists opportunities to collaborate with colleagues
<b>5.2 Conducting oneself as a professional in accordance with the Connecticut’s Code of Professional Responsibility for Educators (see CCT Code of Ethics and BOE Policies in appendices)</b>	Always conducts oneself as a professional in accordance with the CT Code of Professional Responsibility for educators			Has violated one or more indicators of the Connecticut’s Code of Professional Responsibility for educators
<b>5.3 Reflects on content, pedagogical skills, and effective resources for impact on student learning</b>	Demonstrates continual reflection on lesson effectiveness and applies the reflection to future lessons.  Teacher can clearly communicate what they have learned through the reflective process	Frequently engages in reflective practice on lesson effectiveness. Teacher can provide evidence	Reflective practice is in development, reflection not acted upon	No reflection
<b>5.4 Seeks professional growth opportunities to enhance skills</b>	Teacher actively pursues learning opportunities, either within or outside of the district, and consistently works to apply new knowledge. Supports other colleagues with this new knowledge	Teacher actively pursues learning opportunities, either within or outside, of the district and frequently applies new knowledge	Teacher engages in professional learning opportunities, either within or outside of the district, with no attempt to incorporate new learning into practices	Teacher engages in no professional learning opportunities, either within or outside of the district, to enhance knowledge

<b>5.5 Understands individual student needs and rights and complies with the intervention and referral process</b>	Teacher demonstrates a comprehensive understanding of individual student needs through consistent implementation of documented accommodations, interventions, and/or instructional plans	Teacher understanding of individual student needs is evident in the implementation of documented accommodations, interventions, and/or instructional plans	Evidence of teacher understanding of individual student needs is evident, though teacher inconsistently implements the documented accommodations, interventions, and/or instructional plans	Teacher has limited understanding of student needs and/or makes no attempt to support/follow student's plan
<b>5.6 Communicates with families as a partnership in student learning</b>	Teacher pro-actively communicates with families in order to ensure ongoing awareness of student progress and encouraging opportunities for the family to support student learning	Teacher frequently communicates with families about student learning, involving the family in the learning process	Teacher makes occasional attempts at communication with families regarding student learning, but communication does not solicit family input in a partnership	Teacher makes no attempt to communicate with families regarding student learning, and/or fails to respond to family initiated communication to the teacher

**Observation Feedback Form**

**Focus Area:**

Observation Date:	<input type="checkbox"/> Formal <input type="checkbox"/> Informal	Setting:	Educator Response:
Areas of Strength:			
Areas for Growth:			
Observation Date:	<input type="checkbox"/> Formal <input type="checkbox"/> Informal	Setting:	Educator Response:
Areas of Strength:			
Areas for Growth:			

Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	
Observation Date:      __Formal   __Informal      Setting:	Educator Response:
Areas of Strength:	
Areas for Growth:	

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**Appendix B: Forms**

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# Granby Public Schools Summative Evaluation Report

Name:

School:

Assignment:

Date :

## Part I: Observation of Educator Performance and Practice - 40%

Focus Area 1 Learning Environment

Score: \_\_\_\_

Focus Area 2 Planning for Active Learning

Score: \_\_\_\_

Focus Area 3 Instruction for Active Learning

Score: \_\_\_\_

Focus Area 4 Assessment for Learning

Score: \_\_\_\_

Focus Area 5 Professional Practice and Responsibility

Score: \_\_\_\_

**Part I Score** (average of the above focus areas): \_\_\_\_

Areas of Strength:	Areas for Growth:
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## Part II: School-wide Feedback – 10%

a. Peer Feedback 5%

Score: \_\_\_\_

b. Parent Feedback 5%

Score: \_\_\_\_

**Part II Score:** (average of the above focus areas): \_\_\_\_

## Part III: Indicators of Academic Growth – 45%

Student Learning Outcome #1 – (22.5 %)

Score: \_\_\_\_

Areas of Strength:	Areas for Growth:
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Student Learning Outcome #2 – (22.5%)  
 Score: \_\_\_\_

Areas of Strength:	Areas for Growth:
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**Part III Score** (average of the above focus areas): \_\_\_\_

**Part IV: School-wide Student Feedback – 5%**

**Part IV Score:** \_\_\_\_

**Part VI: Calculation of Overall Rating:** See pages 23- 27 of *Granby Educator Effectiveness Professional Learning and Performance Evaluation Manual* to determine the educator’s overall rating.

**Part VI Overall Rating:** \_\_\_\_

**Additional Comments**

Evaluator

Educator

Educator Signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluator Signature \_\_\_\_\_

Date \_\_\_\_\_

**Granby Public Schools**  
**Setting Student Learning Objectives (SLOs)**

Name: \_\_\_\_\_

School: \_\_\_\_\_

Teaching Assignment: \_\_\_\_\_

Date: \_\_\_\_\_

**Student Learning Objective #1**

Subject Area:	Grade(s):
---------------	-----------

<b>Student Learning Objective:</b>
<b>Rationale</b> (How will the SLO benefit student learning? How does my SLO reflect the needs of my students? What evidence informs my decision?):
<b>Indicator(s) for Academic Growth and Development (IAGD):</b>
<b>Action Plan</b> (What data will you use to measure your goal? How will you scaffold learning during your planning to obtain the student learning outcomes? How will you implement your planning through instruction? How will you assess for student learning? What resources do I need to facilitate the SLO?)

**Student Learning Objective #2**

Subject Area:	Grade(s):
---------------	-----------

<b>Student Learning Objective:</b>
<b>Rationale</b> (How will the SLO benefit student learning? How does my SLO reflect the needs of my students? What evidence informs my decision?):
<b>Indicator(s) for Academic Growth and Development (IAGD):</b>
<b>Action Plan</b> (What data will you use to measure your goal? How will you scaffold learning during your planning to obtain the student learning outcomes? How will you implement your planning through instruction? How will you assess for student learning? What resources do I need to facilitate the SLO?)

## Granby Public Schools Goal Setting Plan: Mid Year Progress Conference

**Name:**  
**Teaching Assignment:**

**School:**  
**Date:**

**Mid Year reflective questions: (not a narrative to be written but a conference with the evaluator and a form or write up to be completed jointly.)**

- What progress towards goals has been made?
- What is working so far and what has gotten in the way?
- What adjustments need to be made to the goal and or what new/different measures will be gathered to inform progress?
- What support or needs have arisen in this process?

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## Granby Public Schools Goal Setting Plan: End of Year Self-Assessment

**Name:**  
**Teaching Assignment:**

**School:**  
**Date:**

**End of year self assessment:**

### **Progress towards goals**

Guiding Questions:

- Did outcomes align with expectations at the beginning of the year?
- What worked and what got in the way?

### **Discussion of evidence of student learning**

- What does the evidence collected tell me?

### **Contribution to school community**

### **Professional growth modifications and needs (development)**

- How will these reflections help to inform goals for next year?
- Where do I go from here?

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## End of Year Self-Assessment of Professional Practice Form

Educators will use the space below to reflect on perceived strengths and areas for improvement for each of the 5 focus areas of the *Continuum*.

Continuum Focus Area	1. Where are my relative strengths <b>AND</b> areas for improvement based upon the indicators of this focus area? 2. What supports do I need to grow in this focus area?
1. The learning Environment	
2. Planning for Active Learning	
3. Instruction for Active Learning	
4. Assessment for Learning	
5. Professional Practice and Responsibility	

## Granby Public Schools Support Plan Referral Form

Evaluator Directions: Complete the following form to place an educator on a Structured or Intensive Support.

### Required Fields

Educator	
Building	
Position	
Referral	<input checked="" type="radio"/> Referral to Structures Support   <input checked="" type="radio"/> Referral to Intensive Support

Reason for Referral

Evaluators signature:

---

Educators signature:

---

*Educator's signature only indicates receipt of form, not agreement with contents.*

Attachments: Documents may be attached

## Granby Public Schools Support Plan Summary Form

Evaluator Directions: Complete the following Assistance Plan Summary in addition to the summative evaluation.

Required Fields:

Educator		
Building		
Position		
Plan	<input checked="" type="radio"/> Structures Support	<input checked="" type="radio"/> Intensive Support

Reasons for referral:

Duration of plan:

Date of Goal setting meeting (within the first 30 days) :

Action Plan:

Focus Area (s)	
Action Steps	
Resources	
Timeline	
Evidence	
Desired Outcomes	

Dates of conferences and overviews:

Dates of Observations and overviews:

Evaluator Comments:

Check the box for future recommendations:

	Remove from current support plan
	Remove from current support plan and place on new structured support plan
	Remove from current plan and placed on intensive support plan
	Superintendent Referral

Follow up comments:

Evaluators signature: \_\_\_\_\_

Educators signature: \_\_\_\_\_

*Educator's signature only indicates receipt off form, not agreement with contents.*

## Granby Public Schools Appeal Request Form

Directions: The right to appeal is available to every participant at any point. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation process when resources available at the building level are not sufficient. An appeal will be considered if it relates to process or procedure; an appeal will not be considered if it relates only to the content or substance of the evaluation. Appeals will be heard by the Superintendent or a designated Appeals Advisory Committee.

Required Fields- Participant Seeking Appeal Hearing

Participant Name	
Building	
Position	

Identify the specific process or procedure that is under appeal:

Participant Signature:

\_\_\_\_\_

Date: \_\_\_\_\_

Attachments: Documents may be attached.

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## Granby Feedback Protocol

Surveys provide valuable feedback from key stakeholders in the school community. The results provide important information regarding the overall learning experience.

5% of an educator's evaluation will be based on **student feedback**.

5% of an educator's evaluation will be based on **parent feedback**.\*

5% of an educator's evaluation will be based on **peer feedback**.\*

\* = If the response rate for either of these survey categories is less than 20%, that category may be forfeited and the other category will account for the remaining 10% of the feedback.

### Requirements:

- Surveys must be fair, reliable, valid and useful.
- Student surveys are created and administered in an age-appropriate manner.
- Surveys will be administered electronically.
- Surveys must be aligned with the CCT and CT Framework for Teaching.
- Survey results are confidential.
- Responses must be anonymous.
- Results align with and influence student learning goals (SLOs).

### Administration:

- All surveys must be administered electronically.
- For the Secondary level, it is recommended that the survey be e-blasted to parents during this time period. (Multiple reminders may be required to ensure a higher response rate.)
- All student surveys must be administered during the school day.
- The Primary Student Feedback survey should be read to students to ensure understanding.
- Allow 15 minutes for surveys to be completed.

### Administration Timeline\*:

<b>Survey</b>	<b>Initial Administration</b>	<b>Re-administration</b>
Student (Primary, Intermediate, and Secondary)	mid-September to mid-October	mid-March to mid-April
Parent survey	November conferences (or e-blast to parents)	March conferences (or e-blast to parents)
Peer survey	mid-September to mid-October	mid-March to mid-April

\*In the spring of 2013, surveys will be piloted to ensure validity and allow committee members to make adjustments as necessary. In the 2013-2014 school year, the surveys will be administered twice to a small, random sample to ensure reliability (see timeline above for this group). The survey will be administered to everyone district-wide in the spring of 2014 (see re-administration column of timeline above).

## Granby Public Schools Feedback Survey Questions

Note: The numbers in parentheses refer to focus area and indicator on the *Continuum*.

### Student – Primary

1. At school, I feel listened to. (1.4)
2. At school, I can ask for help when I need it. (1.3, 3.5)
3. At school, teachers show us how to do new things. (3.1)
4. At school, I know what I am supposed to do. (1.1, 2.5, 4.4)
5. At school, I can get my work done. (1.4)

### Student – Intermediate

1. At school, I feel like my ideas are heard. (1.4)
2. At school, I feel comfortable asking for help. (1.3)
3. At school, teachers give examples to help me understand new ideas. (3.1)
4. At school, I understand what is expected of me. (1.1, 2.5, 3.7, 4.4)
5. At school, I am able to complete my work. (1.4)
6. At school, teachers use different ways to help us learn. (3.1, 3.5, 4.2)
7. At school, teachers explain why what I am learning is important. (2.4)
8. At school, teachers give me thoughtful feedback. (3.2, 4.4)
9. At school, there are clear rules. (1.1)
10. At school, I feel challenged. (3.4, 3.5, 3.6, 3.8)

### Student – Secondary

1. At school, I feel like I have the opportunity for my ideas to be heard. (1.4)
2. At school, I feel comfortable asking for help. (1.3)
3. At school, teachers model new concepts. (3.1)
4. At school, I understand the work expectations. (1.1, 2.5, 3.7, 4.4)
5. At school, I am able to complete the class work. (1.4)
6. At school, teachers use a variety of ways to instruct. (3.1, 3.5, 4.2)
7. At school, teachers explain how concepts are connected to the real world. (2.4)
8. At school, teachers give me meaningful feedback. (3.2, 4.4)
9. At school, there are clear behavioral expectations. (1.1)
10. At school, I feel challenged. (3.4, 3.5, 3.6, 3.8)

### Parent

1. I feel comfortable contacting my child's teachers. (5.6)
2. My child's teachers care about his/her academic success. (2.6, 3.2)
3. My child's teachers clearly define assignments. (2.5, 4.5)
4. My child's teachers set appropriate expectations. (1.1, 3.7)
5. My child's teachers offer additional help when needed. (3.6, 4.1)
6. My child's teachers provide information about his/her progress. (4.4, 5.6)

### Peer

1. My colleagues are comfortable collaborating with each other. (4.3, 5.1)
2. My colleagues care about their students' academic success. (4.5)
3. My colleagues use effective instructional strategies. (2.2, 2.3, 3.1)
4. My colleagues develop clearly defined learning expectations. (3.7)
5. My colleagues develop differentiated instruction to meet the needs of all students. (2.6)
6. My colleagues communicate student progress with students, staff and families. (3.2, 4.4, 5.1, 5.6)
7. My colleagues create a safe and respectful environment for all students. (1.1, 1.3)
8. My colleagues create lessons that promote real world critical thinking. (2.4)

## Granby Parent Feedback

Granby Public Schools provides this survey to collect feedback that will be used by staff to reflect and improve school practices. Granby values your input and appreciates your time in completing this survey.

For each survey item, please consider all teachers that your child/children work(s) with. Select the answer that applies to the majority.

Question	All	Most	Some	Few
1. I feel comfortable contacting my child's educators.				
2. My child's educators care about his/her academic success.				
3. My child's educators clearly define assignments.				
4. My child's educators set appropriate expectations.				
5. My child's educators offer additional help when needed.				
6. My child's educators provide information about his/her progress.				

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## Granby Peer Feedback

Granby Public Schools provides this survey to collect feedback that will be used by staff to reflect and improve school practices. Granby values your input and appreciates your time in completing this survey.

For each survey item, please indicate the box you agree with most.

Question	All	Most	Some	Few
1. My colleagues are comfortable collaborating with each other.				
2. My colleagues care about their students' academic success.				
3. My colleagues use effective instructional strategies.				
4. My colleagues develop clearly defined learning expectations.				
5. My colleagues develop differentiated instruction to meet the needs of all students.				
6. My colleagues communicate student progress with students, staff and families.				
7. My colleagues create a safe and respectful environment for all students.				
8. My colleagues create lessons that promote real world critical thinking.				

## Granby Student Feedback Survey Primary (K-2)

Teachers/Teacher Assistants: Please read each test item to students to ensure understanding for accurate feedback. For each survey item, students should indicate the box that they agree with.

	Always 😊	Sometimes 🙂	Once In A While 😐	Never ☹️
Example: I ride the school bus.				
1. At school, I feel listened to.				
2. At school, I can ask for help when I need it.				
3. At school, teachers show us how to do new things.				
4. At school, I know what I am supposed to do.				
5. At school, I can get my work done.				

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## Granby Student Feedback Survey Intermediate (3-6)

Your school is giving this survey to collect your thoughts and feelings to help make the school the best it can be.

For each survey item, check the box that you agree with most.

	Always	Sometimes	Rarely	Never
Example: I like listening to music.				
1. At school, I feel like my ideas are heard.				
2. At school, I feel comfortable asking for help.				
3. At school, school staff gives examples to help me understand new ideas.				
4. At school, I understand what is expected of me.				
5. At school, I am able to complete my work.				
6. At school, school staff uses different ways to help us learn.				
7. At school, school staff explains why what I am learning is important.				
8. At school, school staff gives me thoughtful feedback.				
9. At school, there are clear rules.				
10. At school, I feel challenged.				

**Granby Student Feedback Survey  
Secondary (7-12)**

Your school is giving this survey to collect feedback that will be used by your educators to make the school the best it can be.

For each survey item, please check the box that you agree with most.

	Always	Sometimes	Rarely	Never
1. At school, I feel like I have the opportunity for my ideas to be heard.				
2. At school, I feel comfortable asking for help.				
3. At school, educators model new concepts.				
4. At school, I understand the work expectations.				
5. At school, I am able to complete the class work.				
6. At school, educators use a variety of ways to instruct.				
7. At school, educators explain how concepts are connected to the real world.				
8. At school, educators give me meaningful feedback.				
9. At school, there are clear behavioral expectations.				
10. At school, I feel challenged.				

## Granby Artifactual Evidence Form

**Educator Name:**  
**School:**

**Grade/Subject:**  
**School Year:**

The artifactual evidence is an essential component to the evaluation process. It allows for Educators to showcase their strengths and successes in a variety of areas. Integrating multiple measures and authentic examples into the evaluation process will allow for maximum self-reflection and Educator growth. Educators are responsible for including as much evidence as possible to support their individual goals. Evidence will vary depending on content area, grade and Educator.

Requirements:

- One to two pieces of evidence per focus area.
- Indicator should be apparent on each piece of evidence.
- Evidence must be presented at end-year conference.

Focus Area	Indicator	Evidence Description	Educator Comments (Optional)	Evaluator Rating			
				Exp	EfP	DP	IP
Learning Environment							
Planning for Active Learning							
Instruction for Active Learning							
Assessment for Learning							
Professional Practice & Responsibility							

Exp = Exceptional Practice, EfP = Effective Practice, DP = Developing Practice, IP = Ineffective Practice

Evaluator Comments:

### **Artifactual Evidence Form**

The following is a list of suggested artifactual evidence. Keep in mind that some items may be applicable to more than one Focus Area, and some items may be more appropriate for one grade level or subject than another. Examples include, but are not limited to the following:

- Classroom design/seating arrangements
- Copy of syllabus with classroom expectations
- Copy of classroom behavior plan
- Examples of positive learning environment in action
- Photographs of displays used for instruction
- Examples of parent communication
- Multiple approaches/opportunities to access curriculum
- Plan book
- Lesson plans
- Unit plans
- Mini-lessons
- Department meeting minutes/notes
- PLC conversations/groupings based on student needs
- Differentiated instruction through lesson plans and student work sample
- Projects/Activities
- Re-teaching/reinforcement opportunities
- Enrichment activities
- Workshop model/centers/stations
- Formative assessments
- Benchmark assessments
- Rubrics
- Performance assessments
- Exit slips
- Unit tests
- Student work samples demonstrating teacher feedback
- Contributions to PLC conversations/departments meetings
- Contributions to school community
- Collaboration/Co-planning/Co-teaching
- Interaction with student's families/community
- Participation in school activities/clubs/committees
- Participation in Professional Development opportunities
- Examples of peer feedback
- Participation in intervention/referral process
- Video clips
- Educator websites
- Blog
- Action Research
- Online sites/programs

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**Appendix C: State Law**

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**RESOLVED**, That the State Board of Education, pursuant to sections 51 through 56 of P.A. 12-116, amended by sections 23 and 24 of P.A. 12.2 of the June 12 Special Session, and in consultation with the Performance Evaluation Advisory Council (PEAC), adopts guidelines for a model teacher and administrator evaluation and support program.

## **HISTORICAL CONTEXT/BACKGROUND INFORMATION**

Subsection (a) of Section 10-151b of the 2012 Supplemental to the Connecticut General Statutes (C.G.S.), as amended by Sec. 51 of P.A. 12-116, requires, in part, that the “superintendent of each local or regional board of education shall continuously evaluate or cause to be evaluated each teacher, in accordance with guidelines established by the State Board of Education, pursuant to subsection (c) of this section.” Subsection (c) of Section 10-151b, as amended by Sec. 51 of P.A. 12-116 (C.G.S.), requires that “on or before July 1, 2012, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 10-151d, guidelines for a model teacher evaluation program. Such guidelines shall provide guidance on the use of multiple indicators of student academic growth in teacher evaluations. Such guidelines shall include, but not be limited to: (1) Methods for assessing student academic growth; (2) a consideration of control factors tracked by the state-wide public school system, pursuant to subsection (c) of section 10-10a, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; and (3) minimum requirements for teacher evaluation instruments and procedures.” For this section, the term “teacher” shall include each certified professional employee below the rank of superintendent employed by a board of education for at least ninety days in a position requiring a certificate issued by the State Board of Education.

### **Senate Bill No. 458**

### **Public Act No. 12-116**

### **Sec 51- 56**

Sec. 51. Section 10-151b of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof

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(a) The superintendent of each local or regional board of education shall [continuously] annually evaluate or cause to be evaluated each teacher, in accordance with guidelines established by the State Board of Education, pursuant to subsection (c) of this section, and such other guidelines as may be established by mutual agreement between the local or regional board of education and the teachers' representative chosen pursuant to section 10-153b, and may conduct additional formative evaluations toward producing an annual summative evaluation. An evaluation pursuant to this subsection shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student academic growth. Claims of failure to follow the established procedures

of such evaluation and support programs shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004. In the event that a teacher does not receive a summative evaluation during the school year, such teacher shall receive a "not rated" designation for such school year. The superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June first 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.

(b) [Each] (1) Except as provided in subsection (d) of this section, each local and regional board of education shall develop and implement teacher evaluation programs consistent with guidelines [established] adopted by the State Board of Education, pursuant to subsection (c) of this section, and consistent with the plan developed in accordance with the provisions of subsection (b) of section 10-220a.

(2) Not later than June thirtieth of each year, each superintendent

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shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the Department of Education.

(c) On or before July 1, 2012, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 10-151d, guidelines for a model teacher evaluation and support program. Such guidelines shall [provide guidance on] include, but not be limited to, (1) the use of four performance evaluations designators: Exemplary, proficient, developing and below standard; (2) the use of multiple indicators of student academic growth and development in teacher evaluations; [. Such guidelines shall include, but not be limited to: (1) Methods] (3) methods for assessing student academic growth and development; [(2)] (4) a consideration of control factors tracked by the state-wide public school information system, pursuant to subsection (c) of section 10-10a, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; [and (3)] (5) minimum requirements for teacher evaluation instruments and procedures, including scoring systems to determine exemplary, proficient, developing and below standard ratings; (6) the development and implementation of periodic training programs regarding the teacher evaluation and support program to be offered by the local or regional board of education or regional educational service center for the school district to teachers who are employed by such local or regional board of education and whose performance is being evaluated and to administrators who are employed by such local or regional board of education and who are conducting performance evaluations; (7) the provision of professional development services based on the individual or group of individuals' needs that are identified through the evaluation process; (8) the creation of individual

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teacher improvement and remediation plans for teachers whose performance is developing or below standard, designed in consultation with such teacher and his or her exclusive bargaining representative for certified teachers chosen pursuant to section 10-153b, and that (A) identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, (B) indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and (C) include indicators of success including a summative rating of proficient or better immediately at the conclusion of the improvement and remediation plan; (9) opportunities for career development and professional growth; and (10) a validation procedure to audit evaluation ratings of exemplary or below standard by the department, or a third-party entity approved by the department, to validate such exemplary or below standard evaluation ratings. The State Board of Education, following the completion of the teacher evaluation and support pilot program, pursuant to section 52 of this act, and the submission of the study of such pilot program, pursuant to section 53 of this act, shall validate the guidelines adopted under this subsection.

(d) The State Board of Education may waive the provisions of subdivision (1) of subsection (b) of this section for any local or regional board of education that has developed a teacher evaluation program prior to the validation of the model teacher evaluation and support program guidelines described in subsection (c) of this section and that the State Board of Education determines is in substantial compliance with such model teacher evaluation and support program guidelines.

Sec. 52. (NEW) (Effective from passage) (a) For the school year commencing July 1, 2012, the Commissioner of Education shall administer a teacher evaluation and support pilot program. Not later than June 1, 2012, the commissioner shall select, in accordance with the **Public Act No. 12-116 117 of 191**

provisions of subsection (d) of this section, at least eight school districts, but not more than ten school districts to participate in a teacher evaluation and support program based on the guidelines adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by this act. 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.

(b) The teacher evaluation and support pilot program described in subdivision (1) of subsection (a) of this section shall (1) assess and evaluate the implementation of a teacher evaluation and support program developed by a local or regional board of education pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, that is in compliance with the guidelines for a teacher evaluation and support program adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by this act, (2) identify district needs for technical assistance and support in implementing such teacher evaluation and support program, (3) provide training to administrators in how to conduct performance evaluations under the teacher evaluation and support program, (4) provide training to teachers being evaluated under the teacher evaluation and support program, (5) include a validation process for performance evaluations to be conducted by the Department

of Education, or the department's designee, and (6) provide funding for the administration of the teacher evaluation and support program developed by the local or regional board of education.

(c) On or before May 25, 2012, a local or regional board of education may apply, on a form provided and in a manner prescribed by the commissioner, to participate in the teacher evaluation and support pilot program.

(d) The commissioner shall select a diverse group of rural, suburban

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and urban school districts with varying levels of student academic performance to participate in the teacher evaluation and support pilot program. If the commissioner does not receive an adequate amount of applications for participation in the teacher evaluation and support pilot program, the commissioner shall select school districts for participation in such teacher evaluation and support pilot program to satisfy the representation requirements under this subsection.

Sec. 53. (NEW) (Effective from passage) (a) The Neag School of Education at The University of Connecticut shall study the implementation of the teacher evaluation and support pilot program described in section 52 of this act. Such study shall (1) analyze and evaluate the implementation of the teacher evaluation and support program adopted pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, for each local or regional board of education participating in the teacher evaluation and support pilot program, (2) compare such teacher evaluation and support program adopted by each local or regional board of education pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, to the teacher evaluation and support program guidelines adopted by the State Board of Education pursuant to subsection (c) of said section 10-151b, and (3) compare and evaluate the use of student performance data on the state-wide mastery examination, pursuant to section 10-14n of the general statutes, and the use of student performance data on progress monitoring tests approved by the State Board of Education as an indicator of and method for student academic growth and development.

(b) Upon completion of such study, but not later than January 1, 2014, the Neag School of Education at The University of Connecticut shall (1) submit to the State Board of Education such study and any recommendation concerning validation of the teacher evaluation and support program guidelines adopted by the State Board of Education

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pursuant to subsection (c) of section 10-151b of the general statutes, as amended by this act, and (2) submit such study to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes.

Sec. 54. (NEW) (Effective July 1, 2012) Prior to the implementation of the teacher evaluation and support program developed pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, but not later than July 1, 2014, each local and regional board of education shall conduct training programs for all evaluators and orientation for all teachers employed by such board relating to the provisions of such teacher evaluation and

support program developed by such board of education. Such training shall provide instruction to evaluators in how to conduct proper performance evaluations prior to conducting an evaluation under the teacher evaluation and support program. Such orientation shall be completed by each teacher before a teacher receives an evaluation under the teacher evaluation and support program. 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.

Sec. 55. (NEW) (Effective July 1, 2012) On July 1, 2014, and annually thereafter, the Commissioner of Education shall randomly select, within available appropriations, at least ten teacher evaluation and support programs developed pursuant to section 10-151b of the general statutes, as amended by this act, to be subject to a comprehensive audit conducted by the Department of Education. The department shall submit the results of such audits to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes.

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Sec. 56. Subsection (a) of section 10-220a of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(a) Each local or regional board of education shall provide an in-service training program for its teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. Such program shall provide such teachers, administrators and pupil personnel with information on (1) the nature and the relationship of drugs, as defined in subdivision (17) of section 21a-240, and alcohol to health and personality development, and procedures for discouraging their abuse, (2) health and mental health risk reduction education which includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, as defined in section 19a-581, violence, teen dating violence, domestic violence, child abuse and youth suicide, (3) the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, including, but not limited to, children with attention-deficit hyperactivity disorder or learning disabilities, and methods for identifying, planning for and working effectively with special needs children in a regular classroom, (4) school violence prevention, conflict resolution, the prevention of and response to youth suicide and the identification and prevention of and response to bullying, as defined in subsection (a) of section 10-222d, except that those boards of education that implement any evidence-based model approach that is approved by the Department of Education and is consistent with subsection (d) of section 10-145a, subsection (a) of section 10-220a, as amended by this act, sections 10-222d, 10-222g and 10-222h, subsection (g) of section 10-233c and sections 1 and 3 of public act 08-160, shall not be required to provide in-service training on the identification and prevention of and

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response to bullying, (5) cardiopulmonary resuscitation and other emergency life saving procedures, (6) computer and other information technology as applied to student learning and

classroom instruction, communications and data management, (7) the teaching of the language arts, reading and reading readiness for teachers in grades kindergarten to three, inclusive, (8) second language acquisition in districts required to provide a program of bilingual education pursuant to section 10-17f, [and] (9) the requirements and obligations of a mandated reporter. Each local and regional board of education may allow any paraprofessional or noncertified employee to participate, on a voluntary basis, in any in-service training program provided pursuant to this section, and (10) the teacher evaluation and support program developed pursuant to subsection (b) of section 10- 151b, as amended by this act. The State Board of Education, within available appropriations and utilizing available materials, shall assist and encourage local and regional boards of education to include: (A) Holocaust and genocide education and awareness; (B) the historical events surrounding the Great Famine in Ireland; (C) African-American history; (D) Puerto Rican history; (E) Native American history; (F) personal financial management; (G) domestic violence and teen dating violence; and (H) topics approved by the state board upon the request of local or regional boards of education as part of in-service training programs pursuant to this subsection.

**Senate Bill No. 501**

**Public Act No. 12-2**

**Sec 23- 24**

Sec. 23. Subdivision (1) of subsection (b) of section 10-151b of the 2012 supplement to the general statutes, as amended by section 51 of public act 12-116, is repealed and the following is substituted in lieu thereof (Effective from passage):

(b) (1) Except as provided in subsection (d) of this section, not later than September 1, 2013, each local and regional board of education shall develop and implement teacher evaluation programs consistent with guidelines adopted by the State Board of Education, pursuant to subsection (c) of this section, and consistent with the plan developed in accordance with the provisions of subsection (b) of section 10-220a.

Sec. 24. Subsections (a) and (b) of section 52 of public act 12-116 are repealed and the following is substituted in lieu thereof (Effective from passage):

(a) For the school year commencing July 1, 2012, the Commissioner of Education shall administer a teacher evaluation and support pilot program. Not later than June 1, 2012, the commissioner shall select, in accordance with the provisions of subsection (d) of this section, at least eight school districts or consortia of school districts, but not more than ten school districts or consortia of school districts to participate in a teacher evaluation and support program based on the guidelines adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by [this act] public act 12-116. 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.

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(b) The teacher evaluation and support pilot program described in subdivision (1) of subsection (a) of this section shall (1) assess and evaluate the implementation of a teacher evaluation and support program developed by a local or regional board of education pursuant to subsection (b) of section 10-151b of the general statutes, as amended by [this act] public act 12-116, that is in compliance with the guidelines for a teacher evaluation and support program adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by [this act] public act 12-116, (2) identify district needs for technical assistance and support in implementing such teacher evaluation and support program, (3) provide training to administrators in how to conduct performance evaluations under the teacher evaluation and support program, (4) provide [training] orientation to teachers being evaluated under the teacher evaluation and support program, (5) include a validation process for performance evaluations to be conducted by the Department of Education, or the department's designee, and (6) provide funding for the administration of the teacher evaluation and support program developed by the local or regional board of education.

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**Appendix D: CSDE PEAC Guidelines**

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## **CSDE Guidelines/Core Requirements**

In accordance with the PEAC established guidelines, CSDE has generated the following rubric to assist districts in the creation of aligned plans. The Rubric that follows was used in design and review of the BPS Teacher Professional Growth and Evaluation Manual

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## Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

<b>District Name/Evaluation Point-of-Contact:</b> _____ <b>Reviewer:</b> _____ <b>Date of Review:</b> _____				
Evaluation Process				
Indicators:	Does Not Meet	Partially Meets	Meets	Exceeds <sup>1</sup>
<b>Timeline</b>	No mention of a timeline for the evaluation process.	Vague and/or confusing mention of a timeline.	Clear timeline provided for the full cycle of the evaluation process, including general timing of each step throughout the year. Orientation shall not occur later than November 15 of a given school year.  All steps must conclude by the end of the school year.	Detailed timeline, including specific month/day deadline by when each stage of the process will be completed.
<b>Orientation</b>	There is no mention of an opportunity provided for teacher to learn about the evaluation process.	Teacher will be provided with some information regarding the evaluation process, but information is incomplete or inadequate time is set aside.  Does not apply to all teachers.	Orientation is specifically addressed as a required step.  All teachers are provided with adequate and appropriate information/materials on the evaluation process, and there is opportunity to meet and review these materials.	The proposal goes into greater detail on how this information will be conveyed, including, but not limited to key messaging and sample materials/resources for the evaluator to incorporate.
<b>Goal-Setting Conference</b>	The goal-setting conference is not mentioned or addressed.	There is mention of a goal-setting conference, but there is little to no detail regarding what will be discussed during this meeting and/or specific	The goal-setting conference is specifically addressed as a required step. It will take place at the start of the school year.  It is evident that this conference will result in an agreement between the evaluator and educator on	There is clear guidance on gathering extensive evidence and data in preparation for this meeting, including examples of what is most

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<sup>1</sup>Assumes all conditions of "Meets" rating!

**Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric**

		<p>meeting outcomes.</p> <p>Does not apply to all teachers.</p>	<p>specific student learning targets and professional development focus areas based on evidence collected by the teacher about his/her practice. The principal/designee collects evidence about teacher practice to support the review.</p>	<p>relevant to gather/review. There may also be reference to where this information can be found.</p> <p>Includes guidance on developing a comprehensive multi-year professional growth plan and/or systems for monitoring progress.</p>
<b>Mid-Year Check-In</b>	<p>The mid-year check-in is not mentioned or addressed.</p>	<p>There is mention of a mid-year check-in but there is little to no detail regarding what will be discussed during this meeting and/or specific meeting outcomes.</p> <p>Does not apply to all teachers.</p>	<p>The Mid-Year Check-In is specifically addressed as a required step.</p> <p>Opportunity is provided for evaluators and teachers to review progress toward the goals/objectives at least once during the school year, using available information, including agreed upon indicators.</p> <p>This review allows for revisions to the strategies or approach being used and a mutually agreed upon adjustment of student learning goals.</p>	<p>Includes ongoing guidance on developing a comprehensive multi-year professional growth plan and/or systems for monitoring progress.</p>
<b>End-of-Year Conference</b>	<p>The end-of-year conference is not mentioned or addressed.</p>	<p>There is mention of an end-of-year review, but there is little to no detail regarding what will be discussed during this meeting and/or specific meeting outcomes.</p> <p>And/or there is no mention of the teacher</p>	<p>Both the teacher self-assessment and the end-of-year summative review are addressed as required steps.</p> <p>Opportunity is provided for both a teacher self-reflection and a final summative discussion between the teacher and evaluator.</p> <p>The teacher will collect evidence of student progress toward meeting the student learning goals/objectives and submit to evaluator. The teacher and evaluator have opportunity to discuss the extent to which</p>	<p>Includes an opportunity to reflect on the overall professional growth trajectory during the course of the year and to look ahead to professional learning needs for the future.</p>

**Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric**

		<p>self-assessment.</p> <p>Does not apply to all teachers.</p>	<p>students met the learning goals/objectives.</p> <p>Following the conference, the evaluator rates the teacher based on criteria for 4 levels of performance.</p> <p>Note: If state test data may have a significant impact on a final rating, it should be noted that a final rating may be revised before September 15th when state test data are available.</p>	
<b>4-Level Matrix Rating System</b>	No mention of a rating system as applied to the summative review.	Rating system is provided but it does not fully align to the guidelines (as outlined under the “Meets” rating).	<p>Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: <b>Exemplary, Proficient, Developing, and Below Standard.</b></p> <p>Determination of summative rating aligns with guidelines, including:</p> <ol style="list-style-type: none"> <li>1. Rating in each of four categories</li> <li>2. Determination of an “outcomes” rating composed of the indicators of student growth and development rating (45%) and the whole-school student learning indicator and/or student feedback rating (5%).</li> <li>3. Determination of a “practice” rating composed of the performance and practice rating (40%) and the peer or parent feedback rating (10%).</li> <li>4. Combine outcomes rating and practice rating into a final rating</li> </ol>	Matrix rating system is accompanied by a comprehensive key for use of the rating system.

*Feedback on Evaluation Process:*

## Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

### Category 1- 45% Student Outcomes/Achievement

Attainment of goals and/or objectives for student growth using **multiple indicators** of academic growth and development to measure the goals/objectives

Indicators:	Does Not Meet	Partially Meets	Meets	Exceeds
<b>Goal-Setting Process</b>	No mention of what will be discussed/accomplished during the goal-setting process as applicable to student growth and development.	Some mention of what will be discussed during the goal-setting process, but a targeted goal of 1 to 4 objectives is not clear and/or there is no reference to Indicators of Academic Growth and Development (IAGDs).	<p>During the goal-setting meeting, <b>at least 1, but no more than 4 goals/objectives</b> for student growth are determined and Indicators of Academic Growth and Development (IAGDs) are established for each goal.</p> <p>It is evident that the process allows for all IAGDs to be mutually agreed-upon by the teacher and their evaluator and an agreement on the balance of weighting standardized and non-standardized indicators for the 45% component.</p>	
<b>Indicators of Academic Growth and Development (IAGDs)</b>	There is no reference to IAGDs.	<p>IAGDs are referenced, however, it is unclear or confusing what can be used as an IAGD.</p> <p>The standardized IAGD(s) account for less than 22.5% of the final summative rating in any instance where they are available.</p>	One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met are based on the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available (e.g. CMT, CAPT, etc.).	A comprehensive list of examples of what can be used as a standardized/non-standardized IAGD is provided within the proposal and as part of the orientation for teachers.

**Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric**

			<p>May also include a maximum of one additional standardized indicator, if there is mutual agreement.</p> <p><b>A minimum of 1 non-standardized</b> indicator is used in rating 22.5% of IAGDs (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.).</p> <p>These IAGDs are fair, reliable, valid, and useful to the greatest extent possible as described in the Guidelines.</p>	
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*Feedback for Category 1:*

**Category 2- 40% Teacher Performance and Practice**  
Observation of teacher practice and performance

<b>Indicators:</b>	<b>Does Not Meet</b>	<b>Partially Meets</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Observation Protocol</b>	No mention of the observation requirement.	<p>Mention of the observation requirement, however the number of observations is inconsistent with the guidelines (by grouping of teachers, formal vs. informal, etc).</p> <p>There is no mention of</p>	Observation model is standards-based and involves multiple in-class visits throughout the year, including a combination of formal, informal, announced, and unannounced observations.	<p>Full explanation on how observations should be conducted, rated and debriefed.</p> <p>Rationale provided for why a particular framework was selected.</p>

**Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric**

		<p>expectations for feedback.</p> <p>Observation model is not standards-based.</p>	<p>Constructive oral and written feedback of observations is provided in a useful and timely manner.</p> <p>Minimum criteria:</p> <p>Year 1 and 2 teachers receive at least 3 formal in-class observations. Two of 3 include pre-conference and all include a post-conference.</p> <p>Teachers who receive a performance rating of below standard or developing receive a number of observation appropriate to their individual plan, but no fewer than 3 formal in-class observations. Two of the 3 must include a pre-conference and all include a post-conference.</p> <p>Teachers who receive a performance rating of proficient or exemplary receive a combination of at least 3 formal observations of practice, 1 of which must be formal in-class; to be agreed upon by teacher and evaluator. Examples of non-classroom observations or</p>	<p>Goes beyond the minimum criteria for differentiating observations based on experience, prior ratings, needs, and goals.</p>
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**Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric**

			<p>reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.</p> <p>All evaluators are expected to provide timely written and verbal feedback for all observations.</p>	
<b>Rubric</b>	No mention of a rubric or process for reviewing observations.	Mention of a rubric and general guidelines, but actual rubric is not included, is unclear and/or does not include 4 performance levels.	<p>Observations will be rated using a rubric across 4 performance levels.</p> <p>Rubric should be included.</p>	Full rationale for why a certain rubric was selected and how it will be used throughout the evaluation process.
<b>Norming/Calibration</b>	No mention of an opportunity for training and calibrating evaluators on the observation model.	Minimal mention of training and calibration, but no clear plan articulated.	<p>District states that it will provide all evaluators with training in observation and evaluation and how to provide quality feedback.</p> <p>There is a mechanism in place for assessing individual evaluator proficiency on an on-going basis. There should also be a plan in place for those who do not demonstrate proficiency within a specified period of time.</p>	<p>District clearly outlines how it will provide all evaluators with training in observation and evaluation and how to provide quality feedback.</p> <p>As well, district defines mechanism for assessing evaluator proficiency on an ongoing basis.</p>

**Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric**

*Feedback for Category 2:*

**Category 3- 10% Parent OR Peer Feedback**

Parent or peer feedback including surveys

*Select which one applies to this proposal:*

**!!Parent Feedback OR**

**!!Peer Feedback**

Indicators:	Does Not Meet	Partially Meets	Meets	Exceeds
<p><b>General survey Protocol (as applicable) and Final Ratings System</b></p>	<p>Neither Parent or Peer Feedback is addressed within the proposal.</p>	<p>Parent and/or Peer Feedback is referenced, but it is unclear which feedback is being incorporated into the final summative evaluation and/or how it will be captured and reviewed.</p>	<p>Survey used to capture Parent or Peer Feedback is anonymous and demonstrates fairness, reliability, validity and usefulness.</p> <p>Provision is included for school governance council to assist in the development of whole-school surveys to align with school improvement goals.</p> <p>Clear explanation of how the parent or peer feedback will be captured, reviewed and summarized.</p> <p>For parent surveys, ratings are based on one of two options:</p>	<p>Innovative use of approaches such as focus groups, interviews, or teachers' own surveys may be used to collect information from students.</p>

**Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric**

			<p>– a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by the school level survey results; or</p> <p>– b. Evidence of teacher’s implementation of strategies to address areas of need as identified by the survey results.</p> <p>The parent or peer feedback rating is across four performance levels.</p>	
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*Feedback for Category 3:*

**Category 4- 5% Whole-School Student Learning OR Student Feedback**

Whole-school student learning indicators or student feedback

*Select which one applies to this proposal:*

**!!Whole-School Student Learning OR**

**!!Student Feedback!**

<b>Indicators:</b>	<b>Does Not Meet</b>	<b>Partially Meets</b>	<b>Meets</b>	<b>Exceeds</b>
<b>(as applicable) Selection of Whole-School Learning Indicators</b>	Neither Whole-School Student Learning indicator and/or Student Feedback are addressed in the proposal.	Whole-School Student Learning indicator and/or Student Feedback are referenced, but it is unclear which feedback is being	For districts using the Whole-School Student Learning indicator, ratings are represented by the aggregate rating for multiple student	Full explanation of rationale for how Whole-School Student Learning Indicator was selected/why?

**Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric**

<p><i>AND/OR</i></p> <p><i>(as applicable)</i>  <b>Student Survey Protocol</b></p>		<p>incorporated into the final summative evaluation and/or how it will be captured and reviewed.</p>	<p>learning indicators established for the administrator’s evaluation rating.</p> <p>Survey is anonymous, and demonstrates fairness, reliability, validity and usefulness.</p> <p>Provision is included for school governance council to assist in the development of whole-school surveys to align with school improvement goals.</p> <p>Surveys use age and grade-level appropriate language and administration protocol must be administered to each student</p> <p>Results from surveys addressed by teachers align with student learning goals.</p> <p>For whole-school student surveys, ratings are based on one of two options:</p> <p>– a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by</p>	<p>Innovative use of approaches such as focus groups, interviews, or teachers’ own surveys may be used to collect information from students.</p>
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**Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric**

			<p>the school level survey results; or</p> <p>– b. Evidence of teacher’s implementation of strategies to address areas of need as identified by the survey results.</p> <p>Either the Whole-School Student Learning Indicator OR the student feedback rating shall be among 4 performance levels.</p>	
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*Feedback for Category 4:*

**Other Required Items:**

<b>Indicators</b>	<b>Does Not Meet</b>	<b>Partially Meets</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Definition of Effectiveness and Ineffectiveness</b>	There is no definition of effectiveness and ineffectiveness provided.	Definitions of effectiveness and ineffectiveness are provided, but are unclear, inconsistent and/or do not utilize a pattern of summative ratings derived from the new evaluation system.	District defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system.	
<b>Evaluation-Based Professional Learning</b>	There is no mention of evaluation-based professional learning.	There is vague or incomplete mention of evaluation-based professional learning.	District articulates how they plan to provide professional learning opportunities for teachers, based on the individual or group of individuals’ needs that are	

**Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric**

			identified through the evaluation process. Learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, and/or the results of stakeholder feedback.	
<b>Career Development and Professional Growth</b>	There is no mention of career development and professional growth.	There is vague or incomplete mention of career development and professional growth and/or it is not linked to the evaluation process.	District provides opportunities for career development and professional growth based on performance identified through the evaluation process. Examples include, but are not limited to: observation of peers, mentoring/coaching early-career teachers, leading Professional Learning Communities for their peers, differentiated career pathways.	
<b>Individual Teacher Improvement and Remediation Plans</b>	There is no mention of individual teacher improvement and remediation plans.	There is vague or incomplete mention of individual teacher improvement and remediation plans.	District demonstrates that it will create plans of individual teacher improvement and remediation for teachers whose performance is developing or below standard, designed in consultation with such teacher and his/her exclusive	

## Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

*Feedback on Other Core Requirements:*

**Final Summary:**

Section	Overall rating	Comments
<b>Evaluation Process:</b>		
<b>Category 1- Student Outcomes:</b>		
<b>Category 2- Teacher Performance and Practice:</b>		
<b>Category 3- Parent or Peer Feedback:</b>		
<b>Category 4- Whole-School Student Learning or Student Feedback:</b>		
<b>Other:</b>		

!

- Approved- meets guidelines**  
 **Not Approved- does not meet guidelines, must be resubmitted for review by:** \_\_\_\_\_

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**Appendix E: CCT Alignment**

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## CCT Alignment

<b>CCT Domain</b>	<b>Code</b>	<b>Teacher Performance</b>	<b>District Focus Area(s)/Indicator(s)</b>
Domain 1	1.1	Demonstrating proficiency in reading, writing, and mathematics skills;	2.1, 2.3, 3.1, 4.1
Domain 1	1.2	Demonstrating discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards;	2.1, 2.5, 3.1, 4.1, 5.3, 5.4
Domain 1	1.3	Using developmentally appropriate verbal, non-verbal and technological communications;	1.3, 3.3, 3.4, 3.8, 4.4, 5.6
Domain 1	1.4	Using technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community;	3.4, 4.3, 5.1, 5.6
Domain 1	1.5	Demonstrating understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting; and	2.1, 3.8, 4.1
Domain 1	1.6	Demonstrating understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.	2.1, 2.4, 3.1, 3.6, 4.1
Domain 2	2.1	Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels;	1.1, 1.2, 1.3, 1.4, 2.6, 3.6, 5.4, 5.5
Domain 2	2.2	Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries;	2.6, 3.1, 3.5, 3.7, 3.8, 4.4
Domain 2	2.3	Providing explicit instruction about social skills to develop students' social competence <sup>3</sup> an responsible and ethical behavior by using a continuum of proactive strategies <sup>4</sup> hat may be individualized to student needs;	1.1, 1.2, 1.3, 2.6, 3.6, 5.5

<b>CCT Domain</b>	<b>Code</b>	<b>Teacher Performance</b>	<b>District Focus Area(s)/Indicator(s)</b>
Domain 2	2.4	Fostering appropriate standards of behavior that support a productive learning environment for all students; and	1.1, 1.2, 1.3, 1.4, 2.6, 3.6, 5.5
Domain 2	2.5	Maximizing the amount of time spent on learning by effectively managing routines and transitions.	1.3, 1.4, 2.2, 2.3, 3.7
Domain 3	3.1	Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs;	2.2, 3.6, 3.7, 4.3, 5.5
Domain 3	3.2	Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline;	2.2, 2.3, 2.4, 2.5, 2.6
Domain 3	3.3	Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions;	2.2, 2.3, 2.5, 2.6, 3.6, 3.7, 4.1
Domain 3	3.4	Selecting appropriate assessment strategies to monitor ongoing student progress;	4.1, 4.2, 4.3, 4.4
Domain 3	3.5	Selecting or designing instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems;	3.1, 3.5, 3.6, 3.7
Domain 3	3.6	Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible;	2.1, 2.4, 3.1
Domain 3	3.7	Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone;	2.3, 2.6, 3.6, 3.7, 4.3, 5.5
Domain 3	3.8	Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning; and	2.4, 3.1, 3.5, 3.8, 4.1
Domain 3	3.9	Including strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills.	2.1
Domain 4	4.1	Using a variety of evidence-based strategies to enable students to apply and construct new learning;	3.1, 3.3, 4.1, 4.2, 4.3, 4.4

<b>CCT Domain</b>	<b>Code</b>	<b>Teacher Performance</b>	<b>District Focus Area(s)/Indicator(s)</b>
Domain 4	4.2	Using technological and digital resources strategically to promote learning;	2.4, 3.4, 4.2, 4.3
Domain 4	4.3	Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning;	2.4, 3.7, 3.8
Domain 4	4.4	Varying the student and teacher roles <sup>9</sup> in ways that develop independence and interdependence with the gradual release of responsibility to students;	3.5, 3.7, 4.4
Domain 4	4.5	Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents;	2.6, 3.6, 3.7, 4.3, 5.5
Domain 4	4.6	Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks; and	3.7, 4.3
Domain 4	4.7	Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.	3.2, 3.3, 3.7, 3.8
Domain 5	5.1	Understanding the different purposes <sup>10</sup> and types of assessment <sup>11</sup> that capture the complexity of student learning across the hierarchy of cognitive skills <sup>12</sup> ;	4.1, 4.2, 4.3, 4.4
Domain 5	5.2	Using and/or designing a variety of formative <sup>13</sup> and summative <sup>14</sup> assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn;	4.1
Domain 5	5.3	Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time;	4.2, 4.3
Domain 5	5.4	Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress;	4.3, 5.1, 5.3
Domain 5	5.5	Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning;	4.4
Domain 5	5.6	Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators;	1.3, 3.2, 3.3, 4.4, 5.6

<b>CCT Domain</b>	<b>Code</b>	<b>Teacher Performance</b>	<b>District Focus Area(s)/Indicator(s)</b>
Domain 5	5.7	Understanding the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences; and	1.1, 2.6, 3.6, 5.5
Domain 5	5.8	Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities.	1.1, 1.2, 2.6, 3.4, 3.6, 4.3, 5.5
Domain 6	6.1	Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning;	5.1, 5.3, 5.5
Domain 6	6.2	Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students;	5.4
Domain 6	6.3	Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate;	5.1, 5.6
Domain 6	6.4	Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures <sup>16</sup> to support continuous school and district improvement;	4.3, 5.1
Domain 6	6.5	Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions;	5.5, 5.3, 5.5
Domain 6	6.6	Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning;	5.6
Domain 6	6.7	Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process;	5.5

<b>CCT Domain</b>	<b>Code</b>	<b>Teacher Performance</b>	<b>District Focus Area(s)/Indicator(s)</b>
Domain 6	6.8	Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues;	5.2, 5.5, 5.6
Domain 6	6.9	Using communication technology in a professional and ethical manner;	5.2
Domain 6	6.10	Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post secondary and career exploration, and/or capstone projects; and	5.1, 5.5, 5.6
Domain 6	6.11	Conducting themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators.	5.2

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# CONNECTICUT STATE DEPARTMENT OF EDUCATION

## 2010 Common Core of Teaching: Foundational Skills

### Code of Professional Responsibility for Educators

(a) Preamble

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the profession, the community and the family.

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The code shall apply to all educators holding, applying or completing preparation for a certificate, authorization or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers and paraprofessionals.

### PROFESSIONAL CONDUCT

(b) Responsibility to the student

- (1) The professional educator, in full recognition of his or her obligation to the student, shall:
  - (A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
  - (B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;
  - (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
  - (D) Foster in students the full understanding, application and preservation of democratic principles and processes;
  - (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
  - (F) Assist students in the formulation of worthy, positive goals;
  - (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
  - (H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;
  - (I) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;
  - (J) Create an emotionally and physically safe and healthy learning environment for all students; and

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
2010 Common Core of Teaching: Foundational Skills

(K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) Responsibility to the profession

- (1) The professional educator, in full recognition of his or her obligation to the profession, shall:
- (A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession;
  - (B) Uphold the professional educator's right to serve effectively;
  - (C) Uphold the principle of academic freedom;
  - (D) Strive to exercise the highest level of professional judgment;
  - (E) Engage in professional learning to promote and implement research-based best educational practices;
  - (F) Assume responsibility for his or her professional development;
  - (G) Encourage the participation of educators in the process of educational decision-making;
  - (H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;
  - (I) Encourage promising, qualified and competent individuals to enter the profession;
  - (J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
  - (K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
  - (L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
  - (M) Promote and maintain ongoing communication among all stakeholders; and
  - (N) Provide effective leadership to ensure continuous focus on student achievement.

(d) Responsibility to the community

- (1) The professional educator, in full recognition of the public trust vested in the profession, shall:
- (A) Be cognizant of the influence of educators upon the community-at-large, obey local, state and national laws;
  - (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
  - (C) Promote the principles and ideals of democratic citizenship; and
  - (D) Endeavor to secure equal educational opportunities for all students.

(e) Responsibility to the student's family

- (1) The professional educator in recognition of the public trust vested in the profession, shall:
- (A) Respect the dignity of each family, its culture, customs, and beliefs;
  - (B) Promote, respond, and maintain appropriate communications with the family, staff and administration;
  - (C) Consider the family's concerns and perspectives on issues involving its children; and
  - (D) Encourage participation of the family in the educational process.

## CONNECTICUT STATE DEPARTMENT OF EDUCATION

### 2010 Common Core of Teaching: Foundational Skills

#### UNPROFESSIONAL CONDUCT\*

- (f) The professional educator, in full recognition of his or her obligation to the student, shall not:
- (A) Abuse his or her position as a professional with students for private advantage;
  - (B) Discriminate against students.
  - (C) Sexually or physically harass or abuse students;
  - (D) Emotionally abuse students; or
  - (E) Engage in any misconduct which would put students at risk; and
- (g) The professional educator, in full recognition of his or her obligation to the profession, shall not:
- (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
  - (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
  - (C) Misrepresent his, her or another's professional qualifications or competencies;
  - (D) Sexually, physically or emotionally harass or abuse district employees;
  - (E) Misuse district funds and/or district property; or
  - (F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and
- (h) The professional educator, in full recognition of the public trust vested in the profession, shall not:
- (A) Exploit the educational institution for personal gain;
  - (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
  - (C) Knowingly misrepresent facts or make false statements.

\*Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct please seek advice from your school district or preparation institution.

(i) Code revision

This Code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, by the Connecticut Advisory Council for Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.

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**Appendix F: Glossary of Terms**

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<b>Term</b>	<b>Definition</b>
Administrator/Leader/Evaluator	Those individuals in positions requiring an administrative certification, including, but not limited to principals.
Aggregate	
Artifacts	Any item, work sample or piece of evidence, which supports or exemplifies teacher methods, practices or success (See Artifact Examples on page 93 of Appendix B)
Assessments	May be created by the educator or externally produced and include, but are not limited to, observation, functional behavior assessment, performance assessment of application of learning.
Assessment Criteria	Includes but are not limited to screening, instructional planning, monitoring student progress, diagnostics, and program/curriculum evaluation.
Authentic Assessment:	A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.
Beginning of Year Conference (BYC)	The annual evaluation process between an educator and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle, and end of the school year. The evaluator and educator must complete at least one Beginning-of-Year Conference (BYC) at which they set the educator's goals and objectives for the year.
Consistently	Constantly adhering to the same principles.
Developing Practice	Meeting some indicators of performance but not others
Disaggregate	
Discourse:	The purposeful interaction between and among educators and students, in which ideas and multiple perspectives are represented, communicated, and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and educator thinking/reasoning), or dialogue through technological or digital resources.
Educator	All individuals in positions that require certification, including, but not limited to classroom educators.
Effective Practice	Meeting indicators of performance.
End-of-Year Conference (EYC)	The annual evaluation process between an educator and evaluator (administrator or designee) is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. It is expected that the End-of-Year Conference (EYC) will occur in May or June but no later than June 30th. During the End-of-Year Conference (EYC), the Educator will present his or her self-assessment and related documentation for discussion, and the evaluator will present his or her evaluation of the Educator's performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the Educator in order to be productive and meaningful.

Evidence	See Artifact Examples on page 93 of Appendix B
Exceptional Practice	Substantially exceeding indicators of performance.
Descriptive Feedback	Includes both verbal and written feedback that captures and explains students' strengths and weaknesses, including suggestions for improvement when needed.
Focus Area	Refers to the five areas to be assessed through educator observation. These include: <ul style="list-style-type: none"> <li>• Learning Environment</li> <li>• Planning for Active Learning</li> <li>• Instruction for Active Learning</li> <li>• Assessment for Learning</li> <li>• Professional Practice &amp; Responsibility</li> </ul>
Formal Classroom Observation	Length to include a complete lesson or focus area and/or class period; includes pre- and post-conferencing (new educators may choose to have their mentors at the post-conference); verbal feedback is to be provided within five school days, with written feedback to follow within ten school days.
Formal Observation (Not in Class)	Length to include a mutually agreed-upon portion of a professional meeting, such as PLC, department, mentoring, lesson plan review; includes pre-conference, which may be held with a group; post-conference may be individual or group; verbal feedback is to be provided within 5 days, with written feedback to follow within ten school days.
Formative Assessment	Designed and scored by an individual Educator, grade level or department team to assess student understanding of a particular standards or objectives in order to inform instruction or guide educators to adjust or differentiate instruction to meet the learner's needs.
Frequently	Often, many times.
Health Data	Any information provided by parents or school nurse regarding health concerns such as medical, physical, visual, auditory, mental/emotional, medications, etc. that might impact student learning.
IAGD	An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with quantitative targets, that will demonstrate whether a Student Learning Objective (SLO) was met. Each SLO must include at least one IAGD. Each IAGD must make clear (1) what evidence will be examined, (2) what level of performance is targeted and (3) what proportion of students is projected to achieve the targeted performance level.
Indicator	Refers to the specific expectations within each focus area.
Individualized Feedback	Feedback that addresses a specific student's work with commendations and recommendations. Feedback should include areas of educator strength, suggestions for growth, additional support needed (including but not limited to professional development, peer coaching, etc.).
Informal Observation	Length of observation at the discretion of the evaluator; no pre-conference; unannounced; verbal feedback is optional; written feedback (Appendix B) left with the educator with opportunity for

	written educator response; opportunity for post-conference as requested by administrator and/or educator.
Ineffective Practice	Not meeting indicators of performance.
Intervention	Any additional or alternative method attempted to improve student understanding, learning, or growth.
Inquiry-Based Learning	Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem, which has relevance to their world. The educator's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.
Learning Expectations	Objectives that apply to a specific content area, unit, or lesson.
Learning Environment	Any environment where instruction and learning occur.
Mid-Year Conference (MYC)	The annual evaluation process between an educator and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle, and end of the school year. The evaluator and Educator must complete at least one Mid-Year Conference (MYC) at which they review progress on the educator's goals and objectives to date. The MYC is an important point in the year for addressing concerns, reviewing results, and adjusting goals and objectives as needed. Evaluators can deliver mid-year formative information on categories of the evaluation <i>Continuum</i> for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revise goals and/or objectives (Appendix B)
Multiple Sets of Data	Any sets of results educators collect to analyze student growth – can include but not limited to benchmark assessments, formative assessments, summative assessments, standardized test results, curriculum based measures, etc.
Occasionally	At times; from time to time; now and then.
Post-Conference	A post-conference follows a formal observation or review of practice and may or may not follow an informal observation or review of practice. Post-conferences provide a forum for reflecting on the observation/review of practice against the <i>Continuum</i> and for generating action steps that will lead to the educator's improvement.
Rarely	Infrequently; seldom
Referral Process	The process through which a student of concern is considered for evaluation: <ul style="list-style-type: none"> <li>a) Educator documents concerns.</li> <li>b) Educator brings concerns to intervention team.</li> <li>c) Interventions are implemented.</li> <li>d) Student progress is reviewed.</li> <li>e) If lack of progress, student is referred for evaluation.</li> </ul>
Rigor/Rigorous Learning	Rigorous learning stretches students beyond their "comfort zone," focusing on integrating knowledge in various disciplines and the world at large. Rigor in this context does not refer to difficulty of a course or content. Rigor is motivated by relevance. When learning is rigorous,

	students make connections between that learning and studies in other areas, as well as connections to real life applications.
Routines and Transitions	Routines are non-instructional organizational activities such as attendance, or distribution of materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.
SLO	A Student Learning Objective (SLO) is an academic goal that educators/administrators and evaluators set for groups of students. Educator SLOs contain three component parts: broad goals for student learning that address a central purpose, a rationale that explains why this is an important area of improvement, and at least one Indicators of IAGD, which is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met.
SPI	SPI is the School Performance Index and indicates overall student performance in a school based on Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) results.
SMART Goal	At the start of the school year, each educator will work with his or her evaluator to develop his or her practice and performance goal(s) and SLOs through mutual agreement. All goals should have a clear link to student achievement and school/district priorities. <ul style="list-style-type: none"> <li>Goals should be SMART: S=Specific and Strategic M=Measurable A=Aligned and Attainable R=Results-Oriented T=Time-Bound</li> </ul>
Standardized Assessment	A standardized assessment has all of the following features: <ul style="list-style-type: none"> <li>Administered and scored in a consistent or standard manner</li> <li>Aligned to a set of academic standards</li> <li>Broadly administered (e.g., nation or statewide)</li> <li>Commercially produced</li> <li>Often administered only once per year, although standardized assessments are administered two or three times per year</li> </ul>
Student Growth	A positive change in student achievement between at least two points in time as determined by the school district, taking into consideration the unique abilities and/or disabilities of each student, including English language learners.
Summative Assessment	Identify the learner's achievement or progress made at a certain point in time against predetermined criteria.
Timely Feedback	Feedback provided to students within one week from assigned due date.

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**Appendix G: Frequently Asked Questions**

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## Teacher Evaluation: Frequently Asked Questions

1. Why are we making a new plan?
  - a. Last year the CT state legislature passed a law requiring a teacher evaluation that included certain details like use of student data. Our current plan did not include all of the factors spelled out in the state law so we had the choice to make a plan according to their guidelines or adopt the state's sample plan. We chose to make our own to better align with our district philosophy and needs.
2. What if I don't teach a state tested subject or grade?
  - a. If your students do not take a standardized state test in your area, then your outcomes ratings will be based on two separate student learning outcomes (SLO) one of which must be a standardized measure in your subject area(s.)
3. What if I teach in a collaborative classroom? Will my demographics affect my score?
  - a. Your SLO is based on the goal you set for your students with your evaluator during your initial objectives setting meeting. Your goals will be based upon the prior knowledge of the particular set of students who's scores will be used for your SLO.
4. What happens if my evaluator and I disagree?
  - a. Disputes between teachers and evaluators can be resolved through an appeals process involving an independent board.
5. What will these indicators look like in practice in my classroom?
  - a. Examples of good practice will be established and update regularly.
6. How will this document be used for intervention specialists and other certified support staff?
  - a. A separate continuum exists for certain certified specialists (psychologists, social workers, PT and OT.)
7. Will feedback be provided to evaluators?
  - a. Staff will have the opportunity to address concerns and provide feedback to evaluators through surveys.
8. How will all indicators be assessed and documented in my evaluation?
  - a. While every focus area will be rated during every observation, but not all indicators will be assessed through direct classroom observations. Evidence for some indicators can be provided from other sources (documented parent contact, student work examples...)
9. Do all or some professional conversations (between teachers, teacher to student, teacher to parent) need to be formally documented to provide evidence? What is acceptable evidence for some of these indicators?
  - a. Evidence can be collected by evaluators at PLC meetings or other outside the classroom interactions. Teachers will want to document their communication practices for evidence to be provided at conference with evaluators.
10. Can we define strategic terms for reference? (What is the difference between "formal" and "Informal." etc.)

- a. An appendix in the manual will define target vocabulary used in the continuum and policies.
11. Will we be told what indicators are being addressed in observations?
- a. Indicators up for review will be discussed in pre and post conferences and will most often be linked to the objectives set by the teacher with the evaluator.
12. Will the SLOs be based on the performance of all of my students, a subset of my students, or only students that take a state test?
- a. If any of your students take a state test an SLO goal for their performance is required. In the case of multiple sections of more than one prep a target group will be selected but must be made up of a majority of the students who are being assessed.

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**Appendix H: Administrator Professional Development**

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## Teacher Evaluator Professional Development Series

The Teacher Evaluator Professional Development Series is the Third Module in ReVision Learning's Teacher Effectiveness and Performance Evaluation programming. This Module is designed to prepare primary and complementary evaluators to implement new teacher evaluation systems and increase teacher effectiveness. Participants will:

- operationalize their district rubric (Instructional Framework)
- build inter-rater agreement
- identify specific observation techniques
- analyze their leadership style and its impact on providing feedback
- learn coaching techniques that lead to teacher growth

### Professional Development for Implementation of Teacher Evaluation

SERVICE AND TRAINING

DURATION

#### **Module 3 Session A: Understanding Your District Rubric**

**3 hours**

During this session, evaluators are introduced to their district's rubric (instructional framework) and engage in activities to help them develop an understanding of the framework. These activities can also be used to support the work at the school level to introduce and dissect the framework with teachers.

#### **Module 3 Session B: Evaluator Calibration Training**

**12 hours**

These two days are focused on calibration activities. Administrators engage in activities to view and dissect instruction and then align their observations to the district framework. Through reviews of evidence collected on sample lessons, an understanding of the inter-rater agreement that currently exists among administrators is established and targeted growth needs are recommended.

Best when completed as consecutive days

#### **Module 3 Session C: Understanding Your Leadership Style**

**12 hours**

These two days are dedicated to DiSC® Leadership Profiles with a focus on helping administrators understand how their leadership style plays a role in supervision and evaluation work with teachers.

Can be divided into 3 or 6 hour segments

#### **Module 3 Session D: Teacher Evaluation Support and Feedback**

**12 hours**

This two-day session is focused on feedback and support. The work is designed to help administrators and other teacher evaluators consider the leadership approaches they take with teachers. The session is focused through the lens of the Learner Focused Relationship model and integrates elements of Cognitive Coaching™ research. A direct link is made to the DiSC® work completed in M3SC as administrators are introduced to leadership preferences in relationship to their interaction with teachers.

Can be divided into 6 hour segments

*On-going calibration training is recommended to ensure constant interaction with the rubric (framework of instruction) being used. Additional intensive support is available through the ReVision Learning One-One Coaching Model to support administrators and evaluators in implementation of the district system.*

## Targeted Workshops to Support Teacher Evaluators

SESSION

DURATION

### ***Methods of Evidence Based Observation***

***90 Minutes***

This session will allow teacher evaluators to explore various models and methods of instructional observation. Evaluators will examine the purpose of observations, beyond standard compliance, and begin to discover how their own skills for instructional review can improve. Activities and discussions will include examination of the various types of data gathering tools used for observations and how and when these should be used to improve outcomes for teachers and students.

### ***Recognizing Rater Bias in Performance Appraisal***

***90 Minutes***

Bias occurs whenever an evaluator allows personal opinion of the teacher and/or instructional practices to influence a decision. To improve the instructional observation process, it is essential that teacher evaluators consistently review their own biases and explore the ways in which these may be reflected in their practice. Participants will explore typical types of bias in performance review in order to begin to address them to improve their instructional eye.

### ***Coaching for Change***

***90 Minutes***

The key to an effective coach/coachee relationship is open communication leading to mutual respect and trust. This will ensure that the impact of feedback and post conferences will be seen in changed teaching practices and increased teacher effectiveness. In this session participants will explore their own coaching style and the impact it has on different types of teachers. We will then identify strategies coaches can use to flex or adapt their style to meet the needs of different types of teachers; opening the lines of communication and building trust.

### ***Observing for Common Core State Standards***

***90 Minutes***

How do teacher evaluators know what they are looking for in a Common Core classroom? What does every teacher evaluator need to know about the shifts in practice? What alignment exists between the district's selected performance indicators/framework and the CCSS? How can they provide the type of support and feedback to their teachers to help change classroom environments and practice towards effective implementation of CCSS? These questions will be explored with teacher evaluators to move leadership practice in support of the transition to the CCSS.

### ***Writing, Reviewing and Monitoring Student Learning Outcomes***

***90 Minutes***

During this session, teacher evaluators will build their understanding of the role that student learning objectives (SLOs) play in supporting teacher professional growth. Evaluators will review a process that can be used with teachers to help establish rigorous yet realistic SLOs that focus classroom practice on what we truly want students to know and be able to do as a result of our instruction. Integration of our developing understanding of SBAC Performance Tasks will also be explored to provide a context to the development of these assessments.

## Granby Teacher Evaluation Feedback

Timeline for Evaluation Process	Meets requirements
Orientation to the Evaluation Process	Does not meet requirements Revised – Added paragraph and reference to plan for annual orientation on page 29 of revised document
Goal-Setting Conference	Meets requirements
Mid-Year Check-In	Meets requirements
End-of-year Conference	Meets requirements
4 Level Matrix Rating System	Meets requirements

Component #1 – 45% Student Outcomes/Achievement	
Goal-Setting Process	Meets requirements
IAGD's	Meets requirements

Component #2 – 40% Teacher Practice	
Observation Protocol	Meets requirements
Rubric	Exceeds requirements
Proficiency/Calibration	Does not meet requirements Added language regarding calibration assessments of evaluators on page 15 and added overview of ReVision Learning Training in Appendix H on page 134.

Component #3 – 10% Parent OR Peer Feedback	
Protocol and Final Rating System	Does not meet requirements No changes made.
Component #4 – 5% Whole School Student Learning OR Student Feedback	
Protocol for Use of Whole-School Learning Indicators	Meets requirements

Other Core Requirements	
Definition of Effectiveness and Ineffectiveness	Meets requirements
Evaluation-Based Professional Learning	Meets requirements
Career Development/Professional Growth	Meets requirements
Plan for Individual Teacher Improvement and Remediation Plans	Meets requirements
Process for Dispute Resolution	Meets requirements
Orientation Process	Does not meet requirements Added clarification of annual process on pages 29 and on pp 29-30

**GRANBY PUBLIC SCHOOLS  
PRELIMINARY 2014-2015 SCHOOL CALENDAR**

**AUG/SEPT (20 days)**

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
25PD	26PD	27PD	28PD	29
1H	2*	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25H	26
29	30			

**JANUARY (19 days)**

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
			1H	2V
5	6	7	8	9
12	13	14	15	16
19H	20EX	21EX	22EX	23 <sup>EX</sup> <sub>GS</sub>
26	27	28	29	30

**MAY (19 days)**

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25H	26PD	27	28	29

**OCTOBER (22 days)**

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
		1	2	3
6	7	8	9	10
13H	14	15	16	17
20	21	22	23	24
27	28	29	30	31

**FEBRUARY (18 days)**

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
2	3	4	5	6
9	10	11	12	13
16H	17V	18	19	20
23	24	25	26	27

**JUNE (10 days)**

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
1	2	3	4	5
8	9	10	11	12*
15+	16+	17+	18+	19+
22	23	24	25	26
29	30			

**NOVEMBER (17 days)**

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
3 <sup>GE</sup> <sub>GS</sub>	4PD	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27H	28H

**MARCH (22 days)**

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
2	3	4	5	6GE
9	10	11	12	13
16V	17V	18V	19V	20V
23	24	25	26	27GS
30	31			

**LEGEND:**

- \* First/Last Day of School
- H Holiday - No School
- PD Prof. Dev. - No School
- V Vacation - No School
- EX HS Exams
- GE Grades Close - Elementary
- GS Grades Close - Secondary
- + Emergency Days

**DECEMBER (17 days)**

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24V	25V	26V
29V	30V	31V		

**APRIL (16 days)**

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
		1	2	3H
6	7	8	9	10
13V	14V	15V	16V	17V
20	21	22	23	24
27	28	29	30	

**VACATIONS:            DEC. 24, 2014 – JAN. 2, 2015            FEBRUARY 16-17, 2015            SPRING BREAK (TBD)**

**KEARNS PRIMARY SCHOOL**

August 26 Kindergarten Meet and Greet  
 Sept. 4 Grade 2 Open House  
 Sept. 8 Grade 1 Open House  
 Sept. 9 Kindergarten Open House  
 Nov. 4 Prof. Dev. - No School  
 May 26 Prof. Dev. - No School

**KELLY & WELLS INT. SCHOOLS**

Sept. 16 Grades 3 & 4 Open House  
 Sept. 17 Grades 5 & 6 Open House  
 Nov. 4 Prof. Dev. - No School  
 May 27 Prof. Dev. - No School

**GRANBY MEMORIAL MIDDLE SCHOOL**

Sept. 18 Open House  
 Oct. 10 Fall Parents' Day  
 Nov. 4 Prof. Dev. - No School  
 Nov. 24 Evening Conferences  
 April 8 Grandparents'/Sr. Citiz. Day  
 April 24 Spring Parents' Day  
 May 26 Prof. Dev. - No School  
 June 9 8<sup>th</sup> Gr. Moving-Up Ceremony

**GRANBY MEMORIAL HIGH SCHOOL**

Aug. 28 Freshmen Orientation  
 Sept. 11 Open House  
 Sept. 15 Sr. Parent Night  
 Nov. 4 Prof. Dev. - No School  
 Nov. 24 Evening Conferences  
 Jan 20-23 Exams  
 Feb. 5 8<sup>th</sup> Grade Parents' Night  
 May 26 Prof. Dev. - No School  
 June 12 Graduation

High School graduation will take place no later than the 185<sup>th</sup> day of school. The date will be confirmed at the first BOE meeting following April 1.

<b>SCHOOL HOURS</b>	<b>STUDENT REGULAR HOURS</b>	<b>TEACHER REGULAR HOURS</b>	<b>EARLY RELEASE</b>	<b>DELAYED OPENING</b>
Middle School/High School	7:35 - 2:20	7:30 - 2:45	7:35 - 12:00	9:05 - 2:20
Kelly Lane & Wells Road	8:20 - 3:05	8:05 - 3:20	8:20 - 12:45	9:50 - 3:05
Kearns Primary School	8:35 - 3:20	8:20 - 3:35	8:35 - 1:00	10:05 - 3:20
Pre-School (A.M.)	8:45 - 11:15	8:20 - 3:35	8:45 - 10:15	10:15 - 12:00
Pre-School (P.M.)	12:30 - 3:00	8:20 - 3:35	11:00 - 12:30*	12:30 - 3:00

\* PM Pre-School will be cancelled if there is an unscheduled early release due to inclement weather.

# PLC Time Study Interim Report

June 19, 2013

UCONN ELP Capstone Project

Develop recommendations for providing optimal PLC meeting time



# Philosophy

- Professional Growth & School-Based Professional Development
- Collaboration
- Continuous Improvement
- High expectations for all students (4 PLC questions)

# Context & Background

- All schools have PLC time
- Unequal time and processes for PLC in each school
- Multiple disruptions to the school day (Ex: teachers out of class, early releases)
- Realized benefits of dedicated time at high school
- Increased expectations for use of PLC time
- Timing: Increased demands of CT Educational reforms
- District PLC team work and processes have plateaued

## Process

- Periodic Curriculum Sub-Committee Updates
- Research (National & International)
- District time needs survey
- Reviewed other district methods
- Review of annual PLC team goals and results

## Next Steps

- Completion and presentation of PLC feasibility study(fall)
- Recommendation will include increased teacher collaboration time
- Need for additional dialogue with constituents
- What process would the Board like the administration to follow?
- What questions does the Board want addressed as part of the study?

## DRAFT

**STRATEGIC SCHOOL PROFILE 2011-12****Granby School District**

ALAN ADDLEY, Superintendent

Location: 15b North Granby Road

Telephone: (860) 844-5250

Granby,

Connecticut

Website: [www.granby.k12.ct.us](http://www.granby.k12.ct.us)


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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Hartford

Per Capita Income in 2000: \$33,863

Town Population in 2000: 10,347

Percent of Adults without a High School Diploma in 2000\*: 7.8%

1990-2000 Population Growth: 10.4%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.4%

Number of Public Schools: 5

District Enrollment as % of Estimated. Student Population: 95.9%

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\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**STUDENT ENROLLMENT****DISTRICT GRADE RANGE**

Enrollment on October 1, 2011      2,155  
 5-Year Enrollment Change          -5.4%

Grade Range                              K - 12

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	184	8.5	9.1	35.2
K-12 Students Who Are Not Fluent in English	14	0.6	2.0	5.6
Students Identified as Gifted and/or Talented*	106	4.9	6.8	4.0
PK-12 Students Receiving Special Education Services in District	176	8.2	10.0	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	101	91.0	91.3	79.8
Homeless	5	0.2	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	59	15.4	11.3	13.0

\*0.0 % of the identified gifted and/or talented students received services.

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.3
Asian American	22	1.0
Black	88	4.1
Hispanic	62	2.9
Pacific Islander	0	0.0
White	1,945	90.3
Two or more races	32	1.5
Total Minority	210	9.7

**Percent of Minority Professional Staff:** 1.6%

**Open Choice:**

71 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:**

0.7% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 8.

#### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Granby continues to address racial, ethnic and economic isolation through district curriculum and through opportunities for students to participate in a variety of inter-district initiatives. Granby has participated in Open Choice (formerly Project Concern) since its inception and for many years, Granby has been on the highest participating districts in the state. Twenty students attended the F.M. Kearns Primary School including eight kindergarten students. There were also twenty-six students that attended the Wells Road and Kelly Lane Intermediate Schools. Twenty-seven Hartford students attended the Granby Memorial Middle and High Schools during the 2011-12 school year. Extracurricular and co-curricular activities such as band and chorus have been creatively scheduled to ensure participation for the students in the Open Choice Program. Approximately 30 students from the Open Choice Program participated in one of the school's summer school programs. A Choice Intervention Specialist and school social worker all help to support the program. SERC is assisting the district in its plan to realize equity of outcomes for students participating in the Open Choice Program. Programs and practices such as Full Day-Kindergarten and heterogeneous classes all support equality of opportunity for students. Thirty-one students attended the Greater Hartford Academy of the Arts and Greater Hartford Academy of Math and Science with tuition support. A total of twenty-four students inter-district and host Hartford host magnet schools. Thirteen high school students also participated in career based programs offered by Asnuntuck Community College. Granby schools are committed to international trips and student exchange programs with countries such as Japan, Spain and France. The introduction of Mandarin Chinese as a language is enhanced by relationships with two Sister Schools in the Shandong Province. Teachers and students benefit from participating in a variety of diversity workshops and experiences. The Granby school system has a growing reputation for excellence. The Hartford Magazine and Connecticut Magazine have consistently recognized the school district's performance in its small town category and have recognized the high school as one of the best in the Greater Hartford area. Annually, student academic achievement is consistently high and includes an impressive list of college acceptances by the graduating class, the recognition of the Granby Memorial High School as a Connecticut Vanguard School, Granby Memorial Middle School as a Connecticut Association of Schools' Middle School of the Year and Kelly Lane Intermediate School as a Federal Blue Ribbon School.

### STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	81.8	59.2	91.9
Writing	78.7	62.7	80.6
Mathematics	86.0	66.5	85.0
Grade 4 Reading	88.5	64.1	95.6
Writing	81.5	65.3	74.4
Mathematics	84.8	68.0	76.3
Grade 5 Reading	84.0	67.6	77.7
Writing	83.5	68.1	79.8
Mathematics	93.3	71.6	96.4
Science	91.7	63.9	97.6
Grade 6 Reading	96.8	74.1	98.8
Writing	88.2	67.4	88.6
Mathematics	91.1	69.3	88.6
Grade 7 Reading	95.4	79.8	93.7
Writing	74.4	65.6	50.9
Mathematics	89.0	68.1	90.0
Grade 8 Reading	92.4	76.8	82.4
Writing	79.3	68.3	56.3
Mathematics	91.9	67.2	93.7
Science	88.8	61.9	95.6

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	60.0	47.5	64.7
Writing Across the Disciplines	81.6	63.0	75.4
Mathematics	76.1	49.2	90.2
Science	73.8	47.1	90.3

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	61.4	50.6	80.1

<b>SAT® I: Reasoning Test Class of 2011</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		94.7	77.3	
Average Score	Mathematics	546	505	81.7
	Critical Reading	546	502	87.0
	Writing	537	506	74.8

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Adjusted Cohort Rate 2011	96.9	82.7	95.5
2010-11 Annual Dropout Rate for Grade 9 through 12	0.3	2.6	81.9

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	94.7	84.5
% Employed (Civilian Employment and in Armed Services)	5.3	9.7

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of School Staff</b>	
General Education	
Teachers and Instructors	133.70
Paraprofessional Instructional Assistants	25.41
Special Education	
Teachers and Instructors	17.80
Paraprofessional Instructional Assistants	45.81
Library/Media Specialists and/or Assistants	9.71
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	8.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.00
Counselors, Social Workers, and School Psychologists	11.00
School Nurses	5.40
Other Staff Providing Non-Instructional Services and Support	98.11

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	13.0	14.5	13.9
% with Master's Degree or Above	79.4	86.9	79.6

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	15.9	17.9	18.5
Grade 2	19.1	19.8	19.7
Grade 5	21.3	21.9	21.6
Grade 7	24.1	20.9	20.3
High School	20.5	20.1	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	982	973	993
Middle School	986	1,019	1,024
High School	1,048	999	1,025

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.8	2.8	2.8
Middle School	2.4	2.1	2.2
High School	1.9	2.3	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2010-11

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$16,124	\$7,087	\$8,232	\$7,924	\$8,237
Instructional Supplies and Equipment	\$1,226	\$539	\$299	\$277	\$300
Improvement of Instruction and Educational Media Services	\$895	\$393	\$477	\$512	\$463
Student Support Services	\$1,645	\$723	\$875	\$936	\$872
Administration and Support Services	\$2,816	\$1,238	\$1,433	\$1,373	\$1,459
Plant Operation and Maintenance	\$2,931	\$1,289	\$1,421	\$1,384	\$1,410
Transportation	\$1,156	\$567	\$701	\$623	\$692
Costs for Students Tuitioned Out	\$923	N/A	N/A	N/A	N/A
Other	\$584	\$257	\$161	\$162	\$159
<b>Total</b>	<b>\$28,298</b>	<b>\$12,011</b>	<b>\$13,878</b>	<b>\$13,518</b>	<b>\$13,780</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$446	\$196	\$1,622	\$1,178	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,983,514	17.5	20.9	21.7

**Revenue Sources, % of Expenditures from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	71.7	20.5	5.1	2.8
Excluding School Construction	72.8	19.3	5.1	2.8

**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Granby Board of Education is committed to allocating an equitable level of material and financial resources among district schools. As part of the long-range fiscal plan for large capital projects, small capital expenditures and operating budgets within the Town of Granby, the Board of Finance, Board of Selectmen, and Board of Education often agree on a Statement of Commitment. This Statement of Commitment establishes a maximum increase for the operating budget. Distribution of funds within the budget is driven primarily by enrollment needs. Board of Education class size guidelines are used to determine the number of additional teachers and support personnel required in each building. This data is also used to determine the level of funding for instructional support such as instructional supplies. Decisions about new programs and textbooks are made as part of a curriculum review cycle. The development of the annual budget also includes an examination of student assessment results, program evaluations, state legislation and accreditation recommendations. All administrators are actively engaged in the budget development and presentation process. Quality & Diversity fund supports the district's efforts to reduce racial, ethnic and economic isolation. Funds are used to support direct needs of our Choice students, pay magnet school tuitions and support various other enrichment activities for Granby students.

**SPECIAL EDUCATION**

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible 188  
 Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities 8.7%

<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	14	0.6	1.3	1.2
Learning Disability	64	3.0	3.2	3.9
Intellectual Disability	8	0.4	0.3	0.4
Emotional Disturbance	13	0.6	0.6	1.0
Speech Impairment	41	1.9	1.7	2.1
Other Health Impairment*	42	1.9	2.2	2.2
Other Disabilities**	6	0.3	0.7	1.0
<b>Total</b>	<b>188</b>	<b>8.7</b>	<b>10.0</b>	<b>11.7</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2010-11 with a Standard Diploma	92.3	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	0.0	5.1

**STATE ASSESSMENTS**

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	69.2	36.0	89.9	70.4
	Writing	30.4	21.5	80.9	66.3
	Mathematics	54.3	31.8	89.4	68.4
	Science	61.8	23.0	90.2	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	60.0	47.5
	Writing Across the Disciplines	6.2	18.2	81.6	63.0
	Mathematics	46.7	15.4	76.1	49.2
	Science	31.2	13.6	73.8	47.1

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	29.9
	% With Accommodations	70.1
CAPT	% Without Accommodations	18.8
	% With Accommodations	81.3
% Assessed Using Skills Checklist		2.8

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	4	2.1
Private Schools or Other Settings	10	5.3

**Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers**

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	167	88.8	75.7	72.1
40.1 to 79.0 Percent of Time	10	5.3	16.5	16.3
0.0 to 40.0 Percent of Time	11	5.9	7.8	11.7

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The Granby Board of Education has adopted a new vision, mission and five-year achievement goal for the district. All Granby schools have developed a data-based school improvement plan to guide continuous improvement efforts around the mission and achievement goal. The Board and community have also developed a blueprint of priorities guides the direction of the school system. The three strategic initiatives that will frame the work are: (a) the focus on student learning; (b) the implementation of professional learning communities within the schools; and, (c) the promotion of fiscal accountability and community involvement. The district is committed to the structures and culture of professional learning communities (PLC) as its process for district improvement. Time has been allocated during the school day for all teachers to work collaboratively on improvement initiatives. All teachers received training in the work of professional learning communities. Principals provide PLC leadership for their buildings. Major initiatives across the district include the adoption of Integrated Pre-School and Full-Day Kindergarten, the introduction of elementary languages, development of a standards' based curriculum in preparation for the Common Core State Standards, implementation of a new Teacher & Administrator Evaluation Plan, the design of a new elementary language arts curriculum, the implementation of timely interventions for all students during the school day, the equity of outcomes for all students, and the use of PLC team time to support the work of the district achievement goal. The recommendations from a program review of special education are providing insight into the most efficient and effective use of resources to support the learning of struggling students. The district continues to implement a K-12 administrative classroom walkthroughs to help develop administrators and teachers' understanding of what constitutes good instruction and to support principals in addressing their instructional problems of practice. The district is characterized by student and adult learning practices. Teachers observe each other's classes and a cohort of teacher annually participate in a year-long Teachers Leadership Academies facilitated by the district administration. The vision for the district is that every student educated in the Granby Public Schools will graduate on time, prepared for 21st Century citizenship. The mission calls for students to be powerful thinkers, effective collaborators and compassionate contributors. Service is woven into the fabric of our schools. Programs that support citizenship include advisor/advisee groups, adventure clubs, responsive classroom activities, and a rich variety of community service opportunities many of which directly supported cancer research. Parents are actively engaged in the planning and improvement of school programs through Parent Advisory Councils, School Climate Committees, Leadership Councils, Superintendent Forums, volunteering in schools and classrooms, and attending parent workshops and informational events. Annually, parents raise a huge amount of funds to help support the school projects, extracurricular and sports programs. For the past few years, the Board has been working closely with the Town Youth Center, Social Services, the police department and the Board of Selectmen to address the social and behavioral needs of students in grades 7-12. This includes the use of a district-wide student survey on behaviors and attitudes, community conversations and the development of a town-wide follow-up action plan. Use of the local community television station, standards-based report cards, and an interactive website that utilizes teacher websites, access to on-line grades, the ability to register on line, sign up and pay for field trips on-line, the use of blogs and community forums have all helped to increase school-parent communication.

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## DRAFT

**STRATEGIC SCHOOL PROFILE 2011-12**

High School Edition

**Granby Memorial High School****Granby School District**

PATRICIA D. LAW, Principal  
 KIMBERLY CALCASOLA, Asst. Principal  
 KATHLEEN L. SUTTON, Asst. Principal  
 Telephone: (860) 844-3014

Location: 315 Salmon Brook Street  
 Granby,  
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 9 - 12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 756  
 5-Year Enrollment Change: 10.0%

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	51	6.7	8.9	30.7
Students Who Are Not Fluent in English	1	0.1	0.9	3.7
Students Identified as Gifted and/or Talented	56	7.4	8.0	5.3
Students with Disabilities	52	6.9	9.5	10.8
Juniors and Seniors Working 16 or More Hours Per Week	59	15.4	11.3	13.0

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	19.5	18.8	18.4
Biology I	21.1	20.1	19.7
English, Grade 10	20.9	20.5	19.6
American History	19.8	20.8	20.4

**Language Instruction:**

Instruction was offered in the following language(s):  
 French, Mandarin, Spanish

Instructional Time	School	State High Schools
Total Days per Year	180	181
Total Hours per Year	1,048	1,025

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

**Lunch**

An average of 25 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2010-11 School Year	50.9	34.5

**Minimum Graduation Credits**  
The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2011	21.0	22.0	26.6

% of Class of 2011 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	95.7	91.6
Chemistry	81.9	73.9
4 or More Credits in Mathematics	80.9	64.1
3 or More Credits in Science	87.8	88.1
4 or More Credits in Social Studies	47.9	51.4
Credit for Level 3 or Higher in a World Language	72.9	62.5
2 or More Credits in Vocational Education	55.9	54.6
2 or More Credits in the Arts	29.3	40.6

**Class of 2011**

This school required more than the state minimum number of credits for graduation in social studies, world language, health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.1	0.8	3.5
% of Gifted and/or Talented Students Who Received Services	0.0	N/A	N/A
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	92.3	74.4	72.8

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	1.9	2.3	2.1
% of Computers with Internet Access	100.0	100.0	99.9
% of Computers that are High or Moderate Power	100.0	97.6	97.5
# of Print Volumes Per Student*	23.1	15.5	16.6
# of Print Periodical Subscriptions	43	53	35

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**Interactive Distance Learning:**

This school utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 39.3% of high schools in the state utilize interactive distance learning.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	50.40
	Paraprofessional Instructional Assistants	5.15
Special Education:	Teachers and Instructors	6.00
	Paraprofessional Instructional Assistants	8.00
Library/Media Specialists and/or Assistants		2.57
Administrators, Coordinators, and Department Chairs		3.10
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		6.00
School Nurses		1.40
Other Staff Providing Non-Instructional Services and Support		16.68

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>High Schools</b>	
		<b>DRG</b>	<b>State</b>
Average Number of Years of Experience in Education	13.8	14.3	14.1
% with Master's Degree or Above	83.6	85.6	76.6
Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	8.8	8.1	8.6
% Assigned to Same School the Previous Year	96.7	90.5	89.0

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

At Granby Memorial High School, we are committed to supporting the family's role in the education of their students by offering a variety of programs to involve parents in the high school process. At GMHS we feel it is important to regularly bring parent and faculty together to provide support and information about the high school experience and in preparation for steps beyond the high school. Therefore, we offer an open house, class nights, parent/teacher conferences, and celebrations throughout the year. In addition to these events, GMHS has a variety of web-based communication resources to provide on-going and up-to-date communication with parents. Our website has daily announcements and a calendar of upcoming events. GMHS also produces a monthly newsletter for parents which contains a message from the principal, department updates, and sports/clubs events. We utilize Power School for student grading and progress monitoring. In addition, our guidance department uses Naviance to work with students and parents with college planning, course selections and career development planning and Student Success Plans. Academic communications are provided through the teacher web sites email, phone calls and sharing of course work with families. For families who do not have technology to receive electronic school communications, we mail hard copies. Throughout the year, we involve parents in school improvement and planning processes. We have monthly Parent Advisory Committee (PAC) meetings. These meetings provide parents with insight into upcoming events and opportunities for involvement in high school activities. PAC is also utilized as a venue for parents to provide insight and input into the development of the high school culture and action around big ideas. Other areas of parent participation are : 1. Athletic Boosters and Band & Chorus Booster organizations; 2. Involvement and support of the parents in district's annual operating budget process; 3. Organization of the safe after graduation party by parents; and 4. Annual school improvement surveys administered to parents; 4. Leadership/Climate Committee – focused on creating a safe and accepting school environment for all learners.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	8	1.1
Black	20	2.6
Hispanic	20	2.6
Pacific Islander	0	0.0
White	699	92.5
Two or more races	8	1.1
Total Minority	57	N/A

**Percent of Minority Professional Staff :4.1**

**Open Choice:**

16 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language:**

0.3 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 2

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

GMHS has participated in Project Choice since its inception, with 16 Hartford students participating during 2011-2012. Hartford students enjoy the same opportunities as Granby students. GMHS students have the opportunity to attend inter-district magnet schools. BOE currently supports tuition for 24 students at the Greater Hartford Academy of Performing Arts, the Greater Hartford Academy of Math and Science, Sports and Medical Sciences Academy, and the University High School of Science and Engineering. In addition, GMHS students are eligible to attend the Oliver Wolcott Vocational Technical School and the Suffield AgriScience Program. During the 2011-2012 school year 13 students attended one of these vocational programs. Tuition was also provided for 13 students to enroll in the Asnuntuck College Connections Program, a technology-based program. Opportunities also exist for students to attend Great Path Academy and Big Picture School. Within the high school, we are committed to heterogeneous grouping of students. Any student has the ability to enroll in the course(s) of their choice, regardless of recommendation. The high school continues its commitment to international experiences for students through school trips, exchange programs and three world language programs – French, Spanish and Mandarin Chinese. The school's community service requirement for graduation promotes activities that help reduce racial, ethnic and economic isolation. In addition, GMHS provides a full range of sports, activities and clubs, including a 9th grade Mentor/Mentee program which provides each incoming freshman with an upper-class student mentor to be a role model and ease the transition to the high school. Lastly, during the past two years, GMHS has participated in a district wide study group to investigate how to reduce the achievement gap. As part of the study group, the school participated in a data analysis of the equity of educational outcomes for all students in the school and has developed broad action plans to begin to address the gaps and needs identified.

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### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	72.6	51.1	93.8

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2010-11	School	State High Schools
Number of Courses for which Students were Tested	11	7.4
% of Grade 12 Students Tested	42.3	24.7
% of Exams Scored 3 or More*	76.4	70.9

\*A score of three or higher is generally required for earning college credit.

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	60.0	47.5	72.2
Writing Across the Disciplines	81.6	63.0	79.0
Mathematics	76.1	49.2	92.3
Science	73.8	47.1	92.3

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**SAT® I.** The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2011	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	546	505	85.6
Critical Reading	546	502	89.4
Writing	537	506	81.4
% of Graduates Tested	94.7	77.3	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	96.9	82.7	93.1
2010-11 Annual Dropout Rate for Grade 9 through 12	0.3	2.6	82.6

Activities of Graduates	School	State
% Pursuing Higher Education	94.7	84.5
% Employed, Civilian and Military	5.3	9.7

Student Attendance	School	State High Schools
% Present on October 1	96.3	94.1

**Disciplinary Offenses**

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2010-11 school year, 87 students were responsible for these incidents. These students represent 11% of the estimated number of students who attended this school at some point during the 2010-11 school year.

**Truancy**

During the 2010-11 school year, 10 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	2	0
Personally Threatening Behavior	4	3
Theft	3	0
Physical/Verbal Confrontation	4	0
Fighting/Battery	5	1
Property Damage	2	0
Weapons	0	0
Drugs/Alcohol/Tobacco	15	2
School Policy Violations	46	0
Total	81	6

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### SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

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The following narratives was submitted by this school.

In 2006, GMHS was the first public high school in the state to be recognized as Connecticut Vanguard High Performing School. The Vanguard Schools program identifies and recognizes schools that exhibit high student achievement and evidence of best educational practices. Connecticut Academic Performance Test (CAPT) scores for students scoring at the proficient and goal levels have increased steadily over the past six years. GMHS has experiences significant growth in the past 10 years on CAPT with the percentage of students at or above state goal in Math increasing from 48.5% to 76.1%, Science has increased from 64.8% to 73.8%, Reading Across the Disciplines from 59.5% to 60.0%, and Writing Across the Disciplines from 59.4% to 81.6%. Our Scholastic Aptitude Test (SAT) scores and participation rates continue to remain high with 91% of graduating seniors having taken the test. At GMHS, SAT scores on the verbal and math for 2011-2012 once again exceeded both the state and national averages. In order to support students in this effort, GHMS provides the PSAT test to all sophomores and juniors each October. Advanced Placement course enrollment, the number of AP tests offered, and student achievement continue to be strong. In 2011 – 2012, 300 tests in eighteen subjects were taken by 180 students. On those tests, 79.4% of the students scored a three or better. The school's academic progress has been profiled in a variety of publications for its accomplishments and practices including the 2006 Connecticut Association of Schools Professional Studies Monographs, the November 2006 edition of the Connecticut magazine, and was recently recognized as the #2 Small Town in Education in the state by Connecticut Magazine.

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### SUPPLEMENTAL SCHOOL INFORMATION

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

During the 2011-2012 school year, Granby Memorial High School evidenced many significant accomplishments: 1) Local, state and national recognition as a professional learning community; 2) The provision of a school based SAT prep course for GMHS students; 3) Continued utilization of smart board technology to support teaching and learning; 4) Development of the Student Support Center to support struggling students; 5) Reporting of students' performance on the school's academic, civic, and social learning expectations; 6) Increased parent participation in the school (volunteers, committees, recognition breakfasts, community agencies and groups); 7) Development of 9th grade Mentor/Mentee program; 8) Expanded curricular and co-curricular opportunities for students through additional sports, clubs, Virtual High School, Asnuntuck Community College and School-to-Career offerings; 9) Expanded student voice and Student Government; 10) Implementation of the Developmental Guidance Program; 11) A unique community, work-based mentoring program; 12) Updated Senior Project program that provides 12th graders the opportunity to conduct in-depth studies of areas of interest to them while also improving their communication and presentation skills; 13) Expansion of Student Intervention Team (SIT) to provide a process to identify and support struggling students; and 14) the development of Student Success Plans for all GMHS students.

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## DRAFT

**STRATEGIC SCHOOL PROFILE 2011-12**

Elementary School K-3 Edition

**Frank M. Kearns Primary School****Granby School District**

KIMBERLY J. DESSERT, Principal  
Telephone: (860) 844-3044

Location: 5 Canton Road  
Granby,  
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: K - 2

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 389  
5-Year Enrollment Change: -21.4%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	30	7.7	9.9	39.4
K-12 Students Who Are Not Fluent in English	8	2.1	1.2	7.8
Students with Disabilities	29	7.5	8.6	10.9
Students Identified as Gifted and/or Talented	0	0.0	1.7	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	101	91.0	91.0	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	266	95.7	97.0	95.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	961	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	15.9	15.9	18.5
Grade 2	19.1	19.1	19.7

**Required Hours of Instruction Per Year in Selected Subject Areas**

Grade 2	School	State
Art **	21	31
Computer Education **	18	16
English Language Arts **	450	488
Health **	18	18
Library Media Skills	0	20
Mathematics **	180	200
Music **	21	32
Physical Education **	42	39
Science **	90	73
Social Studies **	90	67
World Languages	0	7

**World Language**

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

**Lunch**

An average of 25 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	2.1	1.2	7.6
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers.	75.9	87.8	78.8

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.8	2.8	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	100.0	94.2
# of Print Volumes Per Student*	28.2	25.8	29.7
# of Print Periodical Subscriptions	1	4	11

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	23.10
	Paraprofessional Instructional Assistants	11.21
Special Education:	Teachers and Instructors	4.80
	Paraprofessional Instructional Assistants	9.45
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.66
Counselors, Social Workers, and School Psychologists		1.25
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		8.48

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	14.4	12.0	13.7
% with Master's Degree or Above	86.7	78.9	81.6
Attendance,2010-11: Average # of Days Absent Due to Illness or Personal Time	7.8	8.0	8.7
% Assigned to Same School the Previous Year	100.0	97.3	85.0

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At F.M. Kearns Primary School staff is committed to supporting the role that parents play in the education of their children. Family/student handbooks acknowledge that it is our belief that education is the result of a collaboration that includes students, teachers, parents, administration, and members of the community. Parents are invited to Open Houses within the first weeks of school where teachers share curriculum expectations and expectations of parents and students. Each student's academic and social progress is reported to parents quarterly, and parent conferences are scheduled at the parents' and teachers' mutual convenience in November and March. Parent/teacher conversation is encouraged through parent meetings, telephone calls, notes and email exchanges. Families of F.M. Kearns Primary School make critical contributions to student's achievement by providing a home environment conducive to learning. Teachers share messages through email to parents that support curriculum and suggest ways in which parents can best help with their children's learning. Our school's website posts information about our school, staff telephone numbers and email addresses, teacher web pages, and special school activities, presentations, and celebrations. A monthly newsletter is posted on the website to keep parents apprised of events and activities. The parents in Granby assist in classrooms, in the library media center, and as chaperones on field trips. Many parents share their personal knowledge and expertise with the students through classroom presentations. There is parent participation on our Safe School Climate Committee. A dedicated PTO supports the school in all areas to support student success and promote learning. They work collaboratively with the school to foster learning opportunities for children and families. In all areas and programs, parent volunteers are welcome and valued. It is through the support of home and school that attributes to the students' success.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	3	0.8
Black	18	4.6
Hispanic	7	1.8
Pacific Islander	0	0.0
White	351	90.2
Two or more races	9	2.3
Total Minority	38	9.8

**Percent of Minority Professional Staff:** 0.0%

**Open Choice:**

17 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language:**

2.1% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 7.

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

F.M. Kearns Primary School is dedicated to complete heterogeneity in grouping and to the full inclusion of special needs children. We rely on our school curriculum to encourage students to understand, respect, and celebrate how we are all different and how we are all the same. Library books, instructional texts, and other educational materials for purchase are reviewed to ensure that illustrations and themes reflect multiracial and multicultural considerations. The K-2 Social Studies curricula introduce students to more diverse communities. There are multicultural experiences that encourage children to learn about and share the background and culture of their families. Parents and family members are called upon to share their ethnic and cultural customs related to holidays and other special celebrations. The PTO sponsors cultural programs that provide our students with diverse cultural art experiences. Granby participates in the Open-Choice program. F.M. Kearns School welcomes students from Hartford in kindergarten through second grade. The Open-Choice Kindergarten students participate in our Extended Day Kindergarten program with Granby Kindergarten students. This afternoon program is taught by a certified teacher and a teaching assistant.

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## STUDENT PERFORMANCE AND BEHAVIOR

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented. For more detailed CMT results, go to [www.ctreports](http://www.ctreports). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	94.3	95.9	95.9

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

### Truancy

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Educational programs and curriculum development at F.M. Kearns Primary School is organized around a K-2 instructional framework. The district is committed to becoming a Professional Learning Community. There is a focus on: shared mission, vision, values, and goals, collaborative teams, collective inquiry, action orientation, commitment to continuous improvement, results orientated. The Granby Public Schools' mission is that all students become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world. Classrooms are organized heterogeneously and in the spirit of full inclusion. Response to Intervention provides a systematic early intervention process for students that are experiencing academic difficulty. Teachers collaborate daily at team meetings with an emphasis on student learning. Each grade level establishes a SMART goal that is aligned with district goal and building goal. They share a continuing commitment to the development of higher-level thinking skills and the integration of language arts, social studies and science. There are ongoing common formative assessments throughout the year. Progress monitoring is implemented for all students who do not reach district goals. Teachers provide effective timely interventions for students at risk. Teams meet weekly to discuss student learning and develop a plan of action for students of concern. Student learning is monitored throughout the year. Focused, quality in-service has emphasized the importance of meeting the needs of every student and best practices in literacy instruction. Teachers participate in study groups. This opportunity provides staff with an environment for learning together, planning together, testing ideas together, and reflecting together. This year our study group focused on effective reading instruction. Teachers also participate in peer sharing experiences. This provides opportunities to observe classroom instruction and learn from one another.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The Granby Public Schools embraces a vision that every student educated in The Granby Public Schools will graduate on time, prepared for 21st Century Citizenship. Our mission statement is that all students become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world. Students at F.M. Kearns this year showed that they are compassionate contributors by participating in Jump Rope for Heart, food drives, and collection of blankets for a local pet shelter. Our achievement goal is to systemically improve students' ability to analyze and synthesize information, solve problems and articulate/defend a position. Our instruction is delivered through a workshop approach: the core values being relationships with students, time, choice, ownership and celebrations. There is a time for explicit instruction, modeling, guided practice, and independent practice. At F.M. Kearns Primary School, the dedicated staff, supportive parents, and active community assist in promoting learning for all. There is an increased effort to enhance our welcoming school environment. The school believes in the Responsive Classroom approach which creates a school culture where we are responsible for the education and acceptance of all children. This approach is a way of teaching that emphasizes social, emotional, and academic growth in a safe school environment. We stress the importance of friendships, caring, sharing, and respecting the differences of others, whether in class, on the playground, at lunch, or on the school bus. F.M. Kearns Primary School will explore having an Integrated Pre-School and full-day Kindergarten for the 2012-2013 school year. We work with the Granby Early Childhood Council and local preschools in Granby to best meet the needs of all children.

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## DRAFT

**STRATEGIC SCHOOL PROFILE 2011-12**

Elementary School K-6 Edition

**Kelly Lane Intermediate School****Granby School District**

ROBERT F. GILBERT, Principal  
Telephone: (860) 844-3041

Location: 60 Kelly Lane  
Granby,  
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: 3 - 6

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 327  
5-Year Enrollment Change: -12.3%\*  
\*Between 2002 and 2007, grades changed

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	28	8.6	9.9	39.4
K-12 Students Who Are Not Fluent in English	4	1.2	1.2	7.8
Students with Disabilities	35	10.7	8.6	10.9
Students Identified as Gifted and/or Talented	13	4.0	1.7	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	252	97.3	97.0	95.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	992	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	20.5	21.3	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	27	32
Computer Education **	27	21
English Language Arts **	425	430
Family and Consumer Science	0	1
Health **	18	21
Library Media Skills	0	19
Mathematics **	225	200
Music **	27	34
Physical Education **	54	43
Science **	135	97
Social Studies **	54	87
Technology Education	0	3
World Languages	0	14

**World Language**

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

**Lunch**

An average of 20 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.2	1.2	7.8
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	91.4	87.8	78.8

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.9	2.8	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	100.0	94.2
# of Print Volumes Per Student*	29.8	25.8	29.7
# of Print Periodical Subscriptions	0	4	11

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.	
General Education:	Teachers and Instructors		16.90
	Paraprofessional Instructional Assistants		4.50
Special Education:	Teachers and Instructors		3.00
	Paraprofessional Instructional Assistants		11.93
Library/Media Specialists and/or Assistants			2.57
Administrators, Coordinators, and Department Chairs			1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)			1.67
Counselors, Social Workers, and School Psychologists			1.25
School Nurses			1.00
Other Staff Providing Non-Instructional Services and Support		6.97	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	10.3	12.0	13.7
% with Master's Degree or Above	69.6	78.9	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	7.9	8.0	8.7
% Assigned to Same School the Previous Year*	95.7	97.3	85.0

\*In 2011, grades changed

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**


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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school website is devoted to homepages.

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The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Kelly Lane Intermediate School is committed to supporting the role of the family in public education. Student success is dependent upon the partnership that is forged between student, teacher and parent. On-going two-way communication is fostered through annual events and activities such as the annual student/ parent visitation in August, two annual open house evenings for parents and 6 days and one evening of parent/teacher conferences. Regular and ongoing communication provided via teacher websites, newsletters, e-Blasts, as well as through the monthly school newsletter, provides information, guidance and encouragement to parents in supporting their child's learning at home.

A new software program, ZippSlip has provided additional user friendly options for parents to update school information and register/pay for school field trips. The use of a daily planner with handbook provides a vehicle for assignments, notes, and school guidelines/rules each day. Parents are welcomed, recruited and encouraged to volunteer their time in a variety of ways through a generous PTO which provides the funding and manpower to assist with enhancements such as our annual book fair, cultural arts assemblies, and exploring arts activities. The building based Kelly Kids Care program recruits parents to lead and assist with both health/wellness activities as well as character/school community development. Parents are included as integral members of school committees such as our Safe School Climate Committee.

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**SCHOOL DIVERSITY**

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.9
Asian American	3	0.9
Black	17	5.2
Hispanic	11	3.4
Pacific Islander	0	0.0
White	283	86.5
Two or more races	10	3.1
Total Minority	44	N/A

**Percent of Minority Professional Staff:** 0.0%

**Open Choice:**

13 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language :**

1.2% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 3.

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**EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION**


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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

During the 2011-12 school year, Kelly Lane Intermediate School participated in the OPEN CHOICE program for the sixth consecutive year. Twelve students (grades 3-6) from Hartford were welcomed into the Kelly Lane School family.

Throughout the year, administrators and teachers participated in inter-district meetings, seminars, and book clubs, sponsored by CREC and SERC, in an effort to support the success of this program. Multi cultural curricular teaching and activities continued as part of the regular curriculum and clubs provided students with additional awareness activities. At various points during the year, parent meetings were held in Hartford to assist parents in receiving important information as well as to provide an opportunity for questions and answers. In addition to this, cultural arts assemblies featuring the music, art and cultures of various countries were presented to the students through the partnership of the Granby PTO. Kelly Lane School/Granby Public Schools were, again, awarded a grant by the state, which allowed for both the hiring of an elementary school social worker to assist in supporting choice students as well as the continuation of an afterschool Learning Center/Homework club with transportation for all students (including CHOICE). A formal family connections/host program were initiated during the year, as well.

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**STUDENT PERFORMANCE AND BEHAVIOR**

<b>Physical Fitness: % Reaching Health Standard on All Four Tests*</b>	<b>School</b>	<b>District</b>	<b>State</b>	<b>% of Schools in State with Equal or Lower Percent Reaching Standard</b>
Grade 4	60.7	54.0	50.9	71.6
Grade 6	71.8	64.8	50.7	90.9

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	83.8	81.8	59.2	93.1
Writing	79.4	78.7	62.7	80.8
Mathematics	89.7	86.0	66.5	91.1
Grade 4 Reading	92.2	88.5	64.1	98.0
Writing	87.0	81.5	65.3	90.3
Mathematics	89.0	84.8	68.0	85.6
Grade 5 Reading	94.9	84.0	67.6	99.0
Writing	91.5	83.5	68.1	94.5
Mathematics	97.5	93.3	71.6	99.4
Science	96.3	91.7	63.9	99.6
Grade 6 Reading	97.5	96.8	74.1	99.1
Writing	91.8	88.2	67.4	96.1
Mathematics	95.1	91.1	69.3	99.1

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.6	95.9	95.9

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

### Truancy

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

During the 2011-12 school year, Kelly Lane Intermediate School was honored in Washington D.C. as a National Blue Ribbon School of Excellence - one of only 5 Connecticut schools with this prestigious 2011 honor. Kelly Lane is committed to the philosophy and practice of continuous improvement. An annual school improvement plan is presented each fall to the Granby Board of Education. Student achievement data from the Connecticut Mastery Test serves as one indicator of school improvement efforts in conjunction with the No Child Left Behind legislation. The percentage of Kelly Lane students scoring at or above goal remains extremely high and ranged from 84-98% (Reading) and 89-98 % (Math) during 2011-12. AYP data was not available at the writing of this report, but was at 100% in 2010-11. The percentage of students scoring at goal in writing continues to rise and ranged from 79-92% in 2011-12. The strategy of providing meaningful and specific feedback to students has been key to the school's continuous improvement in writing. The school improvement plan promotes teacher collaboration and professional development as tools to maintain strong student performance areas and strengthen less successful learning strands and objectives. Special Education programs and services have been strengthened through the development and implementation of a Response to Intervention Model and a collaborative instructional model. In addition, the school and district were involved in a special education study during 2011-12 with the goals of increasing student achievement for struggling learners and increasing cost and personnel efficiencies. An action plan was developed which included developing a menu of interventions in reading and math and expanding resource teacher assignments to include reading services. Throughout the school, parents are engaged in the educational process through a high level and frequency of parent/teacher conferencing and communication. Parents are also encouraged to volunteer in and for the school in a variety of ways including reading in the classroom, volunteering in the media center and participating in the PTO.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Kelly Lane Intermediate School was designated a 2011 Federal Blue Ribbon School of Excellence by the U.S. Department of Education. Kelly Lane is a Professional Learning Community (PLC) where the focus is on learning, collaboration and results. Kelly Lane Intermediate School sets high and appropriate expectations for each child and provides a supportive environment to meet the academic, social, emotional and physical needs of students in grades 3-6. A partnership between home and school is the foundation for our success. Character Education initiatives and the use of the responsive classroom model have assisted in building classroom community, maintaining a highly successful school climate as well as reducing any barriers to learning. A Safe School Climate Committee made up of parents and teachers works together to enhance the climate and culture of the school. The delivery of an integrated and meaningful curriculum is monitored by both standard (CMT) and authentic (Portfolio) assessment tools. Annual goals are set forth by the school improvement plan. Noted programs and extra curricular offerings include the building based Kelly Kids Care program, band and chorus programs, arts/science/ technology fair, drama club, world cultures club, environmental club, after school learning center, student council, stock market club, math enrichment club, lunch time book clubs, among others. In addition to strong academic standardized test scores, individual Kelly Lane students teams and individuals have been recognized over the past few years for their successes in programs/competitions such as the state wide Hartford Courant Stock Market Game (first, second and third place teams), Destination ImagiNation state competition (first place winner), National Geography Bee (state finalist), as well as student essays published in the University of Connecticut Literary Journal. Finally, Kelly Lane was a winning school (top 10) in the 2011 Governor's Summer Reading Program.

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## DRAFT

**STRATEGIC SCHOOL PROFILE 2011-12**

Middle and Junior High School Edition

**Granby Memorial Middle School**  
**Granby School District**

PAUL D. OSYPUK, Principal  
 Telephone: (860) 844-3029

Location: 321 Salmon Brook Street  
 Granby,  
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 7 - 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 356  
 5-Year Enrollment Change: -3.8%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	30	8.4	8.4	30.0
Students Who Are Not Fluent in English	0	0.0	0.0	3.4
Students with Disabilities	34	9.6	9.6	12.0
Students Identified as Gifted and/or Talented	32	9.0	9.0	7.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	192	99.0	99.0	98.2

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	180	181
Total Hours per Year	986	1,024

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Grade 5	N/A	N/A	N/A
Grade 7	24.1	24.1	20.3

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	1.0	1.0	37.2
World Language	71.1	71.1	49.9

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art **	32	37
Computer Education	16	18
English Language Arts	130	227
Family and Consumer Science	32	12
Health	24	24
Library Media Skills	16	9
Mathematics	130	159
Music *	32	35
Physical Education	65	55
Science	130	149
Social Studies	130	147
Technology Education	32	24
World Languages	130	91

**World Language**

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 24% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

**Lunch**

An average of 25 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach  
 \* Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.0	3.2
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	94.1	94.1	76.3

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.4	2.4	2.2
% of Computers with Internet Access	100.0	100.0	98.8
% of Computers that are High or Moderate Power	100.0	100.0	97.2
# of Print Volumes Per Student*	30.2	30.2	21.6
# of Print Periodical Subscriptions	24	24	20

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	24.60
Paraprofessional Instructional Assistants	1.43
Special Education: Teachers and Instructors	2.00
Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	1.90
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	2.25
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	10.34

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	15.2	15.0	14.2
% with Master's Degree or Above	72.4	72.4	79.3
Classroom Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	8.7	8.7	8.9
% Assigned to Same School the Previous Year	93.1	93.1	88.2

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Granby Memorial Middle School, we are committed to developing and sustaining strong home school partnerships. We have cultivated a very involved and dedicated Parent Advisory Council that meets monthly, in which parents have an opportunity to explore and provide input in various avenues of school life. Parent and community volunteers are involved in student social activities as well as after-school clubs and enrichment activities. Teachers post messages and homework on our website daily/weekly. They, along with our deeply involved guidance counselors and school psychologist, communicate regularly via conferences, emails and phone calls home to report on student learning and progress. Our monthly on-line newsletter is automatically posted on our website and sent to parents. Periodically, emails are sent to all parents with reminders regarding important upcoming events. An energetic pupil support team made-up of teachers, guidance counselors, a school psychologist and an administrator form the basis of developing strong home/school collaboration plans with parents and is part of our intervention program for students in need. We are aware of the importance of linking parents to student learning and monitoring student progress. To this end, we have designed our learning units in Understanding by Design (UbD) format and posted them on our website. Presently, our entire curriculum is under review and is being updated. Students and parents can also access teachers' grade books via the password-protected Parent Portal and view their child's grades and progress in real time. We practice an open door policy and invite parents in to school to attend classes. A fall and spring Parents' Day and April's Grandparents' Day/Elder Friends' Day offer multiple opportunities for parents, grandparents and senior citizens to participate in student life and learning. We are proud to report that over 300 parents and over 100 grandparents and senior citizens visited classes last year and took part in their children's education.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	3	0.8
Black	13	3.7
Hispanic	13	3.7
Pacific Islander	0	0.0
White	323	90.7
Two or more races	3	0.8
Total Minority	33	N/A

**Percent of Minority Professional Staff:** 0.0%

**Open Choice:**

11 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language:**

0.3% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 1.

### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Granby Memorial Middle School (GMMS) has provided many opportunities for parents, teachers and students to gain increased awareness of diversity, greater sensitivity to differences, and personal experiences to connect cultures. The faculty and staff have made conscientious efforts to incorporate diversity by taking part in Project Choice for over 27 years. Eleven (11) seventh and eighth grade students from Hartford attended GMMS as part of this program. Also, school-wide programs such as Mix-It-Up Day, Student Union, Town Meetings and a student-planned Black History Month Celebrations have created opportunities for students to increase their cultural awareness and a deeper appreciation of differences. GMMS school guidance counselors, the school psychologist and administrator took part in district-wide professional development hosted by SERC to explore, promote and develop a more culturally responsive school. We implemented a new program to unite Granby and Project Choice parents and students called Host Families. Project Choice students and families were matched up with Granby students and families to have dinner and discuss the Project Choice program and ways in which students could become greater friends, support each other and spend more time outside of school together. Eighth graders completed a unit on immigration (Immigration Day) by having a field experience to New York City and Ellis Island. Immigration Day highlighted students' perspectives on issues of economic, social and language barriers that immigrants to the United States experienced. Themes such as tolerance, disabilities and diversity were implemented and embedded throughout the curriculum to help students understand and appreciate the value and strength inherent in our differences. Two courses, 21st Century Citizen and Character Inc., both provided students with opportunities to explore a wide range of global issues and develop a greater understanding of diversity and cultural differences.

### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 8	53.7	53.7	49.8	60.0

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 7 Reading	96.1	95.4	79.8	95.6
Writing	74.8	74.4	65.6	66.2
Mathematics	89.6	89.0	68.1	92.0
Grade 8 Reading	92.4	92.4	76.8	87.1
Writing	79.3	79.3	68.3	67.2
Mathematics	91.9	91.9	67.2	94.5
Science	88.8	88.8	61.9	96.0

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	95.2	95.2	95.9

**Disciplinary Offenses**

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2010-11 school year, 11 students were responsible for these incidents. These students represent 3.1% of the estimated number of students who attended this school at some point during the 2010-11 school year.

**Truancy**

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	1
Sexually Related Behavior	1	0
Personally Threatening Behavior	2	1
Theft	3	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	3	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	0	0
Total	9	2

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

The primary focus of our school improvement planning is to implement the key principals of the Professional Learning Community concept and improve student performance. We are engaged in a strategic planning process that will frame our improvement efforts for the next several years. GMMS CMT scores place us among the top middle schools in the state. We have analyzed school and district CMT data and have identified and discussed critical issues that we feel lead to improved student achievement. Professional development and goal setting is carefully aligned with our mission, vision, instructional and school improvement plans, as well as classroom observations, walkthroughs and resources to promote an increase in student performance. A major focus of our school improvement plan is to improve students' ability to write well. This task involves our students reading a variety of different viewpoints on an issue, analyzing viewpoints and taking and defending a written position on the issue with references to text. Our goal is to promote students' ability to think critically, problem solve, analyze and synthesize information and articulate and defend a position. Also, targeted intervention plans, along with periodic and frequent formative assessments, have been developed, administered and analyzed by teacher teams and administration. We continually analyze data, examine student work, develop and monitor improvement plans, and collaborate regarding best practices to hold ourselves accountable for improved results. We have established three teams this year in our school to develop our Response to Intervention model. Our School Leadership Team (SLT) will take a macro-look at our school and analyze data to determine programs that will help our students. Our Student Intervention Team (SIT) will look at ways to support Tier 1 instruction and make data based decisions regarding the need for student support. Our third team is Teacher Collaborative Team. This team will create and monitor plans to align with department goals to promote success for all students.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Granby Memorial Middle School is an exciting place to learn and grow. Our outstanding staff is dedicated to personally knowing each of our 330 seventh and eighth graders and their families and creating success for every student. We have extensive after-school programs ranging from Drama Club and Broadway Musical to a variety of sports and clubs. Our student-run Broadcast News Club televises student news each morning. Approximately two-thirds of our student body attends dances and over 400 parents and grandparents attend classes during Parents' Day and Grandparents'/Elder Friends' Day. Our Ecology Center raised and released 4500 trout and over 300 full-grown brown trout into the Salmon Brook River last spring. We have a strong history of high student achievement as evidenced by statewide testing. Our students attained some of the highest Connecticut Mastery Test results in the entire state. We believe strongly in the concepts of a professional learning community and focus on learning rather than teaching, working collaboratively and holding ourselves accountable for results. We continually reflect on our practices in an effort to improve all aspects of student life and our school. We are implementing Student Success Plans for all of our students to foster stronger college and career awareness and planning. We also established our Positive School Climate Committee which is comprised of students, parents, teachers and administrators. The committee will survey all of our students, parents and staff. Based on the results of our surveys, we will develop plans to better meet the needs of our students. To better support the needs of all of our learners, we have developed additional support classes in the area of reading and mathematics. These classes provide research based intervention strategies and are staffed with our best instructors to help close achievement gaps and promote high expectations for all.

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## DRAFT

**STRATEGIC SCHOOL PROFILE 2011-12**

Elementary School K-6 Edition

**Wells Road Intermediate School****Granby School District**

ANNA M. FORLENZA-BAILEY, Principal  
Telephone: (860) 844-3048

Location: 134 Wells Road  
Granby,  
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: 3 - 6

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 327  
5-Year Enrollment Change: -7.4%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	45	13.8	9.9	39.4
K-12 Students Who Are Not Fluent in English	1	0.3	1.2	7.8
Students with Disabilities	26	8.0	8.6	10.9
Students Identified as Gifted and/or Talented	5	1.5	1.7	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	238	98.3	97.0	95.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	992	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	22.0	21.3	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	27	32
Computer Education **	27	21
English Language Arts **	425	430
Family and Consumer Science	0	1
Health **	18	21
Library Media Skills	0	19
Mathematics **	225	200
Music **	27	34
Physical Education **	54	43
Science **	135	97
Social Studies **	54	87
Technology Education	0	3
World Languages	0	14

**World Language**

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

**Lunch**

An average of 20 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.3	1.2	7.8
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	96.2	87.8	78.8

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.6	2.8	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	100.0	94.2
# of Print Volumes Per Student*	19.0	25.8	29.7
# of Print Periodical Subscriptions	12	4	11

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education: Teachers and Instructors	18.70	
Paraprofessional Instructional Assistants	3.12	
Special Education: Teachers and Instructors	2.00	
Paraprofessional Instructional Assistants	9.43	
Library/Media Specialists and/or Assistants	1.57	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.67	
Counselors, Social Workers, and School Psychologists	1.25	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	7.79	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	13.5	12.0	13.7
% with Master's Degree or Above	72.7	78.9	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	8.3	8.0	8.7
% Assigned to Same School the Previous Year	95.5	97.3	85.0

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Our community would not be complete without our parents. Ongoing communication with Wells Road Intermediate School parents is an integral part of our school community. We have expanded our outreach to parents to not only include the use of our "digital backpack", but to also include Zipp Slip, Zipp Grams and e-blasts. All of these access points have allowed greater access for parents to receive information from school along with all teachers having websites for students and parents to access. Additionally, we have established a "Parents and School Acting Together" committee, which has allowed parents and teachers to talk through current initiatives in a round table format. We continue with our back-to-school "meet and greet" for students and families during the week prior to school starting and follow up the opening of school with Open Houses so that families can have the opportunity to visit classrooms and meet the principal along with support staff. Home/school collaboration meetings are also scheduled by the special and general education departments and are facilitated by the school psychologist. These meetings focus on the individual needs of the student and how best to plan and implement a coordinated program between home and school. Parents and other significant adults are included in these meetings. Our PTO continues to be an integral part of the Wells community. We have a shared PTO with Kelly Lane Intermediate School and Kearns Elementary School. Teachers and administrators attend PTO meeting throughout the year. The support of the PTO is noted in a variety of ways such as teacher mini grants, fundraisers that link back to funding for the classroom, as well as sponsoring activities which support local businesses that, in turn, support the schools. The Cultural Arts Committee coordinates school assemblies that are curriculum-related and culturally diverse. Parents are welcomed at Wells Road and have a very visible presence in the school assisting in the media center as well as with a beautification committee run by parents. At Wells Road, the door is always open to parents and families.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	5	1.5
Black	20	6.1
Hispanic	11	3.4
Pacific Islander	0	0.0
White	289	88.4
Two or more races	2	0.6
Total Minority	38	N/A

**Percent of Minority Professional Staff:** 0.0%

**Open Choice:**

14 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language :**

0.3% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 1.

### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Wells Road Intermediate School completed its 6th years of working collaboratively with the Open Choice program. We had 14 students join Wells Road in grades 3 through 6 and look forward to having 11 students enter in the fall. Our District Outreach Coordinator continued to assist in coordinating our parent-school meetings in Hartford, along with successfully placing students with host families in Granby which allowed students to stay for evening programs. We also had most students participate in summer programming options in Granby which a summer academic/enrichment program. Furthermore, our work with SERC expanded to include grade level team building work through authentic case studies to address concerns and needs of staff and students. We look forward to continuing our work with SERC to develop school based action plans.

### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	45.9	54.0	50.9	42.0
Grade 6	57.5	64.8	50.7	65.7

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	80.0	81.8	59.2	87.3
Writing	78.0	78.7	62.7	77.2
Mathematics	82.9	86.0	66.5	77.5
Grade 4 Reading	83.8	88.5	64.1	86.3
Writing	76.0	81.5	65.3	65.6
Mathematics	80.8	84.8	68.0	70.5
Grade 5 Reading	74.1	84.0	67.6	59.8
Writing	76.1	83.5	68.1	63.7
Mathematics	89.3	93.3	71.6	84.0
Science	87.4	91.7	63.9	89.4
Grade 6 Reading	95.9	96.8	74.1	97.3
Writing	84.2	88.2	67.4	81.8
Mathematics	86.8	91.1	69.3	84.5

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.9	95.9	95.9

**Disciplinary Offenses**

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2010-11 school year, 1 Student was responsible for these incidents. These students represent 0.3% of the estimated number of students who attended this school at some point during the 2010-11 school year.

**Truancy**

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	1	0

\* Counts by category may be suppressed to protect student privacy.

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### SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

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The following narrative was submitted by this school.

Wells Road Intermediate School continues to work as a collaborative professional learning community that is guided by a culture of professional sharing. We worked this year to deepen our understanding of continuous improvement. Time is dedicated each week to collaborative planning that is guided by analysis of formative assessments. Teams work together to understand student learning to inform instructional decisions. Results of state assessments continued to indicate a steady increase in student performance in Reading, Math and Writing at Wells Road. 100% of our 6th grade students met goal in Reading for Content and Structure. In addition, a tiered system of intervention meetings has been implemented that include a school leadership meeting, school intervention meeting and teacher collaborative meetings. Teams meet regularly to monitor student progress on benchmark assessments as well as progress monitoring results. We have established entrance and exit criteria for our reading and math interventions and student progress is reviewed on a regular basis by the intervention team. Our 30-minute MOD block will continue for the 4th, 5th and 6th grades to provide for Tier 1 support, enrichment, instrumental lessons, and/or keyboarding classes. Overall, teams focus on improving student learning by setting high expectations for each student in a supportive learning environment. Grade level teams of teachers work collaboratively with Kelly Lane Intermediate School to develop our Language Arts and Math curriculum to align with the Common Core Standards. Teachers “unwrapped” the Common Core Standards in reading, writing, and math to guide the curriculum development process resulting in performance assessments for each unit.

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### SUPPLEMENTAL SCHOOL INFORMATION

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Understanding our school culture continues to be a priority this year at Wells Road. After conducting a school-wide survey, staff and students worked together to develop systems to develop, support and nurture the Wells Road community. Initiatives included a school-wide compliment chain, a school motto of “Kindness Matters” and “At Wells Road we are a community of Respect, Kindness, Responsibility, and Safety” signage around the school to reflect that teachers, staff, students, parents, and administrators all work together, and the continuation of Wells Road HOUSES – cross grade groups to support the development of a positive culture by broadening the social base for students beyond their classroom. In addition we also lived our mission statement by not only embracing powerful thinking and effective collaboration but also developing students understanding of what it means to be a “compassionate contributor”. In addition a School Climate committee of parents and teachers was established to monitor communication and concerns between school and community. Results from our surveys were shared along with our initiatives to keep Wells Road a safe and caring community of learners.

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Connecticut Association of Boards of Education, Inc.

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## 2013 LEGISLATIVE WRAP UP

### Legislature and Governor Provide Significant Support for Public Education in 2013-15 State Budget

The state budget (PA 13-184) adopted by the House and Senate, provides significant support for public education despite a challenging state economic situation. Major highlights of the budget include:

- Maintaining both the public school transportation grant (\$25 million) and the nonpublic transportation grant (\$3.6 million)
- Increase in the Education Cost Sharing Grant (\$59 million in 2013-14, \$66 million in 2014-15)
- Resources for implementation of the new educator evaluation and support program (\$10 million)
- Support for implementation of Common Core Standards (\$8.3 million in 2013-14, \$6.3 million in 2014-15)
- Restoration of the Governor's recommended funding for the Commissioner's Network (\$10 million in 2013-14, \$17.5 million in 2014-15)



## 2013 LEGISLATIVE WRAP UP

### PA 13-3 AAC GUN VIOLENCE PREVENTION AND CHILDREN'S SAFETY

#### Summary of Provisions Impacting Public Education

Section 64 – It provides that the State Board of Education assist and encourage local and regional boards of education to included mental health first aid and training as part of in- service professional development.

Section 65 – requires the Commissioner of Education to “consider” whether to include mental first aid training as a requirement in teacher preparation programs.

Section 66 – Establishes a task force to study the provision of behavioral health services, particularly two persons between the ages of 16 and 25. The task force should analyze and make recommendation concerning a number of issues including providing intensive, individualized behavioral health intervention services in school for students who are exhibiting violent tendencies and requiring the State Department of Education to provide technical assistance to school districts concerning behavioral intervention specialist. The task force shall submit recommendations by February 1, 2014

Section 80 – Establishes a School Safety Infrastructure Council. Members to include a person with expertise in building security, a public school administrator, school resource officer and a teacher. The Council shall develop school safety infrastructure standards for school building projects not later than January 1, 2014.

Section 81 – School Construction Grant Applications on and after July 1, 2014 must comply with the school safety infrastructure standards.

Section 84 – Establishes a school security infrastructure competitive grant program of \$15 million for expenses occurred on or after April 3, 2013. Eligible expenses include development or improvement of the security infrastructure of schools (including surveillance cameras, penetration resistant vestibules, ballistic glass, solid core doors, double door access, computer-controlled electronic locks, entry door buzzer systems, scan card systems, panic alarms or other systems), the training of school personnel and maintenance of the security infrastructure, or the purchase of portable entrance security devices, including metal detector wands and screening machines. Reimbursement percentage 20% to 80%.

To be eligible for reimbursement, boards of education must demonstrate they have developed and periodically practices an emergency plan developed in concert with state and local first responders, and provide for a uniform assessment of the school.

Section 86 – The Department of Emergency Services and Public Protection, in consultation with the Department of Education, for development of school security and safety plan standards is an all-hazards approach by January 1, 2014.

The school security and safety plan standards shall include a requirement that the school security and safety committee be established in each school, a requirement that local law enforcement and other local public and safety officials evaluate, score and provide feedback on fire and crisis response drills, boards of education annually submit reports to the Department of Emergency Services and Public Protection regarding such fire and crisis response drills, boards of education conduct a security and vulnerability assessment for each school every two years , and that school security and safety plans provide an orientation on the plan to each school employee, and violence prevention training.

Section 87 – Beginning July 1, 2014 boards of education will develop and implement a school safety and security plan. They shall also establish a school security and safety committee at each school consisting of local police officer, first responder, teacher and administrator, mental health professional, a parent or guardian of a student.

Section 88 – Safe School Climate Committee (originally established to address bullying) will collect, evaluate and report the information relating to instances of disturbing or threatening behavior that may not be the definition of bullying.

Section 90 – The Commissioner of Mental Health and Addiction Services, in consultation with the Commissioner of Education, shall administer a mental health first aid training program. Each district safe school climate coordinator shall successfully complete the mental health first aid training by July 1, 2014. Boards of education may require teachers, nurses, counselors and others school employees to participate in mental health first aid training.

Section 91 – The Department of Emergency Services and Public Protection shall establish and maintain a registry of school security consultants.



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## 2013 LEGISLATIVE WRAP UP

### **PA 13-10 AN ACT CONCERNING THE MEMBERSHIP OF THE PARAPROFESSIONAL ADVISORY COUNCIL.**

This law alters the membership and duties of the Paraprofessional Advisory Council by increasing the required number of paraprofessional members and expands the topics on which the council must advise the commissioner to include professional development, staffing strategies, and other relevant issues relating to paraprofessionals.

EFFECTIVE DATE: July 1, 2013

### **PA 13-41 AN ACT CONCERNING HIRING STANDARDS FOR ATHLETIC DIRECTORS.**

This law creates hiring standards for school and school district athletic directors, requires that all directors hired on or after October 1, 2013 meet the new standards, and permits those hired before that date to continue in their current job even if they do not meet the new standards. It also establishes duties for all school and school district athletic directors.

\*House Amendment "A":

1. specifies that an athletic director hired before the bill's effective date must meet the current director qualifications stated in regulations in order to continue in their current job,
2. removes supervising intramural athletics from the list of athletic director's duties.

EFFECTIVE DATE: October 1, 2013

### **PA 13-60 AN ACT CONCERNING THE CONSOLIDATION OF NONEDUCATIONAL SERVICES.**

By law, a BOE must annually submit an itemized estimate of maintenance expenses to the town's appropriating authority at least two months before the authority's annual budget meeting. This law defines "itemized estimate" to mean an estimate in which broad budgetary categories are divided into one or more line items, including salaries, fringe benefits, utilities, supplies, and grounds maintenance.

This law requires a town's appropriating authority to make spending recommendations and suggestions to the school board regarding consolidation of noneducational services and cost savings. The appropriating authority must do so no later than 10 days after the school board submits its annual itemized estimate. The school board may accept or reject the suggestions, but must provide a written explanation of any rejections.

The law also expands the notification requirement when a school board transfers funds. By law, a school board may adopt policies authorizing designated personnel to make limited transfers in an emergency, if a school board meeting to consider the transfer cannot be held in a timely fashion. Under law, the school board must announce the emergency transfer at its next regularly scheduled meeting. The law requires the school board to also provide a written explanation of the transfer to the town's legislative body or, if the legislative body is a town meeting, the board of selectman.

EFFECTIVE DATE: October 1, 2013

#### **PA 13-64 AN ACT CONCERNING COMMUNITY SCHOOLS.**

This law allows local or regional boards of education to establish a community school or schools to participate with community partners to provide various educational and social services to students, families, and community members when school is not in session. The bill spells out the steps a board must complete in order to establish a community school. These include (1) conducting a school operations and instructional audit and a community needs audit and (2) developing a community school plan.

The law also adds community schools to the list of school turnaround options that can be used under the commissioner's network of schools.

EFFECTIVE DATE: July 1, 2013

#### **PA 13-108 AN ACT UNLEASHING INNOVATION IN CONNECTICUT SCHOOLS.**

This law:

1. permits high school students to earn academic credits using non-traditional, mastery-based standards based on guidelines for competency and performance standards established by the State Board of Education (SBE);
2. establishes an eight-member task force to study education mandate relief for high-performing school districts;
3. eliminates an annual interdistrict meeting requirement related to the Open Choice attendance program; and
4. requires the SDE to (a) study issues relating to local partnerships for advancing the teaching profession and (b) submit the results to the Education Committee by June 30, 2015.

5. maintains the current requirement that Regional Education Service Centers (RESCs) provide SDE an annual count of available Open Choice seats in their districts by April 15.

EFFECTIVE DATE: July 1, 2013, except the task force and local partnerships study provisions are effective upon passage.

**PA 13-122 AN ACT CONCERNING MINOR REVISIONS TO THE EDUCATION STATUTES.**

This bill:

1. requires interdistrict magnet school operators to annually report aggregate as well as individual school financial audits to the education commissioner;
2. requires exclusive use of "state-assigned student identifier" to track official student documents, and also expands the list of relevant documents and tracking purposes;
3. eliminates indemnification eligibility for teacher mentors and assessors currently offered by employing boards of education;
4. broadens the scope of services that marital and family therapists may offer while employed by local or regional boards of education;
5. changes the procedure for establishing tuition rates for vocational apprenticeship programs;
6. expands the validity of the elementary education certificate for kindergarten instruction;
7. requires the State Department of Education (SDE) to study alternative school programs;
8. exempts certain teacher records kept by SDE from the Freedom of Information Act (FOIA);
9. expands eligibility for alternative route to certification (ARC) programs for school administrators;
10. allows schools to apply for a school security infrastructure competitive grant for expenses incurred on or after January 1, 2013, rather than April 3, 2013;
11. exempts a person from the competency and subject matter exams for prospective teachers if the person has completed at least three school years of service (30 months) in the sought-after Connecticut endorsement area in another state's public or private school during the past 10 years; and
12. allows local or regional boards of education to award a diploma to those who withdrew from high school to work in a job that assisted the World War II effort.

EFFECTIVE DATE: Various, with technical and conforming changes effective upon passage.

## **PA 13-133 AN ACT CONCERNING TEACHER EDUCATION PROGRAMS.**

This law adds a training area that teacher preparation program candidates must successfully complete before earning professional certification. Under current law, the State Board of Education has established four professional teaching standards competency areas. The law requires candidates to also complete training in how children learn and develop socially and emotionally. Such training must provide instruction about (1) a comprehensive, coordinated social and emotional assessment of, and early intervention for, children who appear to have social or emotional problems; (2) the availability of treatment services for such children; and (3) referrals for assessment, intervention, or treatment services.

EFFECTIVE DATE: July 1, 2013

## **PA 13-161 AN ACT CONCERNING POOL SAFETY AT PUBLIC SCHOOLS.**

This law establishes and phases in statewide safety standards for public school swimming pools when being used for physical education classes, interscholastic activities, or extracurricular activities (i.e., student aquatic activities). The law applies to any pool a school board approves for such activities.

For the school year starting July 1, 2013, the law requires that, in addition to the person conducting student aquatic activities at a school pool, at least one qualified educator, swimming coach, or lifeguard must be present to monitor swimmers who may be in distress and to help them, when necessary.

For all school years, starting July 1, 2014, the law prohibits school boards from offering any physical education course or extracurricular activities, or permitting students to participate in interscholastic activities, at a school pool unless certain qualified attendants, as specified in the bill, are present. By July 1, 2014, it requires all school boards offering such courses or activities at a school pool to adopt a pool safety plan ensuring compliance with the bill.

EFFECTIVE DATE: July 1, 2013

## **PA 13-173 AN ACT CONCERNING CHILDHOOD OBESITY AND PHYSICAL EXERCISE IN SCHOOLS.**

This bill requires public schools to include a total of 20 minutes of physical exercise in each regular school day for all elementary school students, rather than just those in kindergarten through grade five. (Neither the bill nor the statutes define "elementary school.")

The bill requires each BOE, by October 1, 2013, to adopt policies it deems appropriate concerning any school employee being involved, during the regular school day, in (1)

preventing, as a form of discipline, an elementary school student from participating in the required period of physical exercise or (2) requiring any student in grade kindergarten through twelve to engage in physical activity as a form of discipline.

The bill also establishes a 19-member task force to study the effects of obesity on children's health and report its finding to the Children's Committee by October 1, 2014.

EFFECTIVE DATE: July 1, 2013 except for the task force provision, which is effective on October 1, 2013.

**PA 13-178 AN ACT CONCERNING THE MENTAL, EMOTIONAL AND BEHAVIORAL HEALTH OF YOUTHS.**

The Commissioner of Children and Families, in consultation with representatives of the children and families served by the department, providers of mental, emotional or behavioral health services for children and families, advocates, and others interested in the well-being of children and families in this state, shall develop a comprehensive implementation plan, across agency and policy areas, for meeting the mental, emotional and behavioral health needs of all children in the state, and preventing or reducing the long-term negative impact of mental, emotional and behavioral health issues on children.

Local law enforcement agencies and local and regional boards of education that employ or engage school resource officers shall, provided federal funds are available, train school resource officers in nationally-recognized best practices to prevent students with mental health issues from being victimized or disproportionately referred to the juvenile justice system as a result of their mental health issues.

EFFECTIVE DATE: July 1, 2013

**PA 13-187 AN ACT CONCERNING A SCHOOL NURSE ADVISORY COUNCIL.**

Among other things, this bill requires the SDE commissioner to create a School Nurse Advisory Council. The council must advise the SDE and Department of Public Health (DPH) commissioners on matters affecting school nurses, including their professional development, staffing levels, and delivery of health care services. The bill requires the advisory council to annually report to the SDE and DPH commissioners and the Public Health and Education committees, with the first report due February 1, 2014. CABE and CAPSS have representatives on the council.

EFFECTIVE DATE: July 1, 2013

### **PA 13-188 AN ACT CONCERNING SCHOOL SAFETY.**

For the school year commencing July 1, 2013, no municipality or BOE may employ or enter into an agreement with any person, other than a sworn member of an organized local police department or a retired state or local police officer, to provide security services in a public school if such person will possess a firearm while in the performance of his or her duties.

EFFECTIVE DATE: Upon passage

### **HB 6384 AN ACT CONCERNING THE DISPROPORTIONATE OR INAPPROPRIATE IDENTIFICATION OF ENGLISH LANGUAGE LEARNERS AS REQUIRING SPECIAL EDUCATION.**

This bill requires the SDE to inform a board that it is misidentifying students who are English language learners. The bill requires boards of education to submit to SDE plans for reducing special education misidentification of English language learners, and requires SDE to study board of education plans for reducing such misidentifications.

EFFECTIVE DATE: July 1, 2013

### **HB 6622 AN ACT CONCERNING DISTRICT PARTNERSHIPS.**

Beginning with the 2013 school year, this bill allows a school district designated as an alliance district to mutually agree with a charter school within the district to use academic achievement scores of the charter school's students as part of the district's overall scores. Under current law, this is permitted as a pilot program for the Bridgeport, Hartford, and New Haven school districts. By law, unchanged by the bill, the State Board of Education (SBE) must approve these agreements.

The bill expands the type of charter school that can enter into these agreements to include local charters. By law, state charters, which are granted by SBE, are already permitted. Local charters, none of which are in Connecticut, may be granted by local boards of education.

The bill also changes the reference of academic achievement from the current terms of "adequate yearly progress and academic performance" to the "calculation of the district performance index" (DPI). DPI is the method of measuring academic performance using a district's standardized test scores. Under a 2012 law (PA 12-116), DPI is used to determine which 30 districts are designated as the lowest performing districts. These are the alliance districts that, under the same law, receive additional state assistance because they are low performing. The bill specifies that the State Department of Education (SDE) will calculate the DPI.

The bill also extends, from October 1, 2013 to October 1, 2014 the deadline for SDE to report to the Education Committee on the DPI scores reported under the bill.

EFFECTIVE DATE: July 1, 2013

## **HB 6623 AN ACT CONCERNING STUDENT ASSESSMENTS.**

This bill:

1. allows students to take their final mastery examination in grade 11 as an alternative to grade 10 beginning in the 2013-14 school year;
2. changes all references to the testing system in existing law from "state-wide mastery examination" to "mastery examination," except for science;
3. eliminates testing requirements for endowed or incorporated high schools, but permits such schools to base promotion or graduation on a student achieving a satisfactory score;
4. requires the State Department of Education (SDE) to approve, rather than supervise, the provision and administration of all mastery exams;
5. requires SDE to conduct a study on the use of standardized testing in public schools;
6. extends, from October 1, 2007 to April 1, 2014, the deadline for the education commissioner to develop and implement an assessment tool for measuring a child's kindergarten readiness and no longer requires that this be done within available appropriations; and
7. eliminates the statutory requirement that mastery testing conform with the testing requirements of the federal No Child Left Behind Act.

EFFECTIVE DATE: July 1, 2013, except for the provision on the study of standardized testing, which takes effect upon passage.

## **HB 6705 AN ACT IMPLEMENTING THE GOVERNOR'S BUDGET RECOMMENDATIONS FOR HOUSING, HUMAN SERVICES AND PUBLIC HEALTH.**

### **— RAISE THE GRADE PILOT PROGRAM**

The bill requires DCF, in consultation with the State Department of Education (SDE), to establish a two-year, Raise the Grade pilot program in Hartford, Bridgeport, and New Haven to increase the academic achievement of children and youth who are in DCF custody or are being served by the Court Support Services Division (CSSD) of the Judicial Department in these cities.

At the end of the pilot, DCF, in coordination with CSSD and SDE, must report to the Achievement Gap Task Force the number and educational profile of children the program serves and the program's impact on their educational performance, including achievement, absenteeism, and adverse disciplinary measures.

EFFECTIVE DATE: July 1, 2013

## — PILOT PROGRAM STUDYING HIGH SCHOOL ATHLETIC INJURIES

This bill requires the education commissioner, in consultation with the DPH commissioner, to establish a pilot program to study the incidence of injuries, particularly concussions, to high school students during interscholastic athletic activities. The commissioner must do this only if federal or private funds are available and the state does not incur a cost.

EFFECTIVE DATE: Upon passage

## HB 6706 AN ACT IMPLEMENTING PROVISIONS OF THE STATE BUDGET CONCERNING GENERAL GOVERNMENT.

This bill contains numerous provisions that impact public education, including:

### § 41 — STATE TRACKING AND ACCOUNTABILITY COLLECTION REPORT

- By June 30, 2014, requires the SDE to adopt regulations to implement a fiscal accountability data collection report on where schools and school districts get their funds, the amounts, and how they use them.

### §§ 123-126 — MAGNET SCHOOL PRESCHOOL TUITION

- For FY 13, prohibits *Sheff* region RESC magnets from charging preschool tuition and makes SDE responsible for equivalent of preschool tuition costs for non-*Sheff* region RESC magnets;
- For FY 14, SDE is responsible for preschool tuition costs for all RESC magnets;
- By FY 2015, allows the school to charge tuition to the parents of the preschool student on a sliding scale, with SDE paying for whatever the sliding scale does not cover; and
- Requires SDE to submit a report to the Education Committee by February 1, 2014 on the levels of diversity and integration for each public school located in the *Sheff* region.

EFFECTIVE DATE: July 1, 2013, except the provisions requiring the creation of the sliding scale tuition for parents and the report by SDE to the Education Committee are upon passage.

### §§ 152-153 — EDUCATION COST SHARING (ECS) FORMULA

- Revises and updates ECS formula that distributes the largest sources of state education aid to towns.
- Raises the per-student foundation amount from \$ 9,687 to \$ 11,525.

- Updates the way the state measures town wealth (property wealth to income wealth ratio, method of measuring income).
- Changes student need measurement to use free and reduced price lunch population.
- Establishes a minimum aid ratio of 10% for alliance districts and 2% for all other districts.
- Phases-in new funding and different rates depending upon educational need: non-Alliance Districts (1% of fully funded grant), Alliance Districts (8%) and Educational Reform Districts (12%).

EFFECTIVE DATE: July 1, 2013

#### **§ 154 — MINIMUM BUDGET REQUIREMENT (MBR)**

- Continues the existing MBR for FY 14 and 15.
- Continues existing statutory MBR flexibility.
- Establishes separate Alliance Districts MBR that takes into account the minimum local funding percentage.

EFFECTIVE DATE: July 1, 2013

#### **§ 168 — ADDITIONAL OPEN CHOICE FUNDING**

- Provides an additional incentive, \$ 8,000 per student, for districts that have 4% or more of their student population from the Open Choice interdistrict public school attendance program.

EFFECTIVE DATE: July 1, 2013

#### **§ 170 — PER-STUDENT GRANT FOR VO-AG CENTERS**

- Increases per student grant for vo-ag centers from \$ 1,750 to \$ 2,750.

EFFECTIVE DATE: July 1, 2013

#### **§§ 188-189 — ACADEMIC ADVANCEMENT PROGRAM**

- Requires SDE to establish a program allowing students in grades 11 and 12 to substitute fulfillment of high school graduation requirements with a passing grade on a national exam, achievement of a particular grade point average, and three letters of recommendation from school professionals; program completion allows graduation beginning in the 2014-15 school year.

- Allows student completion of the program to serve as a substitute for grade nine to 12 academic credit.

EFFECTIVE DATE: July 1, 2013

### **§ 192 — INTERNET POSTING OF BOARD OF EDUCATION SPENDING**

- Requires each local and regional board of education, RESC, and state charter school governing authority to post on its website its aggregate spending on salaries, benefits, supplies, equipment, tuition, services, and other items for each school under its jurisdiction, beginning in FY 14.

EFFECTIVE DATE: July 1, 2013

### **§ 257 — UNIFORM ACCOUNTING SYSTEM FOR TOWNS**

- Requires the OPM secretary, by July 1, 2014, to develop and implement a uniform accounting system for municipal revenue and expenditures, including board of education and grant agency expenditures and revenue.
- Requires towns to (1) implement the uniform system by June 30, 2015 and (2) use it to file annual reports with OPM.

EFFECTIVE DATE: Upon passage

### **§§ 321-324 — UNIFORM REGIONAL SCHOOL CALENDARS**

- Establishes a 19-member task force to develop guidelines for each regional education service center (RESC) to use in developing uniform regional school calendars. CABE and CAPSS are represented on the task force.
- Requires each RESC to develop a uniform regional school calendar for each board of education in its service area that is consistent with the task force's guidelines by April 1, 2014.
- Allows boards to adopt the uniform calendars for the 2014 school year and requires them to do so beginning with the 2015 school year.

EFFECTIVE DATE: Upon passage, except the provisions concerning boards of education are effective July 1, 2013.

### **SB 876 AN ACT CONCERNING AUTHORIZATION OF STATE GRANT COMMITMENTS FOR SCHOOL BUILDING PROJECTS.**

This bill authorizes \$780.3 million in state bonds for local school construction projects.

EFFECTIVE DATE: Upon passage; except that the provision changing the roof pitch is effective July 1, 2013.

**SB 929 AN ACT CONCERNING THE DEPARTMENT OF CONSTRUCTION SERVICES.**

Among other provisions, the bill changes the minimum roof pitch required on school roofs for them to be eligible for a state reimbursement from ½ inch per foot to the standard in the State Building Code, which is currently ¼ inch per foot. Current law authorizes the ¼ inch pitch in some circumstances.

EFFECTIVE DATE: upon passage.

**SB 1096 AN ACT CONCERNING GOVERNANCE OF THE STATE EDUCATION RESOURCE CENTER.**

This bill explicitly applies state laws for (1) awarding contracts through competitive bidding, (2) awarding personal service agreements (PSAs), (3) the Auditors of Public Accounts, and (4) the Freedom of Information Act (FOIA) to the State Education Resource Center (SERC). It also requires the State Department of Education (SDE) to report annually to the Education and Government Administration and Elections committees on all SDE- or SERC-awarded contracts, private funding sources, and other items, and SDE to submit a transition plan recommending the future status of SERC as either a quasi-public agency, a state agency, or a nonprofit organization.

EFFECTIVE DATE: Upon passage

**SB 1097 AN ACT CONCERNING REVISIONS TO THE EDUCATION REFORM ACT OF 2012.**

This bill makes a number of substantive and procedural changes to teacher evaluation provisions of the 2012 Education Reform Act (PA 12-116). Among other things, it:

1. requires the new teacher evaluation program for each school district to be adopted through mutual agreement between the local board of education and the local professional development and evaluation committee;
2. specifies the steps for adopting a program if the parties cannot reach agreement on one;
3. specifies the dates for completing evaluation training before teachers are evaluated under the new program;
4. specifies that UConn's Neag School of Education's report on the teacher evaluation pilot program include any recommendations for revisions to the evaluation program guidelines or model program; and
5. deletes a requirement that the State Board of Education (SBE) validate the evaluation guidelines after it receives the Neag report on the pilot and instead requires SBE to

review and revise, if necessary, the guidelines and the model teacher evaluation program.

It makes other changes, including:

1. extending deadlines for new reading assessments, the intensive reading instruction program, the intensive reading strategy, and selection of low-performing elementary schools to participate in the intensive reading program;
2. requiring all K-3 reading teachers to take a survey, rather than a test, on reading instruction and for district to use the survey results to provide professional development for individual teachers; and
3. modifying what schools get preference for selection in the education commissioner's network of schools, which is aimed at improving student achievement in low performing schools.

TO: Granby Board of Education  
FR: Alan Addley  
DT: June 19, 2013  
RE: Report on Annual Goals

## **Overview of 2012-2013 School Year**

This report is an executive summary of the major accomplishments and progress made on my annual goals. These accomplishments are only made possible with the efforts of the entire school community (BOE, administrators, teachers, staff, and parents) working collaboratively together. As a Granby resident, it continues to be an honor and privilege to lead the Granby Public Schools and I greatly appreciate the trust and support afforded to me by the Board in my fifth year as Superintendent of Schools.

2012-2013 was an exciting, challenging and very productive school year for the district. Some notable events this past year included the start of construction on new athletic facilities and the completion of a high School electronics lab; implementation of our integrated pre-school, full-day kindergarten and elementary world languages; the success of our boys' basketball team; the recognition by *US News & World Report* that GMHS is the 13<sup>th</sup> best high school in the state; the recognition of Kelly Lane School as a School of Distinction; the successful first year of implementation of the special education review; district preparation for the Common Core State Standards and the Teacher/Administrator Evaluation Plans; a new town budget process; and, the ongoing momentum and coherence provided by the district mission.

### **GOAL 1: INCREASE STUDENT ACHIEVEMENT**

- Advanced the work of the district's mission and achievement goal through the piloting of new school improvement plans and development of pilot school-based assessments of the district's mission statement.
- Student achievement on state tests continued to be very impressive. Examples included a District Performance Index of 93.2; the June 2012 edition of *Hartford Magazine* ranking of Granby as first in its small town category for education; the total percentage of students meeting goal on all of the tests in grades 3-10 was above the DRG average; student achievement was 1<sup>st</sup> in the DRG in 5<sup>th</sup> grade math and 2<sup>nd</sup> in the DRG in 6<sup>th</sup> grade reading and 8<sup>th</sup> grade science; only two districts in the state spent less money per student than Granby and had a higher percentage of students achieve goal on the CMT/CAPT; and, the average SAT scores and percentage of students graduating with at least one AP test were the highest they have been in recent years. For language arts, students, in general, performed well in reading while writing scores plateaued. A writing action plan was developed and is being implemented.
- Provided regular progress reports to the Curriculum Subcommittee on providing time for professional learning community teams.
- Developed budget priorities by partnering with the UCONN NEAG Center for Talented & Gifted to support our most able students and to assist the district in addressing the 4<sup>th</sup> question of a PLC: How do we respond to students who already know the material?

### **GOAL 2: MODEL PROFESSIONAL/PERSONAL LEADERSHIP**

- Modeled the moral and ethical leadership for the district.
- Provided opportunities to build the capacity of teams and teacher leaders through strong principal accountability, district walkthroughs, the work of coaches, and through a fifth cohort of teachers participating in the Teachers' Leadership Academy I & II.
- Served as a mentor for UConn's Executive Leadership Committee for aspiring superintendents.

- Provided leadership to CAPSS, HASA and FVSA as a member of the CAPSS Board of Governors and the President of HASA and FVSA.
- Attended one AASA regional national professional development conference.
- Served as a Solution Tree Associate Consultant for professional development.
- Continue to work on completing doctoral studies at the University of Connecticut. Expected date for graduation is May 2014.

### **GOAL 3: BOARD & COMMUNITY RELATIONS**

- Provided status reports on the progress and use of district priorities established by the community as part of the Superintendent's entry plan through *The Drummer*, the *VISION Educational Supplement* and Superintendent's Forums.
- Modified the instructional plan and piloted new school improvement plans to align to the administrator and teacher evaluation plans.
- Completed the submission of the Board's major capital projects to CPPAC.
- Maintained regular levels of communication with the Board, town officials and the community through publications, weekly communication, and attendance at meetings, Superintendent Forums, PTO meetings, and school and town events.

### **GOAL 4: PROVIDE EDUCATIONAL LEADERSHIP (INSTRUCTION & CURRICULUM)**

- Maintained a high level of visibility within schools and classrooms on a weekly basis.
- Conducted an Intermediate School Reconfiguration Study and established a set of recommendations for consideration and next steps.
- Completed the recommendations and implementation plan for 1-to-1 BYOD Pilot Program.
- Supported the completion of district-designed Teacher & Administrator Evaluation Plans.
- Supported the planning for Secondary School Reform & Common Core through the development of the Capstone Project and the work of district curriculum committees
- Ensured a successful implementation of world languages and early childhood programs.
- Completed K-8 and Grade 11 Language Arts curriculum.
- Increased the level of interventions for students across the district through the use the three-team process, benchmarks and progress monitoring. Enrichment opportunities were supported at the site level, through a variety of extra-curricular clubs, summer activities and through the work of the coaches.

### **GOAL 5: BUSINESS MATTERS**

- Provided quality services and support to principals through Central Services' staff and weekly on-site support and coaching for principals
- Developed a budget that identified district priorities, supported the district's mission, was reflective of the economic climate and that passed on the second referendum.
- Served as a resource to BOE subcommittees.
- Successfully implemented the recommendations for Year 1 of the Special Education Review at a significant cost saving to the district.
- Served as a resource to the Board in contract negotiations.
- Fully implemented the new District Emergency Operations Plan and developed recommendations for further improvements based on the Newtown tragedy.

**Curriculum/Policy/Technology/Communications Subcommittee Meeting Minutes**  
**June 5, 2013, 5:30 p.m.**  
**Central Services**

Present:

Alan Addley  
Diane Dugas  
Lynn Guelzow  
Ben Perron  
Rosemarie Weber

Absent

Jenny Emery

Meeting commenced at: 5:40 p.m.

Meeting adjourned at: 6:45 p.m.

- I. Curriculum Director's Monthly Reports: Highlights of the end of the year professional development regarding curriculum writing, teacher evaluation and common core and how that prepares the district for professional development in the future.
- II. Curriculum Director's Annual Report: Summarized and highlighted the work in the district regarding curriculum alignment, PLC and curriculum changes. Diane to present her full report to the Board.
- III. One-to-One Computing Pilot Update: Parent meeting has already taken place; positive feedback and good questions from parents. A letter will be mailed to parents by June 24<sup>th</sup>. Administration to present guiding questions and measurements by which we are assessing the pilot at the next meeting.
- IV. Student Discipline Policy Revisions: Waiting on some feedback from Attorney Mooney regarding language in policy. Once finalized, policy will go to the full Board for a third reading.
- V. PLC Update: Ongoing discussion regarding Dr. Law's project will be presented to the full Board on 6/19 to obtain feedback and questions to move forward in terms of information gathering much like occurred when we were considering the reconfiguration. Following their fact finding, full Board will get a formal presentation in the fall.
- VI. Curriculum Director's Transition Plan: Diane and Pat have been meeting regularly giving a status of each issue dealt with and next steps.
- VII. Other: N/A

**Finance/Personnel/Facilities Subcommittee Meeting Minutes**  
**June 5, 2013**  
**6:15 p.m.**

Attendance:

Ed Ohannessian	Present	Alan Addley	Present
Ron Walther	Present	Harry Traver	Present
Lynn Guelzow	Absent	Ben Perron	Present (6:40 p.m.)

Meeting commenced at: 6:15 p.m.

Meeting adjourned at: 6:55 p.m.

1. School Safety Priority / Bids: Discussed potential projects regarding school safety upgrades. Possible to spend \$75K on items this fiscal year. Other items continue to be researched.
2. Paint Bid: Recommend Prime Coating for painting upstairs middle school classrooms (15).
3. Grants (process and accounting): Reviewed process and accounting.
4. Other: Discussed church lease and recommended terms.

June 14	8 <sup>th</sup> Grade Block Party	6:30-8:30 p.m.	MS Grounds
June 17-21	Early Release – All Schools		
June 19	Finance Subcommittee Meeting Board Meeting	5:30 p.m. 7:00 p.m.	Central Services Central Services
June 20	8 <sup>th</sup> Grade Moving Up Ceremony		HS Auditorium
June 21	Closing Ceremonies	1:45 p.m.	HS Auditorium
June 21	Last Day of School High School Graduation	5:30 p.m.	HS Grounds
June 24	Professional Development Make-Up Day for Teachers		
July 10 (?)	Board Retreat	TBD	TBD