

Southington Board of Education Meeting

Thursday, April 11, 2013 7:00 PM
Municipal Center Public Assembly Room 200 North Main Street
Southington, CT 06489
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Southington, CT 06489



BOARD OF EDUCATION REGULAR MEETING

1. Board Recognitions ~ 7:00 p.m. Middle School State Science Fair Champions & CABA Student Leadership Awards
2. CALL TO ORDER
3. Pledge of Allegiance
4. Approval of Minutes ~ March 28, 2013
5. Communications
 - a. Communications from Audience
 - b. Communications from Board Members and Administration
 - c. Communications from Student Representatives
6. Report of the Superintendent
 - a. Personnel Report
7. Committee Reports
 - a. Curriculum & Instruction Meeting ~ April 8, 2013
8. Old Business
 - a. Town Government Communications
 - b. Construction Update
 - c. Presentation of the SPS Teacher Evaluation Plan 2013-2014 ~ Second Reading
 - d. School Bus Camera Proposal
9. New Business
 - a. Establishment of 2013 Graduation Date / Last Day of School / End of the Year Dates / Middle School Shortened Days
 - b. Regulation #2100 (1), Organizational Chart
10. Adjournment

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

MARCH 28, 2013

The regular meeting of the Southington Board of Education was held on Thursday, March 28, 2013 at 6:30 p.m. in the Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut.

1. CALL TO ORDER

2. EXECUTIVE SESSION FOR SAFETY AND PERSONNEL ~ 6:30 P.M.

An Executive Session meeting was held 6:30 p.m. through 7:08 p.m. (*Minutes attached*).

3. BOARD RECOGNITIONS

At 7:13 p.m., in Celebration of Excellence, the Board recognized Kate O'Reilly, sixth grader at J. F. Kennedy Middle School, who was the 2013 Southington Public School Town-wide Spelling Bee Champion and Mark Murdy, eighth grader at J. F. Kennedy Middle School, who was the 2012-2013 InvestWrite Competition State Champion. The students were presented with a Certificate of Excellence from the Board by Mr. Goralski.

4. RECONVENE MEETING ~ REGULAR SESSION

The regular session was reconvened at 7:35 p.m. by Chairperson, Mr. Brian Goralski. Board members present were Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, and Mrs. Patricia Queen. Board member absent was Mr. Zaya Oshana.

Present from the administration were Dr. Joseph Erardi, Jr., Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business and Finance; and Dr. Perri Murdica, Senior Coordinator of Pupil Personnel Services.

Student Representatives present were Miss Abigail Harris and Miss Whitney DiMeo.

There were approximately 20 people in the audience.

5. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Miss Harris and Miss DiMeo.

6. APPROVAL OF MINUTES ~ MARCH 14, 2013

MOTION: by Mrs. Notar-Francesco, seconded by Mr. Derynoski:

“Move to approve the Board of Education minutes of March 14, 2013, as submitted.”

Motion carried unanimously by voice vote.

7. COMMUNICATIONS

a. Communications from Audience

Arthur Cyr, 103 Berlin Avenue, addressed school security that was discussed by the Board of Education in Executive Session and asked that it be public and not a secret. He hoped that there would not be armed guards at all the schools. Mr. Cyr attended the Board of Finance meeting where they cut the Board of Education proposed budget by \$1.1 million. He spoke of trust, transparency, and the glass being half full or half empty. He was disappointed that the Board of Finance gave the Board of Education an increase and did not make it a zero-dollar budget increase. He felt that the impression of townspeople was that in April, May and June the schools stock up with supplies with leftover money in the budget. He felt that there is never a budget surplus because the Board of Education spends every penny.

Sabina Vance, 74 Ferncliff Drive, announced that Tuesday, April 2, 2013 is World Autism Awareness Day, which is the kick-off of Autism Awareness Month. The school district will be observing that day by encouraging staff and students to wear blue to support autism awareness. There will be an optional staff dress down day in each building and in Grades K-8 there will be a hat day fundraiser with all the proceeds going to Autism Speaks. Ms. Vance distributed a handout to the Board (*Attachment #1*).

b. Communications from Board Members and Administration

Communication from the Board Members:

Mrs. Queen reported that she attended the Board of Finance meeting last night. As expected, they approved an \$84,233,304 Board of Education budget recommendation to the Town Council for 2013-2014, which reflects an increase of \$1.58 million or a 2.18% increase from the 2012-2013 budget, but a reduction of \$1.1 million from the proposed budget. From the Board of Finance budget workshop, she expected this result; but, she attended the meeting last night because she wanted to hear the rationale for the significant reduction to the Board of Education proposed budget. While there was plenty of explanation for the math behind their final numbers, there was no explanation offered for why the Board of Finance cut the proposed Board of Education budget. Prior to the budget workshops and last night's meeting, the Board of Finance asked substantial questions of our administration who invested a significant amount of labor to provide detailed responses to those questions via the infamous "grid." She did not hear any discussion around these questions or their answers. Because of the lack of discussion by the Board of Finance, Mrs. Queen assumed that the reason the Board of Finance cut the proposed Board of Education budget was out of deference to the taxpayer. She heard the term, "the taxpayer," thrown around frequently as if "the taxpayer" is of a singular opinion, to cut costs regardless of any cost/benefit analysis. Yet, at the public hearing held by the Board of Finance, the voices of the taxpayers present overwhelmingly asked the Board of Finance to support the

Board of Education budget as proposed. One voice in particular stood out to Mrs. Queen that night. It was that of a small business owner who speaks every year at the Board of Finance public hearings on the budget. Six years ago, when Mrs. Queen first started following the budget process very closely, the small business owner spoke vehemently and at length about the challenges of a small business owner and the need for the town to cut the budget and minimize taxes. This year, Mrs. Queen noticed a significant shift in the small business owner's attitude. The business owner's remarks focused on how she supported the public schools in town and thought the Board of Education and Dr. Erardi, in particular, were doing a really good job but asked for a little caution in implementing new programs. The remarks of this particular taxpayer made Mrs. Queen think of two things. First, was the question asked by the chair of the Board of Finance over the last three years of "How can the Board of Finance be assured that money allocated to the Board of Education is money well-spent? How does the Board of Finance know that the Board of Education is doing a good job?" Mrs. Queen stated that each year Dr. Erardi responds by pointing to rising standardized test scores, graduation rates, local, state and national recognition of individual students, staff and our school system.

Mrs. Queen continued that the second thing was the concept of trust. She hears Dr. Erardi and Chairman Goralski speak to this concept at budget time in three ways: 1) Every dollar in the proposed budget had a designated purpose; 2) the Southington community can be assured that the standard of education in Southington will be of excellence and, 3) open communication on every issue including budget is a given. Mrs. Queen believed that the remarks of the small business owner and resident in town at the last Board of Finance hearing symbolized the trust Dr. Erardi and the School Board has earned from the Southington community. From that, she was hopeful, the realization will come that a superior public education not only serves the students, it is an asset to the town as a whole and can only serve to enhance the local economy.

Mrs. Queen felt that the landscape around public education is changing and changing dramatically. The Board has tried to share that message with the fiscal entity responsible for recommending the budget. The message is that we need to keep up with changing times, or we will be left behind. Based on the action taken by the Board of Finance in significantly cutting the Board of Education proposed budget, she was not sure that the Board of Finance understood that. She felt that the Board of Finance must think that the budget they approved last night will allow the Board of Education to maintain services, and they think that is enough. But, the Board of Education knows that simply maintaining services is not enough in the world we now live in, and over time holding our education system in place will prove ultimately to be a backward motion. She felt that the Board of Education needs to continue to move forward or the goal of excellence was at risk.

Mrs. Notar-Francesco reported that CREC was hosting and sponsoring a school safety forum called, "School Safety: It's Everybody's Business," from 8:00 a.m. to 4:00 p.m. on May 1, 2013 at the Convention Center. She had signed up to attend. Several topics that they will be discussing include: bullying prevention, improving school climate, improving student supervision and communication during crisis events, visual weapons screening and recognizing physical behaviors of armed persons.

Mrs. Notar-Francesco noted that the CREC Greater Hartford Academy of the Arts students put on a spectacular production, which is comparable to anything seen on Broadway. Southington has students who will be participating in this year's performance of *Hairspray* on

May 3, 4, 9, 10, and 11 at 7:30 p.m. If Board members were interested in attending, she will get information on how to obtain tickets.

Mr. Derynoski attended a Technology Advisory Committee meeting and they are planning a Career Day, which would be all day at the high school next year. The Southington High School FIRST Robotics Team 195 is holding a fundraiser from 1:00 to 3:00 p.m. on Sunday, April 7 at the Smokin' with Chis Restaurant to help support their activities and competitions. He gave the flyer to the Board Recording Secretary to e-mail to the Board members (*Attachment #2*).

Mrs. Clark reported that yesterday she attended her first 3-to-3 Institute, which is a program begun by the State Department of Education. She pointed out that Southington's 3-to-3 Program is being funded by the Graustein Foundation. There are eight communities within the state of Connecticut who are participating in this institute and looking at early childhood education from age three to the third grade. They discussed what the community is doing to reach the three-year-old to Grade 3 population. Mrs. Smith stated that they received this grant and it is free to the community. She credited Mrs. Christine Boulanger, Grant Writer for Southington, who procured the grant. There is compelling evidence that high quality curriculum and instruction focused on data-driven decision-making and instructional leadership create and sustain the environment for young learners that are central to effective reform and future success. This is a one-year study in how to better organize and structure our services for children ages three through Grade 3 so that they will become lifelong learners and partners in leading us to the 21st Century with all the skills and developmental needs that are necessary. There are four major goals: 1) to align within our district and community the early childhood programs that currently exist, both public and private; 2) improve effective instructional practice, instructional coherence and meaningful learning in community and school district programs in Grades Pre-K through Grade 3; 3) to build capacity and sustainability by creating partnerships between the community and the school district in order to develop a common language; 4) to assist in leveraging resources to build a continuum of high quality early learning environments stressing that the parents are the first teachers.

Mrs. Johnson stated that one of the grants that the Southington Education Foundation recently awarded was to Maryjane Sullivan, the music teacher at Strong School for the project called, "Ukulele Buddies" for third graders. Years ago, Southington started the stringed instrument program for third graders, which was discontinued due to budget cuts. Mrs. Johnson stated that Mrs. Sullivan wanted to include senior adults in this program and for a number of weeks she has been attending this class and is learning to play the Ukulele.

Mr. Goralski announced that the Third Annual Southington Education Foundation Spelling Bee would be held on April 4, 2013 at 7:00 p.m. at the high school. Mrs. Queen, Mrs. Notar-Francesco and Mr. Goralski comprise the team representing the Board of Education.

Mr. Goralski announced that the middle school drama performance of *Annie* will be held on April 4, 5, 6, 10 and 12 at 7:00 p.m. at J. F. Kennedy Middle School. There are 109 students participating. He thanked Mr. Christopher Palmieri, Assistant Principal at DePaolo Middle School, and his staff for producing this drama club performance.

Communication from Administration:

Dr. Erardi reported on the following:

1. Town Council Public Hearing: Dr. Erardi reminded the Board that the Town Council will be holding their public hearing regarding the budget on April 22, 2013 at 7:00 p.m. at DePaolo Middle School.
2. End of the Year Calendar: Dr. Erardi announced that administration will bring to the Board of Education the end of the year closing dates for action at their April 11th meeting. He noted that SHS seniors' parents are anxious to make plans for commencement 2013 for Friday, June 21. Dr. Erardi stated that in collaboration with Mr. Madancy, Mr. Pepe, Mr. Cox and the Building Committee he would also be bringing to the Board a half-day schedule that will be needed to appropriately close up the middle school buildings because everything needs to be in storage on June 22.
3. SHS Athletics – Spring Use of the Turf Field: Dr. Erardi announced that the high school spring sports season will open April 3, 2013. The same fee structure for winter sports will be used. The Turf Advisory Committee is putting together a meeting with the neighbors so they understand the use of the field. The committee wants to be proactive.
4. Council Request – Policy Review: Dr. Erardi reported that the Town Council requests to go into sub-committee with the Board of Education Policy Committee to address the sub-committee's thoughts on the access sidewalks.
5. Safety – Joint Meeting: Dr. Erardi stated that in no way is there a plan to share in secrecy the safety initiative that the School Board has been working on for an extended period of time. The reason why the conversations take place in Executive Session is about the perpetrator and how much information that person should have. The Board of Education will be meeting on Monday, April 8 with the Town Council and Board of Finance members to share the plan. There will be a developmental roll out of that plan to all constituents within the community, students, parents and staff. He is proud of the work that the School Board has done to date regarding keeping the students and staff safe.
6. Thank you – Phil Goodwin: Dr. Erardi announced that Phil Goodwin, Purchasing Agent, has been a cabinet member in great standing. Mr. Goodwin will be moving forward professionally in the town of Hamden. Dr. Erardi stated that it is difficult to replace loyalty, trust and honesty, which are the qualities of an outstanding employee. He thanked Mr. Goodwin for all of his work.

c. Communication from the Student Representatives:

Miss Harris reported on the following:

- Southington High School is sending five teams to the Southington Education Foundation Spelling Bee on April 4, 2013.
- The Junior Prom will be held early this year on April 6 at Coco Key Convention Center in Waterbury.
- The high school is promoting making good choices and the junior class had an assembly this week with a group called "Impact" that promotes safe driving. The

group was comprised of family members who have lost loved ones due to car accidents. The group addressed using cell phones and texting while driving.

- On April 4, the Advisory Committee will be doing a follow-up on the use of cell phones while driving.

Miss DiMeo reported on the following:

- The Drama Club’s annual production last week was *Kiss Me Kate*.
- On Tuesday, the students were relieved that there was only a delay of school and not a cancellation due to the weather.
- The Unified Theater production is April 3 at 7:00 p.m.
- April 9 is the National Honor Society Induction. It is a required event for all National Honor Society members.
- She will not be attending the April 11 Board of Education meeting because she is participating in the French Exchange. The Spanish Exchange will be occurring with students taking trips to Costa Rica. There are 50 Southington students who will be studying abroad.

8. OLD BUSINESS

a. Town Government Communications

Mr. Goralski stated that Mrs. Queen addressed government communications with her earlier comments. He thanked Dr. Erardi for representing the Board of Education last night and asking for an explanation of the budget cut from the Board of Finance, so that the Board of Education can better work with them in the future.

Mr. Goralski addressed safety. He stated that community input was valuable and that we can only be as safe as all the knowledge we have. He encouraged the public to offer their opinions on how to make our schools safer.

b. Construction Update

Dr. Erardi stated that Mr. Cox was unable to attend the Board meeting. He thanked the community for voting to move forward with the middle school construction project with a resounding 1,377 approval votes to 334 votes against.

Mr. Goralski added that the Building Committee will be going out to bid in early April and construction will be starting, as planned, on June 22, 2013.

c. 2020 Vision Long Term Planning

Mrs. Queen thanked the committee comprised of Terry Lombardi, Dr. Perri Murdica, Holly Boudreau, Jessica Bruenn, Marisa Calvi-Rogers, Jen Discenza, Dan Murdzek, Kelly Nichols, Amy Perry, Tina Riccio, Julie Zellner and herself. She noted that the group of educators represented the high school, elementary, and middle schools. The educators on the committee recently acquired 092 certifications, as well as a wealth of current knowledge and thinking around education today. She quoted Dr. Erardi that these are “hardworking teacher

leaders.” She noted that each volunteered countless hours and intellectual capital to this project, and contributed both individually and collaboratively.

Mrs. Lombardi added that some school districts like to look outside for ideas of best practices, and some look inside for their own best practices and talent. She felt that this committee was an example of looking inside and maximizing our own talent. She noted that the Board did not need to hire a consultant like many other districts have done for \$50,000 because these educators put in many hours with the leadership of Dr. Erardi, and maximized our own talent for the future of our children. The questions that will be addressed during tonight’s presentation are: 1) When a Southington student graduates, what is it that they need to have and do for tomorrow? 2) When we look at the job market, what are the skills and the environment that students are going to be confronted with? 3) What is the Board’s responsibility to prepare the students when they are confronted with the outside world and the future job market?

Marisa Calvi-Rogers, Business and Marketing teacher at Southington High School, introduced the Vision 2020 Plan for the Southington public school district. It was the culmination of a lot of data collection and analysis. The committee first determined who the stakeholders were, where they should get the information from, and what the objective was, which was to prepare our students for the future. They met with and surveyed elected and appointed officials, community members, business owners, faculty, staff, parents and teachers, and determined the five priorities that the stakeholders felt needed to be a focus in order to prepare the students for the future. The five priorities were: 1) critical thinking skills; 2) partnerships; 3) individualized learning; 4) communication; 5) research and development.

Holly Boudreau, Grade 8 Language Arts teacher at DePaolo Middle School, addressed critical thinking. She pointed out the quote by Richard Paul and Linda Elder under critical thinking, which is *“It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities and a commitment to overcome our native egocentrism and sociocentrism.”* Ms. Boudreau pointed out some parallels of that quote to the Southington Public Schools Mission Statement. The quote talks about how we rise to challenges, which our mission statement reflects. The quote talks about informed, adaptive problem-solvers, as well as improving themselves and others. Southington is already focused on critical thinking. Today, we have the Common Core State Standards that have been adopted by most of the United States. Those are being aligned with our current curriculum. Southington has globally competitive, internationally benchmarked curriculum standards, but they are looking at it across all subject areas. Through the completion of this alignment, they are going to provide the students with multiple opportunities to practice those critical thinking skills. Today they have Webb’s Depth of Knowledge, which is a tiered development of questioning where they start with the literal and move to analysis, synthesis and evaluation, which addresses metacognition. Metacognition is thinking about thinking and being a reflective practitioner. You develop the ability to evaluate and change your course due to the awareness of your own thinking. The stakeholders asked the committee to work with Southington students as critical thinkers. The students will have instruction and multiple opportunities for critical thinking and to practice it.

Tina Riccio, World Language teacher at Southington High School, addressed partnerships. She stated that to support the development of those critical thinking and creative thinking skills, the committee is proposing a shift in the current graduation requirements to allow for more authentic learning experiences Grades K-12. These experiences would be made

possible by increased partnerships with local universities, local businesses and the town itself. These partnerships would have a local focus, but the skills acquired would have global applicability. As a result of these more diverse, authentic and less traditional school experiences the learning would become more individualized and customized to each student. To accommodate this shift and to allow for these opportunities, they propose a more flexible school day, various locations for learning, and a move from textbooks to e-books. With these changes and adjustments, learning is the constant and time becomes the variable.

Jen Discenza, School Counselor, Department Chair at J. F. Kennedy Middle School and Director of Adult and Continuing Education, addressed individualized learning. She noted that it was important to expand classroom choices to meet each student's needs. A trend from the data collection was to have the students navigate through failure and that we need to teach responsibility and adaptability through our educational programming. Expanding classroom choices may be done through increased internship experiences. The community and business stakeholders support the need for a higher percentage of our students to be participating in internships. We need more integration in interdisciplinary projects focusing on interactive learning experiences. The current development of the STEM Center in town is an example of expanding classroom choices and from making a shift from our traditional practices and offering authentic learning experiences to our students. Asset Building Classrooms and the Student Success Planning are two initiatives that are aligned that they are currently working on. The educators are responsible for educating the whole child, encompassing academic, career, personal, social, and emotional development. As this work is developed in the district, achievement expectations and student ownership of learning will increase. Currently, Southington is more departmentalized with our curricula. The Common Core State Standards is requiring more interdisciplinary work. There is a need to create opportunities for making connections across disciplines. An example of this might be a math teacher and a technology teacher working collaboratively with students on a project. Integrating opportunities for all students K-12 will create well-rounded, successful students and, in order to do this, we must shift our traditional focus and put more emphasis on the following themes: Life skills, critical thinking, communication and global citizenship. She stated that early development of these critical thinking and problem-solving skills is imperative. This is about merging our current educational system and shifting from traditional practices. A current example would be this year's implementation of the Advisory Program in Grades 6-12. Right now, our teachers are merging their roles as educators and as advisors in supporting the development of the whole child while making meaningful connections with their students.

Amy Perry, Grade 7 Math teacher at Kennedy Middle School, quoted the slogan "Teach less, learn more," which Singapore, world leader in education, has adopted as their mantra. The teachers in Singapore learn how to cultivate authentic learning experiences. They are student-directed rather than teacher-directed. They utilized 21st Century and critical thinking skills and they challenge students to solve real world problems. For example, at the NIE [National Institute of Education] school in Singapore, students are given seed money to create their own business. Their charge is to develop and engineer a unique, innovative product. The students learn how to write business proposals and market their plan. They learn terms such as profit margin, losses, gains and they actually go out and sell their product. The students go to the open market and all the money that they earn goes directly into the school so that other students will have that same opportunity to create their own business. These experiences are rich, meaningful and engaging. They help to build character, give students room to exercise initiative, and become productive agents in shaping their own learning process. These student-directed experiences foster

creativity and entrepreneurship so that students learn how to be successful and can thrive in our global market. The stakeholders believe that this is the direction that Southington needs to go for our children to be successful.

Dan Murdzek, Grade 5 teacher at Flanders Elementary School, spoke to the importance of communication. The committee felt that communication and technology go together. As it exists today, we have an imbalance across our district between schools and classrooms within our schools. They find themselves trying to catch-up with technology that, as it exists today, is outdated. Tomorrow, what they envision is to be well-researched, prepared and committed as pioneers in technology rather than the followers and the chasers. They would like to see the students learning from other students and teachers teaching other teachers across borders, across oceans and reaching out beyond our district limits. The stakeholders noted that the communication skill is lacking in our students. Today, in Southington, we have general courses such as Mass Communication and Public Speaking. What they envision in the future would be more directed curriculum, with classes mirroring those of universities and actual departments in communication. The committee would also like to see issues, such as body language, ethical language and etiquette, addressed. Students have to know that the way they communicate with peers is not the way to communicate in a business world. Sensitivity and intercultural communication has to also be addressed. For example, when a graduate from Southington goes on a business venture to Bangladesh, it is important to realize that the left hand is considered unclean and they should be doing things with their right hand. Excessive smiling is considered immature. If the students do not learn the ways to access that kind of information, then Southington is not doing a good enough job for our students.

Jessica Bruenn, Grade 5 teacher at Strong Elementary School, addressed students applying effective communication skills outside of the classroom. She stated that there is a need to increase extracurricular opportunities for all students, which might be achieved by offering a Saturday club or activity or an activity during the summer in order to maximize student involvement. She quoted Aristotle, "Children learn to do by doing."

Kelly Nichols, Learning Specialist for the TEAM Program at DePaolo Middle School, addressed professional development, which is a critical component of the strategic plan moving forward. She discussed that currently there is limited opportunities for collaborative planning, teaching and learning for staff. The committee is proposing that teacher leaders continue to be developed and that we provide more opportunities for collaboration amongst our teachers by providing common planning time. The success of Vision 2020 Strategic Plan to prepare the students for an ever changing global society depends on Southington school district's ability to act as a change agent. The most crucial part of this shift is looking closely at how the district does things today and how things can be improved moving forward for tomorrow. In an effort to make changes at a more efficient pace, the roles of the levels of authority must shift ultimately leading to a more fluid approach to change within our district. The organizational chart must move freely to allow decisions to be made at various levels. For the Strategic Plan that the committee is presenting this evening to move forward, this change is essential.

Marisa Calvi-Rogers summarized that this is a true paradigm shift from the traditional model of education as we currently know it today to what it needs to be in order to properly prepare our students for success in the future. What is next, where do we begin and how do we prioritize? This Strategic Plan serves as a guiding principle and all actions of the district have to tie back to these concepts. The stakeholders identified six priorities that need to be investigated,

evaluated and take action on within the next three to five years. They are: 1) Learning is the constant; time is the variable; 2) Curricular changes reflecting 21st Century Skills for global citizenship; 3) Equitable infrastructure, technology and safety; 4) Partnerships that create experiences beyond school; 5) Changing graduation requirements; 6) Building staff capacity through professional development.

Mrs. Carmody thanked the committee for their hard work and doing an excellent job presenting this. She agreed that building staff capacity with each other in professional development is wonderful. She loved the idea of student ownership of learning, which is a paradigm shift. She also loved the interdisciplinary implementation of Common Core. She felt that so many things she read in their report Southington is doing. She felt that they have to continue to investigate, evaluate and take action when we can.

Mr. Derynoski stated that the committee should be very proud of what they have accomplished and that this was a great start and where the country is going. He felt that their efforts put Southington in the forefront of where the rest of the country is heading. He liked the quote that “we have to be the leader, not the follower.” He felt that was critical to student and staff learning. He thought that the results that he saw tonight were amazing.

Mrs. Notar-Francesco stated that some of the items that were discussed in the presentation she has heard at CAFE, CREC and CAPSS, and some of the things that have been resonating are things like “time is a variable.” She felt that the Board members have to be ambassadors to the legislators and to give them the direction. As a district, they can promote this, but it really has to be a state and national initiative that grows beyond Southington.

Mrs. Queen addressed “learning is the constant, time is the variable.” She first heard about this in the CAPSS piece on how to improve our schools in Connecticut. What made so much sense to her was a student mastering what needs to be learned in the objectives as opposed to a student sitting in a seat for the prescribed number of K-12 years. She felt that was a major change, which ties in with changing graduation requirements. Maybe a student is done in two years less or maybe another takes two years more, which is okay as long as they are mastering the objectives by the end.

Mrs. Lombardi pointed out that they could respond back to the Board of Finance that they can continue to be a status quo district in education if that is what the town and parents want. The Board of Education does not have to look into the future or have a vision. She asked if the Board members were elected to be status quo for the education of our children. If the answer to that is no, then they need to take the Vision 2020 to heart. She suggested that the Board of Education go before the Board of Finance with all the other stakeholders who were recruited for the first step to tell them what they have found. One of the priorities was equitable technology, which we do not have; however, we can stay status quo on that, too.

Mrs. Clark loved the sentence that “learning is the constant, time is the variable” because it made her think of her high school experience. In New York, they took Regent’s classes and she took a chemistry class in her sophomore year. The twist with this Regent’s class was that she did not have to attend class. In the 1970s that was unheard of, and it was scary. It was a most memorable class because she had a teacher who was a facilitator whom she could contact by phone at 10:00 p.m., if she had a question when doing her homework. However, the class was discontinued because that was not the way things were done. Now, she is seeing actual

change where the 2020 Vision Committee thought “out of the box.” They may give an opportunity to a learner who may not be awake at 7:30 a.m., but is spot on at 11:00 p.m. She loved the item that time is the variable.

Mrs. Johnson thanked the 2020 Vision Committee for this blueprint for the town. She was encouraged about “time is a variable” because it was something that the Board has heard before from Chris Richter, a teacher at Kennedy Middle School. In a presentation, he told the Board that his students were following the Presidential election and how they were in contact with him all night long. She noted that one of the Board’s goals now was to present this to everyone.

Mr. Goralski asked the 2020 Vision Committee to consider what the next steps are for the Board of Education. He stated that the Board will continue to spread their vision and that he will share the last slide of their PowerPoint presentation in his comments at the Town Council Budget Hearing and provide a hard copy for them. He asked the committee to come back to him with their comments individually or to the whole Board via e-mail on what are the next steps for the Board of Education. He asked the committee to help guide the Board and give them direction.

Dr. Erardi stated that the framework of the presentation would stand tall on a national and international platform. There is not a \$50,000 consultant fee because it was done internally and with outstanding teacher leaders. There will be a draft sent to the Board mid-week that will look for publication in regard to the framework of this. What is most exciting, but was not mentioned, is bringing this work to life. The teacher leaders have already begun to look at a funding stream for personalized learning, and there could be some exciting news coming to the Board of Education in the near future on how this could be done. He was proud of the work that took place, which at times was contentious, very open with opinion, and, at all times, offered the opportunity for every person to grow as an administrator. He noted that Julie Zellner who is part of the committee could not attend tonight.

Mrs. Notar-Francesco felt that the vision in its entirety should be taken to the Town Council and it should be extended to the legislators as well. She felt that everyone needed to be thinking along these lines. Mr. Goralski stated that he would give hand-outs to the Town Council, copies to the Board of Finance, Planning and Zoning, town leaders, and the state legislative delegation.

9. NEW BUSINESS

a. Adoption of 2014 Board of Education Meeting Dates

MOTION: by Mrs. Carmody, seconded by Mrs. Notar-Francesco:

“Move to approve the 2014 Board of Education meeting dates, as presented.”

Motion carried unanimously by voice vote.

b. Presentation of the Southington Public School Teacher Evaluation Plan 2013-2014 ~ First Reading

Dr. Erardi noted that Mrs. Smith's work in this area has been masterful in partnership with Bob Brown [SEA Union President]. He believed that this document is a consensus endorsement by the executive board of the teachers union and has the full support of the administrative team.

Mrs. Smith distributed the work that has occurred to date by a large and comprehensive committee that consisted of teachers, principals, and administrators (*Attachment #3*). She explained that the intent this evening was to hand out the draft document to the Board for them to review for two weeks before the next Board of Education meeting. The first page in the packet is the *Teacher Evaluation Roll Out to Staff*, which was the committee's plan on how they would use consistent language to explain it to the staff when this is rolled out after the April vacation. It also gives the Board a map to follow as they review the packet and shows the four domains: 1) Planning for Active Learning; 2) The Classroom Environment; 3) Instruction; 4) Professional Responsibilities and Teacher Leadership. Also included is the document that the committee is proposing for data collection purposes when observations are occurring in classrooms. The four domains that evaluators are using are listed, which represent the common core of teaching and learning expressed in a different way. What they are expecting to see when they go into classrooms is not very different from what Southington has always expected to see, but re-phrased and used with current language.

Bob Brown, SEA Union President, spoke to the trial pilot that they had with the data collection system when they visited a high school math class, middle school social studies class, and an elementary class. He agreed with Mrs. Smith that much of this new plan is what they already do, but some of the vocabulary has changed. The observation form is basically the best practices of how to teach.

Mrs. Smith explained that, once the plan is rolled out, it is important to administratively have professional development for common understandings of practice so there is consistency from administrator to administrator and teacher to teacher in defining what is best teaching. She noted that one of the challenges, when they observed a classroom, was objective data. She stated that the Southington Teacher Evaluation Plan is based on objective data. Mrs. Smith explained the Southington Public Schools Teacher Evaluation and Support Plan, which was part of the packet. It is Southington's version of the SEED [System for Educator Evaluation and Development] Plan from the State of Connecticut. Southington is recommending to modify the SEED Plan to meet our local needs with one major change. Instead of following the SEED recommendation of 10 observations by each administrator of each teacher, they will follow legislation that requires a minimum of three. She pointed out that most districts are following the legislation rather than the SEED state recommendation. Mrs. Smith stated that there will be a presentation on this plan at the April 11, 2013 Board of Education meeting and that it is a draft. If the Board supports this document, the state needs to be notified that this is Southington's official plan for 2013-2014 and it needs to be presented to the state prior to April 15, 2013.

Mrs. Carmody asked what the timeline was for implementation of this plan. Dr. Erardi replied that the original timeline was full implementation for the start of the 2013-2014 school year; however, that timeline has changed. Administration is recommending to the Board of Education that 50% of all staff in each building become a part of the new plan moving forward. For 2014-2015, it would be 100%. In the General Assembly, there is legislation pending that would delay the Teacher Evaluation Plan for an entire year and then have full implementation the following year.

Mrs. Carmody was happy to see that teachers were a part of this committee. One issue that bothers her was that part of a teacher's evaluation would be based on the success of their students on standardized tests. She abhors that and cannot see how the state legislators could make that part of the plan. She asked if that was addressed in the packet. Mr. Brown replied that it was in the plan and that it was 22 ½%. He explained that 45% is student performance and half of that, which is 22 ½%, if it is a standardized test area. Social Workers do not give standardized tests and that is one of the difficulties. He explained that there is so much misunderstanding about this. It is not about whether the students do well the teacher will get a high grade and, if they don't do well, the teacher will get a low grade. The teacher is going to set a goal based on the students that they have. The teacher will look at previous tests and then set a goal for how many are going to receive a certain score. It is going to be massive paperwork for teachers and administrators.

Mrs. Carmody felt that there was a misconception by the public that teachers object to this Teacher Evaluation Plan and that is not the case. The goal is to have the very best teachers in our classrooms; however, the objection is the manner in which the state mandates that this be done without helping school systems at all.

Mrs. Queen questioned how standardized test scores could be factored in for all grades when standardized tests are offered in Grades 3-8 and Grade 10 in the high school. Mrs. Smith replied that there are standardized assessments that exist within various departments and they could have two non-standardized tests assessments as well.

Dr. Erardi noted that Kim Hunt, Personnel Manager, was also valuable in this process and thanked her for her efforts.

Mr. Derynoski stated that this was a great document, but the problem he has is that the state legislators write laws, thinking they know best about education and have never been in a classroom. They implement something like this not realizing the burden that it puts on the staff, community, and taxpayers. This is not an inexpensive program and will cost a lot of money. He asked where the funds are going to come from. This is a big unfunded mandate.

Mr. Goralski invited Mr. Brown to attend the next Board meeting.

c. Non-Renewal of Interim Teachers

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

“Move that the contract of Myrna Rosario and Michelle Opalenik be non-renewed for the 2013-2014 school year.”

Mr. Goralski explained that the school administration makes this recommendation within the guidelines and requirements of state law, and is in no way a reflection of the quality of service of these employees. In all cases where teachers have high quality service, we do our best to keep these teachers in our district.

Motion carried unanimously by voice vote.

d. Approval of Out of State Overnight Field Trip

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

“Move to approve the field trip to Springfield, Massachusetts for the Southington High School Key Club, as presented.”

Motion carried unanimously by voice vote.

10. ADJOURNMENT

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 9:35 p.m.

Respectfully submitted,

Linda Blanchard
Recording Secretary

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

**EXECUTIVE SESSION
MARCH 28, 2013**

Board Members Present: Mrs. Terri Carmody, Mrs. Colleen Clark (arrived at 6:33 p.m.), Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen, and Mr. Brian Goralski (arrived at 6:36 p.m.).

Board Members Absent: Mr. Zaya Oshana.

Administration Present: Dr. Joseph V. Erardi, Jr., Superintendent of Schools, Mrs. Karen Smith, Assistant Superintendent, Mrs. Sherri DiNello, Director of Business and Finance, and Mr. Philip Goodwin, Purchasing Agent.

3. CALL TO ORDER

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

4. EXECUTIVE SESSION FOR SAFETY AND PERSONNEL

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

“Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Safety and Personnel, and upon conclusion reconvene to public session.”

Motion carried unanimously by voice vote.

The Board went into Executive Session at 6:30 p.m.

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

“Move to reconvene into public session.”

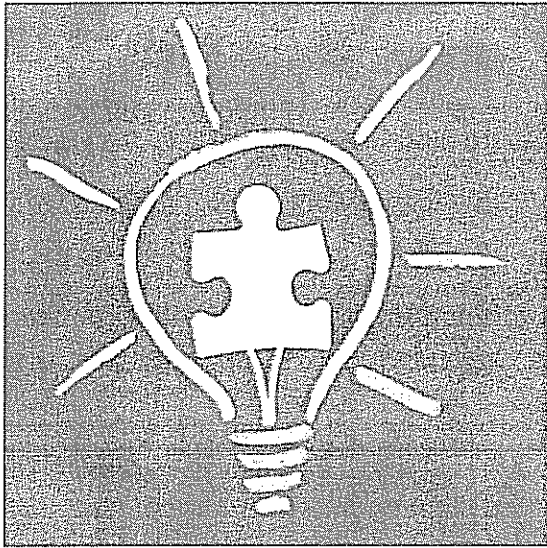
Motion carried unanimously by voice vote.

The Board exited Executive Session and recessed at 7:08 p.m.

Respectfully submitted,



Jill Notar-Francesco, Secretary
Southington Board of Education



The SPS will be participating by encouraging staff and students to wear blue on April 2nd.

We are also having a district wide staff dress down day on April 2nd (optional) with a suggested donation of \$5 to Autism Speaks.

In addition, K-8 students will have a hat day on April 2nd (each school individual decision) with a suggested donation of \$1.

**World
Autism
Awareness
Day**

April 2nd

Each April 2, Autism Speaks celebrates Light It Up Blue along with the international autism community, in commemoration of the United Nations-sanctioned World Autism Awareness Day. Light It Up Blue is a unique global initiative that kicks-off Autism Awareness Month and helps raise awareness about autism. In honor of this historic day, many iconic landmarks, hotels, sporting venues, concert halls, museums, bridges and retail stores are among the hundreds of thousands of homes and communities that take part to Light It Up Blue.

For more information you can go to the following link:

http://www.lightitupblue.org/Markslist/showHomePage.do?utm_source=autismspeaks.org&utm_medium=text-link&utm_content=heroes&utm_campaign=liub2013

Smokin' with Chris

Fundraiser Luncheon to Benefit

SHS FIRST ROBOTICS TEAM 195

DATE: Sunday, April 7, 2013

Time: 1:00pm – 3:00pm

**Place: Smokin' with Chris Restaurant
59 W Center St, Southington**

Cost: \$25.00 per person

Buffet Menu includes:

**Pulled Pork Sandwiches, BBQ Chicken, Coleslaw,
Potato Salad, Cucumber Salad, Chips and Salsa**

Not Included: Soda/Drinks/Gratuity

50/50 Raffle Tickets At The Door

Special Performance by JJBOS

Tickets for sale prior to Robotic Team 195 Meetings

- Wednesday's from 6:00pm – 7:00pm, at Saucier's – 991 S Main Street, Plantsville.**
- OR contact Bonnie for tickets – 860-628-2702**

Seating is limited, so get your tickets soon!

No Take Out Food Available

Must have ticket to attend

Teacher Evaluation Roll Out To Staff

1. **Included for implementation in 2013-14:** classroom teachers, high school family consumer science, social studies, science, English language arts, math, world language, special education, literacy specialists, speech language pathologists, high school business, technology education.

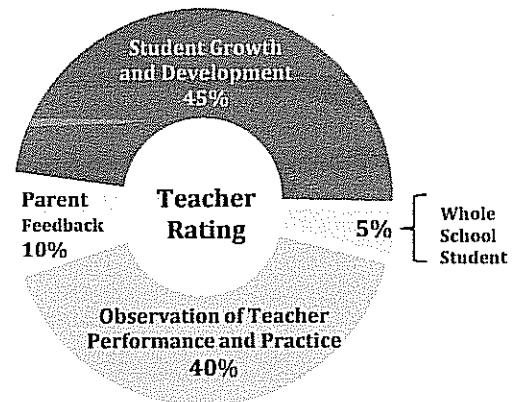
It was the consensus of the full committee to **wait one year** to implement the new Teacher Evaluation Plan for the following: social workers (K-12), guidance (K-12), psychologists (K-12), library-media specialists (K-12), art (K-12), P.E. (K-12), music (K-12), ELL (K-8), health (9-12), math specialists, and middle school unified arts. These teachers will follow the current evaluation system for one year (blue book).

2. **Observations:**

Teacher Category	Guideline Requirements
First and Second Year Novice Teachers, Non-Tenured, TEAM	Minimum 3 formal observations, all will include a post conference, 2 will include a pre-conference
Below Standard and Developing, Tenured and Non-Tenured	Minimum 3 formal observations, all will include post conference, 2 will include pre-conference and an additional 2 informal observations
Meets Standards and Exceeds Standards, 3 rd & 4 th Year Teachers, Tenured and Fast Track Non-Tenured*	Minimum 1 formal observation including pre and post conference and 2 informal observations

3. **Each teacher will set 5 goals:**

- Student learning objectives (SLOs) (45%)- 2 goals
- Teacher performance and practice (40%)- 1 goal
- Parent feedback (10%)- 1 goal
- School-wide student learning (5%)- 1 goal



The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Student Outcomes Related Indicators and Teacher Practice Related

Indicators ~ Every educator will receive one of four **performance ratings**:

- **Exceeds Standard** – Substantially exceeding indicators of performance
- **Meets Standard** – Meeting indicators of performance
- **Developing** – Meeting some indicators of performance but not others
- **Below Standard** – Not meeting indicators of performance

4. **Definitions of Indicators:**

Teacher Practice Related Indicators: An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:

- a) **Observation of teacher performance and practice (40%)** as defined in the Connecticut Framework for Teacher Evaluation and Support, (see below) which articulates four domains and eighteen components of teacher practice
- b) **Parent feedback (10%)** on teacher practice through whole school surveys.

Student Outcomes Related Indicators: An evaluation of teachers' contribution to student academic progress, at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:

- a) **Student growth and development (45%)** as determined by the teacher's two student learning objectives (SLOs)
- b) **Whole-school measure of student learning (5%)** as determined by aggregate student learning indicators.

5. Connecticut Framework for Teacher Evaluation and Support ~ this is the basis of your Teacher Performance and Practice Goal. Observations will focus on these 4 domains:

DOMAIN 1: Planning for Active Learning

- 1a. Ensuring that content/curriculum is at an appropriate level of challenge and meets student learning needs.
- 1b. Developing and organizing coherent and relevant units, lessons and learning tasks
- 1c. Support content area literacy skills, and when appropriate, numeracy skills, across the curriculum
- 1d. Selecting appropriate assessment strategies to monitor student progress

DOMAIN 2: The Classroom Environment

- 2a. Creating an environment of respect and rapport
- 2b. Establishing a culture for learning
- 2c. Managing classroom procedures
- 2d. Managing student behavior
- 2e. Organizing physical space

DOMAIN 3: Instruction

- 3a. Communicating with students
- 3b. Using questioning and discussion techniques
- 3c. Engaging students in learning
- 3d. Using assessment in instruction
- 3e. Demonstrating flexibility and responsiveness

DOMAIN 4: Professional Responsibilities and Teacher Leadership

- 4a. Engaging in continuous professional growth to impact instruction
- 4b. Collaborating with colleagues to develop and sustain continuous improvement
- 4c. Communicating, collaborating with, and engaging appropriately with families about their students and the instructional program
- 4d. Demonstrating other professional behaviors

6. Student Learning Objectives (SLOs)

Each teacher will write two Student Learning Objectives (SLOs). Teachers whose students take a standardized assessment will create one SLO based on standardized indicators and one SLO based on non-standardized indicators. All other teachers will develop their two SLOs based on non-standardized indicators. There will be further PD on writing SLOs.

7. Parent Engagement Goal and School Wide Goal:

These two goals will be set based on discussions had in August as to what your individual school needs.

Name: _____
Date: _____

SOUTHINGTON PUBLIC SCHOOLS
TEACHER EVALUATION AND SUPPORT

DRAFT

DRAFT

Domain 1 ~ Planning for Active Learning

a. Ensuring that content/curriculum is at an appropriate level of challenge and meets student learning needs.	
b. Developing and organizing coherent and relevant units, lessons, and learning tasks.	
c. Supporting content area literacy skills, and when appropriate, numeracy skills, across the curriculum.	
d. Selecting appropriate assessment strategies to monitor student progress.	

Domain 2 ~ The Classroom Environment

a. Creating an environment of respect and rapport.	
b. Establishing a culture for learning.	
c. Managing classroom procedures.	
d. Managing student behavior.	
e. Organizing physical space	

Domain 3 ~ Instruction

a. Communicating with students.	
b. Using questioning and discussion techniques.	
c. Engaging students in learning.	
d. Using assessment in instruction.	
e. Demonstrating flexibility and responsiveness.	

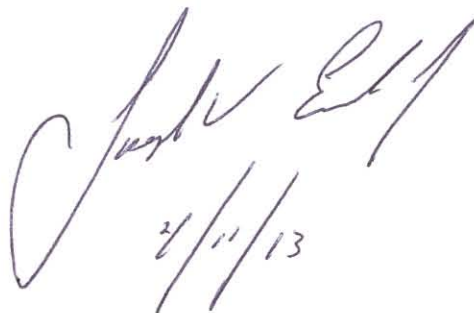
**SOUTHINGTON PUBLIC SCHOOLS
TEACHER EVALUATION AND SUPPORT**

Domain 4 ~ Professional Responsibilities and Teacher Leadership

a. Engaging in continuous professional growth to impact instruction.	
b. Collaborating with colleagues to develop and sustain continuous improvement.	
c. Communicating, collaborating with, and engaging appropriately with families about their students and the instructional program.	
d. Demonstrating other professional behaviors.	

Administration: Board of Education Update April 11, 2013

1. **New England Association of Schools and Colleges** (Attachment 1)
2. **Update – Access Sidewalks** (Attachment 2)
3. **Next Steps – Long Term Planning** (Attachment 3)
4. **Top Ten Scholar Luncheon** Thursday, June 6
5. **BOE – Business Partnerships**
 - a. **Volunteer Luncheon – Stop & Shop** Tuesday, June 18
 - b. **Jerry O'Brien Inc – Military Cords** Convocation


2/11/13



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS
COMMITTEE ON PUBLIC SECONDARY SCHOOLS

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March 27, 2013

Martin Semmel
Principal
Southington High School
720 Pleasant Street
Southington, CT 06489

Dear Dr. Semmel:

The Committee on Public Secondary Schools, at its January 27-28, 2013 meeting, reviewed the Two-Year Progress Report of Southington High School and continued the school's accreditation.

The Committee was pleased to commend the following:

- the comprehensive review of leveling practices within the school that reduced the school's levels from four to three
- the significant input from five stakeholder groups in the leveling discussions
- the purchase and installation of sixty-one SMART boards which included the training for teachers to use them
- the development of online seminars to assist teachers in using technology
- the purchase of new computer hardware including a MacBook cart, Ti-92 calculators and twenty additional desktop computers for the library media center
- the design of a 3-year technology plan for the library
- the creation of a literacy lab using repurposed space in the library
- the completion of at least one-hundred walk-through observations per year by every administrator in order to provide timely feedback on classroom instruction
- the professional development program designed to improve instruction
- the establishment and work of the instructional time committee that put forward a recommendation which added minutes to every class
- the implementation of the advisory program that personalizes the school experience for all students and through which the Student Success Plans are implemented

- the increased funding for all departments to purchase new textbooks and other materials
- the allocation of \$200,000 to refurbish the language lab
- the integration of two school-wide rubrics into the curriculum
- the professional development for faculty in differentiated instruction
- the establishment of curriculum meetings with sending schools in order to create effective alignment
- the writing of curriculum in a common format using the *Understanding by Design* framework which promotes authentic assessment of learning for all students
- the significant increase and funding of professional development connected to instruction
- the development of the school improvement team
- the use of Naviance to track student data which allows counselors and teachers to monitor the progress of each student
- the time given to departments to review and modify curriculum and develop common formative assessments
- the establishment of the after school Learning Academy to assist and support struggling learners
- the two district initiatives, Vision 20/20 and the three-year technology plan
- the emphasis placed on literacy across the whole school and all departments
- the thoroughness of the report prepared by the professional staff demonstrating the school's level of commitment of the accreditation process

All accredited schools are asked to submit a required Five-Year Progress Report, which in the case of Southington High School is due on March 1, 2015. The report should provide detailed responses to the following highlighted recommendations:

- review and revise school-wide analytic rubrics then implement them across departments
- communicate the individual achievement of the school's learning expectations based on the use of school-wide analytic rubrics to students and families
- update the status of the instructional time committee's proposal for a revised/new school schedule
- submit the civic and social expectations for student learning


Directions for preparing the Five-Year Progress Report are available at <http://cpss.neasc.org> under the "Ongoing Accreditation" tab. One of the required components of the Five-Year Progress Report is the submission of the school's current core values, beliefs, and learning expectations to reflect the 2011 Standard. Information related to the development/revision of the school's document is available at <http://cpss.neasc.org> under the "Getting Started" tab.

Martin Semmel
March 27, 2013
Page Three

School officials are reminded that all valid recommendations in the evaluation report should have been completed or be in the final stages of implementation when the school submits its Five-Year Progress Report. Inadequate progress to complete valid recommendations could result in a request for additional Progress Reports or a downgrading of the school's accredited status. The Committee requests that it be kept apprised of any substantive changes in the school before that date. For your convenience, we have enclosed a copy of the Substantive Change Policy. As well, please notify the Committee office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org.

The Committee will review the school's accreditation status when it considers the Five-Year Progress Report. Consistent with the Committee's follow-up procedures, the report should include an electronic signature of the principal and chair of the school's Follow-Up Committee and be sent electronically to the Committee office at the following address: cpssreports@neasc.org.

Sincerely,



Janet D. Allison

JDA/mv
Enclosure

cc: Joseph V. Erardi, Superintendent, Southington Public Schools
Brian Goralski, Chairperson, Southington Board of Education
Robert E. Littlefield, Chair, Committee on Public Secondary Schools

Cheryl:

Access Sidewalks

Informational –

1. Presently there is no Board of Education language that speaks to access sidewalks. A thorough and complete scan of existing policy and guidelines nets this finding.
2. The Board of Education's research unveils that in the 1960's when schools were being built there were agreements made with property owners to have sidewalks installed at no cost to the homeowner and maintenance was to be the responsibility of the town. This agreement was driven by the board of education's transportation policy:
 - a. Elementary School – Walkers within one mile to the school
 - b. Middle School – Walkers within one and a half mile to school
 - c. High School – Walkers within two miles to school
3. Access sidewalks were designated by the town, and despite many changes of school locations and road changes, designated streets from fifty years ago remained in place.
4. As requested this summer, BOE staff supplied a list of streets to town hall no longer used by walkers (as per the school boards walking policy)

Board of Education – Next Steps

1. Administration proposed to the board of education on March 28 (public meeting) to speak to the issue of access sidewalks in subcommittee (policy) and bring back a proposal for the board-at-large in the near future.

Access Sidewalks – Proposed Policy Language

1. Recommended Language: "In accordance with the Southington Board of Education transportation policy, and in compliance with the town of Southington, all designated access sidewalks will be reviewed annually with town officials to ensure the safety of all students."

Access Sidewalks – Proposed Guidelines

1. Administration will annually update town officials with any changes with eligible students who walk to school on or before August 1st
2. Administration will share any concerns with present practice (cleared walkways within 24 hours after the close of the storm) with town officials on an as need basis.

Suggestions:

1. External Scan – Survey surrounding towns and DRG D towns (similar socio-economics) for their practice regarding walkways and snow removal.



SOUTHINGTON PUBLIC SCHOOLS

April, 2013

Flip Administration for Tomorrow's Learners!

Flip Classrooms...a conceptual design gaining momentum across public school America!

Flip Administration...a conceptual design unknown to public school America!

Professional Learning Communities in Southington, Connecticut...**when teachers lead and the superintendent and the school board simply applaud!**

Southington Public Schools in Connecticut is a district of 6,500 students and 12 schools. The community is composed of hard working middle and upper middle class families who do extraordinary work to support children. Similar to most, if not all other districts, there are struggles over funding and tax dollars; however, the common denominator in the district is that everyone in town wants what is best for their next generation of leaders. The district continues to grow by doing the little things to the best of their ability every day. The school board takes pride in treating all staff within their organizational structure with fairness. The Southington Board of Education has worked hard to let all employees know that character traits of honesty, integrity, and care are the benchmarks for making their moniker "*making a difference every day for every student*" a reality. With that as the landscape of student success, "trust" becomes the linchpin that makes this school district one that I am most proud to represent.

The Design – Long-Term Planning

In most, if not all long-term planning initiatives, a consultant is brought in at tens of thousands of dollars and an external planner develops the framework of future teaching and learning.

The Southington Approach – Teacher Leaders Leading All Others

The district has developed strong and meaningful professional learning communities. This is evident in nearly all aspects of the work that takes place in the K-12 spectrum.

The "2020" Long-Term Planning Initiative

A goal of the Southington Board of Education was the need to answer the following question:

What must the school board do in order to ensure all students the opportunity to be productive citizens and workers for the year 2020?

In partnership with a local state university, aspiring educators move through coursework with in-district mentors to qualify and complete their program to become credentialed administrators. The district's first cohort of aspiring administrators graduated in May of 2012. As expected, many of these outstanding teachers are in different "ready points" regarding next steps.

JOSEPH V. ERARDI, JR., ED.D
SUPERINTENDENT OF SCHOOLS

KAREN L. SMITH
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION AND
LEARNING

BOARD OF EDUCATION

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TERRY G. LOMBARDI

ZAYA G. OSHANA

PATRICIA A. QUEEN

200 NORTH MAIN ST
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205

The Opportunity

Nine of the first cohort members chose to take on all aspects of the “2020 planning work” to bring to the school board an extensive study of both qualitative and quantitative data that reflects what must take place for the district to be effective for all children. Dozens of meetings were held with community stakeholders; research was brought forward to support next steps and, at all times, the work was defined and developed within the group.

As the school superintendent, I attended their meetings and marveled in the power of their work. In addition, two school board members attended regularly and held a similar role as mine with the three of us witnessing the struggles and successes as the planning team reached their final product.

The Result

Starting in August, and bringing to a close in April, this year-long committee of aspiring administrators presented to the Southington Board of Education a discrete and defined “next step” proposal that would trump any consultant’s best work because:

- the work was done within;
- the work was done with tomorrow’s school leaders;
- the work was done offering great experience to each committee member;
- the work was done by taking a professional learning community to a level that had minimal risk and maximum reward;
- the work represents a model that can be replicated throughout the country.

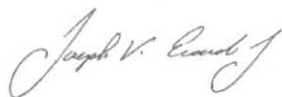
The following link is less about the local plan that works for Southington and much more about taking a professional learning community beyond “outside the box” and empowering and trusting the committee members to set your “tomorrow” for all your students.

[Southington Public Schools, Vision 2020](#)

To summarize, I can think of no model more effective than what transpired in the Southington Public Schools district, which could be your district!

Empowering, trust, visionary, and growth...an enormous win-win for all entities!

With great pride,



Joseph V. Erardi, Jr.
Superintendent of Schools
Southington Public Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 11, 2013

Decision Requested X Agenda Code 8.a

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for 2012 – 2013.

Background: The attached report lists personnel activity from March 1, 2012 through March 31, 2013.

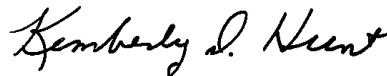
Alternative Strategies: _____

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

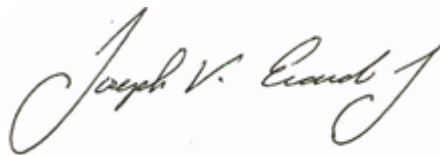
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

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



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Personnel Report

PERSONNEL ACTIVITY REPORT

FOR: April 2013

APPOINTMENTS

Certified

Name	Position	School	FTE If Less Than 1.0	Effective Date	Highest Degree	University / School	Salary
No certified appointments in the month of March							

Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Kaplan, Amy	Grant Funded Math Tutor	JAD	30.00	March 11, 2013	\$12.91
Gray, Patricia	Interim Special Ed Paraprofessional	JFK	19.50	March 18, 2013	\$10.50
Miller, Laura	Interim Special Ed Paraprofessional	Derynoski	15.75	April 2, 2013	\$10.50
Antonucci, Joseph	Head Custodian	JAD	40.00	To be determined	\$24.00
Brown, Gloria	Grant Funded Math Tutor	JFK	15.00	To be determined	\$12.91
Zurolo, John	Grant Funded Math Tutor	JFK	15.00	To be determined	\$12.91
Irazabal, Jennifer	Reading Tutor	Kelley	30.00	To be determined	\$12.91

RESIGNATIONS

Certified

Name	Position	School	Effective Date	Years of Service	Retire
Bayer, Andrew	Assistant Principal	SHS	July 1, 2013	12 years	Yes

Classified

Name	Position	School	Effective Date	Years of Service	Retire
Ceruti, Rachel	Math Tutor	JAD	March 5, 2013	5 months	No
Sullivan, Laura	Reading Tutor	Kelley	April 6, 2013	7 months	No
Hardy, Bettyann	Secretary, Class I	JAD	July 1, 2013	24 years	Yes
Saccoman, Shirley	Special Education Paraprofessional	JAD	July 1, 2013	8 years	Yes
Goodwin, Philip	Purchasing Agent	District	April 13, 2013	7 years	No

TRANSFERS

Certified

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

Classified

Name	From Position	From School	To Position	To School	Effective Date
Palmieri, Brian	Assistant Head Custodian	SHS	Head Custodian	SHS	March 20, 2013

UNPAID LEAVES OF ABSENCE

Name	Position	School	Start Date	End Date	Reason
Picone, David	Part-Time Sp Ed Paraprofessional	Hatton	April 3, 2013	April 19, 2013	Medical
Jarosz, Barbara	Math Teacher	JFK	November 18, 2013	March 14, 2014	Child Rearing
Perzan, Lindsay	Guidance	SES, PES, S.End	November 18, 2013	January 1, 2014	Child Rearing

COACHING / STIPENDS

Appointments

Name	To Position	School	Effective Date	Stipend
Luddy, Erin	Freshman Coach, Softball	SHS	March 7, 2013	\$2,770.00
DeStefano, David	Director, 2013 Summer School	District	March 8, 2013	\$5,906.00
Beaupre, Edward	Head Coach, Softball	JAD	March 8, 2013	\$2,532.00
Levesque, Robert	Freshman Coach, Girls Lacrosse	SHS	March 11, 2013	\$2,770.00

Resignations

Name	From Position	School	Effective Date
Pereira, John	Assistant Coach, Football	SHS	March 28, 2013
Grant, Joanne	Site Co-Coordinator, Unified Sports	JAD	July 1, 2013



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut
Curriculum and Instruction Committee Meeting
April 8, 2013

Committee chairperson, Mrs. Terri Carmody, called the Curriculum and Instruction Committee meeting to order at 10:05 a.m.

Members Present: Mrs. Terri Carmody, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco.
Absent: Mrs. Patricia Queen.

Present from the administration: Dr. Joseph Erardi, Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent of Schools.

Present from the faculty: Claudia Ashline and Michele Andrews.

The committee reviewed the proposed Health Curriculum for Grades 6-8. Topics for students in Grades 6, 7, and 8 align with State of Connecticut required topics. The committee discussed the unique professional development needs that health teachers might have for 2013-2014 and it was decided that they will be invited to attend professional development planning sessions with the district's mental health service providers. It was also determined that joint meetings will be planned with the Grade 9 health teachers so common themes and topics can be reviewed.

The committee discussed the need to maintain confidentiality when discussing student issues regarding personal and family situations that may impact learning. Communication between school service providers, the administration, and teachers will be investigated to be sure all parties receive pertinent information about a student that may impact his or her health.

The newly presented 6-8 curriculum aligns with 21st Century Skills. It was the recommendation of the committee to bring the curriculum to the full Board for approval at the April or May Board of Education meeting.

Motion:

By Mrs. Queen, seconded by Mrs. Notar-Francesco

“Move that the Curriculum and Instruction Committee meeting be adjourned.”

Motion carried unanimously by voice vote.

The meeting was adjourned at 11:35 a.m.

Respectfully Submitted,

Karen L. Smith
Assistant Superintendent for Instruction and Learning

JOSEPH V. ERARDI, JR., Ed.D.
SUPERINTENDENT OF SCHOOLS

KAREN L. SMITH
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION AND LEARNING

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**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date March 28, 2013

Decision Requested _____ Agenda Code 8 a.

AGENDA REPORTING FORM

Agenda Topic: Town Government Communications

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

Background: N/A


Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: N/A



Signature of Superintendent of Schools

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ X _____

Board Meeting Date April 11, 2013

Decision Requested _____

Agenda Code 8 b.

AGENDA REPORTING FORM

Agenda Topic: Construction Update

Summary of Issue: Phase II Construction and Renovation/Expansion of buildings are listed below with their current status.

Phase II Construction Projects:

South End Elementary School - New Construction:

Plantsville Elementary School – Renovation/Expansion:

The district continues communication with the Bureau of School Facilities regarding their completion of several change order approvals.

Kennedy & DePaolo Middle School - Renovation/Expansion:

The Building Committee last met on April 2, 2013. Fletcher Thompson and Newfield Construction reported that documents are nearly ready for bid. They are waiting for final written approvals from the Region 1 EPA, State Traffic Commission and Bureau of School Facilities.

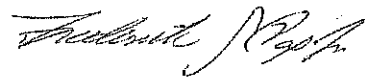
Background: At the September 14, 2000 Board of Education meeting, Chairman, David Derynoski, requested a permanent agenda report for school construction projects.

Cost (if applicable): \$15,825,000 – Plantsville \$16,860,000 – South End \$89,725,000 – Middle Schools

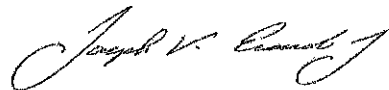
Funding Source: State & Local

Beginning Date of Program/Project: Varied **Ending Date of Program or Project:** Varied

Recommendation or Comment: _____



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

April 10, 2013

**SOUTHINGTON PUBLIC SCHOOLS
SOUTHINGTON, CONNECTICUT**

Teacher Evaluation and Support

The content of this document are meant for use in the Southington school district during the 2013-14 school year.

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1. Southington's System for Teacher Evaluation and Support

Context and Timeline

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

Purpose and Rationale of the Evaluation System

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers, we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; and provide opportunities for growth and recognition. However, past evaluation systems often failed to do these things in a meaningful way. Southington's new model strives to change that and to treat our teachers like the hard-working professionals they are. The purpose of the new evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

Design Principles

The following principles guided the design of this model:

- ❖ *Consider multiple, standards-based measures of performance*
An evaluation system that uses multiple sources of information and evidence results in fair, accurate and comprehensive pictures of teachers' performance. The new model defines four categories of teacher performance:
 - ❖ Student learning (45%)
 - ❖ Teacher performance and practice (40%)
 - ❖ Parent feedback (10%)
 - ❖ School-wide student learning (5%)

These categories are grounded in research-based, national standards: Charlotte Danielson's Framework for Teaching; the Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching; the Connecticut Framework K-12 Curricular Goals and Standards; the CMT/CAPT Assessments¹; and locally developed curriculum standards.

¹ **Connecticut Mastery Test (CMT):** The CMT is the standard assessment administered to students in Grades 3 through 8. Students are assessed in the content areas of reading, mathematics and writing in each of these grades and science in grades 5 and 8. **Connecticut Academic Performance Test (CAPT):** The CAPT is the standard assessment administered to students in Grade 10. Students are assessed in the content areas of reading, mathematics, writing and science.

- ❖ *Promote both professional judgment and consistency*
Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.

- ❖ *Foster dialogue about student learning*
This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

- ❖ *Encourage aligned professional development, coaching and feedback to support teacher growth*
Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. Southington's Educator Evaluation System promotes a shared language of excellence to which professional development, coaching, and feedback can align to improve practice.

- ❖ *Ensure feasibility of implementation*
Launching this new model will require hard work. Throughout the district, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. The model aims to balance high expectations with flexibility for the time and capacity constraints in our district.

II. Evaluation System Overview

Evaluation System Overview

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

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
 - (a) **Observation of teacher performance and practice (40%)** as defined in the Connecticut Framework for Teacher Evaluation and Support, which articulates four domains and eighteen components of teacher practice
 - (b) **Parent feedback (10%)** on teacher practice through surveys

2. **Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:
 - (a) Student growth and development (45%) as determined by the teacher's student learning objectives (SLOs)
 - (b) Whole-school measure of student learning (5%) as determined by aggregate student learning indicators.

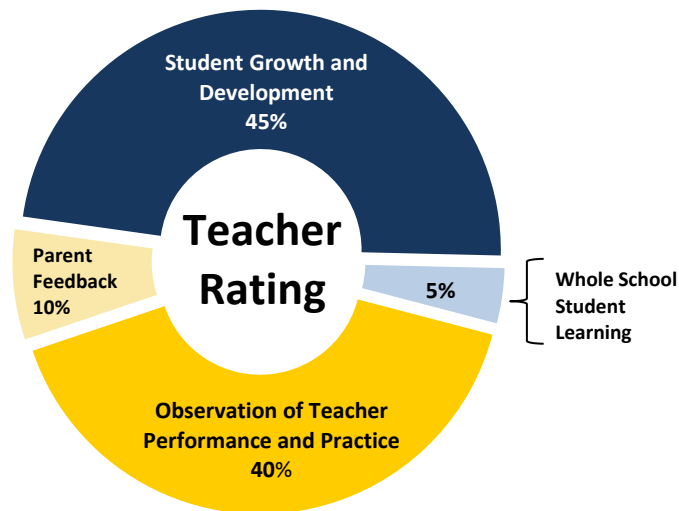
Scores from each of the four categories will be combined to produce a summative performance rating of Exceeds Standard, Meets Standard, Developing or Below Standard. The performance levels are defined as:

Exceeds Standard – Substantially exceeding indicators of performance

Meets Standard – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance



Teacher Evaluation Process

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.



Goal Setting and Planning:

Timeframe: Completed by November 1.

1. *Orientation Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives (SLOs) and they will commit to set time aside for the types of collaboration required by the evaluation process.
2. *Teacher Reflection and Goal Setting* – The teacher examines student data, prior year evaluation and survey results, and the Connecticut Framework for Teacher Evaluation and Support to draft proposed performance and practice goal(s), a parent feedback goal and student learning objectives (SLOs) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal setting process.

3. *Goal Setting Conferences* – The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Mid-Year Check-In:

Timeframe: January and February

Reflection and Preparation – The teacher and evaluator collect and reflect on evidence to-date about the teacher’s practice and student learning in preparation for the check-in.

1. *Mid-Year Conference* – The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objectives (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development plan.

End-of-Year Summative Review:

Timeframe: May and June; must be completed by June 30

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.

2. *Scoring* – The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available, and before September 15.

3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year (June 30 at the latest). At this meeting, a preliminary discussion on a teacher performance goal for the following year will be discussed.

Primary and Complementary Evaluators

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

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

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

At the request of a district employee, the CSDE or a third-party designated by the CSDE will review evaluation ratings that include dissimilar ratings in different categories (i.e., include both exemplary and below standard ratings). In these cases, CSDE will determine a final summative rating.

In addition, CSDE will select districts at random annually to review evaluation evidence files for minimum of two educators rated exceeds standard and two educators rated below standard.

III. Support and Development

As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Evaluation-Based Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout the Southington model, every teacher will be identifying their professional learning needs in mutual agreement between the teacher and his/her evaluator and this serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Improvement and Remediation Plans

If a teacher's performance is rated or projected as developing or below standard, it signals the need for the administrator to create an individual teacher improvement and remediation plan. The improvement and remediation plan will be developed in consultation with the teacher and his/her exclusive bargaining representative.

Improvement and remediation plans must:

- ❖ identify resources, support and other strategies to be provided to address documented deficiencies;
- ❖ 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
- ❖ include indicators of success including a summative rating of meets standard or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

IV. Teacher Practice Related Indicators

The Teacher Practice Related Indicators represents half of Southington's Educator Evaluation and Development Plan evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. It is comprised of two categories:

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

These categories will be described in detail on the next page.

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

The Teacher Performance and Practice category of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Teacher Practice Framework

A diverse group of Connecticut stakeholders reviewed the research and options for a framework of teaching practice and chose to blend the Connecticut Common Core of Teaching Standards with Charlotte Danielson's *Framework for Teaching*. The resulting rubric, The Connecticut Framework for Teacher Evaluation and Support (see Appendix B), represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students.

The Connecticut Framework for Teacher Evaluation and Support is organized into four domains each with 4-5 components:

Connecticut Framework for Teacher Evaluation and Support

DOMAIN 1: Planning for Active Learning

- 1a. Ensuring that content/curriculum is at an appropriate level of challenge and meets student learning need
- 1b. Developing and organizing coherent and relevant units, lessons and learning tasks
- 1c. Support literacy skills or numeracy skills based on content as appropriate
- 1d. Selecting appropriate assessment strategies to monitor student progress

DOMAIN 2: The Classroom Environment

- 2a. Creating an environment of respect and rapport
- 2b. Establishing a culture for learning
- 2c. Managing classroom procedures
- 2d. Managing student behavior
- 2e. Organizing physical space

DOMAIN 3: Instruction

- 3a. Communicating with students
- 3b. Using questioning and discussion techniques
- 3c. Engaging students in learning
- 3d. Using assessment in instruction
- 3e. Demonstrating flexibility and responsiveness

DOMAIN 4: Professional Responsibilities and Teacher Leadership

- 4a. Engaging in continuous professional growth to impact instruction
- 4b. Collaborating with colleagues to develop and sustain continuous improvement
- 4c. Communicating, collaborating with, and engaging appropriately with families about their students and the instructional program
- 4d. Demonstrating other professional behaviors

Observation Process

Research, such as the Gates Foundation's Measures of Effective Teaching study, has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance than one or two observations per year. These observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable information and save observers precious time.

Observations in and of themselves aren't useful to teachers – it's the feedback based on observations that helps teachers to reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback that they can then incorporate into their practice throughout the year.

Therefore, in the Southington model:

- ❖ Each teacher should be observed a minimal of 3 times per year through both formal and informal observations as defined below:
 - Formal: Scheduled observations or reviews of practice² that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback. For all formal evaluations a Pre-Observation form must be completed prior to the pre-conference.
 - Informal: Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written feedback.
- ❖ All observations must be followed by written feedback, (e.g., via email, comprehensive write-up, quick note in mailbox). This should occur within 5 school days of an observation.
- ❖ In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it's recommended that the majority of informal observations be unannounced.
- ❖ Evaluators can use their discretion to decide the right number of observations for each teacher based on school and staff needs and in accordance with the Guidelines for Education Evaluation. A summary of requirements are below:

Teacher Category	Guideline Requirements
First and Second Year Novice Teachers, Non-Tenured, TEAM	Minimum 3 formal observations, all will include a post conference, 2 will include a pre-conference
Below Standard and Developing, Tenured and Non-Tenured	Minimum 3 formal observations, all will include post conference, 2 will include pre-conference and an additional 2 informal observations
Meets Standard and Exceeds Standard, 3 rd & 4 th Year Teachers, Tenured and Fast Track Non-Tenured*	Minimum 1 formal observation including pre and post conference and 2 informal observations

*Previously tenured in another Connecticut district

²Examples of non-classroom observations or 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, PPTs, case conferences, team meetings, presenting to colleagues, grade level or department level, parent meetings, professional development presentations.

Pre-conferences and post-conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described. A pre-conference can be held with a group of teachers, where appropriate. For all formal evaluations Form C must be completed prior to the pre-conference.

Post-conferences provide a forum for reflecting on the observation against the Connecticut Framework for Teacher Evaluation and Support and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- ❖ begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed;
- ❖ cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- ❖ involves written and verbal feedback from the evaluator; and
- ❖ occurs with five school days of the observation

Classroom observations provide the most evidence for domains 2 and 3 of the Connecticut Framework for Teacher Evaluation and Support, but both pre- and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Reviews of Practice

Because the new evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the Connecticut Framework for Teacher Evaluation and Support, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

Feedback

The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- ❖ specific evidence and ratings, where appropriate, on observed components of the Connecticut Framework for Teacher Evaluation and Support;
- ❖ prioritized commendations and recommendations for development actions;
- ❖ next steps and supports the teacher can pursue to improve his/her practice; and
- ❖ a time frame for follow up.

Providing both verbal and written feedback after an observation is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.

Teacher Performance and Practice Goal-Setting

As described in the Evaluation Process section, teachers develop one practice and performance goal that is aligned to the Connecticut Framework for Teacher Evaluation and Support. This goal will provide a focus for the observations and feedback conversations.

At the start of the year, each teacher will work with his or her evaluator to develop their practice and performance goal through mutual agreement. The goal should have a clear link to student achievement and should move the teachers towards Meets Standard or Exceeds Standard on the Connecticut Framework for Teacher Evaluation and Support. Schools may decide to create a school-wide goal aligned to a particular component (i.e., 3b: Using Questioning and Discussion Techniques) that all teachers will include as one of their goals.

The Goal should be **SMART**:

S=Specific and Strategic

M=Measurable

A=Aligned and Attainable

R=Results Oriented

T=Time Bound

Additional information on SMART goals and examples can be found in Appendix C: Template for Setting SMART Goals. Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the mid-year conference and the end-of-year conference. Although performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice component, progress on goals will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

Individual Observations

Evaluators are not required to provide an overall rating for each observation. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions.). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports.

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the end-of-year conference. The final teacher performance and practice rating will be calculated by the evaluator in a three step process:

1. Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine ratings for each of the 18 components.
2. Average components within each domain to a tenth of a decimal to calculate domain level scores of 1.0-4.0.
3. Apply domain weights to domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

Each step is illustrated below:

1. Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine ratings for each of the 18 components.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 18 components. Some questions to consider while analyzing the evidence include:

Consistency: What rating have I seen relatively uniform, homogenous evidence for throughout the semester? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?

Trends: Have I seen improvement over the time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

Significance: Are some data more valid than others? (Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?)

Once a rating has been determined, it is then translated to a 1-4 score. Below Standard = 1 and Exceeds Standard = 4. See example below for Domain 1:

Domain 1	Rating	Evaluator's Score
1a	Developing	2
1b	Developing	2
1c	Meets Standard	3
1d	Exceeds Standard	4

2. Average components with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Score
1	2.8
2	2.6
3	3.0
4	2.8

3. Apply domain weights to domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and a positive classroom environment are major factors in improving student outcomes. Therefore, Domains 2 and 3 are weighted significantly more than others at 35%. Planning and Professional Responsibilities are weighted 15%.

Domain	Score	Weighting	Weighted Score
1	2.8	15%	0.4
2	2.6	35%	0.9
3	3.0	35%	1.1
4	2.8	15%	0.4
Total			2.8

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator.

The summative Teacher Performance and Practice rating and component ratings will be shared and discussed with teachers during the end-of-year conference. This process can also be followed in advance of the mid-year conference to discuss progress toward Teacher Performance and Practice goals/outcomes.

CATEGORY #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area of the Southington Educator Evaluation Plan.

The process described below focuses on:

- 1) conducting a whole-school parent survey (meaning data is aggregated at the school level)
- 2) determining several school-level parent goals based on the survey feedback
- 3) teacher and evaluator identifying **one** related parent engagement and setting improvement targets
- 4) measuring progress on growth targets, and
- 5) determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

1. Administration of a Whole-School Parent Survey

Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year-to-year.

NOTE: CSDE recognizes that in the first year of implementation, baseline parent feedback may not be available. Teachers can set a goal based on previously-collected parent feedback, or if none is available, teachers can set a parent *engagement* goal that is based on formal parent feedback.

Appendix D contains a model parent survey that can be used to collect parent feedback. Southington schools may use that survey, use existing survey instruments, or develop their own. The Southington school district will work closely with teachers to develop the survey and interpret results. Parent representatives may be included in the process, but if a school governance council exists, the council must be included in this process. Parent surveys deployed by the Southington school district should be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

2. Determining School-Level Parent Goals

Principals and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement could be reached on 2-3 improvement goals for the entire school.

3. Selecting a Parent Engagement Goal and Improvement Targets

After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc. See Appendix D.

Teachers will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals and (2) that the improvement targets are aligned and attainable.

4. Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate. For example, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

5. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Exceeds Standard (4)	Meets Standard (3)	Developing (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

V. Student Outcomes Related Indicators

The Student Outcomes Related Indicators represents half of the Southington Educator Evaluation Plan and captures the teacher's impact on students. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible to nurture in their students each year. As part of this process, teachers will document those aspirations and anchor them in data.

Student Related Indicators include two categories:

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

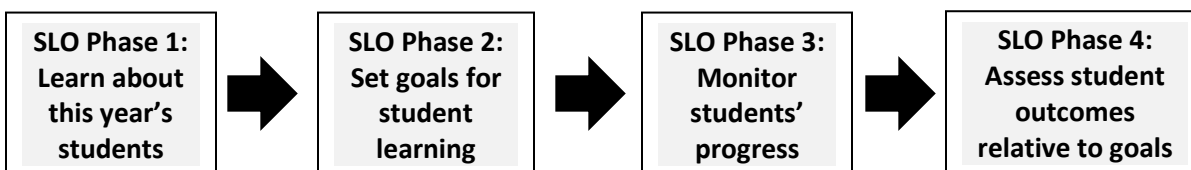
These categories will be described in detail below.

CATEGORY #3: Student Growth and Development (45%)

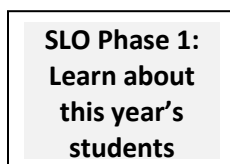
Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject area at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students, and context into account. A goal-setting process called **Student Learning Objectives (SLOs)** is the approach for measuring student growth during the school year.

Student Learning Objectives will support teachers in using a planning cycle that will be familiar to educators:



While this process should feel generally familiar, it will ask teachers to set more specific and measurable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:



This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can utilize to understand both individual student and group strengths and challenges. This information will be critical for goal-setting in the next phase.

**SLO Phase 2:
Set 2 SLOs
(goals for
learning)**

Each teacher will write two Student Learning Objectives (SLOs).³ Teachers whose students take a standardized assessment will create one SLO based on standardized indicators and one SLO based on non-standardized indicators. All other teachers will develop their two SLOs based on non-standardized indicators.

As stated in the CT Guidelines for Educator Evaluation, a standardized assessment is 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 state wide);
- Commercially produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning. They should each address a central purpose of the teacher’s assignment and it should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning – at least a year’s worth of growth (or a semester’s worth for shorter courses) – and should be aligned to relevant state, national (e.g. common core), or district standards for the grade level or course. Depending on the teacher’s assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes). One SLO will be based on appropriate content area for all secondary certified staff.

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with assignments may have identical objectives although they will be individually accountable for their own students’ results.

The following are examples of Student Learning Objectives based on student data:

Teacher Category	Student Learning Objectives
Eighth Grade Science	My students will master critical concepts of science inquiry.
High School Visual Arts	All of my students will demonstrate proficiency in applying the five principles of drawing.

³Connecticut’s Guidelines for Educator Evaluation state that teachers will write 1-4 objectives, but under the Southington Educator Evaluation model, the requirement is two objectives for every teacher.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least one indicator.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students. The Template for Setting SMART Goals should be referenced as a resource for setting SLOs/IAGDs (Appendix C).

Since indicator targets are calibrated for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment as the IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

NOTE: For 4th through 8th grade teachers of English/Language Arts and Math, teachers are encouraged to use the CMT vertical scale score to set growth targets.

Taken together, SLO indicators, if achieved, would provide evidence that the objective was met. Examples of indicators that might be applied to the previous SLO examples are:

Sample SLO-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (<i>at least one is required</i>)
Eighth Grade Science	My students will master critical concepts of science inquiry.	1. 78% of my students will attain at least a 4 on the CMT section concerning science inquiry.
Fourth Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2014.	1. All 17 (77%) students assessed on the standard CMT will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4 th grade CMT Reading in March 2014. 2. All 5 students (23%) assessed on the MAS for Reading CMT will achieve at the proficient or goal level on 4 th grade CMT Reading MAS in March 2014.

Sample SLO – Non-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (<i>at least one is required</i>)
Eighth Grade Science	My students will master critical concepts of science inquiry.	1. 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.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	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 teachers in our district.

Step 3: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the teacher plans to use to gauge students' progress toward the SLO during the school year (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: Submit SLOs to Evaluator for Approval

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO approvals.

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall goal-setting conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Indicators
Objective is deeply relevant to teacher's assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	Objective indicators are attainable but ambitious, and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

**SLO Phase 3:
Monitor
students'
progress**

Once SLOs are approved, teachers should monitor students' progress toward the objectives. They can for example, examine student work products, administer interim assessments, and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the mid-year conference between the evaluator and the teacher.

**SLO Phase 4:
Assess student
outcomes
relative to goals**

At the end of the school year, the teacher should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO:

Exceeded (4 points), Met (3 points), Partially Met (2 points) or Did Not Meet (1 point).

These ratings are defined as follows:

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one indicator, the evaluator may score each indicator separately then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

The final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was Partially Met, for 2 points, and the other SLO was MET, for 3 points, the student growth and development rating would be 2.5 $((2+3)/2)$. The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the end-of-year conference.

NOTE: For SLOs that include an indicator based on state standardized tests, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state tests are the basis for all indicators, then the teacher's student growth and development rating will be based only on the results of the SLO that is based on non-standardized indicators.

However, once the state evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating may be amended at that time as needed, but no later than September 15 (see scoring section). See *Summative Teacher Evaluation Scoring* for details.

CATEGORY #4: Whole-School Student Learning Indicator (5%)

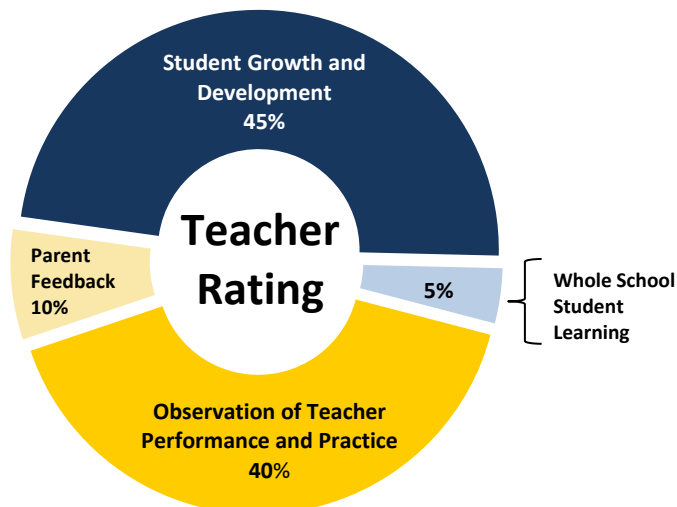
Whole-school student learning indicator

The Southington Educator Evaluation plan shall include a whole-school student learning indicator in teacher evaluations. A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. For most schools, this will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal's evaluation.

VI. Summative Teacher Evaluation Scoring

Summative Scoring

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Student Outcomes Related Indicators and Teacher Practice Related Indicators.



Every educator will receive one of four performance ratings:

Exceeds Standard – Substantially exceeding indicators of performance

Meets Standard – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:

1. Calculate a Teacher Practice Related Indicators score by combining the Observation of Teacher Performance and Practice score and the Parent Feedback score
2. Calculate a Student Outcomes Related Indicator score by combining the Student Growth and Development score and Whole-School Student Learning score
3. Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

1. Calculate a Teacher Practice Related Indicators rating by combining the observation of the teacher performance and practice score and the parent feedback score.

The observation of the teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			142

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Meets Standard
175-200	Exceeds Standard

2. Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning score. The student growth and development category counts for 45% of the total rating and the whole-school student learning category counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	158
Whole School Student Learning	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			173

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Meets Standard
175-200	Exceeds Standard

3. Use the Summative Matrix to determine Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is meets standard and the Student Outcomes Related Indicators rating is meets standard. The summative rating is therefore meets standard. If the two focus areas are highly discrepant (e.g., a rating of exceeds standard for Teacher Practice and a rating of below standard for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative rating.

		<i>Teacher Practice Related Indicators Rating</i>			
		Exceeds Standard	Meets Standard	Developing	Below Standard
Student Outcomes Related Indicators Rating	Exceeds Standard	Exceeds Standard	Exceeds Standard	Meets Standard	<i>Gather further information</i>
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	<i>Gather further information</i>
	Developing	Meets Standard	Developing	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

Adjustment of Summative Rating- Summative ratings must be completed for all teachers by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher’s summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Effectiveness and ineffectiveness shall be defined utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one. This model recommends the following:

Non-tenured teachers (Years 1-4) shall generally be deemed effective if said educator receives at least two sequential "meets standard" ratings, one of which must be earned in the fourth year of a novice teacher's career. A "below standard" rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of "developing" in year two and two sequential "meets standard" ratings in years three and four. The Superintendent shall offer a contract to any educator he/she is deeming effective at the end of year four. This shall be accomplished through the specific issuance of that effect.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential "developing" ratings or one "below standard" rating at any time.

Dispute Resolution Process

A panel, composed of the superintendent, teacher union president and a neutral third person shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

**Southington's System for Teacher Evaluation and Support
Committee Members
2012-13**

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Appendix B: Connecticut Framework for Teacher Evaluation and Support

See SEED website: http://www.connecticutseed.org/?page_id=163

Appendix C: Template for setting SMART Goals

The SMART goal-setting process ensures that every goal is measurable and clear. The advantages of the SMART goal-setting process are:

- Provides a structured approach to a complex task
- Gives a clear framework for creating meaningful and achievable goals
- Accommodates all kinds of goals
- Is easy to teach others how to develop
- Helps to define goals in terms that can be widely understood
- Requires thinking through the implementation as well as the outcome

The characteristics of SMART goals are:

- ❖ **Specific and Strategic**
 - The goal should be well defined enough that anyone with limited knowledge of your intent should understand what is to be accomplished.
- ❖ **Measureable**
 - Goals need to be linked to some form of a common measure that can be used as a way to track progress toward achieving the goal.
- ❖ **Aligned and Attainable**
 - The goal must strike the right balance between being attainable and aligned to standards but lofty enough to impact the desired change.
- ❖ **Results-Oriented**
 - All goals should be stated as an outcome or result.
- ❖ **Time-Bound**
 - The time frame for achieving the goal must be clear and realistic.

SMART Goals Dos and Don'ts

DO:

Create a plan
Start small
Write it down
Be specific
Track your progress
Celebrate your success
Ask for support sooner than later
Make commitments

DON'T:

Expect to accomplish without effort
Focus on too much at once
Forget to make a deadline
Deal in absolutes
Expect perfection
Keep your goal on a shelf
Beat yourself up for shortcomings
Try to accomplish it alone
Forget that you CAN DO IT!

Appendix C: SMART Goal Examples for Teacher Performance and Practice (40%)

1. By June 2014, I will increase my higher-order questioning to incorporate more depth of knowledge (rigor level 3 or 4) from a ____% to ____% within lesson structure and assessments.

2. By June 2014, I will increase the frequency of implementing alternate co-teaching models, as needs dictate, from ____% based on 2012-13, to ____% 2013-14 as evidenced by lesson planning, observations, etc.

3. By June 2014, I will implement classroom management strategies which minimize transition time from 4 to 2 minutes with each transition.

Appendix D: Sample Parent Survey, All Grades

The survey is an example for parents/guardians.

Part 1: School Feedback	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I Don't Know
1. I talk with my child's teacher(s) about my child's homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I talk with my child's teacher(s) about what I can do to help my child learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I know how my child is doing in school before I get my child's report card.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have attended at least one meeting or event at school this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I feel welcome at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My child is learning a lot in school this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My child's teacher(s) have high expectations for my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My child(s) teacher(s) talk to me about how my child is doing in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My child's teacher(s) care about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix E: TEACHER EVALUATION TIMELINE

<u>End of August- September 15th</u>	<u>By November 1</u>	<u>January- February</u>	<u>May/ June</u>
<p>Teacher examines student data and drafts 2 tentative SLOs</p> <p>Teacher sets 1 parent engagement goal</p> <p>Teacher/school set 1 school-wide student learning goal</p> <p>Teacher's 1 Performance and Practice Goal should have been set in June of previous year</p>	<p>Initial meeting with evaluator to discuss the 5 goals and objectives in order to arrive at mutual agreement</p> <p>Teacher begins collecting evidence</p> <p>Formal observations have begun</p>	<p>Continue to collect data to show improved student learning</p> <p>Midyear conference</p> <ul style="list-style-type: none"> - review progress - look at data - share observation evidence - SLOs can be adjusted at this time 	<p>Complete self assessment for review by evaluator</p> <p>Submission of data for scoring of SLOs (SLOs based on CMT data may be rescored when CMT/CAPT data becomes available but before September 15th)</p> <p>End of the Year Conference</p> <ul style="list-style-type: none"> - discuss all evidence collected to date - discuss category ratings - begin tentative goal setting for next year

Teacher Category	Guideline Requirements
First and Second Year Novice Teachers, Non-Tenured, TEAM	Minimum 3 formal observations, all will include a post conference, 2 will include a pre-conference
Below Standard and Developing, Tenured and Non-Tenured	Minimum 3 formal observations, all will include post conference, 2 will include pre-conference and an additional 2 informal observations
Meets Standard and Exceeds Standard, 3 rd & 4 th Year Teachers, Tenured and Fast Track Non-Tenured*	Minimum 1 formal observation including pre and post conference and 2 informal observations

5 GOALS

2 Student Learning Objectives

1 Teacher Performance and Practice Goal

1 Parent Engagement Goal

1 School Wide Learning Goal

APPENDIX F: FORMS

FORM F-1
Teacher Goal-Setting (Standardized Assessment/s): Student Learning Objective

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

Student Learning Objective (SLO)

Rationale for Objective ~ Why was objective chosen? What specific Connecticut and/or national standards does it address?

Indicator(s) of Academic Growth and Development (IAGD) ~ An IAGD is evidence you use to determine success in achieving the SLO. One standardized IAGD is required. Additional IAGDs are optional. Please number the IAGDs and clearly indicate the targeted performance expectation for the selected students.

Baseline Data/Background Information ~ Please include what you know about the targeted students' performance, skills, and achievement levels at the beginning of the year (relevant to this SLO) as well as any additional student data or background information that you used in setting your objective. Provide this information for each indicator, if specific pre-test or baseline data are available.

Strategies/Actions to Achieve the SLO ~ *Include additional strategies as needed*

Interim Assessments ~ What interim assessments do you plan to use to gauge student progress toward this SLO?

Data Collection/Assessment of Progress toward Achieving the SLO ~ What data will you collect to assess progress toward achieving the SLO?

NOTE: Please indicate when standardized results are available.

Teacher Goal-Setting (Standardized Assessment/s): Student Learning Objective

Professional Learning/Support ~ What professional learning and/or other type of support would help you to achieve this SLO?

	ACCEPTABLE	UNACCEPTABLE
<p><u>Priority of Content</u> Objective is deeply relevant to teacher’s assignment and addresses a large proportion of his/her students. <i>Comments:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Quality of Indicators</u> Indicators provide specific, measurable evidence and allow judgment about students’ progress over the school year or semester. <i>Comments:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Rigor of Objective</u> Objective is attainable, but ambitious, and represents at least one year’s student growth (or appropriate growth for a shorter interval of instruction). <i>Comments:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>

SIGNATURES (to be completed after discussion of SLO)

Revisions Required Resubmit by: _____

Approved:

Teacher: _____

Date: _____

Evaluator: _____

Date: _____

Teacher Goal-Setting (Non-Standardized Assessment/s): Student Learning Objective

Teacher Name: _____ Date: _____

School: _____ Grade: _____ Subject: _____

Students covered by this SLO: _____ % Students covered by this SLO: _____

Student Learning Objective (SLO)

Rationale for Objective ~ Why was objective chosen? What specific Connecticut and/or national standards does it address?

Indicator(s) of Academic Growth and Development (IAGD) ~ An IAGD is evidence you use to determine success in achieving the SLO. One non-standardized IAGD is required. Additional IAGDs are optional. Please number the IAGDs and clearly indicate the targeted performance expectation for the selected students.

Baseline Data/Background Information ~ Please include what you know about the targeted students' performance, skills, and achievement levels at the beginning of the year (relevant to this SLO) as well as any additional student data or background information that you used in setting your objective. Provide this information for each indicator, if specific pre-test or baseline data are available.

Strategies/Actions to Achieve the SLO ~ *Include additional strategies as needed*

Interim Assessments ~ What interim assessments do you plan to use to gauge student progress toward this SLO?

Data Collection/Assessment of Progress toward Achieving the SLO ~ What data will you collect to assess progress toward achieving the SLO?

Professional Learning/Support ~ What professional learning and/or other type of support would help you to achieve this SLO?

	ACCEPTABLE	UNACCEPTABLE
<p><u>Priority of Content</u> Objective is deeply relevant to teacher’s assignment and addresses a large proportion of his/her students. <i>Comments:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Quality of Indicators</u> Indicators provide specific, measurable evidence and allow judgment about students’ progress over the school year or semester. <i>Comments:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Rigor of Objective</u> Objective is attainable, but ambitious, and represents at least one year’s student growth (or appropriate growth for a shorter interval of instruction). <i>Comments:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>

SIGNATURES (to be completed after discussion of SLO)

Revisions Required Resubmit by: _____

Approved:

Teacher: _____

Date: _____

Evaluator: _____

Date: _____

FORM F-3
Teacher Goal Setting: Teacher Performance and Practice Goals (40%)

Teacher Name: _____ **Date:** _____
School: _____ **Grade:** _____ **Subject:** _____

Performance and Practice Goal:

- The Teacher Performance and Practice observation rating comprises 40% of end-of-year summative rating. Using relevant student learning data, a self-assessment of performance and practice relative to the CT Framework for Teacher Evaluation and Support, feedback from your principal, previous professional development and survey data, establish one area of professional growth. The goal should have a clear link to student achievement and move teacher toward Proficient or Exemplary on the Connecticut Framework for Teacher Evaluation and Support. This plan should anchor and be responsive to professional growth conversations throughout the year.

Goal: _____

PERFORMANCE AND PRACTICE GOAL			
Action Steps and Data to Collect	Evidence of Progress and/or Next Steps		
1.	Date:	Date:	Date:
	Evidence:	Evidence:	Evidence:
2.	Date:	Date:	Date:
	Evidence:	Evidence:	Evidence:
3.	Date:	Date:	Date:
	Evidence:	Evidence:	Evidence:

SIGNATURES **DATE (mid-year check-in):** _____ **DATE (end-of-year summative):** _____

Evaluator Approval: _____
Teacher Approval: _____

FORM F-4
Teacher Goal-Setting: Parent Feedback (10%)

Teacher Name: _____ **Date:** _____

School: _____ **Grade:** _____ **Subject:** _____

Parent Engagement Goal (10%) ~ Principals and teachers should review parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. After school level goals have been set, you and your evaluator will collaborate to determine one parent related goal to pursue. *Possible goals include: improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.*

Growth/Improvement Targets

1. Set growth/improvement targets related to your goal. There are two ways you can measure and demonstrate progress on your growth targets.
 - a. You can choose to measure how successfully you implement a strategy to address an area of need, and/or;
 - b. You can collect evidence directly from parents to measure parent-level indicators you generate. *For example: you might conduct interviews with parents or a brief parent survey to see how well you have met your target goal.*

Evaluator Approval:

- Goal is related to overall school improvement parent goals.
- The improvement targets are ambitious but achievable.

Teacher: _____

Date: _____

Evaluator: _____

Date: _____

FORM F-5
Teacher Goal-Setting: Whole School Learning Indicator

Teacher Name: _____ Date: _____

School: _____ Grade: _____ Subject: _____

Whole-School Student Learning Indicator Goal (5%):

Insert your administrator's whole-school student learning goals.

Identify at least one strategy that addresses how you will contribute to the whole-school student learning goals as established by your school administrator.

Instructions for Evaluator: The evaluator should review the Whole-School Student Learning Indicator strategy(ies) proposed by the teacher and evaluate and comment in the space below. If any benchmark data is available for discussion during the Goal-Setting Conference, the evaluator can upload it here. If appropriate, the teacher can adjust his/her strategy based on the available data and in discussion with his/her evaluator.

Evaluator Approval:

- Goal is related to overall school improvement goals.
- The improvement targets are ambitious but achievable.

Teacher: _____

Date: _____

Evaluator: _____

Date: _____

**FORM F-6
Mid-Year Check In**

Teacher Name: _____ **Date:** _____

School: _____ **Grade:** _____ **Subject:** _____

Teacher Self-Assessment/Reflection

Describe the results to date and provide evidence for each indicator, (a) provide your overall assessment of progress toward the objective to date, (b) describe what you have done so far that produced these results, (c) describe what you have learned and how you will use it going forward, (d) describe what professional learning and/or other type of support would help you to achieve your goals, and (e) describe any revisions to strategies and/or adjustments of student learning goals.

Student Growth Indicators

Student Growth and Development (45%)

Whole School Student Learning Indicators (5%)

Teacher Practice Indicators

Observation of Teacher Practice and Performance (40%)

Parent Feedback (10%)

EVALUATOR

Describe progress to date and indicate any revisions or adjustments to student learning goals.

Student Growth Indicators

Student Growth and Development (45%)

Whole School Student Learning Indicators (5%)

Target areas for growth:

Teacher Practice Indicators

Observation of Teacher Practice and Performance (40%)

Parent Feedback (10%)

Target areas for growth:

Teacher: _____

Date: _____

Evaluator: _____

Date: _____

Observation of Teacher Performance and Practice ~ Summative Rating Worksheet

Teacher Name: _____ Date: _____

School: _____ Grade: _____ Subject: _____

Domain 1: Planning for Active Learning	Performance Level	Evaluator's Score
1a. Ensuring content/curriculum is at appropriate level of challenge		
1b. Developing coherent and relevant instruction		
1c. Supporting content literacy and numeracy skills		
1d. Selecting assessment strategies		
Average Domain Rating:		

Domain 2: The Classroom Environment	Performance Level	Evaluator's Score
2a. Creating an environment of respect and rapport		
2b. Establishing a culture for learning		
2c. Managing classroom procedures		
2d. Managing student behavior		
2e. Organizing physical space		
Average Domain Rating:		

Domain 3: Instruction	Performance Level	Evaluator's Score
3a. Communicating with students		
3b. Using questioning and discussion techniques		
3c. Engaging students in learning		
3d. Using assessment in instruction		
3e. Demonstrating flexibility and responsiveness		
Average Domain Rating:		

Domain 4: Professional Responsibilities and Teacher Leadership	Performance Level	Evaluator's Score
4a. Engaging in continuous professional growth		
4b. Collaborating with colleagues		
4c. Engaging with families		
4d. Demonstrating professionalism		
Average Domain Rating:		

SUMMATIVE RATING FOR OBSERVATION

Domain	Score (avg)	Weighting	Weighted Score
1		15%	
2		35%	
3		35%	
4		15%	

Total Score:

Evaluator: _____

Date: _____

This sheet should be attached to the teacher's final evaluation report.

FORM F-8
Student Growth and Development Rating Worksheet (45%)

Teacher Name: _____ Date: _____

School: _____ Grade: _____ Subject: _____

Student Learning Objective (SLO) ~ complete one form for each objective:

Evaluator:

Check the box that best indicates the attainment of this objective. If the objective has multiple indicators, you may wish to make a separate rating for each indicator that can be averaged for the overall SLO score, or you may use your judgment in determining the overall attainment of the objective.

Attainment of the SLO indicated above:

Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
---------------------------------------	----------------------------------	--	---

Describe the results of the growth/improvement targets related to the goal: (a) provide your overall assessment of whether this objective was met, (b) describe what the teacher did that produced these results, and (c) describe what was learned and how it will be used going forward.

NOTE: The pilot requires teachers to establish two SLOs. The final student growth and development rating for a teacher is the average of their two SLO scores.

Final SLO Rating (the average of two SLOs):

Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
---------------------------------------	----------------------------------	--	---

Comments:

FORM F-9
Parent Feedback Rating Worksheet (10%)

Teacher Name: _____ Date: _____

School: _____ Grade: _____ Subject: _____

Parent Engagement Goal:

Check the box that best indicates the attainment of this parent engagement goal:

Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
---------------------------------------	----------------------------------	--	---

EVALUATOR:

Describe the results of the growth/improvement targets related to the goal: (a) provide your overall assessment of whether this objective was met, (b) describe what the teacher did that produced these results, and (c) describe what was learned and how it will be used going forward.

Comments:

FORM F-10
End-of-year Summative Teacher Self-Assessment

Teacher Name: _____ Date: _____

School: _____ Grade: _____ Subject: _____

Teacher Self-Assessment/Reflection:

Describe the results and provide evidence for each component, (a) provide your overall assessment of progress toward the objective, (b) describe what you have done that produced these results, (c) describe what you have learned and how you will use it going forward, (d) what professional learning and/or other type of support would help you to achieve your goals.

Student Growth Indicators

Student Growth and Development (45%)

--

Exceeded (4)

Met (3)

Partially Met (2)

Did Not Meet (1)

Whole School Student Learning Indicators (5%)

--

Exceeded (4)

Met (3)

Partially Met (2)

Did Not Meet (1)

FORM F-10
End-of-year Summative Teacher Self-Assessment

Teacher Practice Indicators

Observation of Teacher Practice and Performance (40%)

Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>

Parent Feedback (10%)

Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>

Teacher

Date

This form should be attached to the teacher's final evaluation report.

FORM F-11
End-of-Year Summative Teacher Evaluation Scoring

Teacher Name: _____ Date: _____

School: _____ Grade: _____ Subject: _____

TEACHER PRACTICE RATINGS: (50%)

Component	Score (1-4)	Weight	Points (Score x Weight)
Observation of Teacher Performance and Practice		40%	
Parent Feedback		10%	
TOTAL TEACHER PRACTICE INDICATOR POINTS			
*TEACHER PRACTICE INDICATOR RATING:			

*See rating table below for indicator ratings.

STUDENT GROWTH OUTCOME RATING (50%):

Component	Score (1-4)	Weight	Points (Score x Weight)
Student Growth and Development (SLOs)		45%	
Whole School Student Learning		5%	
TOTAL STUDENT RELATED INDICATOR POINTS			
*STUDENT OUTCOME INDICATOR RATING:			

*See rating table below for indicator ratings.

***RATING TABLE**

Teacher Practice/Student Growth Indicator Points	Teacher Practice/Student Growth Indicator Rating
50-80	Below Standard
81-126	Developing
127-174	Meets Standard
175-200	Exceeds Standard

FINAL SUMMATIVE RATING: Use the Summative Rating Matrix (on reverse side of this form) to determine the final summative rating.

Exceeds Standard (4) <input type="checkbox"/>	Meets Standard (3) <input type="checkbox"/>	Developing (2) <input type="checkbox"/>	Below Standard (1) <input type="checkbox"/>
---	---	---	---

Comments:

Target Areas for Professional Growth:

Teacher: _____

Date: _____

Evaluator: _____

Date: _____

Teacher Practice Related Indicators Rating

		Exceeds Standard	Meets Standard	Developing	Below Standard
Student Outcomes Related Indicators Rating	Exceeds Standard	Exceeds Standard	Exceeds Standard	Meets Standard	Gather further information
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Gather further information
	Developing	Meets Standard	Developing	Developing	Below Standard
	Below Standard	Gather further information	Below Standard	Below Standard	Below Standard

PRE-OBSERVATION PLAN FORMAL OBSERVATION REPORT

Directions: This information should be completed and provided to the evaluator at the time of the pre-conference or prior to the observation.

Staff Member _____ School Program _____
Date of Observation _____ Time _____
Subject _____ Grade/Level _____
Pre-Conference _____ Post-Conference _____
Evaluator _____

1. The Big Idea:

2. Indicate the objective for this observation:

3. Assessment (methods used to monitor student learning):

4. Instructional strategies to facilitate student learning:

5. Is there anything the evaluator needs to know about the students, the room, recent events, etc.?

**SOUTHINGTON PUBLIC SCHOOLS
ADMINISTRATIVE OBSERVATION WORKSHEET**

Domain 1 ~ Planning for Active Learning	
a. Ensuring that content/curriculum is at an appropriate level of challenge and meets student learning needs.	
b. Developing and organizing coherent and relevant units, lessons, and learning tasks.	
c. Support literacy skills or numeracy skills based on content as appropriate.	
d. Selecting appropriate assessment strategies to monitor student progress.	
Domain 2 ~ The Classroom Environment	
a. Creating an environment of respect and rapport.	
b. Establishing a culture for learning.	
c. Managing classroom procedures.	
d. Managing student behavior.	
e. Organizing physical space.	
Domain 3 ~ Instruction	
a. Communicating with students.	
b. Using questioning and discussion techniques.	
c. Engaging students.	
d. Using assessment in instruction.	
e. Demonstrating flexibility and responsiveness.	

**SOUTHINGTON PUBLIC SCHOOLS
ADMINISTRATIVE OBSERVATION WORKSHEET**

Domain 4 ~ Professional Responsibilities and Teacher Leadership	
a. Engaging in continuous professional growth to impact instruction.	
b. Collaborating with colleagues to develop and sustain continuous improvement.	
c. Communicating, collaborating with, and engaging appropriately with families about their students and the instructional program.	
d. Demonstrating other professional behaviors.	

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date April 11, 2013

Decision Requested X

Agenda Code 8 c

AGENDA REPORTING FORM

Agenda Topic: Presentation of the SPS Teacher Evaluation Plan 2013-2014 ~ Second Reading

Summary of Issue: The State Department of Education developed a model for the evaluation and development of teachers in Connecticut. SEED is Connecticut's System for Educator Evaluation and Development and it's based on the Connecticut Guidelines for Educator Evaluation that was developed by a diverse group of educators in June 2012 and on best practice research from around the country. All districts are responsible for implementing a new educator evaluation system in the 2013-14 school year. The attached draft was designed for Southington in accordance with the guidelines set forth by the state.

Background: As of July 2013, all Connecticut School Districts are required to have an evaluation plan in place that meets the State of Connecticut guidelines. The Board of Education received the documents pertaining to the Teacher Evaluation Plan at the March 28, 2013 meeting.

Alternative Strategies: _____

Cost (if applicable): N/A

Funding Source: N/A

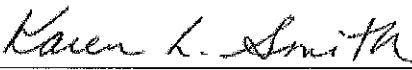
Beginning Date of Program or Project: _____

Ending Date of Program or Project: N/A

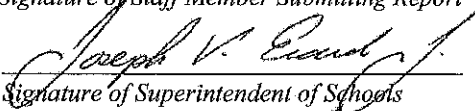
Recommendation or Comment: The Board of Education approves the SPS Teacher Evaluation Plan as presented by the administration.

Titles of Attachments:

1. _____
2. _____



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 11, 2013

Decision Requested X Agenda Code 8 d.

AGENDA REPORTING FORM

Agenda Topic: School Bus Camera Proposal

Summary of Issue: Public Act No. 11-255 "An Act Concerning the Safety of Persons

Entering or Exiting a School Bus" allows for the monitoring and recording of bus stop light

violations. The state now remits 80% of fines for the violation to municipalities to fund safety

improvement programs.

Background: The district with assistance from NBT and Redflex/Student Guardian has run an

extensive and successful pilot program. In addition the Southington Police Department has

reviewed the process and has had training on using the electronic violation system. The

Southington Police Department, NBT and administration are in favor of implementation.

Alternative Strategies: _____

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

Beginning Date of Program or Project: April 15, 2013

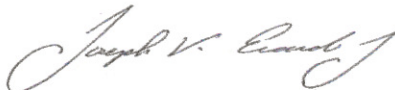
Ending Date of Program or Project: N/A

Recommendation or Comment: The administration requests a motion to approve the

proposed program and direct the Superintendent of Schools to sign on behalf of the district.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Pilot Program Data



The tables below track all of the violations that have been captured using our equipment since January, the first table isolates data from the second pilot phase.

In the school days between February 4 and March 30, we saw 22 violations, which is an average of .6 passes per day. This average is slightly less than the national average of .88 passes per day, based on the annual NASDPTS 1-day stop arm survey; however, we typically see a decrease in violations from January to March. (As you know, there were 22 violations in Southington for the month of January – see report below.)

Dates – Pilot 2	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Total
February 4-8		2		1		3
February 11-15				2	2	4
February 18-22			1	1		2
February 25-March 1	1		1	1	2	5
March 4-8		1	2	1	1	5
March 11-15						0
March 18-22		1		1		2
March 25-30			1			1
37 School Days						22

Dates – Pilot 1	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Total
January 7-11	1					1
January 14-18			2		3	5
January 21-25		4		2	4	10
January 28-February 1		3	3			6
21 School Days						22

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**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 11, 2013

Decision Requested x Agenda Code 9 a.

AGENDA REPORTING FORM

Agenda Topic: Establishment of 2013 Graduation Date/Last Day of School/End of the Year Dates / Middle School Shortened Days

Summary of Issue: The high school graduation date is traditionally set once the last day of school is determined.

Background: The Southington Pubic Schools were closed 9 days to the weather (see attached list).

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: To determine that the last day of school and Southington High School graduation will be Friday, June 21, 2013. To approve the End of the Year Closing Dates for the Middle Schools

Title of Attachments

1. 2012-2013 School Closings / Delays
2. 2012-2013 End of the Year Dates
3. Proposed End of the Year Closing Dates for the Middle Schools



Signature of Superintendent of Schools



2012-2013 SCHOOL CLOSINGS / DELAYS

DATE	CANCELTION / DELAY	REASON
October 29, 2012	Canceled	Hurricane Sandy
October 30, 2012	Canceled	Hurricane Sandy
November 8, 2012	Canceled	Snow
January 16, 2013	Canceled	Snow
January 28, 2013	Unplanned Shortened Day	Snow
February 8, 2013	Canceled	Blizzard Charlotte
February 11, 2013	Canceled	Blizzard Charlotte
February 12, 2013	Canceled	Blizzard Charlotte
February 13, 2013	Canceled	Blizzard Charlotte
March 8, 2013	Canceled	Snow
March 19, 2013	90-minute Delay	Snow



2012-2013 END OF THE YEAR DATES SOUTHINGTON PUBLIC SCHOOLS

EVENT	DAY	DATE	PLACE	TIME
Teacher Appreciation Week		May 6 – 10, 2013	Southington Public Schools	
Profiles in Professionalism Recognition Ceremony	Thursday	May 9, 2013	Board of Education Meeting Municipal Center	7:00 p.m.
Top 25 Recognition (UNICO)	Wednesday	June 5, 2013	Aqua Turf Club	6:15 p.m. Appetizers 7:00 p.m. Dinner
Top 10 Scholars Luncheon	Thursday	June 6, 2013	SHS Corner Café	11:30 a.m.
Youth Honor Day Luncheon		TO BE DETERMINED		
Volunteer Recognition Luncheon	Tuesday	June 18, 2013	Testa's Banquet Facility	12:00 noon
Southington High School Commencement Class of 2013		TO BE DETERMINED*	Southington High School	5:30 p.m.
Last Day of School		TO BE DETERMINED*		

***To be discussed at the April 11, 2013 Board of Education Meeting**



**PROPOSED END OF THE YEAR CLOSING DATES
FOR THE
MIDDLE SCHOOLS
2013**

Monday June 17, 2013	Tuesday June 18, 2013	Wednesday June 19, 2013	Thursday June 20, 2013	Friday June 21, 2013
Middle Schools	Middle Schools	Middle Schools	Middle Schools	All Schools Last Day of School
Full Day of School	Shortened Day of School	Shortened Day of School	Shortened Day of School	Shortened Day of School

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date April 11, 2013

Decision Requested X

Agenda Code 9 b

AGENDA REPORTING FORM

Agenda Topic: Regulation #2100 (1), Organizational Chart

Summary of Issue: The Board of Education Policy and Personnel Committee revised and updated regulation #2100 (1) to accurately define the Southington Board of Education organizational chart.

Background: The Board of Education Policy and Personnel Committee reviewed and supports the proposed changes to regulation #2100 (1),

Alternative Strategies: The Board may suggest further changes.

Cost (if applicable): N/A

Funding Source: N/A

Beginning Date of Program or Project: November 2012

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education approves the revisions to the organizational chart recommended by the Policy and Personnel Committee.

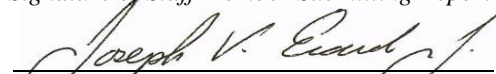
Titles of Attachments:

1. Draft Regulation #2100 (1), Organizational Chart

mp\Board\4.11.13, Organizational Chart.doc



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

SCHOOL SYSTEM OF SOUTHINGTON, CONNECTICUT

R-2100 (1)

DRAFT

DRAFT

