

## Southington Board of Education Meeting

Thursday, August 13, 2015 6:30 PM  
Municipal Center Public Assembly Room 200 North Main Street  
Southington, Connecticut 06489  
200 North Main Street  
Southington, CT 06489



### BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. Executive Session to Discuss Teacher Negotiations and Personnel Matters
3. Reconvene Meeting ~ Regular Session ~ 7:30 p.m.
4. Pledge of Allegiance
5. Approval of Minutes ~ June 25, 2015
  - a. Approval of Special Meeting Minutes ~ July 23, 2015
6. Communications
  - a. Communications from Audience
  - b. Communications from Board Members
  - c. Communications from Administration
7. Superintendent's Report
  - a. Personnel Report
8. Committee Reports
  - a. Finance Committee Meeting ~ August 11, 2015
    1. Bid Approval-Bid #2016-BID-06, Snow Removal & Sanding (JAD, JFK, FES, DES/JVP, SEES, SES, TES)
    2. Contract - Elementary Counseling Grant Evaluator
  - b. Policy & Personnel Committee Meeting ~ June 30, 2015, July 14, 2015, July 20, 2015, August 11, 2015
9. Old Business
  - a. Town Government Communications
  - b. Construction Update
  - c. Teacher Evaluation Plan Update
  - d. Administrator Evaluation Plan Update
10. New Business
  - a. Superintendent's Annual Report ~ 2014-2015
  - b. Opening of School Dates ~ 2015-2016
  - c. Class Size Report
  - d. School Enrollment Area ~ HillCrest Village
  - e. Athletic Director Job Description ~ First Reading
  - f. Computer Teacher Job Description ~ First Reading
  - g. Community Relations Policy ~ First Reading
  - h. Participation in Athletics and Other Co-Curricular Activities ~ First Reading

## 11. Adjournment

**SOUTHINGTON BOARD OF EDUCATION**

**SOUTHINGTON, CONNECTICUT**

**REGULAR MEETING**

**JUNE 25, 2015**

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The regular meeting of the Southington Board of Education was held on Thursday, June 25, 2015 at 7:30 p.m. in the Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut with Executive Session scheduled for 6:30 p.m.

**1. CALL TO ORDER**

Mr. Brian Goralski, Chairperson, called the meeting to order at 6:34 p.m.

Present from the Board: Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson (*arrived at 6:36 p.m.*), Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana and Mrs. Patricia Queen. Absent: Mrs. Terri Carmody.

Present from Administration: Mr. Timothy Connellan, Superintendent of Schools.

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

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

**Motion carried unanimously by voice vote.**

**2. EXECUTIVE SESSION TO DISCUSS PERSONNEL MATTERS**

Mr. Goralski declared a recess of Executive Session at 7:05 p.m.

**3. CELEBRATION OF EXCELLENCE**

**Robotics Team:**

At 7:10 p.m., in Celebration of Excellence, the Board of Education recognized the FIRST Robotics Team 195 "CyberKnights." Mrs. Marilyn Kahl, team parent and mentor, introduced the four captains who were the most recognized and decorated seniors in the team's history. They were Bailey Kahl, Tyler Brinton, Gwen McFall-Gorman and Ellie Lefkovich. The captains explained their successes, recognitions received for excellence, and prestigious awards that the team has received, including international recognition. They presented a video, showcasing the seven competition trophies that they were awarded, along with medals, and explained that Southington is considered the most successful Robotics Team in the country. An amazing demonstration of this year's robot stacking shipping totes was presented. On behalf of the Board, Mr. Goralski presented the captains with Certificates of Excellence to the Southington High School Team 195 CyberKnights Robotics Team for their 2015 accomplishments of Chairman's Award Winner – Waterbury FIRST Robotic Competition;

Winner - TechValley FIRST Robotic Regional Competition; Winner - Hartford FIRST Robotic District Competition; Winner – New England FIRST Robotics District Championships; Chairman Award Winner – New England District Championship; FIRST Robotics Top 25 voted 21<sup>st</sup> Robot in the World; Finalist – Newton Division, First Robotics World Championships; and the Engineering Inspiration Award Winner from the FIRST Robotics World Championships in St. Louis, Missouri.

2015 CIAC Class LL State Champions – Softball:

The second recognition of excellence was of the Southington Girls' Softball team who were the CIAC Class LL State Champions. Coach Davina Hernandez introduced her Assistant Coaches, Michelle Boisvert and Rich Aroian, and the team members present who were: Lauren Zazzaro, Team Captain, Hayley Arduini, Michelle Woodruff, Megan Mahon, Brenna Sarantides, and Kaitlin Semmel. They currently have a 70-game winning streak. The team broke many school records this year. They finished the season first in the state and the highest ranked team in Connecticut history, of any school, as seventh in the country. Team members absent were: Danielle Ahearn, Kendra Friedt, Emily Lippincott, Emily Mankus, Haley Messenger, Sarah Myrick, Kaitlyn Patterson, Delaney Picard, Isabella Russo, Ellen Scafariello, Natalie Wadolowski, and Nicole White. On behalf of the Board, Mr. Goralski presented Certificates of Excellence to the team members.

Mr. Goralski explained that the CIAC made a horrible oversight and did not recognize two Southington All-State Athletes at their awards ceremony. He presented Lauren Zazzaro with a Certificate of Excellence for First Team All-State for Softball 2014-2015, and noted that Kaitlyn Paterson, who received the same recognition, was absent because she was being recognized as the Hartford Courant Player of the Year.

Student Board Representative:

On behalf of the Board, Mr. Goralski presented a Certificate of Excellence to graduated senior Student Board Representative, Miss Elizabeth Veilleux. Her fellow Student Representatives praised her contributions and wished her good luck at college.

**4. RECONVENE MEETING ~ REGULAR SESSION**

The regular session was reconvened at 7:37 p.m. by Mr. Goralski, Chairperson. Board members present were Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana, and Mrs. Patricia Queen. Absent: Mrs. Terri Carmody.

Present from the administration were Mr. Timothy Connellan, Superintendent of Schools; Mrs. Sherri DiNello, Director of Business and Finance; and Ms. Margaret Walsh, Director of Pupil Personnel Services.

Student representatives present were James Brino, Christopher Iverson, Elizabeth Veilleux, and Samantha Martins.

**5. PLEDGE OF ALLEGIANCE**

The audience recited the Pledge of Allegiance led by Elizabeth Veilleux.

**6. APPROVAL OF MINUTES ~ June 11, 2015**

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

**“Move to approve the regular Board of Education minutes of June 11, 2015, as submitted.”**

**Motion carried unanimously by voice vote.**

**a. Approval of Special Meeting Minutes ~ June 22, 2015**

**MOTION:** by Mrs. Notar-Francesco, seconded by Mrs. Clark:

**“Move to approve the special Board of Education minutes of June 22, 2015, as submitted.”**

**Motion carried unanimously by voice vote.**

**MOTION:** by Mrs. Notar-Francesco, seconded by Mrs. Queen:

**“Move to change the wording of Agenda Item 9.a from ‘Appointment’ to ‘Introduction of Principal of John F. Kennedy Middle School’ and move it to Agenda Item 6.b. Change the wording of Agenda Item 9.b from ‘Appointment of Assistant Principal of Southington High School’ to ‘Introduction of Assistant Principals of Southington High School’ and move it to Agenda Item 6.c.”**

**Motion carried unanimously by voice vote.**

Mr. Goralski explained that these positions were voted on at the Special Meeting of the Board of Education on June 22, 2015, and tonight was the opportunity to introduce them publicly.

**b. Introduction of Principal of John F. Kennedy Middle School**

Mr. Richard Terino thanked the Board for the honor of spending his entire career as an educator in Southington and appointing him as Principal of John F. Kennedy Middle School.

**c. Introduction of the Assistant Principals of Southington High School**

Mr. Richard Aorian appreciated the honor, trust and confidence that the Board bestowed on him by appointing him the Assistant Principal of the Southington High School Freshman Academy with 30 years as an educator behind him.

Mr. Jeff Shaw noted that he has spent 25 years of his career at Southington High School as the Band Director, and it is a privilege and honor for him now to be part of the leadership team.

*Mr. Goralski called for a recess at 7:44 p.m.*

*Mr. Goralski reconvened the regular Board of Education meeting at 8:00 p.m.*

**7. COMMUNICATIONS**

**a. Communications from Audience**

There was no communication from the audience.

**b. Communication from the Board Members:**

Mrs. Notar-Francesco reported on two CREC Items that she wanted to share with the Board members:

- CREC Resolution on Magnet School Tuition Increases for 2015-2016 (*Attachment #1*)
- The CREC Search Committee Profile Report Executive Summary regarding their search for a new CREC Executive Director due to Dr. Bruce Douglas' leaving in January 2016 (*Attachment #2*).

Mrs. Lombardi thanked all the parent Volunteers in all the schools and noted that a Volunteer Luncheon was held at Hawk's Landing Country Club. She thanked the two co-sponsors of this luncheon, The Hospital of Central Connecticut and Southington Stop & Shop.

Mrs. Queen announced that Board members are invited to attend the CABA 5<sup>th</sup> Annual Summer Leadership Conference on July 27, 2015 at the Saybrook Point Inn in Old Saybrook from 2:00 p.m. through 7:30 p.m. She explained that Southington has Express CABA Membership status so there is a nominal fee of \$15 for dinner. She noted that she and Mrs. Notar-Francesco planned to attend, but all Board members are invited.

Mr. Derynoski reported that the Class of 2015 graduation was another outstanding event with excellent speeches by all, and that the students were very well behaved. He felt that the community should be very proud.

**c. Communication from Administration:**

Mr. Connellan reported on the following:

1. Teacher Evaluations: All Teacher Evaluations have been completed per state statute.
2. Summer School: Summer School begins on July 6, 2015.
3. Operations – Summer Work: Mr. Romano and his staff have compiled a prioritized list that will be addressed during the summer.

**8. OLD BUSINESS**

**a. Town Government Communications**

Mr. Goralski reported that the Board members received some emails regarding the Solar Farm at Hatton Elementary School. He noted that the Town Council addressed it at their meeting and that he shared Board of Education minutes with the Town Council Chair from last June when Greenskies gave a presentation to the Board of Education.

**b. Construction Update**

Mr. Goralski noted that Mr. Romano had a family obligation and there was not much to report on this agenda item. Mr. Goralski explained that an Owner's Meeting scheduled for Tuesday was unable to be held due to a Newfield Construction trailer fire on the Kennedy Middle School property. He noted that the building projects are moving forward this summer. Mr. Goralski acknowledged that he and Mrs. Clark will address at the next Building Committee that the words "Middle School" belong on the buildings.

**9. NEW BUSINESS**

**a. Appointment of Principal of John F. Kennedy Middle School** (*Moved to Agenda Item 6.b*)

**b. Appointment of Assistant Principal of Southington High School** (*Moved to Agenda Item 6.c*)

**c. Foreign Field Trips**

Ms. Karen Cavanaugh and Mr. Michael Drury, who co-teach Social Studies at the high school, will be chaperoning a trip to China this summer and came to the podium to answer any questions from the Board members. Ms. Cavanaugh explained that they have used the travel company, Explorica, in the past, and it is the same itinerary as before.

Mrs. Queen thanked the chaperones for being willing to take on this responsibility to give this incredible opportunity to the students during the summer months.

**MOTION:** by Mr. Derynoski, seconded by Mrs. Queen:

**"Move that the Board of Education approve the field trip to China, as presented by the administration."**

Mrs. Notar-Francesco wanted it noted that, if world events change, then the Board has the right to cancel this trip. Mr. Derynoski explained that this wording is reflected in the Board Approval process on the Field Trip form.

**Motion carried unanimously by voice vote.**

**d. Obsolete Textbooks**

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

**"Move to approve the disposal of the outdated textbooks presented by the school administration, as submitted."**

Mr. Oshana asked if there was a place where these outdated textbooks could be donated and used somewhere in the country. Mr. Connellan replied that there are resellers and companies that take textbooks to other parts of the world. Mrs. Notar-Francesco pointed out that, on the Agenda Reporting Form for this agenda item under "Summary of Issue," there is an explanation that the district works with the vendor, Follett, and that books that they cannot

resell they donate to schools in need. Mr. Goralski agreed that Mrs. Smith established this guideline last year and that paragraph is very important regarding disposal of obsolete textbooks.

**Motion carried unanimously by voice vote.**

**e. Schoolnet Update**

Mr. Jaime Olander, Director of Technology, and Mr. Steve Madancy, Principal of J. F. Kennedy Middle School (Assistant Superintendent for Instruction and Learning as of July 1, 2015) gave an update on the current status of the district-wide Schoolnet initiative. They presented a PowerPoint presentation giving an overview of Schoolnet, and touched upon the following:

- Schoolnet is an Instructional Improvement System (IIS)
- The ultimate goal of Schoolnet is to help lay the tracks for personalized learning and put the data all in one place.
- How administrators, staff and students can access Schoolnet via PowerSchool / PowerTeacher using actual screen shots in the presentation.
- What the Home Page looks like, which is role-driven and can be personalized
- The link to Schoolnet is embedded into PowerSchool
- Student and District Data Page
- Student Information available for each student
- Classroom page
- Assessments - Administrator page
- Upcoming Professional Development along with the Train-the-Trainer model (called "Champions," which are representatives from each of the schools).

Mr. Olander explained that it is not live information; there is a one-day lag with a nightly feed from PowerSchool to Schoolnet.

Mr. Madancy explained that, over the past couple of weeks, Mr. Olander and his office staff have been undertaking the huge task of uploading all student data from the spring and the benchmark assessments that just finished. The Technology Department has been doing a lot of work of getting this information ready first, which is received from the schools in various formats, before they can do the massive upload. In August, Mr. Olander will be attending a conference on SBAC data and uploading that into Schoolnet. All this information will provide a lot more real-time data to share with the teachers when they return in the fall.

Mrs. Johnson questioned if the Train-the-Trainer would be a staff member who is a certified master teacher and would be relieved of teaching duties in order to do this. Mr. Madancy replied that the criterion that he selected was that it would not be a Literacy Specialist. It would be teacher leaders such as administrator aspirants who are technology savvy. They have contracted for three days with Pearson and the first day the training will be for the administrators, on the second day, during Administrative Retreat, the "Champions" will be trained, and on the third day the "Champions" will join the administrators and run a lot of the reports using real time data that they will then have to put before their staff for their return in August.

Mrs. Johnson asked about the timeframe going forward for the trainers. Mr. Madancy explained they will be paid for the day that they work in August, and there are days built into the school calendar where they will have refresher training. The goal is to have the refreshers before the November, January and May data days.

Mr. Derynoski questioned the system security against hackers. Mr. Madancy responded that, because it is hosted on a secure server using the single sign-on, it is the same security platform that is used behind the scenes. It is not hosted locally in a way someone could hack on to our network and have access to that data. Mr. Derynoski asked what type of security is on PowerSchool. Mr. Madancy replied that they use encrypted passwords, which must be changed every 90 days, and it can never be a password that someone has already used. If a password is forgotten, the user would have to call central office to have it reset.

Mr. Derynoski was concerned about the difficulty in getting data that is not consistent from each school. He felt that administration should address this. Mr. Madancy replied that this is being addressed and inputting the data will be part of professional development.

Mrs. Queen requested more information on data days. Mr. Madancy replied that it is a combination of days such as a School Improvement Plan day, which is a two-hour Tuesday afterschool meeting, or a two-hour early release day. The teachers develop the IAGDs as part of their Teacher Evaluation Plan and have growth targets that they have selected which this allows them to do once the assessments have been inputted. They will run reports to look at the trends and patterns amongst the cohorts of students that they are assigned to. Mrs. Queen felt that the Board members should understand the different types of assessments, such as what is a benchmark, etc. Mr. Madancy replied that there are summative and formative assessments. Summative is what summarizes student progress over time. Formative informs of progress over time but it is not an end result. They don't assign grades to formative assessments. He explained the difference between the two.

Mrs. Lombardi requested an overview of the ability of the system in creating tests and how powerful that particular function is, as well as co-authoring. Mr. Madancy replied that the next layer of Schoolnet will be the creation of assessments. They want to be careful of not having redundancy because the state is now creating the interim SBAC assessments. They want to see what those are before they go and start creating similar assessments and using time to do that. He noted that for the curriculum-based assessments they could create an assessment to be shared amongst teachers. They could author different types of questions and collaborate on an actual assessment. Mrs. Lombardi felt that the sharing of all those tests would save time, offer consistency, and help with differentiation.

Mr. Goralski asked who in the district, besides Mr. Olander and Mr. Madancy, would help with duplication of services with Schoolnet, so they are not left in the cold if an employee leaves. Mr. Olander replied that Jessica Poon, who is part of his Technology Support Team, is assisting in spearheading this initiative. Mr. Goralski asked if two employees were enough, and if that base of expertise should be broader. Mr. Connellan replied that is what they are trying to build with the training. There has been a fairly good size team meeting over the course of the last several months. In terms of primary responsibility, it is clearly with Mr. Olander right now. It will broaden; however, they are in the beginning stages and will build that capacity. It is like the redundancy that they are trying to build with PowerSchool.

**f. Year End Report on 2014-2015 Superintendent's Goals**

**MOTION:** by Mrs. Notar-Francesco, seconded by Mrs. Queen:

**“Move to accept the Superintendent’s 2014-2015 End of the Year Goals, as presented.”**

Mrs. Queen appreciated the summary detail that was presented in this document and the supporting documents that were attached to it. She felt that she had a very good picture of what is happening district-wide across a variety of departments.

Mr. Oshana thought that the summary that was written was very clear and concise, and covered a lot of things that have happened over the 10 months since Mr. Connellan started. He felt that many things were accomplished in those 10 months. Mr. Oshana wanted to make sure that this document was sent to the press for the public to see what the goals were and the progress that was made.

Mr. Goralski clarified that Mr. Connellan sent the Board a separate cover sheet attached to the goals with a very detailed summary and he would like to have that, or something like it, attached because that summary provided a great amount of information. Mr. Connellan replied that the cover sheet was actually specific to the Board, and that he will modify it. Mrs. Queen added that the summary page brought the document to life and clarified a lot of things.

Mrs. Lombardi noted all the challenges that took place in the district from the day that Mr. Connellan arrived, and the changes were significant. She thought that the whole team in this area of organizational transition has excelled. She thanked the whole cabinet for moving in a very difficult time through a very difficult transition of many people. She thought that the achievement of keeping it all going in light of the transitions does not happen every day. Mr. Connellan pointed out that it was a reflection of the quality of people who work here, and is one reason why it went as smoothly as it has. Mrs. Queen pointed out that it was not only the changes in the district, but also the big changes that were happening in every school district with the federal and state mandates. She thought that the value of what has happened here could not be underestimated.

Mr. Derynoski questioned the goal of Use of Technology in the Teaching and Learning Process on page five where it states, “Develop procedures to assess the use of technology by teachers in the implementation of the curriculum.” He asked if that goal was accomplished. Mr. Connellan replied that it was partially accomplished. Mr. Olander was only hired in January and they wanted him to become knowledgeable about all the schools and meet all the administrators. The Schoolnet database needs to get up and running, and there were two middle schools projects that they needed Mr. Olander to jump into the middle of, so it did not happen as soon as he would have liked to have it happen. At the end of the year, they took the survey that was administered in 2012, when the state was requiring these Technology Plans, and he asked the technology team to modify that survey and got that out to all the teachers in all the buildings. The information is available; however, they just have not done an analysis of that information yet.

**Motion carried unanimously by voice vote.**

*At 8:48 p.m., Mr. Goralski called for a recess from the regular session to reconvene to Executive Session.*

*Mr. Goralski, Chairperson, reconvened Executive Session at 8:55 p.m.*

Present from the Board: Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana and Mrs. Patricia Queen. Absent: Mrs. Terri Carmody.

Present from the Administration: Mr. Timothy Connellan, Superintendent of Schools.

*Mr. Goralski declared Executive Session ended at 9:55 p.m. and the Board returned to Public Session.*

**g. Evaluation of Superintendent of Schools 2014-2015 and Compensation 2015-2016**

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

**“Move to approve the Superintendent’s base salary of \$185,000 for the 2015-2016 school year and the contract modifications as discussed by the Board.”**

ROLL CALL VOTE: YES – Mr. Oshana, Mrs. Clark, Mr. Derynoski, Mrs. Johnson, Mrs. Lombardi, Mrs. Queen, Mrs. Notar-Francesco, and Mr. Goralski.

**Motion carried unanimously, 8-0.**

Mr. Goralski stated that he will provide a press release for the public on the Superintendent’s Evaluation for the 2014-2015 school year. The Superintendent was evaluated based on the following criteria: Board-Superintendent relations, community relations, personnel relations, educational program, business matters, professional leadership and personal qualities. Mr. Connellan met expectations in all areas.

**10. ADJOURNMENT**

**MOTION:** by Mr. Oshana, seconded by Mrs. Clark:

**“Move to adjourn.”**

**Motion carried unanimously by voice vote.**

The meeting adjourned at 9:57 p.m.

Respectfully submitted,  
*Linda Blanchard*  
Recording Secretary

*The minutes presented within this document provide a summary of the discussion that took place at the Board of Education meeting. For the complete discussion of the agenda items, please view the video of the Board meeting on our website at [www.southingtonschools.org](http://www.southingtonschools.org).*

EXECUTIVE DIRECTOR  
Bruce E. Douglas, Ph.D.

**COUNCIL RESOLUTION ON MAGNET TUITION INCREASES FOR 2015-16**

- Whereas, CREC did not increase magnet tuition for FY2010 through FY2012; and
- Whereas, CREC increased tuition for FY2013 through FY2015; and
- Whereas, The State of Connecticut has not increased the magnet subsidy since FY2011; and
- Whereas, Fifteen towns in the CREC region have increased their budgets by less than 2%; and
- Whereas, The average budget increase for school districts in the CREC region is less than 3%; and
- Whereas, The mission of CREC is to serve the best interest of children, families and member districts,

Therefore, be it resolved that

Consent agenda items HH through YY be approved understanding that there will be no magnet tuition increase for fiscal year 2015-16; and

The \$1 million gap that results from this action will be covered by CREC's fund balance.

**Capitol Region Education Council  
Magnet School 2014-2015 Billing  
Increased by 3% Estimated**

| <u>Resident Town</u> | <u>Increase of 3%</u> |
|----------------------|-----------------------|
| Andover              | \$992.40              |
| Ashford              | \$324.00              |
| Avon                 | \$6,712.80            |
| Barkhamsted          | \$719.85              |
| Beacon Falls         | \$144.60              |
| Berlin               | \$8,845.20            |
| Bloomfield           | \$30,133.80           |
| Bolton               | \$1,244.25            |
| Branford             | \$162.00              |
| Bristol              | \$19,857.75           |
| Burlington           | \$3,870.60            |
| Canton               | \$4,771.80            |
| Chaplin              | \$162.00              |
| Cheshire             | \$940.05              |
| Chester              | \$150.00              |
| Clinton              | \$356.40              |
| Colchester           | \$7,790.40            |
| Colebrook            | \$126.15              |
| Columbia             | \$2,209.65            |
| Coventry             | \$4,734.60            |
| Cromwell             | \$5,304.60            |
| Durham               | \$413.40              |
| East Granby          | \$3,259.05            |
| East Haddam          | \$2,332.80            |
| East Hampton         | \$4,899.00            |
| East Hartford        | \$81,079.05           |
| East Windsor         | \$11,340.75           |
| Ellington            | \$5,733.45            |
| Enfield              | \$39,034.80           |
| Essex                | \$162.00              |
| Farmington           | \$7,556.85            |
| Glastonbury          | \$22,128.90           |
| Goshen               | \$162.00              |
| Granby               | \$5,541.90            |
| Haddam               | \$227.55              |
| Hartford             | \$322,157.70          |
| Hartland             | \$586.95              |
| Harwinton            | \$683.10              |
| Hebron               | \$4,039.50            |
| Killingly            | \$126.15              |
| Lebanon              | \$455.10              |
| Litchfield           | \$767.25              |
| Manchester           | \$50,651.25           |

**Capitol Region Education Council  
Magnet School 2014-2015 Billing  
Increased by 3% Estimated**

| <u>Resident Town</u> | <u>Increase of 3%</u> |
|----------------------|-----------------------|
| Mansfield            | \$426.15              |
| Marlborough          | \$3,206.25            |
| Meriden              | \$3,411.75            |
| Middlefield          | \$468.60              |
| Middletown           | \$12,364.80           |
| Morris               | \$306.60              |
| New Britain          | \$60,767.25           |
| New Hartford         | \$3,072.90            |
| Newington            | \$12,119.25           |
| Plainville           | \$5,377.35            |
| Plymouth             | \$472.80              |
| Portland             | \$2,871.00            |
| Rocky Hill           | \$14,035.95           |
| Simsbury             | \$7,983.15            |
| Somers               | \$3,808.80            |
| South Windsor        | \$16,316.10           |
| Southington          | \$17,649.30           |
| Sprague              | \$144.60              |
| Stafford             | \$2,672.25            |
| Stratford            | \$150.00              |
| Suffield             | \$6,013.50            |
| Thomaston            | \$113.40              |
| Tolland              | \$4,527.90            |
| Torrington           | \$5,978.10            |
| Vernon               | \$18,527.10           |
| Wallingford          | \$126.15              |
| Waterbury            | \$1,474.50            |
| West Hartford        | \$20,923.65           |
| Wethersfield         | \$16,013.10           |
| Willington           | \$1,098.90            |
| Winchester           | \$3,813.30            |
| Windham              | \$1,500.45            |
| Windsor              | \$44,117.85           |
| Windsor Locks        | \$9,757.50            |
| Wolcott              | \$466.05              |
| <b>Total</b>         | <b>\$964,967.70</b>   |

# CREC Executive Director Profile Report Executive Summary

Attachment #2

June 9, 2015

Submitted by

Dr. Debra Hill, Dr. Ronald Barnes, Mrs. Marie Adair, Dr. Anne Noland  
Consultants BWP and Associates

This Executive Summary Report provides data and information gathered through an audit process for the Capitol Region Education Council (CREC) community. The purpose of this process was the development of a leadership profile. Having been approved by the CREC Search Committee, this profile will be used as the basis for the recruitment, identification and selection of an Executive Director for the organization. A special note of thanks is given to the CREC staff for their assistance, and all members of the Hartford community who gave unstintingly of their time to participate in this process.

The timeline for further aspects of this search include: an application deadline of June 30, 2015; initial application screening and interviews by the BWP Search Team July 2015; presentation of a slate of candidates to the CREC Search Committee August 2015; first round interviews and selection of finalists by the Search Committee September 2015; CREC on site visit by finalists to include community feedback September 2015; selection of a New Executive Director, September 2015 with a negotiable 2016 start date. Please contact Dr. Debra Hill, BWP and Associates with questions about this report at [drmomaka29@gmail.com](mailto:drmomaka29@gmail.com).

The components of this summary include five prevalent themes in four categories that emerged based on the data collected and a description of the participant demographics. For the purpose of this report and to assure anonymity, individual participants have not been identified. Furthermore, a complete report has been provided to the CREC Search Committee.

The information provided reflects the overall themes that emerged from input and feedback from numerous constituent groups between April 3 and June 5, 2015. Information was gathered by BWP and Associates consultants via individual face-to face and telephone interviews, focus group discussions, a public meeting and an on-line survey utilizing Survey Monkey. All data was gathered and analyzed exclusively by the BWP consultant team.

In summary, all identified constituent groups were represented. Thus far, through interviews and focus groups approximately 74 individuals responded to the following questions:

1. What do you consider to be the strengths of CREC?
2. What are areas of concern that may need to be addressed?
3. What characteristics, experiences or skills will the new Executive Director need in order to be successful in this position?
4. What other factors should be considered in selecting a new Executive Director.

The electronic survey questions were slightly modified to accommodate an on - line format. Approximately 640 responses were provided. Please note this survey did not track duplication or multiple responses provided by a single individual.

# CREC Executive Director Profile Report Executive Summary

Combining the data from all sources and using a frequency distribution format, the following overall themes emerged and are graphically illustrated in a “word cloud” on page 3 of this report.

## **Five Major Profile Elements**

### **STRENGTHS**

- High quality and caliber of services and programs
- Excellent teachers and staff
- Strong relationships with political entities and leaders
- Magnet schools and good school facilities
- Available resources – financially strong

### **ISSUES AND CONCERNS**

- Financial support and funding
- Maintenance of quality programs especially magnet schools
- CREC and school district relationships
- CREC mission alignment/state mandates
- CREC Board governance

### **LEADERSHIP CHARACTERISTICS**

- Strong leader / commitment to the organization /integrity/ managerial skills
- Communication skills
- Relationship builder/interpersonal skills/public relations skills
- Collaborative - team builder
- Visionary

### **OTHER FACTORS TO CONSIDER**

- History of visionary leadership
- Potential candidate could possibly be a local superintendent or a person from Connecticut
- Experience in urban/suburban / multicultural environments
- Educational experience
- Business/entrepreneurial experience

# CREC Executive Director Profile Report Executive Summary

## CREC Leadership Profile Word Cloud



## CREC Executive Director Search Participation in Interviews and Focus Groups By Category

| Number of Participants | Category  |
|------------------------|---|
|                        | <b>Interviews</b>                                 |
| 11                     | Search Committee                                  |
| 2                      | CREC Council                                      |
| 3                      | Community Representative/Organization             |
| 3                      | Current and Past Executive Directors              |
| 5                      | Superintendents                                   |
| 3                      | Political/Legal Interests                         |
| 2                      | Program Directors                                 |
| 1                      | Union Leadership                                  |
| 4                      | Former Leadership Staff                           |
| 34                     | Total   |
|                        | <b>Focus Groups</b>                               |
| 10                     | Superintendents                                   |
| 15                     | Leadership Team Members                           |
| 6                      | Administrative Cabinet Members                    |
| 9                      | Principals and Program Directors – Public Meeting |
| 40                     | Total   |
| 74                     | Grand Total                                       |

# CREC Executive Director Profile Report Executive Summary

## CREC Survey-Demographics

Q1 Please indicate all which apply to you:

Answered: 640 Skipped: 3

| Answer Choices  | Responses |     |
|---|-----------|-----|
| I live in the Hartford area.  | 43.91%    | 281 |
| My children attend or attended one of the CREC schools or programs.   | 48.28%    | 309 |
| My children attend or attended our local neighborhood school.         | 20.78%    | 133 |
| My children attend or attended a private school in the Hartford area. | 4.69%     | 30  |
| I am a student in a CREC school or program.                           | 0.94%     | 6   |
| I am a student in a neighborhood school.                              | 0.31%     | 2   |
| I represent a current non-child household.                            | 8.13%     | 52  |
| I volunteer in a CREC school or program.                              | 2.97%     | 19  |
| I am retired.   | 1.09%     | 7   |
| I hold an elected political office.                                   | 0.78%     | 5   |
| I am employed by CREC.  | 59.38%    | 380 |
| I am not employed by CREC.  | 21.41%    | 137 |
| I am a former member of the CREC Council.                             | 0.16%     | 1   |
| I am a member of the CREC Council.                                    | 0.78%     | 5   |

Total Respondents: 640

Q2 If you are employed by CREC, please specify your position:

Answered: 394 Skipped: 249

| Answer Choices  | Responses |     |
|---|-----------|-----|
| Teacher   | 38.58%    | 152 |
| Administrator in a CREC school or program   | 10.91%    | 43  |
| CREC Senior Leadership Management Team member   | 2.79%     | 11  |
| Other certified staff   | 15.99%    | 63  |
| Support staff (includes secretaries, instructional assistant, custodian, bus driver, food service). | 15.99%    | 63  |
| Paraprofessional/ child care worker   | 4.31%     | 17  |
| Other   | 14.97%    | 59  |

Total Respondents: 394

# CREC Executive Director Profile Report Executive Summary

## Profile Element Percentages Interviews and Focus Groups

| % of Participants | Themes  |
|-------------------|---|
|                   | <b>Strengths</b>  |
| 34                | High quality and caliber of services and programs                       |
| 23                | Excellent/great staff and faculty                                       |
| 14                | Strong political relationships  |
| 11                | Magnet schools and school facilities                                    |
| 10                | Available resources   |
|                   | <b>Issues and Concerns</b>  |
| 28                | Funding/financial support and budgets                                   |
| 27                | Maintenance of quality programs/magnet schools and declining enrollment |
| 27                | Partnerships & relationships with local superintendents                 |
| 25                | CREC mission alignment  |
| 15                | CREC Board governance   |
|                   | <b>Leadership Skills and Characteristics</b>                            |
| 48                | Strong leader   |
| 40                | Relationship builder  |
| 40                | Collaborative team leader/builder                                       |
| 37                | Visionary   |
| 21                | Communication/politically astute  |
|                   | <b>Other Factors to Consider</b>  |
| 4                 | Past history of visionary Leadership                                    |
| 2                 | Possibly a local superintendent or person from Connecticut              |
| 2                 | Urban/suburban/multicultural experience                                 |
| 1                 | Experience in education   |
| 1                 | Business/entrepreneurial experience                                     |

## CREC Executive Director Profile Report Executive Summary

### Profile Percentages from Survey Participants

| % of Participants          | Themes   |
|----------------------------|--|
|                            | <b>Survey question 3 – Select the 4 most significant strengths of CREC</b>                             |
| 65                         | Excellent teachers and staff   |
| 47                         | Educational options and programs   |
| 45                         | Magnet school and good facilities  |
| 32                         | Available resources  |
| 31                         | Reputation and relationships with political leaders  |
|                            | <b>Survey question 4 – Select the 4 most important issues or concerns</b>                              |
| 73                         | Financial support and funding  |
| 50                         | Maintenance of quality programs  |
| 37                         | CREC and local school district relations   |
| 31                         | CREC and mission alignment – mandates from the state   |
| 29                         | CREC Board governance/cost of services   |
|                            | <b>Survey questions 5 – Select the 4 most important characteristics for the new Executive Director</b> |
| 71                         | Integrity/commitment and commitment  |
| 63                         | Relationship builder/interpersonal skills  |
| 54                         | Visionary  |
| 52                         | Communication/good judgment  |
| 50                         | Collaborative/team builder   |
| <i>Extremely Important</i> | <b>Survey question 6 – indicated level of importance for other factors to be considered</b>            |
| 71                         | Experience in urban/suburban and multicultural areas   |
| 63                         | Experience in strategic planning   |
| 50                         | Educational experience   |
| 40                         | Experience in finance/personnel  |
| 35                         | Experience in the political arena  |

**SOUTHINGTON BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT  
SPECIAL MEETING OF THE BOARD OF EDUCATION  
JULY 23, 2015**

A Special Meeting of the Board of Education was held on Thursday, July 23, 2015 at 5:30 p.m. in Conference Room #2 of the Southington Municipal Center, 200 North Main Street, Southington, Connecticut.

**Board Members Present:** Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mr. Zaya Oshana, Mrs. Patricia Queen, and Mr. Brian Goralski.

**Administration Present:** Mr. Timothy Connellan, Superintendent of Schools, Mr. Steven Madancy, Assistant Superintendent for Instruction and Learning, and Mr. Brian Stranieri, Principal of Southington High School (*arrived at 7:45 p.m.*).

**1. CALL TO ORDER**

Mr. Brian Goralski, Chairperson, called the meeting to order at 5:35 p.m.

**2. CANDIDATE INTERVIEWS ~ Executive Session Anticipated**

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

**“Move that the Board goes into Executive Session, excluding the public and the press for the purpose of candidate interviews for the Athletic Director and Principal of South End Elementary School and, upon conclusion, reconvene to public session.”**

**Motion carried unanimously by voice vote.**

*The Board went into Executive Session at 5:31 p.m.*

*At 11:05 p.m., Mr. Goralski declared the Executive Session ended, and the Board reconvened public session at 11:05 p.m.*

**3. PROPOSED ATHLETIC DIRECTOR APPOINTMENT**

**MOTION:** by Mrs. Notar-Francesco, seconded by Mr. Oshana:

**“Move that the Board appoints Gregory Ferry as Athletic Director at an annual salary of \$110,271, per the collective bargaining agreement with the Southington Administrators Association.”**

**YES – Mr. Derynoski, Mrs. Johnson, Mrs. Lombardi, Mrs. Queen, Mrs. Carmody, Mr. Oshana, Mrs. Clark, Mrs. Notar-Francesco, and Mr. Goralski.**

**Motion carried unanimously, 9 – 0.**

**4. PROPOSED PRINCIPAL APPOINTMENT ~ South End Elementary School**

**MOTION:** by Mrs. Notar-Francesco, seconded by Mr. Oshana:

**“Move that the Board appoints Erin Nattrass as Principal of South End Elementary School at an annual salary of \$125,998, per the collective bargaining agreement with the Southington Administrators Association.”**

**YES – Mr. Derynoski, Mrs. Johnson, Mrs. Lombardi, Mrs. Queen, Mrs. Carmody, Mr. Oshana, Mrs. Clark, Mrs. Notar-Francesco, and Mr. Goralski.**

**Motion carried unanimously, 9 – 0.**

**5. ADJOURNMENT**

**MOTION:** by Mr. Oshana, seconded by Mrs. Clark:

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

**Motion carried unanimously by voice vote.**

The Special Meeting of the Board of Education adjourned at 11:10 p.m.

Respectfully submitted,



Jill Notar-Francesco, Secretary  
Southington Board of Education

**Board of Education**

**Administrative Report**

**August 13, 2015**



**1. Introduction of new administrators**

- a. Erin Nattrass, Principal South End Elementary School**
- b. Greg Ferry, Athletic Director**
- c. Amy Aresco, Special Education Coordinator**
- d. Evette Corujo-Aird, Special Education Coordinator**

**2. School year 2015-16 Preparations**

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date August 13, 2015

Decision Requested X Agenda Code 7. 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 2015 - 2016.

**Background:** The attached report lists personnel activity from June 1, 2015 through July 31, 2015.

**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.

*Kimberly D. Heent*

\_\_\_\_\_  
Signature of Staff Member Submitting Report

*Timothy J. Connellan*

\_\_\_\_\_  
Signature of Superintendent of Schools

**Titles of Attachments:**

1. Personnel Report

Agenda – August 2015

**PERSONNEL ACTIVITY REPORT**  
**FOR: August 2015**

**APPOINTMENTS**

**Certified**

| Name                | Position                      | School      | FTE<br>if<br>Less<br>Than<br>1.0 | Effective Date  | Highest<br>Degree    | University / School          | Salary                  |
|---------------------|-------------------------------|-------------|----------------------------------|-----------------|----------------------|------------------------------|-------------------------|
| Corujo-Aird, Evette | Special Education Coordinator | District    |                                  | July 1, 2015    | 6 <sup>th</sup> Year | University of Bridgeport     | \$125,226.00            |
| Aresco, Amy         | Special Education Coordinator | District    |                                  | July 1, 2015    | 6 <sup>th</sup> Year | Southern CT State University | \$115,913.00            |
| Aroian, Richard     | Assistant Principal           | SHS         |                                  | July 1, 2015    |                      |                              | \$125,479.00            |
| Shaw, R. Jeffrey    | Assistant Principal           | SHS         |                                  | July 1, 2015    | 6 <sup>th</sup> Year | Central CT State University  | \$125,479.00            |
| Terino, Richard     | Principal                     | JFK         |                                  | July 1, 2015    | 6 <sup>th</sup> Year | Sacred Heart University      | \$141,278.00            |
| Ferry, Gregory      | Athletic Director             | District    |                                  | July 23, 2015   | 6 <sup>th</sup> Year | University of Bridgeport     | \$110,271.00            |
| Natgrass, Erin      | Principal                     | South End   |                                  | July 23, 2015   | 6 <sup>th</sup> Year | Central CT State University  | \$125,998.00            |
| Eleck, Stephanie    | Math Specialist               | JFK         | .50                              | August 24, 2015 | 6 <sup>th</sup> Year | Central CT State University  | \$57,065.00<br>prorated |
| Salerno, Carolyn    | Special Education Teacher     | Flanders    |                                  | August 24, 2015 | MA                   | Southern CT State University | \$51,800.00             |
| Ruotolo, Ashley     | Grade 4 Teacher               | Flanders    |                                  | August 24, 2015 | MA                   | Quinnipiac University        | \$48,600.00             |
| Engelhard, Jaime    | Grade 2 Teacher               | Flanders    |                                  | August 24, 2015 | MA                   | Post University              | \$48,600.00             |
| Dwyer, Gary         | Grade 3 Teacher               | Plantsville |                                  | August 24, 2015 | BA                   | Central CT State University  | \$45,100.00             |
| Longo, Shelley      | Interim Speech Teacher        | South End   | .40                              | August 24, 2015 | MA                   | University of Colorado       | \$55,665.00<br>prorated |
| Rubelmann, Sarah    | Special Education Teacher     | SHS         |                                  | August 24, 2015 | MA                   | University of CT             | \$51,800.00             |
| Duprey, Cristi      | Language Arts / Math Teacher  | JAD         |                                  | August 24, 2015 | MA                   | Eastern CT State University  | \$57,795.00             |
| Garrity, Teresa     | World Language Teacher        | SHS         |                                  | August 24, 2015 | BA                   | Fairfield University         | \$46,760.00             |
| Del Sole, Jennifer  | Special Ed Teacher            | JFK         |                                  | August 24, 2015 | MA                   | University of CT             | \$48,600.00             |
| Curtin, Elizabeth   | English / Lang Arts Teacher   | JAD         |                                  | August 24, 2015 | MA                   | University of St. Joseph     | \$51,800.00             |

| Name                 | Position                      | School         | FTE<br>if<br>Less<br>than<br>1.0 | Effective Date  | Highest<br>Degree    | University / School             | Salary                  |
|----------------------|-------------------------------|----------------|----------------------------------|-----------------|----------------------|---------------------------------|-------------------------|
| Newland, Amanda      | Computer Teacher              | JAD            |                                  | August 24, 2015 | MA                   | Southern CT State<br>University | \$50,500.00             |
| Conaty, Kelly        | Special Education<br>Teacher  | JAD            |                                  | August 24, 2015 | BA                   | Southern CT State<br>University | \$45,100.00             |
| Esbaner, Victoria    | Grade 3 Teacher               | DES            |                                  | August 24, 2015 | MA                   | University of CT                | \$48,600.00             |
| Zenowitz, Thomas     | Social Worker                 | SHS            |                                  | August 24, 2015 | 6 <sup>th</sup> Year | University of CT                | \$55,665.00             |
| Stuppler, Harrison   | Music Teacher                 | SHS            |                                  | August 24, 2015 | BA                   | University of CT                | \$45,100.00             |
| McDonough,<br>Sheryl | Grant Funded Social<br>Worker | PES &<br>S.End |                                  | August 24, 2015 | 6 <sup>th</sup> Year | University of CT                | \$52,410.00             |
| DeVona, Kiah         | Special Ed Teacher            | DES            |                                  | August 24, 2015 | MA                   | University of CT                | \$48,600.00             |
| Brulotte, Reginald   | World Language<br>Teacher     | SHS            | .80                              | August 24, 2015 | MA                   | Connecticut College             | \$64,890.00<br>prorated |

## APPOINTMENTS

### Classified

| Name                | Position                     | School   | Hours<br>Per<br>Week | Effective Date  | Salary /<br>Hourly<br>Rate |
|---------------------|------------------------------|----------|----------------------|-----------------|----------------------------|
| Andreoni, Dennis    | Crossing Guard               | District | 10.00                | August 27, 2015 | \$16.67                    |
| Camacho, Carlos     | Evening Custodian, Part-Time | JFK      | 19.50                | August 27, 2015 | \$14.44                    |
| Butkiewicz, Francis | Evening Custodian, Part-Time | JAD      | 19.50                | August 27, 2015 | \$14.44                    |
| Guzze, William      | Crossing Guard               | District | 10.00                | August 27, 2015 | \$16.67                    |

## RESIGNATIONS

### Certified

| Name                | Position                 | School            | Effective Date | Years of Service | Retire |
|---------------------|--------------------------|-------------------|----------------|------------------|--------|
| Quinn, James        | Principal                | South End         | July 1, 2015   | 3 years          | No     |
| Wakefield, Kathryn  | Library Media Specialist | Thalberg          | July 1, 2015   | 7 years          | No     |
| Swallow, Eric       | Athletic Director        | District          | July 1 2015    | 7 years          | No     |
| Lyles, Susan        | Guidance Counselor       | JFK               | July 1, 2015   | 20 years         | Yes    |
| Aroian, Richard     | Social Studies Teacher   | SHS               | July 1, 2015   | 29 years         | No     |
| Shaw, R. Jeffrey    | Music Teacher            | SHS               | July 1, 2015   | 25 years         | No     |
| Zurek, Geoffrey     | School Psychologist      | Thalberg & JAD    | July 1, 2015   | 15 years         | No     |
| Rossignol, Scott    | School Psychologist      | Kelley & Hatton   | July 14, 2015  | 1 year           | No     |
| Walker, William     | Grade 4 Teacher          | Derynoski         | July 15, 2015  | 35 years         | Yes    |
| Curtin, Chanel      | Grade 5 Teacher          | Thalberg          | July 31, 2015  | 11 years         | No     |
| O'Donnell, Samantha | Grade 5 Teacher          | Kelley            | August 1, 2015 | 1 year           | No     |
| Kelly, Patricia     | Mathematics Teacher      | JAD               | July 31, 2015  | 34 years         | Yes    |
| Leiss, Jessica      | Art Teacher              | Hatton & Thalberg | July 31, 2015  | 2 years          | No     |

## RESIGNATIONS

### Classified

| Name                | Position                              | School     | Effective Date  | Years of Service | Retire |
|---------------------|---------------------------------------|------------|-----------------|------------------|--------|
| Couden, Alicia      | Part-Time ABA Therapist               | Hatton     | June 19, 2015   | 1 year           | No     |
| Pelletier, Diana    | Crossing Guard                        | Plantville | June 19, 2015   | 7 years          | Yes    |
| Mancarella, Melanie | Part-Time Special Ed Paraprofessional | Strong     | June 24, 2015   | 2 years          | No     |
| Glass, Ethel        | Crossing Guard                        | JAD        | July 1, 2015    | 10 years         | Yes    |
| DiMattia, Rebecca   | Part-Time Special Ed Paraprofessional | Thalberg   | July 2, 2015    | 1 year           | No     |
| Niezgorski, Mary    | Clerk                                 | Kelley     | July 10, 2015   | 3 years          | No     |
| Bean, Carolyn       | Nurse                                 | South End  | August 17, 2015 | 8 years          | No     |
| Webster, Stephanie  | ABA Therapist                         | Hatton     | July 25, 2015   | 1 year           | No     |

# TRANSFERS

## Certified

| Name                 | From Position                                | From School           |  | To Position  | To School        | Effective Date  |
|----------------------|--|-----------------------|--|--|------------------|-----------------|
| Tibbetts, Krista     | Grade 2 Teacher                              | Flanders              |  | Grade 6 Science Teacher  | JAD              | August 24, 2015 |
| Velazquez, Alexa     | World Language Teacher (1.0 FTE)             | SHS                   |  | World Language Teacher (.4 FTE)<br>World Language Teacher (.2 FTE)       | SHS<br>South End | August 24, 2015 |
| Solek, Marissa       | PE / Health Teacher                          | SHS                   |  | PE / Health Teacher  | JAD              | August 24, 2015 |
| LaMay, Alysia        | .5 FTE Sp Ed Teacher<br>.5 FTE Sp Ed Teacher | Flanders<br>South End |  | 1.0 FTE Sp Ed Teacher  | Flanders         | August 24, 2015 |
| Schwartz, Bernadette | .5 FTE Sp Ed Teacher                         | JFK                   |  | .5 FTE Sp Ed Teacher   | South End        | August 24, 2015 |
| Cozzolino, Michelle  | Guidance Counselor                           | PES & Strong          |  | Guidance Counselor   | JFK              | August 24, 2015 |
| Richter, Christopher | Social Studies Teacher                       | JFK                   |  | Social Studies Teacher   | SHS              | August 24, 2015 |
| Hartt, Ryan          | Computer Teacher                             | JFK                   |  | Social Studies Teacher   | JAD              | August 24, 2015 |
| Hartt, Ryan          | Social Studies Teacher                       | JAD                   |  | Social Studies Teacher   | JFK              | August 24, 2015 |
| Boyd, Jennie         | Grade 2 Teacher                              | Plantsville           |  | Grade 4 Teacher  | Thalberg         | August 24, 2015 |
| Ellis, Judith        | 1.0 FTE Literacy Spec.                       | District              |  | .50 FTE Literacy Spec.   | District         | August 24, 2015 |
| Fenton, Kerri        | Language Arts Teacher                        | JAD                   |  | Language Arts Teacher  | SHS              | August 24, 2015 |
| Uhlman, Alexandra    | 1.0 FTE Grant Funded<br>Guidance Counselor   | Flanders              |  | .30 FTE Grant Funded<br>Elementary Counselor<br>.70 FTE Project Director | District         | August 24, 2015 |
| Valenti, Kati        | Kindergarten Teacher                         | Hatton                |  | Grade 1 Teacher  | South End        | August 24, 2015 |
| Wilson, Erin         | Grade 1 Teacher                              | Kelley                |  | Grade 2 Teacher  | Plantsville      | August 24, 2015 |
| Moreau, Debra        | Social Studies Teacher                       | JAD                   |  | Social Studies Teacher   | SHS              | August 24, 2015 |
| Samarotto, Tammy     | Social Studies/Lang<br>Arts                  | JAD                   |  | Social Studies Teacher   | JAD              | August 24, 2015 |
| Walsh, Susan         | Elementary Teacher                           | Flanders              |  | Social Studies / Lang Arts   | JAD              | August 24, 2015 |

## TRANSFERS

### Classified

| Name               | From Position        | From School |  | To Position              | To School            | Effective Date  |
|--------------------|----------------------|-------------|--|--------------------------|----------------------|-----------------|
| Palmieri, Brian    | Head Custodian       | SHS         |  | Custodian, Evening shift | Strong               | July 14, 2015   |
| Kowalski, Paul     | Asst. Head Custodian | SHS         |  | Head Custodian           | SHS                  | July 28, 2015   |
| McKinstry, Jessica | Secretary, Class II  | Derynoski   |  | Secretary, Class II      | JFK                  | August 12, 2015 |
| Bleau, Laurie      | Nurse                | St. Thomas  |  | Nurse                    | Thalberg             | August 24, 2015 |
| Fabas, Debra       | ABA Therapist        | JFK         |  | ABA Therapist            | SHS                  | August 24, 2015 |
| Hedberg, Karen     | Nurse                | Thalberg    |  | Nurse                    | Flanders             | August 24, 2015 |
| Sabino, Cynthia    | FT Sp Ed Para        | DES         |  | FT Sp Ed Para            | JAD                  | August 26, 2015 |
| Laviana, Kathryn   | Nurse                | St. Dominic |  | Nurse                    | Southington Catholic | August 24, 2015 |

## UNPAID LEAVES OF ABSENCE

| Name              | Position                               | School      | Start Date      | End Date      | Reason   |
|-------------------|--|-------------|-----------------|---------------|----------|
| Creighton, Andrea | Speech Pathologist (.4 of her 1.0 FTE) | Plantsville | August 24, 2015 | June 30, 2016 | Personal |

## COACHING / STIPENDS

### Appointments

| Name              | To Position                        | School    | Effective Date | Stipend    |
|-------------------|------------------------------------|-----------|----------------|------------|
| Walsh, Jeanne     | Co-Coordinator, Unified Sports     | Derynoski | June 15, 2015  | \$306.00   |
| Sohon, Jill       | Co-Coordinator, Unified Sports     | Derynoski | June 15, 2015  | \$306.00   |
| Niro, Richard     | Head Coach, Cross Country          | JAD       | August 1, 2015 | \$1,888.00 |
| Lombardi, William | Assistant Coach, Cross Country     | JFK       | August 1, 2015 | \$2,271.00 |
| Pryzbek, Nathan   | Assistant Coach, Freshman Football | SHS       | August 1, 2015 | \$2,440.00 |
| Alfieri, Molly    | Assistant Coach, Girls Soccer      | SHS       | August 1, 2015 | \$3,179.00 |
| Haynes, Tammi     | Assistant Coach, Girls Swim & Dive | SHS       | August 1, 2015 | \$2,271.00 |
| Ossias, Sarah     | Music Specialist, K-12             | SHS       | August 1, 2015 | \$5,080.00 |

## COACHING / STIPENDS

### Resignations

| Name             | From Position                                    | School | Effective Date |
|------------------|--|--------|----------------|
| Aroian, Richard  | Assistant Coach, Girls Soccer                    | SHS    | July 1, 2015   |
| Aroian, Richard  | Assistant Department Chairperson, Social Studies | SHS    | July 1, 2015   |
| Aroian, Richard  | Assistant Coach, Softball                        | SHS    | July 1, 2015   |
| Shaw, R. Jeffrey | Band Director                                    | SHS    | July 1, 2015   |
| Shaw, R. Jeffrey | Band Camp Director                               | SHS    | July 1, 2015   |
| Shaw, R. Jeffrey | Music Specialist, K-12                           | SHS    | July 1, 2015   |
| Shaw, R. Jeffrey | Jazz Band Advisor                                | SHS    | July 1, 2015   |
| Solek, Marissa   | Class Advisor, Junior                            | SHS    | July 1, 2015   |



SOUTHINGTON BOARD OF EDUCATION  
Southington, Connecticut

**FINANCE COMMITTEE MEETING**

Tuesday, August 11, 2015, 7:00 p.m.  
Municipal Center Conference Room #2  
200 North Main Street, Southington, CT 06489

Board Members Present: Jill Notar-Francesco, Committee Chairperson; Terry Lombardi, Zaya Oshana, and Brian Goralski  
From Administration: Sherri DiNello, Director of Business & Finance; Timothy Connellan, Superintendent of Schools; Jennifer Mellitt, Accounting Manager

The Finance Committee meeting was called to order at 6:02 p.m.

1. **SELF INSURANCE REPORT:**

Mrs. DiNello reviewed the Self Insurance report for year end June 30, 2015. The Board of Education expenditures were \$984,169 less than budgeted. The Self Insurance fund ended the year with claims 1.1 mill less than expected; therefore, it was an overall good year. Mrs. DiNello stated that hopefully this trend will have a positive impact on the 2016-2017 renewal.

2. **BID APPROVAL ~ #2016-BID-06 ~ SNOW REMOVAL & SANDING:**

Mrs. Mellitt explained some changes to the timing in an effort to increase the number of vendors bidding. The language on this bid was revised by Jennifer Mellitt and Peter Romano, Director of Operations. Mrs. Notar-Francesco and other committee members complimented the work done on the document. The Finance Committee recommends approval by the full Board.

3. **CONTRACT-ELEMENTARY COUNSELING GRANT EVALUATION - YEAR THREE:**

Mrs. DiNello explained that we contracted with Paula Quinn Consulting for the first two years of the grant. Administration was happy with her work and the grant requires an independent evaluator. The \$25,000 fee is paid with grant funds. The committee recommends contracting with Ms. Paula Quinn for external evaluation of Southington Public Schools Elementary Counseling Grant funded by the United State Department of Education.

4. **HEALTHCARE REFORM – BENEFITS FOR NONUNION STAFF:**

Mrs. DiNello reviewed the "Talking Points" document prepared by Joe Spurgeon, from Milliman, after giving a brief overview of the main discussion of long-term and permanent substitutes working in excess of 30-hours per week. The district has worked to minimize exposure over the last year by limiting full-time tutors to five-hours per day or 25-hours per week and putting restrictions this year on day-to-day substitutes of a four-day maximum per week.

Administration believes it is in the best interest of our students to still utilize long-term substitutes for teachers out on leave and to have permanent building substitutes. These individuals would then have to be offered health benefits next year. The Finance Committee is comfortable with the recommendation.

Mrs. DiNello explained that she will have a discussion with the Self Insurance Committee in regard to the type of insurance plan the town and district wants to consider for these staff members next year.

5. **2015-2016 ENROLLMENT INFORMATION:**

Mr. Connellan discussed enrollment numbers at the elementary level. Two teachers are needed at Thalberg Elementary School for enrollment in Kindergarten and grade three. In addition, he shared that .2 FTE is needed for English Language Learners (ELL) at the high school. Mrs. DiNello updated the committee on turnover funds with 13 vacancies still needing to be filled. She is confident that funds are available within the teacher salary line to cover the cost of the additional staff. Enrollment numbers will be provided to the Board members prior to the meeting for review.

6. **UPDATE ON 2014-2015 YEAR END CLOSE-OUT:**

Mrs. DiNello provided background on previous financial updates provided at their meeting on March 23, 2015. At that time, the Financial Report showed a potential deficit of \$325,000. In an effort to cover the shortfall, the 25% of supply funds were frozen and other purchases were scrutinized for the impact on curriculum before approving. On June 9, 2015, Mrs. DiNello shared with the committee that the operating budget would finish in the black because of the safety measures put in place. The Board of Education did approve a Purchase Plan in the event funds were available; however, Mrs. DiNello reported that the operating budget closed with a balance of \$12,455 and that no items on the Purchase Plan were funded. She stated it was the tightest financial closeout in her tenure. The committee recognized the work of Mrs. DiNello and administration and complimented the accurate forecasting provided.

7. **MISCELLANEOUS:**

a. **SAT vs. SBAC:**

Mrs. Notar-Francesco asked Mr. Connellan how the Grade 11 SAT requirement replacing SBAC would impact the budget. He responded that no information has been provided in regard to Governor Malloy's announcement.

b. **Open Choice Capital Grant:**

The committee members' shared disappointment that the grant was not approved.

c. **ASTE:**

Mrs. DiNello shared that the per pupil amount did not increase as projected and that the increase in the grant is \$17,886 higher than 2014-2015 and that \$87,993 will be placed in the grant account. Central office administration will be meeting with the high school administration and Marion Stannard, VOAG Director, to hear their recommendation for a spending plan which will then be brought to the Finance Committee in the fall.

The meeting adjourned at 7:04 p.m.

Respectfully submitted,



Sherri P. DiNello  
Director of Business & Finance

Purchasing Department  
Southington Public Schools

BID APPROVAL REQUEST

Snow Removal/Sanding Bid - 2016-BID-06

The attached above listed bid document is submitted for APPROVAL by the Superintendent of Schools, Board of Education Finance Committee and Board of Education.

This bid seeks the pricing for Snow Removal and Sanding at seven locations: JF Kennedy Middle School, JA DePaolo Middle School, Strong Elementary, Thalberg Elementary, Derynoski Elementary/JVPyne Center, South End Elementary, Flanders Elementary.

Funding Source: 32910 Proposed Budgeted Amount - \$184,000

Signature of Accounting Manager

*Jennifer Mellitt*

Date

8/3/15

Superintendent's Direction:

Approved as Submitted  
(after approval, submit to Finance Committee for approval)  
 Hold (pending future action)  
 Rejected all \_\_\_\_\_  
part \_\_\_\_\_ adjust as directed below

Direction:

Signature of Superintendent of Schools

*Timothy J. Connellan*

Date

8-3-15

Finance Committee's Direction

Approved as Submitted  
(after approval, submit to Board of Education for approval)  
 Hold (pending future action)  
 Rejected all \_\_\_\_\_  
part \_\_\_\_\_ adjust as directed below

Direction:

Signature of Finance Committee Chairperson

*Giuseppe Franceschi*

Date

8/11/2015

Board of Education's Direction

Approved as Submitted  
 Hold (pending future action)  
 Rejected all \_\_\_\_\_  
part \_\_\_\_\_ adjust as directed below

Direction:

Signature of Board of Education Chairperson

Date

**PUBLIC SCHOOLS OF SOUTHINGTON  
SOUTHINGTON, CONNECTICUT**

LEGAL NOTICE

INVITATION TO BID

The Board of Education is accepting bids for:  
**SNOW REMOVAL AND SANDING SERVICES**

**2016-BID-06**

SEALED, MARKED BIDS will be accepted by the Purchasing Department, in Room 7, Administration Building, 200 N Main Street, Southington, Connecticut 06489 until:

**2:30 p.m. E.D.S.T on September 14, 2015**

at which time all submitted bids will be publicly opened and read.

Bids must be submitted on the forms and in the manner specified.

Bid forms and specifications may be obtained from the Southington Public Schools' website:

[www.SouthingtonSchools.org](http://www.SouthingtonSchools.org)  
Purchasing Department  
RFP & Bid Invitation

Sealed bid envelopes are to be returned to the address below with bid number clearly marked on the outside of the envelope

Purchasing Office  
Board of Education  
200 N Main Street  
Southington CT 06489  
Bid Number – 2016-BID-06

Jennifer S. Mellitt  
Accounting Manager  
(860) 628-3200 ext 216

## BID SCOPE

The Southington Board of Education is soliciting bids for Snow Removal Services, Salt/Sand Spreading Services and Ice Melt/Sanding Services at 7 school locations. The seven locations are identified on page 7 of 42.

The bid is presented with two options:

- Option 1.** Each school site - on a per storm price
- a. a rate per storm for snow removal
  - b. a rate per yard per storm for salt/sand spreading; ice melt/sand use on walkways
  - c. if award is made on a "per storm" basis, the vendor must contact the Purchasing Department at 860-628-3200 x216 within 1 business day after plowing and/or sanding of each storm stating that the work is complete
- Option 2.** Each school site - on a fixed total season price
- a. a fixed total season price for snow removal - all storms
  - b. a fixed total season price for salt/sand spread; ice melt/sand use on walkways - all storms

Deicers and sand shall be used on sidewalks, walkways and stairs at all schools with the exception of J.F. Kennedy and J.A. DePaolo Middle Schools. **At J.F. Kennedy and J.A. DePaolo Middle Schools avoid use of deicers unless ABSOLUTELY NECESSARY. If required, apply potassium chloride or magnesium chloride products. Sweep or remove these products as quickly as possible once any ice has melted.**

Season shall be defined as from the first snow and/or ice storm to and including the last snow and/or ice storm during the school year July 1 through June 30.

The bid also gives the prospective bidders the opportunity to bid a fixed price on one, two or three years on either or both options.

Prospective bidders, at their discretion, may bid on any one or all of the sites as presented and at the bidder's discretion may bid on **Option 1** or **Option 2** or both.

It is the intent to award either **Option 1** or **Option 2** for each site and award may be made on a one year or multiple year basis in a manner which will best serve the interest of the Southington School System.

## Payments

- Option 1.** Payments to the successful bidder under this option will be made at the end of each month upon receipt of vendor's invoice. If multiple years are awarded the same payment process will apply for each succeeding year. Each year the last payment will be held until repairs to the site (if required) are completed and approved by the Director of Operations or his designee.
- Option 2.** Payments to the successful bidder under this option will be made in six (6) monthly payments at the end of each month, beginning November 2015 through and including April 2016. If multiple years are awarded, the same payment process will apply for each succeeding year. Each year the last payment will be held until repairs to the site (if required) are completed and approved by the Director of Operations or his designee.

**ADDITIONAL INFORMATION**

To assist prospective bidders, the following time schedules are provided. Adjustments may be possible based on individual requirements and/or changes. Bidders are to confirm afternoon departure times with the principal of each site.

A. Arrival of custodial/teaching staff

| Site                                       | Arrival Time |
|--|--------------|
| JA DePaolo Middle School                   | 6:45         |
| JF Kennedy Middle School                   | 6:30         |
| Flanders Elementary School                 | 6:00         |
| Derynoski Elementary School/JV Pyne Center | 6:00         |
| South End Elementary School                | 7:00         |
| Strong Elementary School                   | 7:00         |
| Thalberg Elementary School                 | 7:00         |

B. Arrival of student buses

| Site                                       | Arrival Time |
|--|--------------|
| JA DePaolo Middle School                   | 7:40         |
| JF Kennedy Middle School                   | 7:45         |
| Flanders Elementary School                 | 8:00         |
| Derynoski Elementary School/JV Pyne Center | 8:30         |
| South End Elementary School                | 8:20         |
| Strong Elementary School                   | 8:30         |
| Thalberg Elementary School                 | 8:20         |

C. Early dismissal – unless otherwise directed

| Site                                       | Early Dismissal Time |
|--|----------------------|
| JA DePaolo Middle School                   | 12:45                |
| JF Kennedy Middle School                   | 12:45                |
| Flanders Elementary School                 | 1:05                 |
| Derynoski Elementary School/JV Pyne Center | 1:30                 |
| South End Elementary School                | 1:10                 |
| Strong Elementary School                   | 1:30                 |
| Thalberg Elementary School                 | 1:10                 |

D. Normal dismissal

| Site                                       | Normal Dismissal Time |
|--|-----------------------|
| JA DePaolo Middle School                   | 2:40                  |
| JF Kennedy Middle School                   | 2:40                  |
| Flanders Elementary School                 | 3:05                  |
| Derynoski Elementary School/JV Pyne Center | 3:25                  |
| South End Elementary School                | 3:05                  |
| Strong Elementary School                   | 3:25                  |
| Thalberg Elementary School                 | 3:05                  |

## SPECIFIC DIRECTIONS

- A. A separate sheet is provided on which bidders are to list equipment information (page 23 of 42).
- B. A separate sheet is provided on which bidders are to provide employee information (page 24 of 42).
- C. Before bidding a visit should be made to the school to review with the building principal or designee the areas and the scope of work that will be required.
- D. Unless otherwise specifically directed, the snow plowing operation will begin when a minimum accumulation of 1" has been reached.
- E. **Snow Storm**  
All accumulation resulting from a named storm counts as one occasion. In the cases where the snow event is too insignificant to receive a name, a storm occasion will be defined as a continuous snow event depositing 1" or more, with a break in the precipitation of no more than six (6) hours.
- F. To provide maximum safety for faculty and students, the spreading of a salt/sand and/or ice melt product will be done **when and where it is needed at the discretion of the successful bidder** based on bidder's ongoing inspection for the duration of the storm and beyond, of each site awarded to them or by request of the school principal, the Director of Operations or the Building and Grounds Supervisor.
- G. **Bidders must agree to provide the removal service and sanding, or ice melt spreading if and when needed to the schools on a top priority basis within the time frames stated or as might be directed by the School System Administration.**
  - 1. Staff parking areas and an access walkway as designated by the building principal must be cleared by the time staff arrives – see page 3. This must be completed even if the regular school day has been canceled or delayed in opening. To maximize available parking spaces, all snow must be removed completely from all spaces.
  - 2. Sufficient emergency vehicle access plowing and/or sanding must be done when accumulation has met the minimum as stated above or when ice conditions dictate sand or ice melt should be applied. This access clearing and/or sanding must be done on all storm days and/or when required by a thaw/freeze situation.
  - 3. Removal and/or sanding of the complete areas as described on the individual school specification sheets must be completed by the opening of school. This is to be based on each school's opening time as noted on page 3 or as updated by the principal.
- H. Special care must be taken when removing snow and/or ice from school property which directly abuts neighboring residences.
- I. Immediate replowing, resanding or ice melt application, on a no-charge basis, will be attended to upon request of the school principal and/or Director of Operations and/or Supervisor of Building and Grounds at his/her discretion if the original operation is not satisfactorily completed.
- J. Salt and mix applied to asphalt driveways and play areas is to be at a **ratio of one part salt to four parts sand. Sand is to be stone-free and is to be textured - white or clear.** Average requirement per site per storm is listed for a per storm basis award on page 5.

**SPECIFIC DIRECTIONS – continued**

- K. The ice melt/sand mix product is to be safe for concrete and shall be used on all concrete walkways, stairs, landings and steps. Bidder is to list the ice melt product he proposes to use. Descriptive literature including Material Safety Data Sheets must accompany information on product the bidder proposes to use (see page 23).

| Site                                       | Total Average Cubic Yard Requirement<br>Sand/Salt Ice Melt/Sand Per Application |
|--|---|
| JA DePaolo Middle School                   | 7.5   |
| JF Kennedy Middle School                   | 7.5   |
| Flanders Elementary School                 | 7.3   |
| Derynoski Elementary School/JV Pyne Center | 7.3   |
| South End Elementary School                | 5.0   |
| Strong Elementary School                   | 3.9   |
| Thalberg Elementary School                 | 4.8   |

- L. The successful bidder is encouraged, but not required, to stake the sites prior to anticipated storms for the purpose of identification of plowing areas as well as obstacles.
- M. At sites with oil fills (Strong, Thalberg and the JV Pyne Center at Derynoski), access to oil fills must be provided and the area around the fill pipe cut back sufficiently so as to eliminate thaw/freeze problems.
- N. Whenever the word **CLEAR** is used on the bid sheets contained in this bid, it is to be defined as meaning removal down to the underlying surface of all ice and snow accumulation.
- O. It is to be understood that clearing of stairs, landings, entrance pads, handicapped access ramps, flagpole sites, garbage dumpster areas, receiving areas and steps are the responsibility of the bidder. These areas are to be maintained so as to allow full accessibility to the building. No snow is to be left blocking any door.
- P. Vendors need to respond to all calls regarding snow removal and sand/ice issues in a courteous and timely manner.
- Q. Prospective bidders shall note that award and/or rejection of this bid in total or in part will be at the discretion of the Board of Education and the award will not be based solely on prices bid. All factors as indicated in these bid sheets will be considered in the award process. Awards and/or rejection will be made in a manner which will best serve the interests of the Southington Public School System.
- R. It is the intent of the Board of Education to consider one, two or three-year contracts. Multi-year contracts will be awarded during similar time frames contingent on previous year's performance (see Bid Terms and Conditions - Item #23 on page 29).

## REMOVAL PRECAUTIONS

1. No snow is to be piled on walks or drives.
2. No snow is to be piled or blown into entrance drives and/or walks.
3. In an effort to maximize parking, snow is to be cleared from all parking spaces.
4. All curbing is to be carefully avoided. Snow is not to be piled against fences. Fence damage and turf and curb repair will be the responsibility of the vendor.
5. When removing snow from or sanding walkways, landings and stairs, consideration is to be given to weight of equipment so that marking and/or cracking of walkways will not occur. Should damage occur, the bidder accepts full responsibility for the repair of damage to the satisfaction of the Board of Education.
6. Snow is not to be pushed or deposited on adjoining property or roads.
7. Access cutouts between the street crosswalk and sidewalk for children walking are included in this bid and will be designated by the principal.
8. Special attention is to be given to all handicapped ramps and parking areas. As in all other areas, these are to be cleared and well sanded.

## SPECIFIC BID CONDITIONS

**Bidder must furnish to the Site Principal, Director of Operations , Supervisor of Building and Grounds and Accounting Manager at the Board of Education, in writing, within 10 days of bid award, a phone number where they can be reached or where messages and instructions may be left for them from the hours of 5:00 a.m. to 8:00 p.m. Monday through Sunday, inclusive.**

The Board of Education reserves the right to discontinue service at any school or any athletic area if conditions or internal arrangements are made after bids are accepted.

Inadequate performance at any given school could result in termination of the agreement and the loss of payment for the same. Evaluation as to adequacy of performance will be determined by the building principal and/or Supervisor of Buildings and Grounds.

At the end of each month of service, the contractor must provide an invoice to the accounts payable office. All invoices must be cross-referenced to a Board of Education purchase order number covering the service for which the invoice is being submitted. Payments for any given work will be withheld until all work for the period is complete and corrected to the satisfaction of the Board of Education or its authorized representative.

Successful vendor will revisit the schools awarded to him/her and review with the building principal, the snow removal procedures and areas to be plowed and cleared **prior to the first snowfall**. A plot plan will be provided which will identify current conditions on site BEFORE the plowing/sanding begins. Once an agreement between school personnel and vendor is reached, both parties will sign the plot plan. At the end of the snow season any damage which is determined to be caused by vendor must be repaired/replaced, at no cost to the Board of Education, prior to release of last payment.

Work and payment for such which is deemed outside of the bid content shall be arranged through the securing of a specific purchase order and no work outside the bid content shall be entered into without an approved purchase order issued by the Board of Education purchasing department and being received by the contractor.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

|         |  |              |  |
|---------|--|--------------|--|
| JAD     | JA DePaolo Middle School<br>385 Pleasant Street<br>Southington, CT 06489                   | 860.628.3260 | Mr. Frank. Pepe, Principal             |
| JFK     | JF Kennedy Middle School<br>1071 S Main Street<br>Plantsville, CT 06479                    | 860.628.3275 | Mr. Rick Terino, Principal             |
| FES     | Flanders Elementary School<br>100 Victoria Road<br>Southington, CT 06489                   | 860.628.3372 | Mrs. Patricia Mazzarella,<br>Principal |
| DES/JVP | Derynoski Elementary School/<br>JV Pyne Center<br>240 Main Street<br>Southington, CT 06489 | 860.628.3286 | Mrs. Jan Verderame, Principal          |
| SEES    | South End Elementary School<br>Maxwell Nobel Drive<br>Plantsville, CT 06479                | 860.628.3320 | Mrs. Erin Natrass, Principal           |
| SES     | Strong Elementary School<br>820 Marion Avenue<br>Plantsville, CT 06479                     | 860.628.3314 | Ms. Melissa Barbuto, Principal         |
| TES     | Thalberg Elementary School<br>145 Dunham Road<br>Southington, CT 06489                     | 860.628.3370 | Mrs. Megan Bennett, Principal          |

**BID DIRECTIONS**

Bids to be considered must be presented on the sheets provided within this bid. Additional information sheets may be attached. All entries must be typed or entered in ink. Pencil entries may be cause for rejection of the bid.

No bidder may withdraw his bid for a period of 45 days after the opening date.

Prices must hold for a full season.

|            |  |                       |
|------------|--|-----------------------|
| <b>No</b>  | Bid bond is required with this bid   | see page 30 – item 30 |
| <b>Yes</b> | Proof of insurance is required with this bid                                 | see page 30 – item 31 |
| <b>No</b>  | Performance bond will be required by successful bidder                       | see page 30 – item 34 |
| <b>No</b>  | Prevailing Wage Project  | see page 31 – item 45 |
| <b>No</b>  | Samples required with this bid   | see page 28 - item 16 |
| <b>Yes</b> | References are requested with this bid.                                      | see page 30 – item 28 |
| <b>Yes</b> | Workplace Analysis must be returned with this bid                            | see page 40           |
| <b>No</b>  | Descriptive literature and item(s) specifications must be submitted with bid |                       |
| <b>Yes</b> | Non-collusive bid statement must be submitted with bid                       |                       |

**NO BID**

*In the event you are unable to submit a proposal against this bid, please complete below, clip and mail to the address listed. Failure to respond may result in your name being removed from our bid list.*

To: Board of Education  
Purchasing Department  
200 N Main Street  
Southington CT 06489

2016-BID-06

Our firm will not submit a bid at this time for the following reason(s):

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Company Name

Response By

**BID SHEET**

**SNOW REMOVAL AND SAND SPECIFICATIONS AND BID FORM  
J.A. DEPAOLO MIDDLE SCHOOL**

**Drives and Parking Areas**

1. Clear main entrance drive, circle and parking areas in front of building. Clear cafeteria entrance and parking areas.
2. Clear drive and parking areas in rear of building and exit of pupils. Plow to end of classroom wing in rear of building.
3. **SANDING** of areas 1 – 2 above.

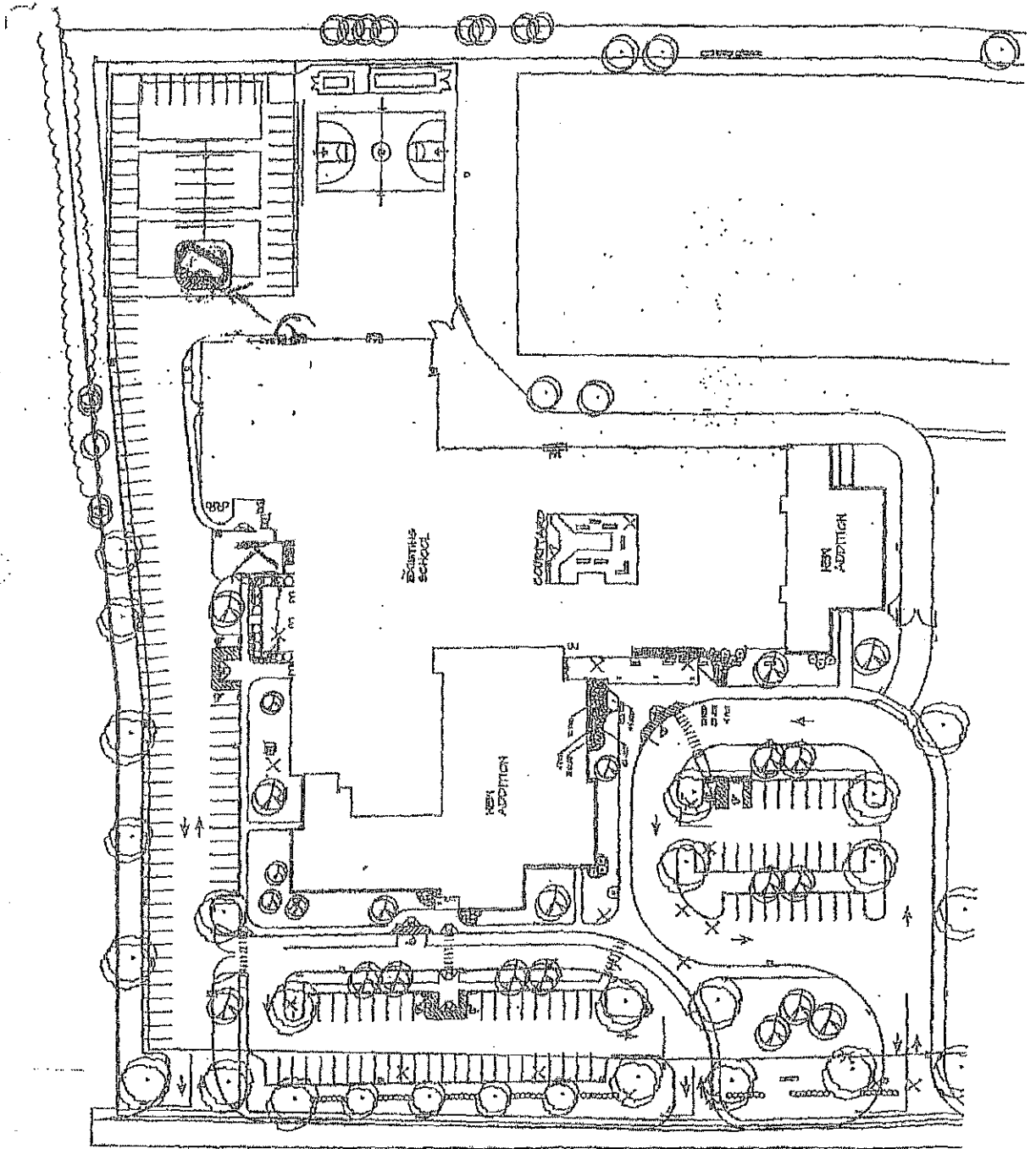
**Walks – Including All Landings, Entrance Pads, Stairs and Steps – Listed or Unlisted**

1. Clear walk from Pleasant Street to front door.
2. Clear walk from Pleasant Street to the Armory.
3. Clear walk from Pleasant Street to auditorium entrance.
4. Clear crosswalk in front of auditorium and music room entrance.
5. Clear walk in front of classroom wing.
6. Clear walk from southeast corner of building to Woodruff Street and walkway from Southeast corner, west and parking area.
7. Clear walk from Pleasant Street to delivery entrance (receiving room).
8. Clear walk from northeast to northwest parking area.
9. Clear path from school to flagpole.
10. **SANDING** of areas 1 – 9 above.

|                 |                   |                    | 2015-16 | 2016-17 | 2017-18 |
|-----------------|-------------------|--------------------|---------|---------|---------|
| <b>Option 1</b> | a. Snow Removal   | price per storm    | \$      | \$      | \$      |
|                 | b. Sand Spreading | price per yard     | \$      | \$      | \$      |
| <b>Option 2</b> | c. Snow Removal   | fixed season price | \$      | \$      | \$      |
|                 | d. Sand Spreading | fixed season price | \$      | \$      | \$      |
|                 |                   | total season price | \$      | \$      | \$      |

**\*DUE TO RECENT RENOVATIONS AT THIS SITE, ONLY SAND IS TO BE USED ON ALL CONCRETE AREAS. VENDOR IS NOT TO USE ANY PRODUCT OTHER THAN SAND UNLESS DEEMED ABSOLUTELY NECESSARY AND APPROVED BY PETER ROMANO, DIRECTOR OF OPERATIONS.**

J.A. DE PAOLO MIDDLE SCHOOL



G- Garbage Dumpster Location  
K- Kitchen Delivery Location

**BID SHEET**

**SNOW REMOVAL AND SAND SPECIFICATIONS AND BID FORM  
J.F. KENNEDY MIDDLE SCHOOL**

**Drives and Parking Areas**

1. Clear north parking area and entrance.
2. Clear main entrance, drive, circle and south exit to Milldale Avenue.
3. Clear both front and side parking lots.
4. Clear all paved areas around the rear of building.
5. **Sanding** of areas 1 – 4 above.

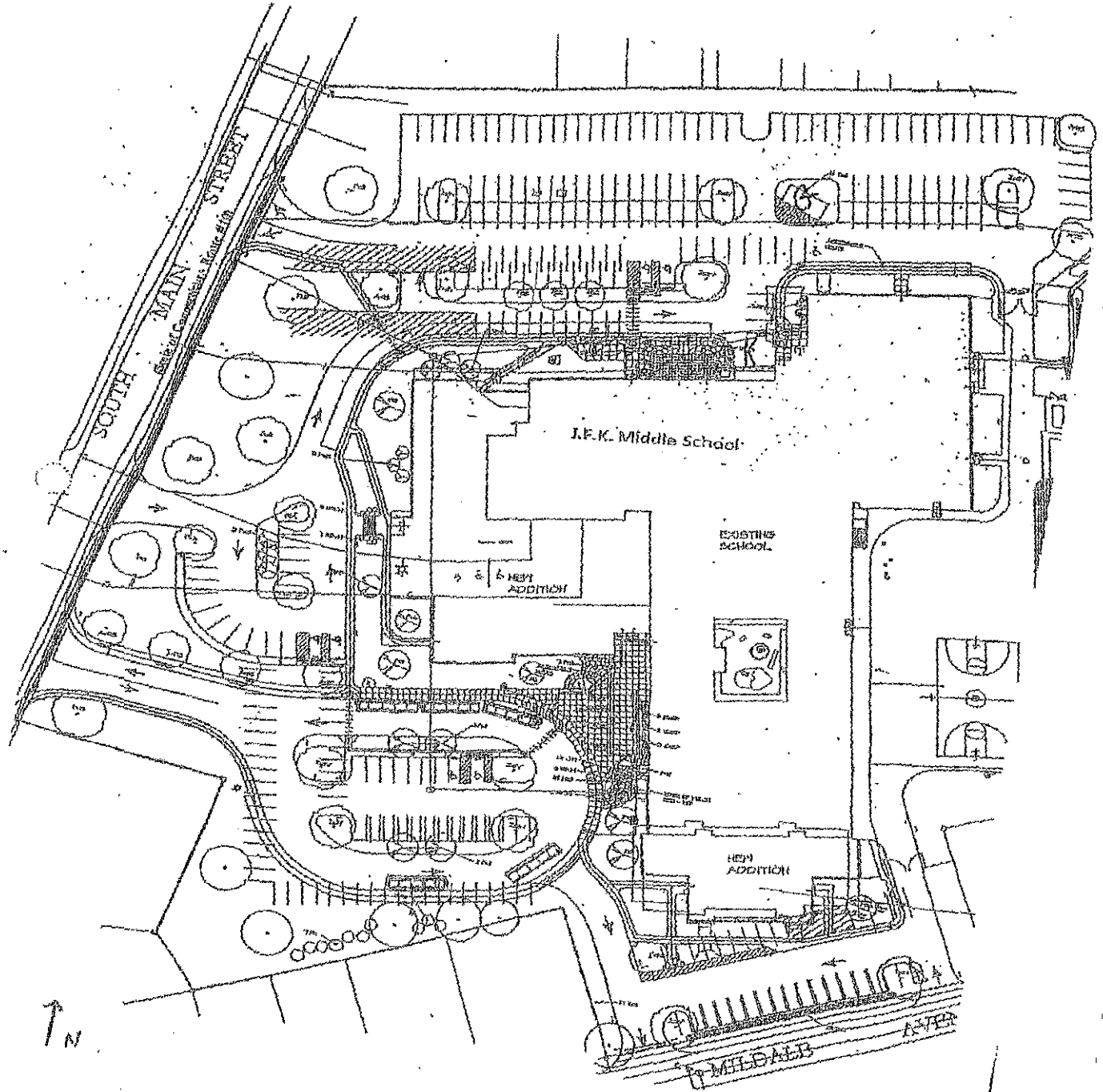
**Walks – Including All Landings, Entrance Pads, Stairs and Steps – Listed or Unlisted**

1. Clear walk from South Main Street to front main entrance.
2. Clear walk from South Main Street to east entrance.
3. Clear walks from parking lot adjacent to south end of building to both entrances on the south side of the building.
4. Clear walks from parking lot adjacent to north end of building to all entrances on the north side of the building.
5. **Sanding** of areas 1 – 4 above.

|                 |                   |                    | 2015-16 | 2016-17 | 2017-18 |
|-----------------|-------------------|--------------------|---------|---------|---------|
| <b>Option 1</b> | a. Snow Removal   | price per storm    | \$      | \$      | \$      |
|                 | b. Sand Spreading | price per yard     | \$      | \$      | \$      |
|                 |                   |                    |         |         |         |
| <b>Option 2</b> | c. Snow Removal   | fixed season price | \$      | \$      | \$      |
|                 | d. Sand Spreading | fixed season price | \$      | \$      | \$      |
|                 |                   | total season price | \$      | \$      | \$      |

**\*DUE TO RECENT RENOVATIONS AT THIS SITE, ONLY SAND IS TO BE USED ON ALL CONCRETE AREAS. VENDOR IS NOT TO USE ANY PRODUCT OTHER THAN SAND UNLESS DEEMED ABSOLUTELY NECESSARY AND APPROVED BY PETER ROMANO, DIRECTOR OF OEPRTATIONS**

J.F. KENNEDY MIDDLE SCHOOL



G- Garbage Dumpster Location  
K- Kitchen Delivery Location

**BID SHEET**

**SNOW REMOVAL AND SAND SPECIFICATIONS AND BID FORM  
FLANDERS ELEMENTARY SCHOOL**

**Drives and Parking Areas**

- 1. Clear driveways in front of building and out in a northerly direction to Victoria Drive Extension.
- 2. Clear parking area off drive in rear of cafeteria.
- 3. Salt/sanding or ice melt/sanding of areas 1 – 2 above.

**Walks – Including All Landings, Entrance Pads, Stairs and Steps – Listed or Unlisted**

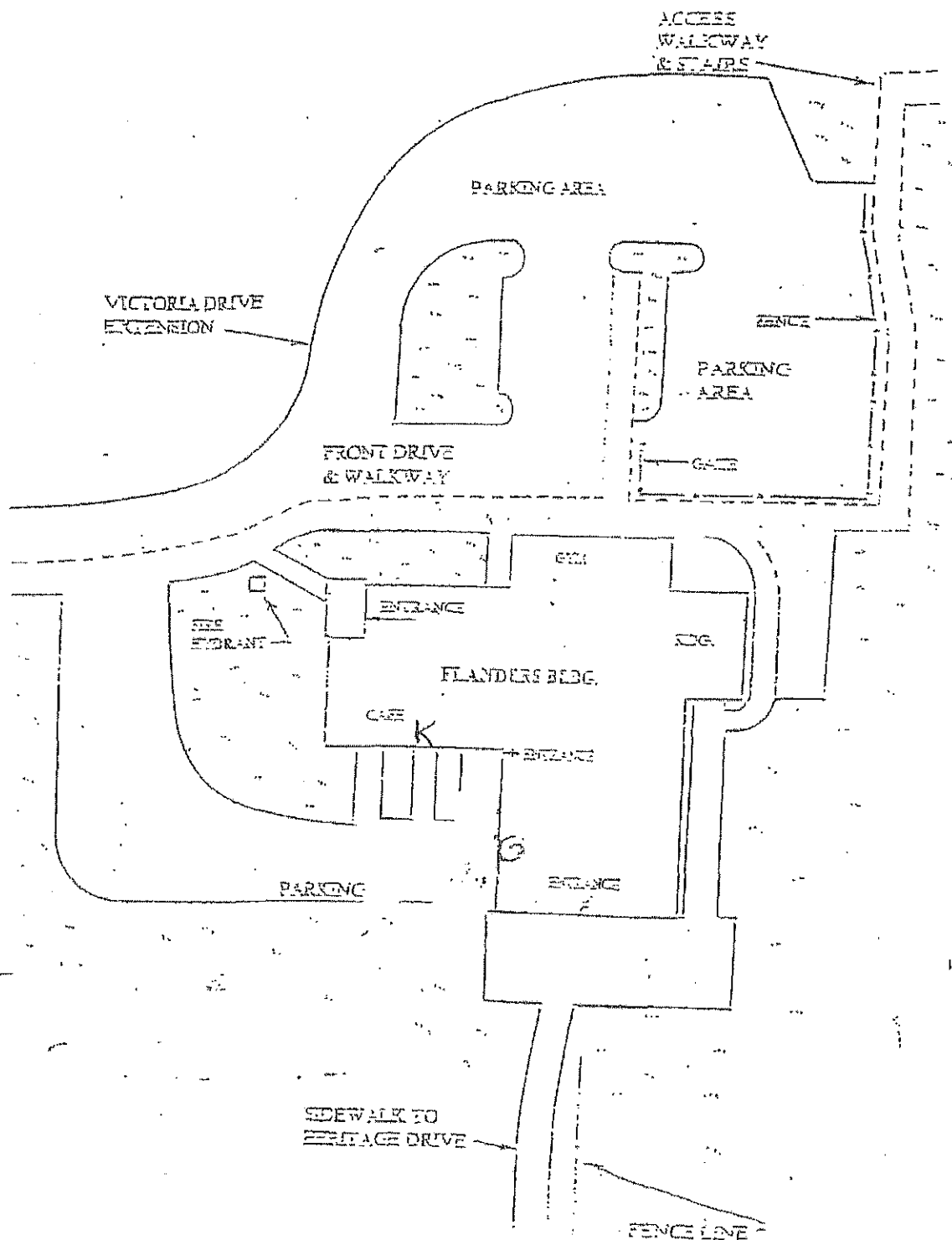
- 1. Clear path from both rear entrances on each side of library to blacktop area of building.
- 2. Clear path from both rear cafeteria doors to drive.
- 3. Clear sidewalks along front of building and then northerly along driveway for bus unloading.
- 4. Clear walk to kindergarten rear doors.
- 5. Clear walk to front door. Clear walk to front east exit doors leading to kindergarten.
- 6. Clear walk at west entrance from sidewalk to side door of school leading to cafeteria.
- 7. Clear access walk from south entrance through playground to the junction of Wilton Road and Bruce Avenue.
- 8. Clear access walk which extends from easterly section of parking area to Hitching Post Drive – inclusive of ramp.
- 9. Ice melt/sanding of areas 1-8 above.

**Play Areas**

- 1. Clear all paved play areas.
- 2. Salt/sanding of play areas.

|                 |                        |                    | 2015-16 | 2016-17 | 2017-18 |
|-----------------|------------------------|--------------------|---------|---------|---------|
| <b>Option 1</b> | a. Snow Removal        | price per storm    | \$      | \$      | \$      |
|                 | b. Sand/Salt Spreading | price per yard     | \$      | \$      | \$      |
|                 |                        |                    |         |         |         |
| <b>Option 2</b> | c. Snow Removal        | fixed season price | \$      | \$      | \$      |
|                 | d. Sand/Salt Spreading | fixed season price | \$      | \$      | \$      |
|                 |                        | total season price | \$      | \$      | \$      |

### FLANDERS ELEMENTARY SCHOOL



G- Garbage Dumpster Location  
K- Kitchen Delivery Location

**BID SHEET**

**SNOW REMOVAL AND SAND SPECIFICATIONS AND BID FORM  
DERYNOSKI ELEMENTARY AND JV PYNE MEETING CENTER**

**Drives and Parking Areas**

1. Clear all paved parking areas on the north, west and south sides of building.
2. Clear lower parking area and play area on athletic field level.
3. Provide exit to Eden Avenue, plow lower portion of the Eden Avenue parking lot and ramp.
4. Clear driveway which enters from Route 10 across from Walgreen's and extends behind the school and exits on Main Street opposite Meriden Avenue.
5. Clear between the building to the rear and clear receiving platform.
6. Clear access drive and parking area to the front, side and rear of the JV Pyne Meeting Center.
7. Salt/sanding-ice melt of areas 1-6 above.

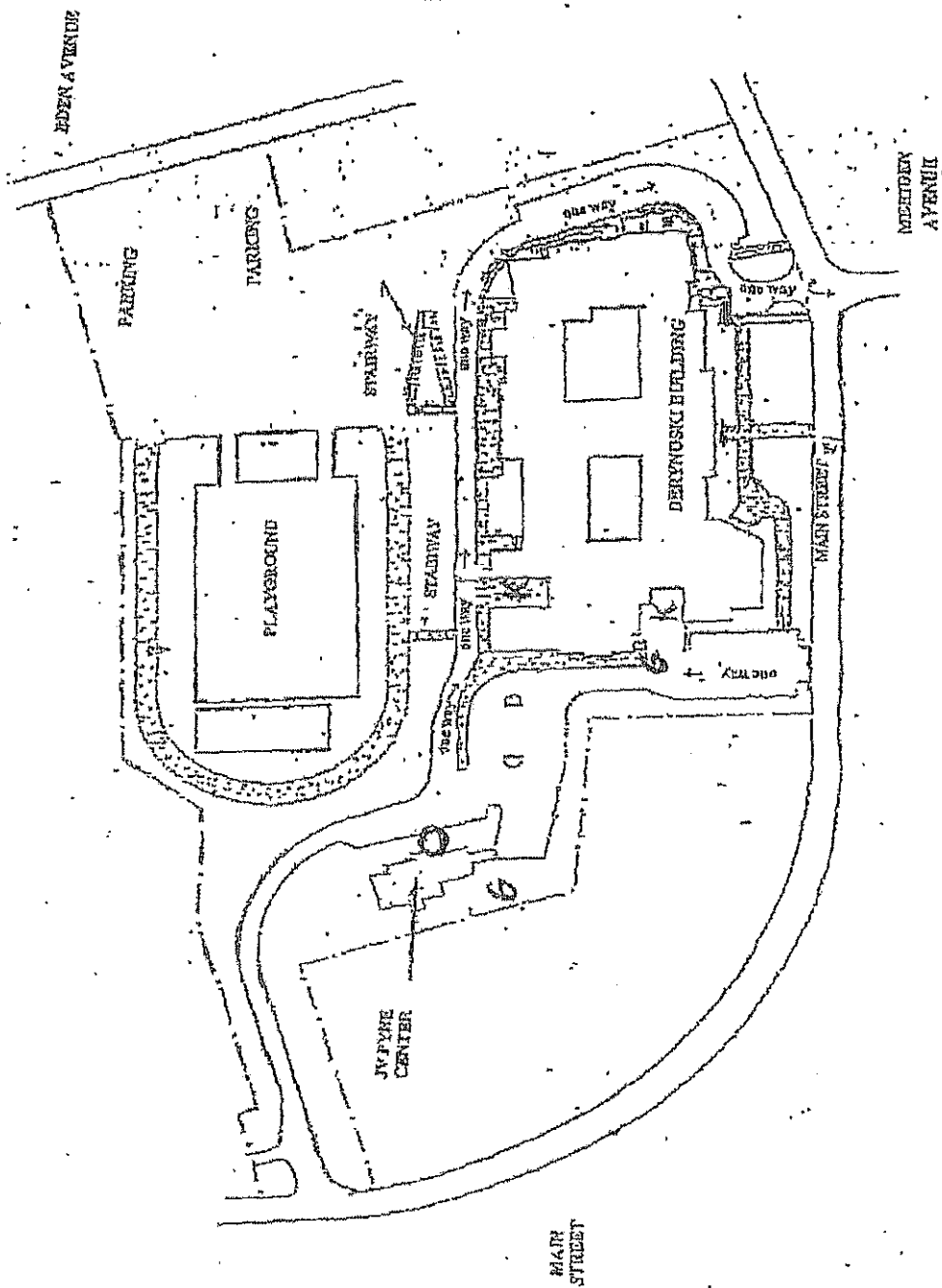
**Walks – Including All Landings, Entrance Pads, Stairs and Steps Listed or Unlisted**

1. Clear Main Street sidewalk.
2. Clear four approach walks.
3. Clear crosswalk from south parking lot across front of building to north parking lot.
4. Clear public walk along property on Eden Avenue.
5. Clear approach way to crossing walk on Route 10, Main Street.
6. Clear sidewalk from gym lobby around the west side of the building to the auditorium lobby.
7. Clear handicap ramps – gym and auditorium.
8. Clear two stairways and handicapped ramp and stairs from lower level to the upper level to the rear of the building.
9. Clear walk entrance and rear entrance and parking area to JV Pyne Center
10. Snow must not be plowed on lawn and shrub areas on front entrance of the JV Pyne Center.
11. Ice melt/sanding of areas 1-9 above.

|                 |  |                    | 2015-16 | 2016-17 | 2017-18 |
|-----------------|--|--------------------|---------|---------|---------|
| <b>Option 1</b> | a. Snow Removal                          | price per storm    | \$      | \$      | \$      |
|                 | b. Sand/Salt Spreading<br>Sand Spreading | price per yard     | \$      | \$      | \$      |
| <b>Option 2</b> | c. Snow Removal                          | fixed season price | \$      | \$      | \$      |
|                 | d. Sand/Salt Spreading<br>Sand Spreading | fixed season price | \$      | \$      | \$      |
|                 |  | total season price | \$      | \$      | \$      |

Note: This bid includes the removal of sand from the bus access drive extending from the JV Pyne Center to Route 10 across from Walgreen's – item 4. When covered with sand, this curve creates a safety concern. Therefore, sand is to be removed on an as-required basis as soon after the storm as is practical. This is to be determined by the Director of Operations or his designee.

### DERYNOSKI ELEMENTARY SCHOOL JV PYNE CENTER



G- Garbage Dumpster Location  
K- Kitchen Delivery Location  
O- Oil Location

**BID SHEET**

**BID FORM AND SNOW AND SAND REMOVAL SPECIFICATIONS  
SOUTH END SCHOOL**

**Drives and Parking Areas**

1. Clear entrance drive up to and including traffic circle.
2. Clear connector circular drive and parking area.
3. Clear entire parking lot.
4. Clear new parking area west of existing parking area.
5. Salt/sanding-ice melt/sanding of area 1 – 4 above.

**Walks – Including All Landings, Entrance Pads, Stairs and Steps – Listed or Unlisted**

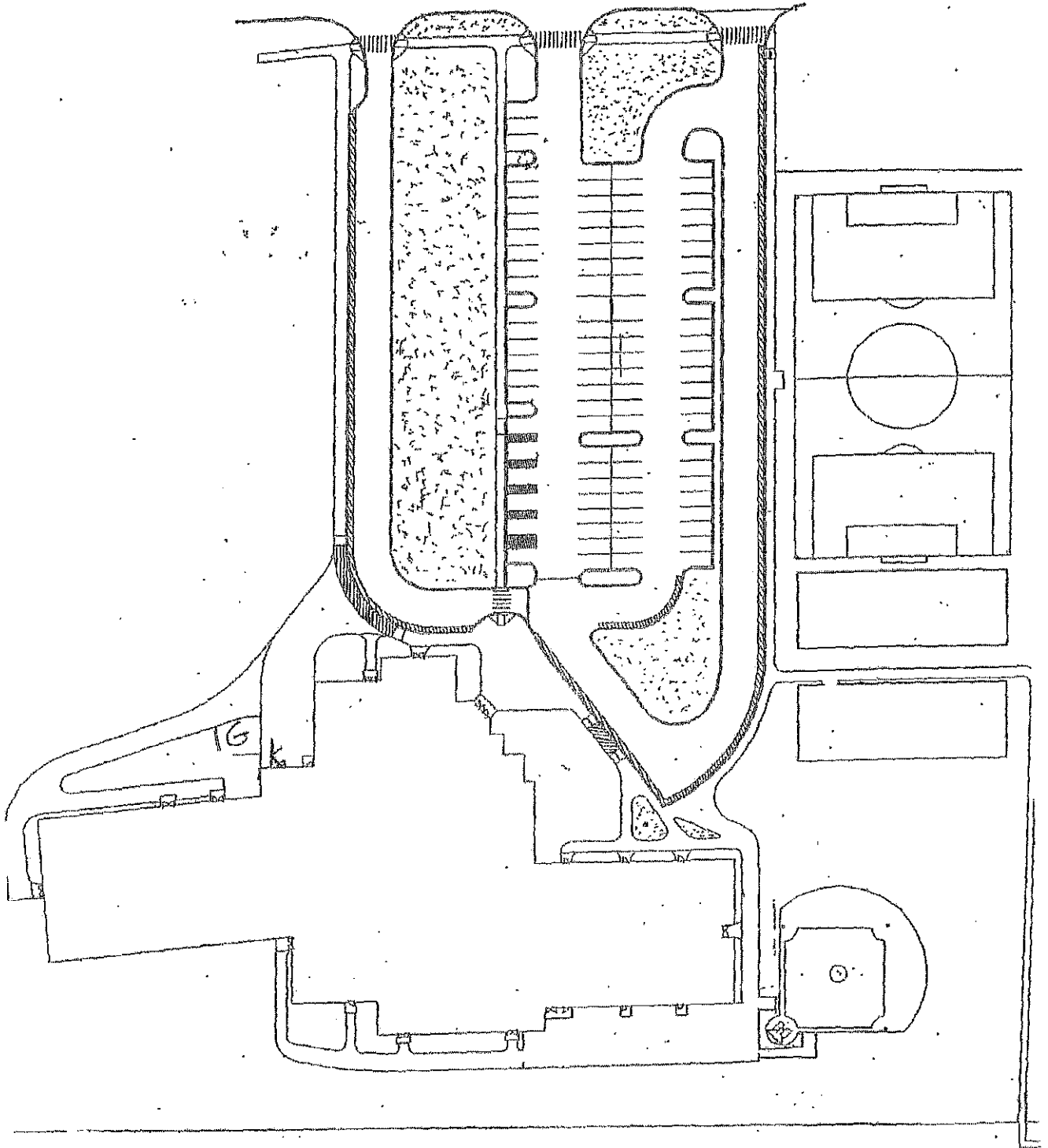
1. Clear walk from east play area to middle entrance.
2. Clear kindergarten approach walks.
3. Clear walk from Maxwell Nobel Drive around circle to front door and around the front of the building to the kindergarten approach walk.
4. Clear walk from circle to middle and north entrances and around the west side of the addition.
5. Clear walk from rear entrance to Deckert Drive.
6. Ice melt/sanding of areas 1 – 5 above.

**Play Areas**

1. Clear paved play area including entrances from circle.
2. Salt/sanding of area above.

|                 |                        |                    | 2015-16 | 2016-17 | 2017-18 |
|-----------------|------------------------|--------------------|---------|---------|---------|
| <b>Option 1</b> | a. Snow Removal        | price per storm    | \$      | \$      | \$      |
|                 | b. Salt/Sand Spreading | price per yard     | \$      | \$      | \$      |
| <b>Option 2</b> | c. Snow Removal        | fixed season price | \$      | \$      | \$      |
|                 | d. Salt/Sand Spreading | fixed season price | \$      | \$      | \$      |
|                 |                        | total season price | \$      | \$      | \$      |

SOUTH END ELEMENTARY SCHOOL



G- Garbage Dumpster Location  
K- Kitchen Delivery Location

**BID SHEET**

**BID FORM AND SNOW AND SAND REMOVAL SPECIFICATIONS  
STRONG SCHOOL**

**Drives and Parking Areas**

1. Clear entrance drive up to and including traffic circle.
2. Clear parking areas west of circle and the area west of the main building to the fence line.
3. Clear drive in front of All Purpose Room for oil fill and continue through to clear entire area.
4. Salt/sanding-ice melt/sanding of areas 1 – 3 above.

**Walks – Including All Landings, Entrance Pads, Stairs and Steps – Listed or Unlisted**

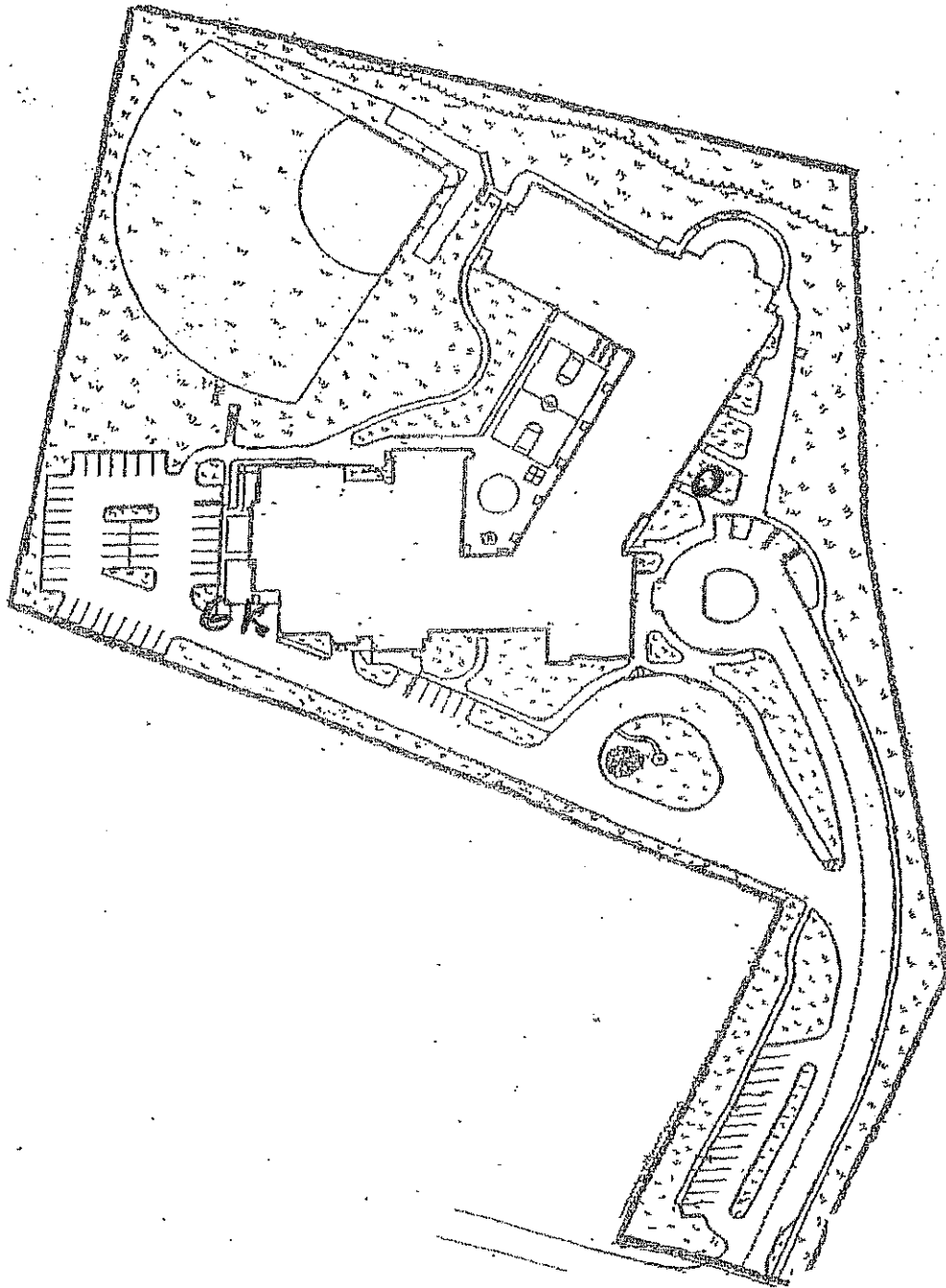
1. Clear entrance walk to and around circle.
2. Clear walk in front of building.
3. Clear walk to All Purpose Room entrance.
4. Clear walk to kitchen entrance.
5. Clear walk to kindergarten area.
6. Clear walk to single relocatable – south entrance.
7. Clear walk to single relocatable – west entrance.
8. Clear walkways and ramps leading to relocatable entrance.
9. Ice melt/sanding of areas 1 – 8 above.

**Play Areas**

1. Clear entire play area adjacent to main building from the single relocatable back.
2. Plow approach to kindergarten area. Clear between portable and main building.
3. Salt/sanding of areas 1 – 2 above.

|                 |                        |                    | 2015-16 | 2016-17 | 2017-18 |
|-----------------|------------------------|--------------------|---------|---------|---------|
| <b>Option 1</b> | a. Snow Removal        | price per storm    | \$      | \$      | \$      |
|                 | b. Salt/Sand Spreading | price per yard     | \$      | \$      | \$      |
|                 |                        |                    |         |         |         |
| <b>Option 2</b> | c. Snow Removal        | fixed season price | \$      | \$      | \$      |
|                 | d. Salt/Sand Spreading | fixed season price | \$      | \$      | \$      |
|                 |                        | total season price | \$      | \$      | \$      |

STRONG ELEMENTARY SCHOOL



G- Garbage Dumpster Location  
K- Kitchen Delivery Location  
O- Oil Location

**BID SHEET**

**SNOW REMOVAL AND SAND SPECIFICATIONS AND BID FORM  
THALBERG SCHOOL**

**Drives and Parking Areas**

1. Clear main driveway from Dunham Road, circular drive and entire parking lot
2. Clear double cut drive around school to connect cleared play area and to enable vehicles to circle building.
3. Clear kitchen delivery entrance from main parking area to entrance door.
4. Clear areas adjacent to step leading to classroom exit doors.
5. Salt/sanding-ice melt/sanding of areas 1 – 4 above.

**Walks – Including All Landings, Entrance Pads, Stairs and Steps – Listed or Unlisted**

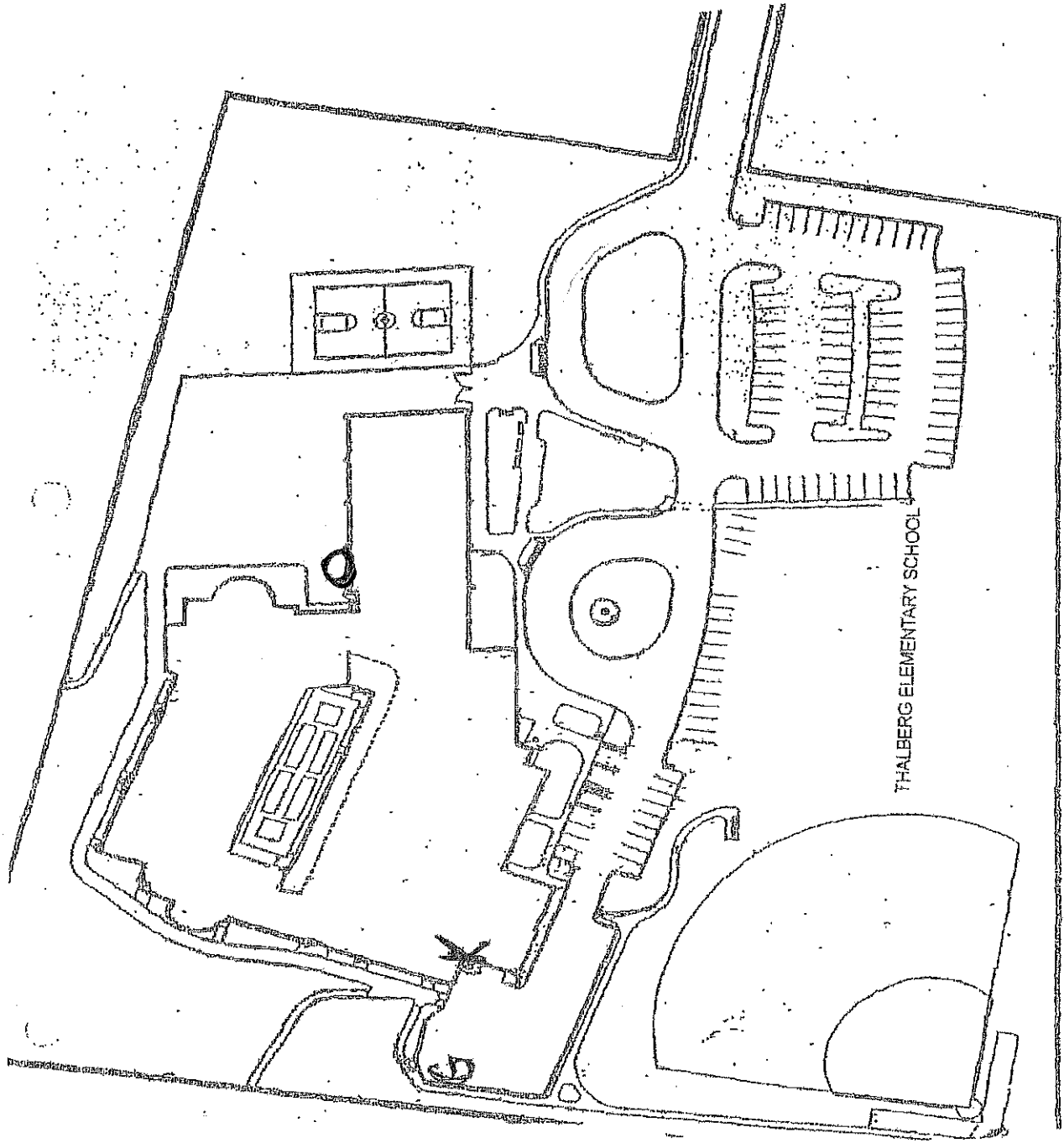
1. Clear walk from Dunham Road to play area.
2. Clear walk from Johanna Circle to rear of school play area.
3. Clear walk from southwest entrance to gate to Jordan Court – the small street off Rethal Street.
4. Clear front walkway ramp to entrance door.
5. Clear ramp to gymnasium entrance and handicap ramp north entrance.
6. Clear walkway to flagpole area.
7. Ice melt/sanding of areas 1 – 6 above.

**Play Areas**

1. Clear kindergarten play area.
2. Salt/sanding of area above

|                 |                        |                    | 2015-16 | 2016-17 | 2017-18 |
|-----------------|------------------------|--------------------|---------|---------|---------|
| <b>Option 1</b> | a. Snow Removal        | price per storm    | \$      | \$      | \$      |
|                 | b. Salt/Sand Spreading | price per yard     | \$      | \$      | \$      |
| <b>Option 2</b> | c. Snow Removal        | fixed season price | \$      | \$      | \$      |
|                 | d. Salt/Sand Spreading | fixed season price | \$      | \$      | \$      |
|                 |                        | total season price | \$      | \$      | \$      |

THALBERG ELEMENTARY SCHOOL



- G- Garbage Dumpster Location
- K- Kitchen Delivery Location
- O- Oil Location

**BID SHEET – continued**

**EQUIPMENT**

Please list all of the equipment which will be used in the course of regular performance of snow removal and sanding. If equipment is not owned by you, please list the owner(s) below under remarks.

|   | Description | Quantity | Owned by Bidder | Owned by Others |
|---|-------------|----------|-----------------|-----------------|
| 1 |             |          |                 |                 |
| 2 |             |          |                 |                 |
| 3 |             |          |                 |                 |
| 4 |             |          |                 |                 |
| 5 |             |          |                 |                 |
| 6 |             |          |                 |                 |
| 7 |             |          |                 |                 |

|          |
|----------|
| Remarks: |
|          |
|          |
|          |

**PROPOSED ICE MELT PRODUCT WITH SALT – descriptive literature including Material Safety Data Sheet must accompany information below**

|                        |  |
|------------------------|--|
| <b>Brand Name</b>      |  |
| <b>Manufactured By</b> |  |

**PROPOSED ICE MELT PRODUCT WITHOUT SALT - descriptive literature including Material Safety Data Sheet must accompany information below**

|                        |  |
|------------------------|--|
| <b>Brand Name</b>      |  |
| <b>Manufactured By</b> |  |

**BID SHEET – continued**

**EMPLOYEE INFORMATION**

List all employees who will be used in the course of regular performance of snow removal and sanding. Indicate part or full time status for each employee listed.

|   | <b>Name</b> | <b>How Long Employed</b> | <b>Full Time</b> | <b>Part Time</b> |
|---|-------------|--------------------------|------------------|------------------|
| 1 |             |                          |                  |                  |
| 2 |             |                          |                  |                  |
| 3 |             |                          |                  |                  |
| 4 |             |                          |                  |                  |
| 5 |             |                          |                  |                  |
| 6 |             |                          |                  |                  |
| 7 |             |                          |                  |                  |

|          |
|----------|
| Remarks: |
|          |
|          |
|          |

**Customer References – 3 Required**

Provide the following information regarding your largest (acreage maintained) account:  
(NOTE: Even if your firm has worked for the Board of Education in the past, this section must be filled out)

|         |      |                     |
|---------|------|---------------------|
| 1       | Name | Approximate Acreage |
| Address |      |                     |
| Contact |      | Phone               |

|         |      |                     |
|---------|------|---------------------|
| 2       | Name | Approximate Acreage |
| Address |      |                     |
| Contact |      | Phone               |

|         |      |                     |
|---------|------|---------------------|
| 3       | Name | Approximate Acreage |
| Address |      |                     |
| Contact |      | Phone               |

**BID SHEET – continued**

When snow accumulation requires relocation of snow accumulation on-site or off-site, such relocation and the amount to be relocated shall be determined and authorized prior to any movement by:

Mr. Charles Beliveau Supervisor of Buildings and Grounds 860.628.3392  
or  
Mr. Peter Romano Director of Operations 860.628.3200 ext 206

No decision to relocate, or the amount to relocate, will be made by the contractor unless a safety concern is confronted. In such cases, the contractor shall remedy the safety concern and report the action to Mr. Romano (phone number above) as soon as practical.

Please provide your contingency plan should the accumulation of snow require the removal of snow from the premises or from one area to another on-site. Show and describe what equipment you would employ (i.e. number of vehicles, type of vehicles, size of vehicles), ownership of said equipment and the proposed hourly cost of each piece of equipment inclusive of the manpower as required for each piece of equipment.

List the legal disposal site you will use if removal from the premises becomes necessary and list the machinery to be used and the cost of each per hour.

|                       |  |
|-----------------------|--|
| Disposal Site Address |  |
|                       |  |
|                       |  |

|                            |       |
|----------------------------|-------|
| Name/Address of Site Owner |       |
|                            |       |
|                            | Phone |

Equipment to be used:

| Description | Cost Per Hour Including Operator |
|-------------|----------------------------------|
|             |                                  |
|             |                                  |
|             |                                  |
|             |                                  |
|             |                                  |

Equipment Owned By: \_\_\_\_\_

Address: \_\_\_\_\_

**BID SHEET**

By submitting this bid, bidder agrees to all of the provisions and conditions contained herein pages 1 through 42.

The Board of Education reserves the option to extend any contract or award developed under this bid, under the same terms and conditions, for a period not to exceed the length of the original award, if agreeable to both parties.

**NON COLLUSIVE BID STATEMENT**

The undersigned bidder, having fully informed himself regarding the accuracy of the statements made herein, certifies that:

1. The bid has been arrived at by the bidder independently and has been submitted without collusion with and without any agreement, understanding or planned common course of action with any other vendor of materials, supplies, equipment or services described in the invitation to bid, designed to limit independent bidding or competition, and
2. The contents of the bid have not been communicated by the bidder or its employees or agents to any person not an employee or agent of the bidder or its surety on any bond furnished with the bid and will not be communicated to any such person prior to the official opening of the bid.

The undersigned bidder further certifies that this statement is executed for the purpose of inducing the Board of Education to consider the bid and make an award in accordance therewith.

|                                       |               |
|---------------------------------------|---------------|
| Legal Name of Business                |               |
| Taxpayer ID# or FEIN#                 |               |
| Business Address                      | street        |
|                                       | city          |
|                                       | state         |
|                                       | zip           |
|                                       | phone         |
|                                       | fax           |
|                                       | Email address |
| Person Authorized to Sign for Company |               |
| Signature of Authorized Person        |               |
| Date                                  |               |



# SOUTHINGTON PUBLIC SCHOOLS

## Southington, Connecticut Policy and Personnel Committee Meeting June 30, 2015

**TIMOTHY F. CONNELLAN**  
SUPERINTENDENT OF SCHOOLS

**STEVEN G. MADANCY**  
ASSISTANT SUPERINTENDENT  
FOR INSTRUCTION AND LEARNING

### BOARD OF EDUCATION

BRIAN S. GORALSKI  
BOARD CHAIRPERSON

TERRI C. CARMODY  
VICE CHAIRPERSON

JILL NOTAR-FRANCESCO  
SECRETARY

COLLEEN W. CLARK

DAVID J. DERYNOSKI

PATRICIA P. JOHNSON

TERRY G. LOMBARDI

ZAYA G. OSHANA

PATRICIA A. QUEEN

Committee chairperson, Mrs. Colleen Clark, called the Policy and Personnel Committee meeting to order at 5:40 p.m.

Committee Members Present: Mrs. Colleen Clark, Mrs. Patricia Johnson, Mr. Zaya Oshana, and Mrs. Patricia Queen.

Present from the Administration: Mr. Steven Madancy, Assistant Superintendent for Instruction and Learning.

### Job Description ~ Athletic Director

The committee reviewed the current Athletic Director job description and provided feedback and input to the administration regarding perspective changes. Edits were made and it was agreed to send forward to the superintendent for his review, then to the full Board for approval at the Board of Education meeting in August.

### Policy Review

Conversation was held regarding future policies to be discussed and reviewed during the summer. The policies listed will be placed on future Policy and Personnel Committee meeting agendas for further review.

- Policy 1325 ~ Community Relations
- Policy 1330 ~ Facilities Usage
- Policy 5133 ~ Participation in Athletics and Other Co-curricular Activities

**MOTION:** Mrs. Queen, seconded by Mrs. Johnson

“Move that the Policy and Personnel Committee meeting be adjourned.”

*Motion carried unanimously by voice vote.*

The meeting was adjourned at 8:40 p.m.

Respectfully Submitted,

*Colleen Clark*

Colleen Clark  
Board of Education

200 NORTH MAIN STREET  
SOUTHINGTON, CT  
06489

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FAX  
(860) 628-3205



# SOUTHINGTON PUBLIC SCHOOLS

## Southington, Connecticut Policy and Personnel Committee Meeting July 14, 2015

**TIMOTHY F. CONNELLAN**  
SUPERINTENDENT OF SCHOOLS

**STEVEN G. MADANCY**  
ASSISTANT SUPERINTENDENT  
FOR INSTRUCTION AND LEARNING

### BOARD OF EDUCATION

BRIAN S. GORALSKI  
BOARD CHAIRPERSON

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VICE CHAIRPERSON

JILL NOTAR-FRANCESCO  
SECRETARY

COLLEEN W. CLARK

DAVID J. DERYNOSKI

PATRICIA P. JOHNSON

TERRY G. LOMBARDI

ZAYA G. OSHANA

PATRICIA A. QUEEN

Committee chairperson, Mrs. Colleen Clark, called the Policy and Personnel Committee meeting to order at 5:45 p.m.

Committee Members Present: Mrs. Colleen Clark, Mrs. Patricia Johnson, Mr. Zaya Oshana, and Mrs. Patricia Queen.

Present from the Administration: Mr. Steven Madancy, Assistant Superintendent for Instruction and Learning.

### Policy 1325, Community Relations

The policy needed to be revised in light of the partnership between the Facility Advisory Committee and the School Board, as well as the elimination of Knightvertising. The policy and supporting regulations were reviewed and revised to include all schools. A lengthy discussion was held regarding the use of all school facilities. The committee was given copies of proposed advertising from the Facility Advisory Committee to review.

### Athletic Code of Conduct and Student Handbook

The committee gave input to the administration regarding potential changes to the Athletic Code of Conduct and Student Handbook.

**MOTION:** Mrs. Queen, seconded by Mrs. Johnson  
“Move that the Policy and Personnel Committee meeting be adjourned.”

*Motion carried unanimously by voice vote.*

The meeting was adjourned at 7:20 p.m.

Respectfully Submitted,

*Colleen Clark*

Colleen Clark  
Board of Education

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# SOUTHINGTON PUBLIC SCHOOLS

## Southington, Connecticut Policy and Personnel Committee Meeting July 20, 2015

**TIMOTHY F. CONNELLAN**  
SUPERINTENDENT OF SCHOOLS

**STEVEN G. MADANCY**  
ASSISTANT SUPERINTENDENT  
FOR INSTRUCTION AND LEARNING

### BOARD OF EDUCATION

BRIAN S. GORALSKI  
BOARD CHAIRPERSON

TERRI C. CARMODY  
VICE CHAIRPERSON

JILL NOTAR-FRANCESCO  
SECRETARY

COLLEEN W. CLARK

DAVID J. DERYNOSKI

PATRICIA P. JOHNSON

TERRY G. LOMBARDI

ZAYA G. OSHANA

PATRICIA A. QUEEN

Committee chairperson, Mrs. Colleen Clark, called the Policy and Personnel Committee meeting to order at 5:40 p.m.

Committee Members Present: Mrs. Colleen Clark, Mrs. Patricia Johnson, Mr. Zaya Oshana, and Mrs. Patricia Queen.

Present from the Administration: Mr. Steven Madancy, Assistant Superintendent for Instruction and Learning.

### Continued Review of Student Handbook

The committee made engaged in discussion about the current athletic handbook and its alignment with the current BOE policies on participation in co-curricular activities as well as the student code of conduct. Further conversation ensued about alignment for all extra-curricular activities beyond athletics and further consideration of alignment of BOE policy with the general high school handbook as well. Input and suggestions were provided to be brought forward to the Superintendent, High School Principal, and Athletic Director.

### Job Description ~ Computer Teacher

A draft copy with recommended changes to the middle school Computer Teacher job description was shared and discussed. The committee gave input to the administration regarding the potential changes to this job description.

**MOTION:** Mrs. Queen, seconded by Mrs. Johnson

“Move that the Policy and Personnel Committee meeting be adjourned.”

*Motion carried unanimously by voice vote.*

The meeting was adjourned at 8:40 p.m.

Respectfully Submitted,

*Colleen Clark*

Colleen Clark  
Board of Education

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# SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut  
Policy and Personnel Committee Meeting  
August 11, 2015

Committee chairperson, Mrs. Colleen Clark, called the Policy and Personnel Committee meeting to order at 5:35 p.m.

Committee Members Present: Mrs. Colleen Clark, Mrs. Patricia Johnson, Mr. Zaya Oshana, and Mrs. Patricia Queen.

Present from the Administration: Mr. Timothy Connellan, Superintendent of Schools; Mr. Steven Madancy, Assistant Superintendent for Instruction and Learning.

## Student Handbook

Mr. Connellan updated the committee on the progress of aligning the high school's student handbook and the student athlete handbook with the Board of Education policies on student participation in co-curricular activities and student behavior.

## Job Description, Computer Teacher

The committee reviewed the Computer Teacher job description and made some minor edits prior to presenting it to the full Board for a first read at the August meeting.

## Review and Discussion of Policies 5112 and 5113

The committee discussed the minutes from the previous Policy and Personnel Committee meetings that are relative to attendance and discussed the current Board of Education attendance policy. Furthermore, state statute was discussed and the need to ensure that the district is in alignment with perspective changes that will be considered within the revision process of the current Board of Education attendance policy. The administration will bring an updated policy with recommended changes to the next meeting for committee review and discussion.

## MOTION: Mrs. Queen, seconded by Mrs. Johnson

"Move that the Policy and Personnel Committee meeting be adjourned."

*Motion carried unanimously by voice vote.*

The meeting was adjourned at 7:15 p.m.

Respectfully Submitted,

*Colleen Clark*

Colleen Clark  
Board of Education

TIMOTHY F. CONNELLAN  
SUPERINTENDENT OF SCHOOLS

STEVEN G. MADANCY  
ASSISTANT SUPERINTENDENT  
FOR INSTRUCTION AND LEARNING

### BOARD OF EDUCATION

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**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only  Board Meeting Date August 13, 2015

Decision Requested \_\_\_\_\_ Agenda Code 9 a.

**AGENDA REPORTING FORM**

**Agenda Topic:** Town Government Communications

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

**Background:** N/A

**Alternative Strategies:** N/A

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

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** N/A

*Timothy J. Connellan*

\_\_\_\_\_  
Signature of Superintendent of Schools

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ X \_\_\_\_\_

Board Meeting Date \_\_\_\_\_ August 13, 2015 \_\_\_\_\_

Decision Requested \_\_\_\_\_

Agenda Code \_\_\_\_\_ 9 b. \_\_\_\_\_

**AGENDA REPORTING FORM**

**Agenda Topic:** \_\_\_\_\_ Construction Update \_\_\_\_\_

**Summary of Issue:** \_\_\_\_\_ The District's 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:** \_\_\_\_\_

The administration is monitoring a recurring moisture issue when extreme temperature changes occur. This may be caused by winter into spring temperature swings. The project will be closed out when this issue is resolved. \_\_\_\_\_

**Kennedy & DePaolo Middle School - Renovation/Expansion:** \_\_\_\_\_

The remaining interior construction work is being completed at both JFK and JAD. Elevator modifications are underway. The courtyards have been completed. Generators have been delivered and are being connected to the electrical system. The commissioning of the mechanical systems has started by the town's consultant. At JFK, the final site-work is underway including the replacement of curbing and the final course of paving. At JAD, the topsoil is being distributed at the field locations. \_\_\_\_\_

**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):** \_\_\_\_\_ \$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

**.BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date August 13, 2015

Decision Requested X

Agenda Code 9 c

**AGENDA REPORTING FORM**

**Agenda Topic:** Teacher Evaluation Plan Update

**Summary of Issue:** Administration is asking that the Board of Education approve the 2015-2016 Teacher Evaluation and Support Plan. Included is the full document that includes changes from the committee that are highlighted for your review. It is required by the State Department of Education that the Board of Education reviews and approves the document. The administration will provide the Board of Education with an update surrounding the evaluation plan.

**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 approved the Teacher Evaluation Plan that was presented at the April 11, 2013 meeting.

**Alternative Strategies:** \_\_\_\_\_

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

**Funding Source:** N/A


**Beginning Date of Program or Project:** \_\_\_\_\_

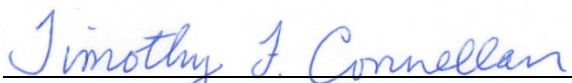
**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Motion to accept the revised copy of the Teacher Evaluation and Support Plan as presented by the administration for implementation during the 2015-2016 school year

**Titles of Attachments:**

1. Admin Eval Plan (under separate cover)

  
\_\_\_\_\_  
Signature of Staff Member Submitting Report

  
\_\_\_\_\_  
Signature of Superintendent of Schools

SOUTHINGTON PUBLIC SCHOOLS  
SOUTHINGTON, CONNECTICUT

---

# Teacher Evaluation and Support

*The content of this document is meant for use in the Southington school district  
beginning in the 2015-2016 school year.*

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

**Southington's System for Teacher Evaluation and Support  
Committee Members  
2015-2016**

**Steven Madancy**

Assistant Superintendent for Instruction and Learning

**Charity Baker**

Teacher-Leader, Elementary School

**Bob Brown**

Teacher, Southington High School

**Jennifer Discenza**

Counselor, Kennedy Middle School

**Daniel Hart**

Teacher, Southington High School

**Kimberly Hunt**

Personnel Manager

**Kimberlee Kalat**

Teacher, DePaolo Middle School

**Stephanie Lawlor**

District Language Arts Coordinator

**JoelPatrick Leger**

Teacher, Southington High School

**Erin Natrass**

Teacher-Leader, Elementary School

**Debra Moreau**

Teacher, DePaolo Middle School

**Melissa O'Neil**

Teacher, Strong Elementary School

**Frank Pepe**

Principal, DePaolo Middle School

**Dale Riedinger**

District Math Coordinator

**Josephine Rogala**

Teacher-Leader, Middle School

**Debbie Scarfo**

Teacher, Southington High School

**Jeff Shaw**

Teacher, Southington High School

**Rita Stearns**

Counselor, South End Elementary School

**Richard Terino**

Assistant Principal, Southington High School

**Jan Verderame**

Principal, Derynoski Elementary School

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## Southington's System for Teacher Evaluation and Support

### Context

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

### Design Principles

The following principles guided the design of this model:

- *Consider multiple, standards-based measures of performance*  
This evaluation system uses multiple sources of information and evidence to produce a fair, accurate and comprehensive picture of a teacher's performance. This model defines four categories of teacher performance:
  - Student learning (45%)
  - Teacher performance and practice (40%)
  - Parent feedback (10%)
  - School-wide student learning (5%)
- *Promote both professional judgment and consistency*  
Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.
- *Foster dialogue about student learning*  
This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in this model occurs with frequency and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.
- *Encourage aligned professional development, coaching and feedback to support teacher growth*  
Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. Southington's Educator Evaluation System promotes a shared language of excellence to which professional development, coaching, and feedback can align to improve practice.
- *Ensure feasibility of implementation*  
Throughout the district, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. The model aims to balance high expectations with flexibility for the time and capacity constraints in our district.

## II. Evaluation System Overview

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

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
  - a. **Observation of teacher performance and practice (40%)** as defined in the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery or the Southington Teaching Rubric for Music Ensemble and Classroom, which articulate four domains and twelve indicators of teacher practice
  - b. **Parent feedback (10%)** on teacher practice through surveys
2. **Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:
  - a. **Student growth and development (45%)** as determined by the teacher's student learning objective(s) (SLOs)
  - b. **Whole-school measure of student learning (5%)** as determined by aggregate student learning indicators.

Ratings from each of the four categories will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as follows:

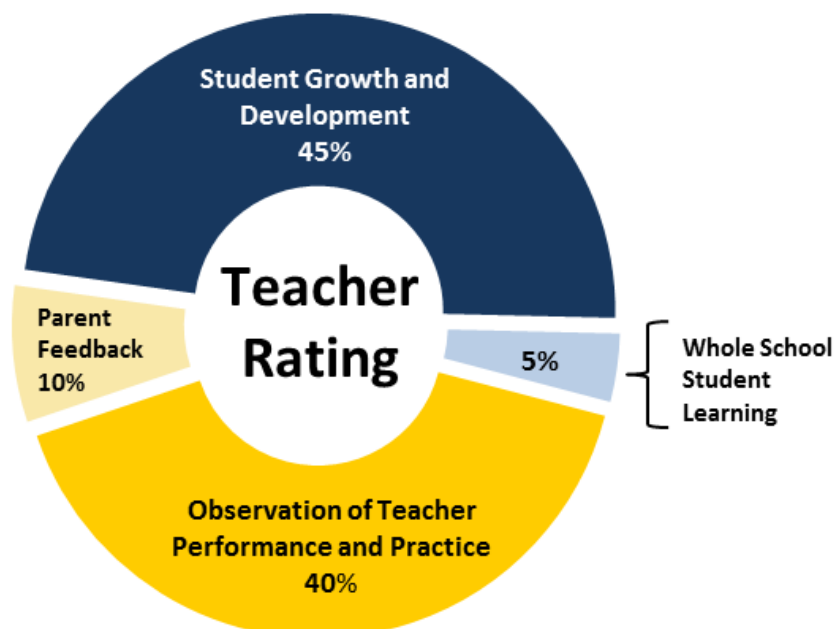
**Exemplary** – substantially exceeding indicators of performance

**Proficient** – meeting indicators of performance

**Developing** – meeting some indicators of performance but not others

**Below Standard** – not meeting indicators of performance

(Note: The term “performance” when applied to a rating means “progress as defined by specified indicators.” Indicators are mutually agreed upon, as applicable, and shall be demonstrated by evidence.)



## **Teacher Evaluation Process**

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



### **Goal Setting and Planning:**

**Time frame: Completed by November 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. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objective(s) (SLOs) and they will commit to set time aside for the types of collaboration required by the evaluation process.
2. *Teacher Reflection and Goal Setting* – The teacher examines student data, prior year evaluation and survey results, and the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery, or the Southington Teaching Rubric for Music Ensemble and Classroom to draft proposed performance and practice goal(s), a parent feedback goal and student learning objective(s) (SLOs) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal setting process.
3. *Goal Setting Conferences* – The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

### **Mid-Year Check-In:**

**Time frame: January and February**

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

## **End-of-Year Summative Review:**

**Time frame: May and June; must be completed by June 30**

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. *Rating* – The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. 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. District coordinators may also serve as primary evaluators. The district may also decide to use complementary evaluators to assist the primary evaluator (e.g., another administrator). Complementary evaluators may also be certified teachers, although they may also have administrative certification. Complementary evaluators *must* be fully trained as evaluators in a training program approved by the superintendent in order to be authorized to serve in this role. They may have specific content knowledge, such as department heads or curriculum coordinators.

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

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

## **Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing**

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

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

### **III. Support and Development**

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

#### **Evaluation-Based Professional Learning**

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

#### **Career Development and Growth**

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

#### **Improvement and Remediation Plans**

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

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

(See Appendix H for sample.)

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

## IV. Teacher Practice Related Indicators

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

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

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

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

#### **Teacher Practice Framework**

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

### **CT Common Core of Teaching Rubric for Effective Teaching**

#### **DOMAIN 1**

##### **Classroom Environment, Student Engagement and Commitment to Learning**

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

#### **DOMAIN 2**

##### **Planning for Active Learning**

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

#### **DOMAIN 3**

##### **Instruction for Active Learning**

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

#### **DOMAIN 4**

##### **Professional Responsibilities and Teacher Leadership**

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

### **Educators and Support Specialists Framework**

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

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

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

### **Observation Process**

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

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

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

- **Formal** ~ Scheduled **in-class** observations or reviews of practice that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback. For all formal evaluations a Pre-Observation form must be completed prior to the pre-conference where required.
- **Informal** ~ Non-scheduled **in-class** observations or reviews of practice that last at least 10 minutes and are followed by written feedback.
- All observations must be followed by written feedback, (e.g., informal observations - Form F-6a; formal observations - Form F-5c). This should occur within five school days of an observation.
- Any teacher may request an additional formal observation subject to the administrator's approval. Any dispute shall be submitted to a subcommittee of Southington's Professional Development and Evaluation Committee (PDEC).

A summary of requirements is listed below:

| <b>Teacher Category</b>   | <b>Guideline Requirements</b>   |
|---|---|
| First and Second Year<br>Novice Teachers, Non-Tenured,<br>TEAM  | Minimum three formal <b>in-class</b> observations; all will include a post conference; two will include a pre-conference.   |
| Below Standard and Developing,<br>Tenured and Non-Tenured   | Minimum three formal <b>in-class</b> observations; all will include post conference; two will include pre-conference and an additional two informal <b>in-class</b> observations.                               |
| Proficient and Exemplary, 3 <sup>rd</sup> & 4 <sup>th</sup><br>Year Teachers, Tenured and<br>Previously Tenured in other district | Minimum one formal <b>in-class</b> observation including pre and post conference once every three years; three informal <b>in-class</b> observations all other years. <b>One review of practice every year.</b> |

### **Pre-conferences and Post-conferences**

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described. A pre-conference can be held with a group of teachers, where appropriate. For all formal observations, where required, Form F-5a must be completed prior to the pre-conference.

Post-conferences provide a forum for reflecting on the observation against the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery, or the Southington Teaching Rubric for Music Ensemble and Classroom and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- begins with an opportunity for the teacher to share his/her self-assessment (Form F-5b) of the lesson observed;
- cites objective evidence to depict a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- involves written and verbal feedback from the evaluator (Form F-5c); and,
- occurs within five school days of the observation.

Classroom observations provide the most evidence for Domains 1 and 3 of the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery, or the Southington Teaching Rubric for Music Ensemble and Classroom but both pre- and post-conferences provide the opportunity for discussion of all four Domains, including practice outside of classroom instruction.

### **Non-Classroom Reviews of Practice**

Because this evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four Domains of the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery, or the Southington Teaching Rubric for Music Ensemble and Classroom, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, PPTs, grade level/department meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, teacher presentations, and attendance records from professional development or school-based activities/events.

### **Feedback**

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

- specific evidence and ratings, where appropriate, on observed indicators of the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery, or the Southington Teaching Rubric for Music Ensemble and Classroom;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a time frame for follow up.

### **Teacher Performance and Practice Goal-Setting**

At the start of the year, each teacher will work with his or her evaluator to develop a practice and performance goal through mutual agreement. This goal will provide a focus for the observations and feedback conversations. The goal should have a clear link to student achievement and should move the teachers towards Proficient or Exemplary on the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery, or the Southington Teaching Rubric for Music Ensemble and Classroom. Schools may decide to create a school-wide goal aligned to a particular indicator that all teachers will include as one of their goals (i.e., 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies).

## Teacher Performance and Practice Rating

### Individual Observations

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

### Summative Observation of Teacher Performance and Practice Rating

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

1. Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine ratings for each of the 12 indicators. If an indicator has no identified evidence, its rating will default to the prior year’s rating.
2. Apply domain weights to domain ratings to determine an overall Observation of Teacher Performance and Practice rating.

Each step is illustrated below:

1. Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine ratings for each of the 12 indicators.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year’s observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:

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

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

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

Once a rating has been determined for each indicator within a Domain, the preponderance of evidence will predicate the overall Domain rating. See example below for Domain 1:

| <b>Domain 1</b>           | <b>Rating</b>     |
|---------------------------|-------------------|
| <b>1a</b>                 | <b>Proficient</b> |
| <b>1b</b>                 | <b>Proficient</b> |
| <b>1c</b>                 | <b>Developing</b> |
| <b>Domain 1 Summative</b> | <b>Proficient</b> |

2. Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and a positive classroom environment are major factors in improving student outcomes. Therefore, Domains 1 and 3 are weighted significantly more than others each at 35%. Planning and Professional Responsibilities are each weighted 15%. See examples below for overall Performance and Practice rating.

| Domain                                | Rating            | Weighting |
|---------------------------------------|-------------------|-----------|
| 1                                     | Proficient        | 35%       |
| 2                                     | Exemplary         | 15%       |
| 3                                     | Proficient        | 35%       |
| 4                                     | Exemplary         | 15%       |
| <b>Domains 1-4 Combined Summative</b> | <b>Proficient</b> |           |

| Domain                                | Rating            | Weighting |
|---------------------------------------|-------------------|-----------|
| 1                                     | Developing        | 35%       |
| 2                                     | Proficient        | 15%       |
| 3                                     | Developing        | 35%       |
| 4                                     | Proficient        | 15%       |
| <b>Domains 1-4 Combined Summative</b> | <b>Developing</b> |           |

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

## **CATEGORY #2: Parent Feedback (10%)**

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

The process described below:

1. Conducting a whole-school parent survey (data is aggregated at the school level);
2. Administration establishing **one** school-wide goal based on the survey feedback;
3. Teacher and evaluator discussing the **one** related parent engagement goal established by administration and what growth/improvement targets are district expectations of the teacher;
4. Measuring progress on growth targets; and,
5. Determining a teacher's summative rating. This parent feedback rating shall be based on the four performance levels.

### **1. Administration of a Whole-School Parent Survey**

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

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

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

### **2. Determining School-Level Parent Goals**

Principals and teachers should review the parent survey results at the beginning of the school year to identify areas of need and discuss the administration's established parent engagement goal based on the survey results.

### **3. Selecting a Parent Engagement Goal and Improvement Targets**

After these school-level goals have been set, a teacher will determine through consultation and mutual agreement with his/her evaluator the action steps involved in his/her growth/improvement targets. Growth/Improvement Targets include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

A teacher will set growth/ improvement targets related to the goal identified. For instance, if the goal is to improve parent communication, the growth/improvement target could contain action steps such as sending regular correspondence to parents such as bi-weekly updates or developing a new website for his/her class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals and (2) that the growth/ improvement targets are aligned and attainable.

#### **4. Measuring Progress on Growth Targets**

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. There are two ways a teacher can measure and demonstrate progress on his/her growth targets. A teacher can (1) measure how successfully a strategy is implemented to address an area of need, and/or (2) collect evidence directly from parents to measure parent-level indicators they generate.

For example, a teacher could conduct interviews with parents or a brief parent survey to see if he/she improved on the growth target.

#### **5. Arriving at a Parent Feedback Rating**

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

## V. Student Outcomes Related Indicators

The Student Outcomes Related Indicators constitute half of the summative teacher rating. As part of this process, teachers will document their efforts and anchor them in data.

Student Related Indicators include two categories:

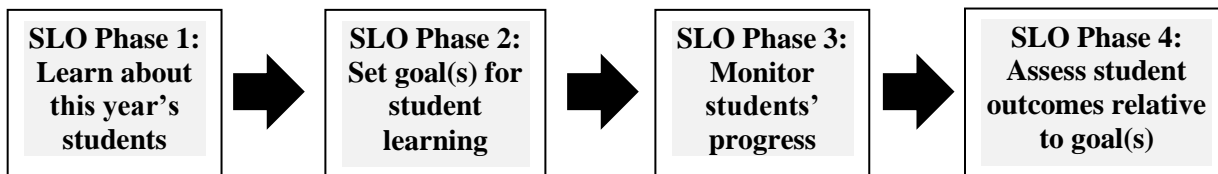
- Student growth and development, which represents 45%.
- Whole-school student learning which represents 5% of the total evaluation rating.

These categories will be described in detail below.

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

#### ***Overview of Student Learning Objectives (SLOs)***

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



Teachers will set specific and measurable targets. These may be developed through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:

**SLO Phase 1:  
Learn about  
this year's  
students**

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

**SLO Phase 2:  
Set goal(s) for  
student  
learning**

Each teacher will write a minimum of one Student Learning Objective (SLO). Teachers whose students take a standardized assessment will create an SLO which incorporates a minimum of one standardized indicator. Any standardized indicator must be paired with at least one non-standardized indicator. All other teachers will develop their SLOs based on non-standardized indicators.

As stated in the CT Guidelines for Educator Evaluation, a standardized assessment is characterized by the following attributes:

- A periodic assessment tool, including formative versions of a statewide mastery exam such as the SB, that is administered more than once per year to examine student growth and development over time and cumulative results of which shall determine progress toward a goal mutually agreed upon between an evaluator and teacher
- Broadly administered (e.g., nation or state wide)
- Commercially produced

Such tools shall be aligned to a district's curriculum and document student growth and development over the course of a school year.

As stated in the CT Guidelines for Educator Evaluation, a non-standardized assessment is characterized by the following description:

- A task or set of tasks designed to show growth over the course of the school year that are aligned to a district's curriculum and rated against a set of criteria that describes student growth and development. Non-standardized indicators of student growth and development include, but are not limited to, demonstrations, performances, constructed projects, student written and oral work, curriculum-based assessments (such as those constructed by a teacher, or team of teachers), and other tasks that appropriately show student growth and development.

To create SLOs, teachers will follow these four steps:

**Step 1: Decide on the Student Learning Objective(s)**

The objective will be a broad goal for student learning. It should address a central purpose of the teacher's assignment and it should pertain to a large or significant proportion of his/her students.

An SLO should reflect high expectations for student learning and should be aligned to relevant state, national, or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes). Secondary certified staff will base SLOs on appropriate content area.

Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, flexibility is granted in applying the Core Requirements of teacher evaluation. During the goal setting conference, the educator and the evaluator will take the following steps in the development of the IAGDs:

- Agree on the students or caseloads that the educator is responsible for and his/her role.
- Determine if the indicator will apply to the individual teacher, a team of teachers, a grade level, or the whole school.
- Identify the unique characteristics of the population of students which would impact student growth (e.g., high absenteeism).
- Identify the learning standard to measure, the assessment, data or product for measuring growth, timeline for instruction (including strategies to be used) and measurement.
- Establish the baseline and set targets.
- Identify needed professional development to support targeted areas.

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

The Goal should be **SMART**:

- S** = Specific and Strategic
- M** = Measurable
- A** = Aligned and Attainable
- R** = Results Oriented
- T** = Time Bound

Additional information on SMART goals and examples can be found in Appendix D. Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the mid-year conference and the end-of-year conference.

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

| <b>Teacher Category</b>    | <b>Student Learning Objectives</b>  |
|----------------------------|---|
| Eighth Grade Language Arts | My students will master critical elements of the argumentative/informative essay.           |
| High School Visual Arts    | All of my students will demonstrate proficiency in applying the five principles of drawing. |

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

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

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low performing students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students. The *Template for Setting SMART Goals* should be referenced as a resource for setting SLOs/IAGDs (Appendix 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 second grade teachers in a district might use the same reading assessment as the IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among second grade teachers.

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

### 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 Language Arts | My students will master critical elements of the argumentative/informative essay.      | 1. 79 of my 93 students (85%) will attain at least a 3 (1-4 scale) on the SB essay as measured by the performance task writing rubrics.        |
| Fourth Grade               | My 22 students will demonstrate improvement in or mastery of math skills by June 2015. | 1. All students assessed on the SB, 17 out of 22 (77%), will achieve Level 3 (Meets Achievement Level) or Level 4 (Exceeds Achievement Level). |

### 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 Language Arts | My students will master critical elements of the argumentative/informative essay.    | 1. 74 of my 93 students (80%) will attain Level 3 or Level 4 on the May assessment as measured by an SB-aligned rubric.   |
| High School Visual Arts    | My students will demonstrate proficiency in applying the five principles of drawing. | 1. 95 of my 112 students (85%) 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 (timing or scoring plans);
- the baseline data was used to set each IAGD;
- incorporation of **one** strategy correlated to the Whole-School Student Learning Goal if applicable
- interim assessments the teacher plans to use to gauge students' progress toward the SLO during the school year (optional); and,
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

### Step 4: Submit SLO(s) to Evaluator for Approval

While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLOs.

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

## SLO Approval Criteria

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

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

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

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

**SLO Phase 4:  
Assess student  
outcomes  
relative to  
goal(s)**

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

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

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: **Exemplary, Proficient, Developing, Below Standard.**

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

The final student growth and development rating for a teacher is the overall SLO rating. The SLO rating and its individual indicator ratings, will be shared and discussed with the teacher during the end-of-year conference.

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

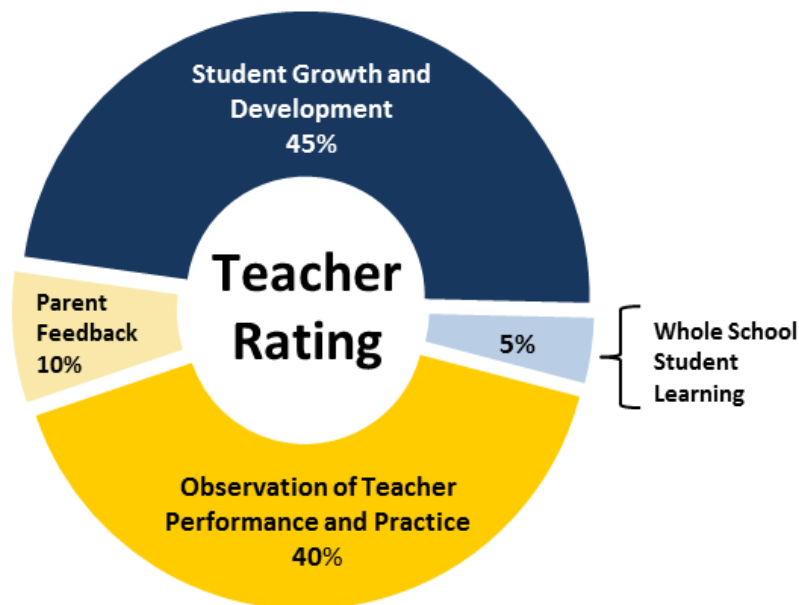
### ***Whole-school student learning indicator***

The Southington Educator Evaluation plan shall include a whole-school student learning indicator in teacher evaluations. A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating per 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 Rating**

### ***Summative Rating***

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



Every educator will receive one of four performance ratings:

**Exemplary** – Substantially exceeding indicators of performance

**Proficient** – Meeting indicators of performance

**Developing** – Meeting some indicators of performance but not others

**Below Standard** – Not meeting indicators of performance

The rating will be determined using the following steps:

1. Determine a Teacher Practice Related Indicators Rating by combining the Observation of Teacher Performance and Practice rating and the Parent Feedback rating.
2. Determine a Student Outcomes Related Indicator Rating by combining the Student Growth and Development rating and Whole-School Student Learning rating.
3. Use Summative Matrix in conjunction with a preponderance of evidence to determine Summative Rating.

Each step is illustrated below:

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

The observation of the teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Holistic value should be deduced on this basis.

| Category  | Rating     | Weight | Overall Teacher Practice Rating |
|---|------------|--------|---------------------------------|
| Observation of Teacher Performance and Practice | Proficient | 40%    | <b>Proficient</b>               |
| Parent Feedback                                 | Developing | 10%    |                                 |

**2. Determine a Student Outcomes Related Indicators rating by combining the student growth and development rating and whole-school student learning rating.**

The student growth and development category counts for 45% of the total rating, and the whole-school student learning category counts for 5% of the total rating. Holistic value should be deduced on this basis.

| Category                              | Rating     | Weight | Overall Student Outcome Rating |
|---------------------------------------|------------|--------|--------------------------------|
| Student Growth and Development (SLOs) | Developing | 45%    | <b>Developing</b>              |
| Whole School Student Learning         | Proficient | 5%     |                                |

**3. Use the Summative Matrix to determine Summative Rating in conjunction with the preponderance of evidence.**

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

|                                |                                     |                                       |                                 |                                 |                                     |
|--------------------------------|-------------------------------------|---------------------------------------|---------------------------------|---------------------------------|-------------------------------------|
| <b>Overall Outcomes Rating</b> |                                     | <b><i>Overall Practice Rating</i></b> |                                 |                                 |                                     |
|                                | <b><u><i>Rated</i></u></b>          | <b><u><i>Exemplary</i></u></b>        | <b><u><i>Proficient</i></u></b> | <b><u><i>Developing</i></u></b> | <b><u><i>Below Standard</i></u></b> |
|                                | <b><u><i>Exemplary</i></u></b>      | <b>Exemplary</b>                      | <b>Exemplary</b>                | <b>Proficient</b>               | <b>Gather further information</b>   |
|                                | <b><u><i>Proficient</i></u></b>     | <b>Exemplary</b>                      | <b>Proficient</b>               | <b>Developing</b>               | <b>Gather further information</b>   |
|                                | <b><u><i>Developing</i></u></b>     | <b>Proficient</b>                     | <b>Proficient</b>               | <b>Developing</b>               | <b>Below Standard</b>               |
|                                | <b><u><i>Below Standard</i></u></b> | <b>Gather further information</b>     | <b>Developing</b>               | <b>Developing</b>               | <b>Below Standard</b>               |

### **Definition of Effectiveness and Ineffectiveness**

Effectiveness and ineffectiveness shall be defined as below:

Non-tenured teachers (Years 1-4) shall generally be deemed *effective* if said educator receives a “Proficient” rating or higher. However, only in the first year may a non-tenured teacher with a “Developing” rating be afforded the opportunity to return to the district. The Superintendent shall offer a contract to any educator he/she deems effective at the end of year four.

A tenured teacher shall generally be deemed *ineffective* if said educator receives at least two sequential or three non-sequential “Developing” ratings or one “Below Standard” rating at any time.

### **Dispute Resolution Process**

A dispute shall be submitted to a subcommittee of Southington’s Professional Development and Evaluation Committee (PDEC). The superintendent and the president of the collective bargaining unit may each designate self or select one representative from the PDEC to constitute this subcommittee and select a neutral party mutually agreed upon between them. This subcommittee shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

### **Appeal Timeline**

1. A dispute arises over objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating.
2. Teacher receives his/her Teacher Performance and Practice evaluation form within five days of the observation or End –of-Year Summative evaluation form, at the least, three (3) school days prior to the end of the school year.
3. Teacher submits a written appeal to his/her administrator, superintendent, and the president of the collective bargaining unit within seven (7) calendar days of receiving the disapproval of goals, the feedback on performance and practice, or the final summative rating. Teacher submits a written rebuttal to be attached to the document under appeal.
4. The subcommittee of the Southington Professional Development and Evaluation Committee (PDEC) conducts a hearing within fifteen (15) calendar days and renders its decision within five (5) calendar days.

# Appendix A

Connecticut Common Core of Teaching Rubric for Effective Teaching

# CCT Rubric for Effective Teaching 2014 – AT A GLANCE

## Evidence Generally Collected Through In-Class Observations

**Domain 1**  
**Classroom Environment, Student Engagement and Commitment to Learning<sup>2</sup>**  
*Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:*

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

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

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

## Evidence Generally Collected Through Non-Classroom/Reviews of Practice

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

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

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

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

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

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

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

|   | <b>Below Standard</b>   | <b>Developing</b>  | <b>Proficient</b>   | <b>Exemplary</b>   |
|---|---|--|---|--|
| <b>Attributes</b>   |   |  |   | <i>In addition to the characteristics of Proficient, including two or more of the following:</i>   |
| <b>Rapport and positive social interactions</b>           | Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interaction among students.                                 | Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students. | Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interaction among students. | There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.                                     |
| <b>Respect for student diversity<sup>2</sup></b>          | Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior. | Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.   | Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.                              | Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.                                     |
| <b>Environment supportive of intellectual risk-taking</b> | Creates a learning environment that discourages students from taking intellectual risks.  | Creates a learning environment in which some students are willing to take intellectual risks.  | Creates a learning environment in which most students are willing to take intellectual risks.   | Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students. |
| <b>High expectations for student learning</b>             | Establishes low expectations for student learning.  | Establishes expectations for learning for some, but not all students; <b>OR</b> is inconsistent in communicating high expectations for student learning.                                 | Establishes and consistently reinforces high expectations for learning for all students.  | Creates opportunities for students to set high goals and take responsibility for their own learning.   |

**Note:** Southington edits are underlined.

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

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

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

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

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

|   | <b>Below Standard</b>   | <b>Developing</b>   | <b>Proficient</b>   | <b>Exemplary</b>   |
|---|---|---|---|--|
| <b>Attributes</b>   |   |   |   | <i>In addition to the characteristics of Proficient, including one or more of the following:</i>   |
| <b>Communicating, reinforcing and maintaining appropriate standards of behavior</b> | Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning. | Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.  | Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.   | Student behavior is completely appropriate.<br><b>OR</b><br>Teacher seamlessly responds to misbehavior without any loss of instructional time.   |
| <i>Promoting social competence<sup>3</sup> and responsible behavior</i>             | Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.  | Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions. | When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions. | Students take an active role in maintaining high standards of behaviors.<br><b>OR</b><br>Students are encouraged to independently use proactive strategies <sup>4</sup> and social skills and take responsibility for their actions. |

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

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

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

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

**Indicator 1C** | Maximizing instructional time by effectively managing routines and transitions<sup>5</sup>.

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

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

## 2: Planning for Active Learning

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

**Indicator 2a** | Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge<sup>6</sup> for all students.

|   | <b>Below Standard</b>   | <b>Developing</b>  | <b>Proficient</b>   | <b>Exemplary</b>  |
|---|---|--|---|---|
| <b>Attributes</b>   |   |  |   | <i>In addition to the characteristics of Proficient, including two or more of the following:</i>                                    |
| <i>Content of lesson plan<sup>7</sup> is aligned with standards</i>   | Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards. <sup>8</sup>    | Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.                 | Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.   | Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance. |
| <i>Content of lesson appropriate to sequence of lessons and appropriate level of challenge</i>                  | Does not appropriately sequence content of the lesson plan.   | Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge. | Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.   | Plans to challenge students to extend their learning to make interdisciplinary connections.   |
| <i>Use of data to determine students' prior knowledge and differentiation based on students' learning needs</i> | Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs. | Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.     | Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students. | Plans for students to identify their own learning needs based on their own individual data.   |
| <b>Literacy strategies<sup>9</sup></b>  | Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.   | Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.            | Plans instruction that integrates literacy strategies and academic vocabulary.  | Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.       |

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

<sup>7</sup>**Lesson plan:** a purposeful planned learning experience.

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

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

## 2: Planning for Active Learning

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

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

|   | <b>Below Standard</b>  | <b>Developing</b>   | <b>Proficient</b>  | <b>Exemplary</b>   |
|---|--|---|--|--|
| <b>Attributes</b>   |  |   |  | <i>In addition to the characteristics of <b>Proficient</b>, including one or more of the following:</i>                  |
| <b>Strategies, tasks, and questions cognitively engage students</b>   | Plans instructional tasks that limit opportunities for students' cognitive engagement.                         | Plans primarily teacher-directed instructional strategies, tasks, and questions that provide some opportunities for students' cognitive engagement. | Plans instructional strategies, tasks, and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse <sup>10</sup> or inquiry-based learning <sup>11</sup> and/or application to other situations. | Plans to release responsibility to the students to apply and/ or extend learning beyond the learning expectation.        |
| <b>Instructional resources<sup>12</sup> and flexible groupings<sup>13</sup> support cognitive engagement and new learning</b> | Selects or designs resources and/or groupings that do not cognitively engage students or support new learning. | Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.                        | Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global, and/or career connections that support new learning.  | Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning. |

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

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

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

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

## 2: Planning for Active Learning

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

**Indicator 2c** | Selecting appropriate assessment strategies<sup>14</sup> to monitor student progress.

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

<sup>14</sup>**Assessment Strategies** are used to evaluate student learning during and after instruction.

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

### 3: Instruction for Active Learning

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

Indicator **3a**

Implementing instructional content<sup>15</sup> for learning.

|   | <b>Below Standard</b>  | <b>Developing</b>  | <b>Proficient</b>   | <b>Exemplary</b>  |
|---|--|--|---|---|
| <b>Attributes</b>                                 |  |  |   | <i>In addition to the characteristics of <b>Proficient</b>, including two or more of the following:</i>                     |
| <b>Instructional purpose</b>                      | Does not clearly communicate learning expectations to students.  | Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.                | Clearly communicates learning expectations to students and sets a specific purpose for instruction. <u>Teacher helps students to explain how the learning is situated within the broader learning context/curriculum.</u> | Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.             |
| <b>Content accuracy</b>                           | Makes multiple content errors.   | Makes minor content errors.  | Makes no content errors.  | Invites students to explain the content to their classmates.  |
| <b>Content progression and level of challenge</b> | Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning. | Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning. | Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.  | Challenges student to extend their learning beyond the lesson expectations <u>and/or make cross-curricular connections.</u> |
| <b>Literacy strategies<sup>16</sup></b>           | Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.                                      | Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.                                   | Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.   | Provides opportunities for students to independently select literacy strategies that support their learning.                |

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

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

### 3: Instruction for Active Learning

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

**Indicator 3b**

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

|  | <b>Below Standard</b>  | <b>Developing</b>  | <b>Proficient</b>  | <b>Exemplary</b>   |
|--|--|--|--|--|
| <b>Attributes</b>  |  |  |  | <i>In addition to the characteristics of Proficient, including one or more of the following:</i>   |
| <b>Strategies, tasks and questions</b>                             | Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information. | Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking, and/or purposeful discourse or inquiry. | Employs differentiated strategies, tasks, and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies. | Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.                              |
| <b>Instructional resources<sup>17</sup> and flexible groupings</b> | Uses resources and/or groupings that do not cognitively engage students or support new learning.   | Uses resources and/or groupings that minimally engage students cognitively and support new learning.   | Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career, or global connections.   | Promotes student ownership, self-direction, and choice of resources and/or flexible groupings to develop their learning.   |
| <b>Student responsibility and independence</b>                     | Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.            | Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.  | Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.  | Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work. |

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

### 3: Instruction for Active Learning

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

**Indicator 3C**

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

|   | <b>Below Standard</b>  | <b>Developing</b>   | <b>Proficient</b>   | <b>Exemplary</b>  |
|---|--|---|---|---|
| <b>Attributes</b>                             |  |   |   | <i>In addition to the characteristics of <b>Proficient</b>, including two or more of the following:</i>                     |
| <b>Criteria for student success</b>           | Does not communicate criteria for success and/or opportunities for students to self-assess are rare.   | Communicates general criteria for success and provides limited opportunities for students to self-assess.               | Communicates specific criteria for success and provides multiple opportunities for student to self-assess.  | Integrates student input in generating specific criteria for assignments.   |
| <b>Ongoing assessment of student learning</b> | Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective. | Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes. | Assesses students learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes. | Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning. |
| <b>Feedback<sup>18</sup> to students</b>      | Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.  | Provides feedback that partially guides students toward the intended instructional outcomes.                            | Provides individualized, descriptive feedback that is accurate, actionable, and helps students advance their learning.  | Encourages peer feedback that is specific and focuses on advancing student learning.  |
| <b>Instructional Adjustments<sup>19</sup></b> | Makes no attempts to adjust instruction.   | Makes some attempts to adjust instruction that is primarily in response to whole-group performance.                     | Adjusts instruction as necessary in response to individual and group performance.   | Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.    |

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

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

## 4: Professional Responsibilities and Teacher Leadership

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

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

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

## 4: Professional Responsibilities and Teacher Leadership

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

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

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

## 4: Professional Responsibilities and Teacher Leadership

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

### Indicator 4C

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

|  | <b>Below Standard</b>   | <b>Developing</b>   | <b>Proficient</b>   | <b>Exemplary</b>   |
|--|---|---|---|--|
| <b>Attributes</b>  |   |   |   | <i>In addition to the characteristics of <b>Proficient</b>, including one or more of the following:</i>  |
| <b>Positive school climate</b>                           | Does not contribute to a positive school climate.   | Participates in school-wide efforts to develop a positive school climate but makes minimal contributions.   | Engages with colleagues, students and families in developing and sustaining a positive school climate.  | Leads efforts within and outside the school to improve and strengthen the school climate.  |
| <b>Family and community engagement</b>                   | Limits communication with families about student academic or behavioral performance to required reports and conferences.  | Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications. | Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success. | Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development. |
| <b>Culturally responsive communications<sup>20</sup></b> | Sometimes demonstrates lack of respect for cultural differences when communicating with students and families <b>OR</b> demonstrates bias and/or negativity in the community. | Generally communicates with families and the community in a culturally-responsive manner.   | Consistently communicates with families and the community in a culturally-responsive manner.  | Leads efforts to enhance culturally-responsive communications with families and the community.   |

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

**From footnote <sup>2</sup> on page 26:**

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

# APPENDIX B

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

*Please note the following values:*

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

# CCT Rubric for Effective Service Delivery 2014 – AT A GLANCE

## **Learning Environment, Student Engagement and Commitment to Learning**

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

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

## **Learning Environment, Student Engagement and Commitment to Learning**

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

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

## **Learning Environment, Student Engagement and Commitment to Learning**

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

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

## **Learning Environment, Student Engagement and Commitment to Learning**

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

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

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

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

**Indicator 1a** | Promoting a positive learning environment that is respectful and equitable.<sup>2</sup>

|   | <b>Below Standard</b>  | <b>Developing</b>  | <b>Proficient</b>   | <b>Exemplary</b>   |
|---|--|--|---|--|
| <b>Attributes</b>   |  |  |   | <i>In addition to the characteristics of Proficient, including one or more of the following:</i>   |
| <b>Rapport and positive social interactions</b>           | Interactions between service provider and students are negative or disrespectful and/or the provider does not promote positive social interaction among students.                        | Interactions between service provider and students are generally positive and respectful and/or the provider inconsistently makes attempts to promote positive social interactions among students. | Interactions between service provider and students are consistently positive and respectful and the provider regularly promotes positive social interaction among students. | There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.                                     |
| <b>Respect for student diversity<sup>3</sup></b>          | Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the provider does not address disrespectful behavior. | Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.   | Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.  | Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.                                     |
| <b>Environment supportive of intellectual risk-taking</b> | Creates and/or promotes a learning environment that discourages students from taking intellectual risks.   | Creates and/or promotes a learning environment in which some students are willing to take intellectual risks.  | Creates learning and/or promotes environment in which most students are willing to take intellectual risks.   | Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students. |
| <b>High expectations for student learning</b>             | Establishes low expectations for student learning.   | Establishes expectations for learning for some, but not all students; <b>OR</b> is inconsistent in communicating high expectations for student learning.   | Establishes and consistently reinforces high expectations for learning for all students.  | Creates opportunities for students to set high goals and take responsibility for their own learning.   |

<sup>2</sup>**Respectful and equitable learning environment:** Understanding that educators must continuously work to ensure not only that educational learning environment are inclusive and respectful of all students, but they also offer opportunities for equitable access, survivability, outputs, and outcomes. Branson, C., & Gross, S. (Eds.). (2014). *Handbook of Ethical Educational Leadership*. Routledge.

<sup>3</sup>**Student diversity:** Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

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

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

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

|   | <b>Below Standard</b>   | <b>Developing</b>   | <b>Proficient</b>   | <b>Exemplary</b>   |
|---|---|---|---|--|
| <b>Attributes</b>   |   |   |   | <i>In addition to the characteristics of Proficient, including one or more of the following:</i>   |
| <b>Communicating, reinforcing and maintaining appropriate standards of behavior</b> | Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning. | Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.  | Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.   | Student behavior is completely developmentally appropriate.<br><b>OR</b><br>Service provider seamlessly responds to misbehavior without any loss of instructional time.  |
| <b>Promoting social competence<sup>4</sup> and responsible behavior</b>             | Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.  | Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions. | When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions. | Students take an active role in maintaining high standards of behaviors.<br><b>OR</b><br>Students are encouraged to independently use proactive strategies <sup>5</sup> and social skills and take responsibility for their actions. |

<sup>4</sup>*Social competence*: Exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).

<sup>5</sup>*Proactive strategies*: Include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

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

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

**Indicator 1c** | Maximizing service delivery by effectively managing routines and transitions.<sup>6</sup>

|  | <b>Below Standard</b>   | <b>Developing</b>   | <b>Proficient</b>  | <b>Exemplary</b>  |
|--|---|---|--|---|
| <b>Attributes</b>  |   |   |  | <i>In addition to the characteristics of <b>Proficient</b>, including one or more of the following:</i>   |
| <b>Routines and transitions appropriate to prior needs of students</b> | Does not establish or ineffectively establishes routines. Does not manage transitions from one task to another effectively, resulting in significant loss of service delivery time. | Inconsistently establishes routines. Inconsistently manages transitions, resulting in some loss of service delivery time. | Establishes routines and effectively manages transitions resulting in maximized service delivery time. | Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions. |

<sup>6</sup>**Routines and transitions:** Routines can be instructional or non-instructional organization activities. Transitions are non-instructional activities such as moving from one grouping, task or context to another.

## 2: Planning for Active Learning

Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

**Indicator 2a**

Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge<sup>7</sup> for all students.

|   | <b>Below Standard</b>   | <b>Developing</b>  | <b>Proficient</b>   | <b>Exemplary</b>  |
|---|---|--|---|---|
| <b>Attributes</b>   |   |  |   | <i>In addition to the characteristics of <b>Proficient</b>, including one or more of the following:</i>   |
| <i>Prevention/intervention plan<sup>8</sup> is aligned with standards</i>   | Plans prevention/intervention that is misaligned with or does not address the <u>appropriate Connecticut content standards</u> <sup>9</sup> and/or discipline-specific state and national guidelines. | Plans prevention/intervention that partially aligns <u>with appropriate Connecticut content standards</u> and/or discipline-specific state guidelines. | Plans prevention/intervention that directly aligns with <u>appropriate Connecticut content standards</u> and/or discipline-specific state and national guidelines.                                    | Anticipates and plans for challenges and considers proactive approaches to address these in advance.  |
| <i>Prevention/intervention rests on evidence-based practice, student need, and appropriate level of challenge</i> | Does not plan prevention/intervention using evidence-based practice, student need, or <u>appropriate level of challenge</u> .   | Partially plans prevention/intervention using evidence-based practice, student need, and <u>appropriate level of challenge</u> .                       | Plans prevention/intervention using evidence-based practice, student need, and <u>appropriate level of challenge</u> .  | Plans to <u>challenge students to extend their learning to make connections to the school setting and larger world</u> .  |
| <i>Use of data to determine students' prior knowledge and differentiate based on students' learning needs</i>     | Plans prevention/intervention without consideration of data, students' prior knowledge or different learning needs.   | Plans prevention/intervention with limited attention to prior knowledge and/or skills of individual students.  | Uses multiple sources of data <sup>10</sup> to determine individual students' prior knowledge and skills to plan targeted, purposeful prevention/intervention that advances the learning of students. | Plans for students to identify their own learning needs based on their own individual data to advance learning, growth, and development.                                  |
| Connection to school setting and larger world   | Plans prevention/intervention that includes few opportunities for student to <u>connect to school setting and larger world</u> .  | Plans prevention/intervention that includes some opportunities for students to <u>connect to school setting and larger world</u> .                     | Plans prevention/intervention that <u>includes multiple opportunities for students to connect to school setting and larger world</u> .  | Designs opportunities for students to independently select <u>prevention/intervention strategies that support their learning in the school setting and larger world</u> . |

Text that is UNDERLINED reflects Common Core State Standards Connections.

<sup>7</sup>**Level of challenge:** The range of challenge in which a learner can progress because the task is neither too hard nor too easy. Bloom's Taxonomy - provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. Webb's Depth of Knowledge (DOK) a scale of cognitive demand identified as four distinct levels (1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work). Hess's Cognitive Rigor Matrix - aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

<sup>8</sup>**Prevention/Intervention plan:** a purposeful planned learning experience.

<sup>9</sup>**Connecticut content standards:** Standards developed for all content areas including Common Core State Standards (CCSS) inclusive of College and Career Readiness Anchor Standards and Early Learning and Development Standards (ELDS).

<sup>10</sup>**Multiple sources of data:** May include existing data or data to be collected. Data may formal (standardized tests) or informal (survey responses, interviews, anecdotal, grades etc.) and data may be formative or summative.

## 2: Planning for Active Learning

Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

**Indicator 2b** | Planning prevention/intervention to actively engage students in the content.

|   | <b>Below Standard</b>   | <b>Developing</b>   | <b>Proficient</b>   | <b>Exemplary</b>   |
|---|---|---|---|--|
| <b>Attributes</b>   |   |   |   | <i>In addition to the characteristics of <b>Proficient</b>, including one or more of the following:</i>      |
| <b>Strategies, tasks, and questions actively engage students</b>  | Plans prevention/intervention tasks that limit opportunities for students' active engagement.               | Plans primarily service provider- directed prevention/intervention <u>strategies, tasks, and questions</u> that provide some opportunities for students' active engagement. | Plans instructional <u>strategies, tasks, and questions</u> that promote student active engagement <u>through problem-solving, critical or creative thinking, discourse<sup>11</sup> or inquiry-based learning<sup>12</sup> and/or application to other situations.</u> | Plans to release responsibility to the students <u>to apply and/ or extend learning to other situations.</u> |
| Resources <sup>13</sup> and flexible groupings <sup>14</sup> support active engagement and new learning | Selects or designs resources and/or groupings that do not actively engage students or support new learning. | Selects or designs resources and/or groupings that <u>minimally engage students and minimally support new learning about the world at large.</u>                            | Selects or designs resources and/or flexible groupings that actively engage students in <u>real world, global, and/or career connections</u> that support new learning.   | Selects or designs resources that <u>actively engage students to extend new learning.</u>                    |

**Text that is UNDERLINED reflects Common Core State Standards Connections.**

<sup>11</sup>**Discourse:** Is defined as the purposeful interaction between service providers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning): or dialogue through technological or digital resources.

<sup>12</sup>**Inquiry-based learning:** Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem, which has relevance to their world. The service provider's role in inquiry-based learning is one of facilitator or resource rather than dispenser of knowledge.

<sup>13</sup>**Resources:** Includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

<sup>14</sup>**Flexible groupings:** Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

## 2: Planning for Active Learning

Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

**Indicator 2C** | Selecting appropriate assessment strategies<sup>15</sup> to monitor student progress.

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

<sup>15</sup>**Assessment Strategies** are used to evaluate student learning during and after service delivery.

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

### 3: Service Delivery

Service providers implement prevention/intervention to **engage students in rigorous and relevant learning and to promote their curiosity about the world at large** by:

**Indicator 3a** | Implementing service delivery<sup>16</sup> for learning.

|   | <b>Below Standard</b>   | <b>Developing</b>   | <b>Proficient</b>  | <b>Exemplary</b>  |
|---|---|---|--|---|
| <b>Attributes</b>   |   |   |  | <i>In addition to the characteristics of Proficient, including one or more of the following:</i>  |
| <b>Prevention / Intervention purpose</b>                            | Does not clearly communicate learning expectations to students.   | Communicates learning expectations to students and sets a general purpose for prevention/intervention, which may require further clarification.   | Clearly <u>communicates learning expectations to students and sets a specific purpose for prevention/ intervention</u> and helps students to see how the learning is aligned with <u>Common Core Standards</u> and/or discipline specific state and national guidelines. | Students are encouraged to explain how the prevention/intervention is situated within the broader learning context/curriculum. Students will demonstrate understanding of prevention/intervention across various contextual settings. |
| <b>Prevention / intervention plan precision</b>                     | Makes multiple errors in the delivery of the prevention/intervention plan.  | Makes minor errors in the delivery of the prevention/ intervention plan.  | Prevention/intervention delivery demonstrates flexibility and sensitivity to targeted outcomes.  | Invites students to explain the prevention/intervention plan and how it applies to their growth and development.  |
| <b>Prevention / intervention progression and level of challenge</b> | Delivers prevention/ intervention that lacks a logical progression, is not evidence-based, attentive to student need or appropriate level of challenge. | Delivers prevention/ intervention in a generally logical progression, is somewhat evidence-based, attentive to students needs and appropriate level of challenge to advance student learning. | Clearly delivers prevention/ intervention in a logical and purposeful progression, is evidence-based, attentive to student needs and at an appropriate level of challenge to advance learning of all students.   | Challenges students to extend their learning beyond the prevention/intervention expectations and make connections to the school and larger world.   |
| <b>Connection to school and larger world</b>                        | Delivers prevention/ intervention with few opportunities for students to <u>connect to the school setting and larger world.</u>                         | Delivers prevention/ intervention with some opportunities for students to <u>connect to the school setting and larger world.</u>  | Delivers prevention/ intervention that consistently integrates into the <u>school setting and larger world.</u>  | Provides opportunities for students to independently use prevention/intervention strategies in the <u>school setting and larger world.</u>  |

Text that is **UNDERLINED** reflects **Common Core State Standards Connections**.

<sup>16</sup>**Service Delivery framework:** A set of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.

### 3: Service Delivery

Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

**Indicator 3b** Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

|   | <b>Below Standard</b>  | <b>Developing</b>  | <b>Proficient</b>  | <b>Exemplary</b>   |
|---|--|--|--|--|
| <b>Attributes</b>   |  |  |  | <i>In addition to the characteristics of <b>Proficient</b>, including one or more of the following:</i>  |
| <b>Strategies, tasks and questions</b>                            | Strategies, tasks and question do not lead students to construct new and meaningful learning.  | Uses a combination of tasks and question in an attempt to lead students to construct new learning, with some opportunities for <u>problem-solving, critical thinking and/or purposeful discourse or inquiry.</u> | Employs differentiated strategies, tasks and question that actively engage students in constructing new and meaningful learning through appropriately integrated discipline-specific tools that <u>promote problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.</u> | Includes opportunities for students to <u>work collaboratively, when appropriate, and to generate their own question and problem-solving strategies, synthesize and communicate information.</u>                 |
| <b>Resources<sup>17</sup> and flexible groupings<sup>18</sup></b> | Uses resources and/or groupings that do not actively engage students or support new learning.  | Uses resources and/or groupings that minimally engage students actively to support new learning.   | Uses resources and flexible groupings that actively engage students in demonstrating new learning in multiple ways, including application of <u>new learning to make real world, career or global connections.</u>   | <u>Promotes student ownership, self-direction, and choice of resources and/or flexible groupings to develop their learning.</u>  |
| <b>Student responsibility and independence</b>                    | Implements prevention/intervention that is primarily provider-directed, providing little or no opportunities for students to develop independence as learners. | Implements prevention/intervention that is mostly provider-directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.         | Implements prevention/intervention that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.  | Implements prevention/intervention that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality outcomes. |

**Text that is UNDERLINED reflects Common Core State Standards Connections.**

<sup>17</sup>**Resources:** Includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

<sup>18</sup>**Flexible groupings:** Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

### 3: Service Delivery

Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator **3C**

Assessing student learning, providing feedback to students, and service delivery.

|   | <b>Below Standard</b>  | <b>Developing</b>   | <b>Proficient</b>   | <b>Exemplary</b>  |
|---|--|---|---|---|
| <b>Attributes</b>                                       |  |   |   | <i>In addition to the characteristics of <b>Proficient</b>, including one or more of the following:</i>                     |
| <b>Criteria for student success</b>                     | Does not communicate criteria for success and/or opportunities for students to self-assess are rare.   | Communicates general criteria for success and provides limited opportunities for students to self-assess.             | Communicates specific criteria for success and provides multiple opportunities for student to self-assess.  | Integrates student input in identifying and articulating individual criteria for success.                                   |
| <b>Ongoing assessment of student learning</b>           | Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of outcomes in prevention/intervention plan. | Assesses student learning with focus on progress toward achievement of the intended prevention/intervention outcomes. | Assesses students learning with focus on progress toward the prevention/intervention in order to monitor individual and group progress toward achievement of the intended prevention/intervention | Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning. |
| <b>Feedback<sup>19</sup> to students</b>                | Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.  | Provides feedback that partially guides students toward the intended prevention/intervention outcomes.                | Provides individualized, descriptive feedback that is accurate, actionable, and helps students advance their learning.  | Encourages self-reflection or peer feedback that is specific and focuses on advancing student learning.                     |
| <b>Prevention/intervention adjustments<sup>20</sup></b> | Makes no attempts to adjust delivery of prevention/intervention plan.  | Makes some attempts to adjust delivery of prevention/intervention plan.   | Adjusts delivery of prevention/intervention plan as necessary in response to individual and group performance.  | Students identify ways to adjust prevention/intervention plan that will be effective for them as individuals.               |

<sup>19</sup>**Feedback:** Effective feedback provided by the service provider is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

<sup>20</sup>**Prevention/intervention adjustments:** Based on the monitoring of student understanding, service providers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

## 4: Professional Responsibilities and Leadership

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

**Indicator 4a** Engaging in continuous professional learning to impact service delivery and student learning.

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

## 4: Professional Responsibilities and Leadership

Service providers maximize support for student learning by **developing and demonstrating professionalism, collaboration, and**

### Indicator 4b

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

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

## 4: Professional Responsibilities and Leadership

Service providers maximize support for student learning by **developing and demonstrating professionalism, collaboration, and**

### Indicator 4C

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

|  | <b>Below Standard</b>   | <b>Developing</b>   | <b>Proficient</b>   | <b>Exemplary</b>   |
|--|---|---|---|--|
| <b>Attributes</b>  |   |   |   | <i>In addition to the characteristics of <b>Proficient</b>, including one or more of the following:</i>  |
| <b>Positive school climate</b>                           | Does not contribute to a positive school climate.   | Participates in school-wide efforts to develop a positive school climate but makes minimal contributions.   | Engages with colleagues, students and families in developing and sustaining a positive school climate.  | Leads efforts within and outside the school to improve and strengthen the school climate.  |
| <b>Family and community engagement</b>                   | Limits communication with families about student academic or behavioral performance to required reports and conferences.  | Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications. | Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success. | Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development. |
| <b>Culturally responsive communications<sup>21</sup></b> | Sometimes demonstrates lack of respect for cultural differences when communicating with students and families <b>OR</b> demonstrates bias and/or negativity in the community. | Generally communicates with families and the community in a culturally-responsive manner.   | Consistently communicates with families and the community in a culturally-responsive manner.  | Leads efforts to enhance culturally-responsive communications with families and the community.   |

<sup>21</sup>**Culturally-responsive communications:** Using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to support connectedness between home and school experiences.

# APPENDIX C

\* *The Southington Teaching Rubric for Music Ensemble and Classroom*  
(Adapted from the National Association for Music Education)

# Southington Teaching Rubric for Music Ensemble – At a Glance

## Evidence Generally Collected Through In-Class Observations

## Evidence Generally Collected Through Non-Classroom/Reviews of Practice

|  |   |
|--|---|
| <p style="text-align: center;"><b><u>Domain 1</u></b><br/><b>Environment, Student Engagement, and Commitment to Learning</b></p> <p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> <li><b>1a.</b> Creating a positive learning environment that teaches music is based on hard work, consistent attention to quality, and on-going commitment while maintaining an atmosphere of respect and rapport.</li> <li><b>1b.</b> Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</li> <li><b>1c.</b> Maximizing instructional time by effectively managing classroom procedures (routines and transitions).</li> </ul> | <p style="text-align: center;"><b><u>Domain 2</u></b><br/><b>Planning for Active Learning</b></p> <p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> <li><b>2a.</b> Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and of students.</li> <li><b>2b.</b> Planning coherent instruction that cognitively engages students in content and sets instructional outcomes.</li> <li><b>2c.</b> Designing appropriate student assessments to monitor student progress.</li> </ul>  |
| <p style="text-align: center;"><b><u>Domain 3</u></b><br/><b>Instruction for Active Learning</b></p> <p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> <li><b>3a.</b> Communicating clear and accurate knowledge and skill expectations to students.</li> <li><b>3b.</b> Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques.</li> <li><b>3c.</b> Using assessment in instruction to provide feedback to students and adjust teaching.</li> </ul>  | <p style="text-align: center;"><b><u>Domain 4</u></b><br/><b>Professional Responsibilities and Teacher Leadership</b></p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ul style="list-style-type: none"> <li><b>4a.</b> Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.</li> <li><b>4b.</b> Participating in professional and school communities and maintaining accurate records related to that participation.</li> <li><b>4c.</b> Communicating with students and families to develop and sustain a positive school climate that supports student learning.</li> </ul> |

(Adapted from the National Association for Music Education)

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

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

**Indicator 1a.** Creating a positive learning environment that teaches music is based on hard work, consistent attention to quality, and on-going commitment while maintaining an atmosphere of respect and rapport.

|  | <b>Below Standard</b>  | <b>Developing</b>  | <b>Proficient</b>  | <b>Exemplary</b>  |
|--|--|--|--|---|
| <b>Attributes</b>                          |  |  |  |   |
| <b>Maintaining Respect and Rapport</b>     | Teacher-student interactions are mostly negative, sarcastic, demeaning, or insensitive to developmental and cultural differences. Students exhibit disrespect for the teacher and one another. Teacher does not deal with disrespectful behavior and does not build rapport by displaying warmth, caring, or encouragement.  | Teacher-student interactions are typically positive and supportive, but there is some evidence of favoritism or lack of developmental and cultural sensitivity. Students occasionally demonstrate respectful behavior. Teacher responds to disrespectful behavior, but attains mixed results. Teacher efforts to build rapport are somewhat successful.  | Teacher-student interactions are uniformly positive and supportive. Teacher and students work together, and students exhibit respect for the teacher through on-task behaviors and work habits. Student interactions are generally polite and respectful. The teacher is efficient and effective in managing disruptions. Teacher has successfully built rapport with most students.                                   | There is an atmosphere of genuine caring and respect between the teacher and students as individuals. Students respond willingly to requests to try new learning strategies and techniques. When necessary, students correct each other's behavior and promote civility. Teacher has a rapport that reflects a genuine understanding of each student as an individual.  |
| <b>Establishing a Culture for Learning</b> | The rehearsal culture is characterized by a lack of teacher and student commitment to improving musicianship. There is little or no investment of student energy into music-making or music learning. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. | The rehearsal culture is characterized by some degree of teacher and student commitment to improving musicianship. On occasion, teacher appears to be "going through the motions," and students are more interested in playing/singing straight through the pieces than in the quality of their music-making. Teacher often conveys the idea that success in music-making is the result of natural ability rather than hard work. High expectations for music-making are reserved for those students thought to possess extraordinary musical ability. | The rehearsal culture is a busy and productive place where music learning is valued by all, with high expectations for music-making the norm for most students. Teacher conveys the concept that with hard work students can be successful musicians. Students understand their role as musicians and consistently expend effort to improve their musicianship. Rehearsal interactions support learning and hard work. | The rehearsal culture is an aesthetically vibrant and pleasing place, characterized by a shared belief in the importance of each individual student's musicianship to the realization of the musical score. Teacher conveys high expectations for music-making and learning by all students and insists on hard work. Students assume responsibility for high-quality music-making by offering constructive criticism, suggesting various musical techniques or interpretations, and helping peers. |

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

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

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

|                                  | <b>Below Standard</b>  | <b>Developing</b>   | <b>Proficient</b>  | <b>Exemplary</b>   |
|----------------------------------|--|---|--|--|
| <b>Attributes</b>                |  |   |  |  |
| <b>Managing Student Behavior</b> | There is no evidence of standards for musician conduct. There is little or no monitoring of student behavior. Students frequently challenge the teacher's authority. Teacher typically responds to misbehavior by losing emotional control and disrespecting students. | Standards for musician conduct appear to have been established, but their implementation in rehearsals and sectionals is inconsistent. Teacher tries to monitor student behavior and respond to misbehavior, but disciplinary procedures are occasionally overactive, inconsistent, or ineffective. | Student behavior in rehearsals and sectionals is typically appropriate. Teacher monitors student behavior against established standards for musician conduct. Teacher responses to misbehavior are consistent and effective. | Student behavior in rehearsals and sectionals is entirely appropriate. Ensemble members take an active role in monitoring their own behavior and that of other students against the standards for musician conduct. Teacher's monitoring of student behavior is often subtle and preventative. When ensemble members do misbehave, the teacher's response is respectful but also appropriate to the nature and frequency of the offense. |

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

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

**Indicator 1c.** Maximizing instructional time by effectively managing classroom procedures (routines and transitions).

|                                      | <b>Below Standard</b>   | <b>Developing</b>   | <b>Proficient</b>  | <b>Exemplary</b>  |
|--------------------------------------|---|---|--|---|
| <b>Attributes</b>                    |   |   |  |   |
| <b>Managing Classroom Procedures</b> | Much rehearsal time is lost due to ineffective and inefficient classroom routines and procedures. There is little or no evidence that the teacher is able to manage ensemble and sectional settings, transitions, and/or handling of music and other instructional materials, resulting in frequent disruption of learning. Students do not know or will not follow established rehearsal and performance routines. | Some rehearsal time is lost due to only partially effective classroom routines and procedures. Teacher’s management of ensemble and sectional settings, transitions, and/or handling of music and other instructional materials is often inconsistent and only partially successful, leading to some disruption of learning. Students follow established rehearsal and performance routines only when given regular guidance and prompting. | There is limited loss of rehearsal time because of effective classroom routines and procedures. Teacher’s management of ensemble and sectional settings, transitions, and/or handling of music and other instructional materials is typically successful. With minimal guidance and prompting, students follow established rehearsal and performance routines. | Rehearsal time is maximized because classroom routines and procedures are both efficient and effective. Students contribute to the management of ensemble and sectional settings, transitions, and/or handling of music and other instructional materials. Rehearsal and performance routines are well understood and may be initiated by students. |

## 2: Planning for Active Learning

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

**Indicator 2a.** Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and of students.

|  | <b>Below Standard</b>  | <b>Developing</b>  | <b>Proficient</b>   | <b>Exemplary</b>   |
|--|--|--|---|--|
| <b>Attributes</b>                                      |  |  |   |  |
| <b>Demonstrating Knowledge of Content and Pedagogy</b> | In planning and practice, teacher makes errors with regard to period and style of the music performed and does not correct errors made by students. Teacher's plans and practice display little understanding of how concepts and skills relate to one another or knowledge about the relationships between the music and other disciplines. Teacher displays little or no understanding of the range of suitable pedagogical approaches, and conducting technique is unclear and uncommunicative. | Teacher is familiar with the works performed with regard to period and style of the music and the skills and/or knowledge required of students for success in performing a given work. Teacher displays a lack of understanding of how concepts and skills relate to one another or knowledge about the relationships between the music and other disciplines. Teacher's plans and practice reflect a limited range of pedagogical approaches and conducting techniques. | Teacher displays a solid knowledge of the works performed with regard to period and style of the music and the skills and/or knowledge required of students for success in performing a given work. Teacher has an understanding of how concepts and skills relate to one another and is familiar with relationships between the music and other disciplines. Teacher's plans and practice reflect familiarity with a wide range of pedagogical approaches and use of good conducting techniques. | Teacher displays extensive knowledge of the works performed with regard to period and style of the music and the skills and/or knowledge required of students for success in performing a given work. Teacher has knowledge of how concepts and skills relate to one another and an understanding of relationships between the music and other disciplines. Teacher's plans and practice reflect familiarity with a wide range of pedagogical approaches and use of clear conducting techniques to communicate musical nuance. |

## 2: Planning for Active Learning

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

**Indicator 2a.** Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and of students.

|   | <b>Below Standard</b>  | <b>Developing</b>  | <b>Proficient</b>  | <b>Exemplary</b>  |
|---|--|--|--|---|
| <b>Attributes</b>                           |  |  |  |   |
| <b>Demonstrating Knowledge of Students</b>  | Teacher demonstrates little or no understanding of how students learn, and shows minimal knowledge about levels of development and playing skill of the students when selecting repertoire. Teacher does not seek knowledge or an understanding of students' backgrounds, cultures, interests, special needs, or language proficiency. | Teacher indicates the importance of understanding how students learn, and shows knowledge about levels of development and playing skill for the ensemble as a whole when selecting repertoire. Teacher seeks knowledge or an understanding of students' backgrounds, cultures, interests, special needs, and language proficiency for the ensemble as a whole. | Teacher understands the active nature of student learning, and shows knowledge about levels of development and playing skill for groups of students when selecting repertoire. Teacher purposefully seeks knowledge of students' backgrounds, cultures, interests, special needs, and language proficiency. This information is acquired for groups of students. | Teacher actively seeks and uses knowledge of students' levels of development and playing skill when selecting repertoire. Teacher seeks knowledge of students' backgrounds, cultures, interests, special needs, and language proficiency from a variety of sources. This information is acquired for individual students.   |
| <b>Demonstrating Knowledge of Resources</b> | Teacher is unaware of resources for classroom or rehearsal room use, for expanding his or her knowledge, and for developing students' knowledge and skill available through the school/district and external to the school.  | Teacher displays basic awareness of resources available for classroom use and for rehearsal room use, for expanding his or her knowledge, and for developing students' knowledge and skill through the school and/or district, but very limited or no knowledge of resources available external to the school.   | Teacher displays awareness of resources available for classroom and rehearsal room use, for expanding his or her knowledge, and for developing students' knowledge and skill. Awareness of resources includes those available through school and/or district as well as some external to the school, both in digital and print forms.                            | Teacher's displays extensive knowledge of resources available for classroom and rehearsal room use, for expanding his or her knowledge, and for developing students' knowledge and skill. Knowledge of resources include those available through school and/or district, in the community, universities, and name and other professional organizations, both in digital and print forms, including peer-to-peer forums. |

## 2: Planning for Active Learning

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

**Indicator 2b.** Planning coherent instruction that cognitively engages students in content and sets instructional outcomes.

|                                       | <b>Below Standard</b>  | <b>Developing</b>   | <b>Proficient</b>   | <b>Exemplary</b>  |
|---------------------------------------|--|---|---|---|
| <b>Attributes</b>                     |  |   |   |   |
| <b>Designing Coherent Instruction</b> | There is no or little prior planning to the rehearsal structure. Instructional outcomes are vague and not coherent. Students are not engaged in the rehearsal, and too much or too little time is spent on any one concept. There is little to no variety in the type of instruction planned.  | Some of the learning activities and materials are suitable to the instructional outcomes. Evidence of some planning of rehearsals with an effort of providing some variety. The rehearsal plan has a recognizable structure but doesn't address individual student and/or section need.   | Teacher's plans and use of resources align with learning outcomes and are suitable for the group of students. The learning activities are varied and represent different challenges for students. The rehearsal structure is clear, and time allotments are reasonable.   | Teacher's plans coordinate content knowledge, various rehearsal techniques, understanding of students' needs, and available resources designed to engage all students in high-level performance. When possible, plans are differentiated for individual learners, with some opportunity for student choice. The rehearsal structure is clear, organized, and allows for flexibility.  |
| <b>Setting Instructional Outcomes</b> | Few outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. Outcomes are vague, not written in the form of student goals, and/or do not permit viable methods of assessment. Few or no outcomes demonstrate acquisition of transferrable knowledge on the part of students, and rote learning of parts is the main method of rehearsing. Outcomes are not sequenced for mastery by the students. | Some outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. Some of the outcomes are clear, written in the form of student goals, and permit viable methods of assessment. Some outcomes demonstrate acquisition of transferrable knowledge on the part of students, but rote learning of parts is used. Outcomes are sequenced for mastery by most of the students. | Most outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. Most of the outcomes are clear, written in the form of student goals, and permit viable methods of assessment. Most outcomes demonstrate acquisition of transferrable knowledge on the part of students. Outcomes are sequenced for mastery by all students. | All outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. All outcomes are clear, written in the form of student goals, and permit viable methods of assessment. Outcomes demonstrate real acquisition of transferrable knowledge on the part of students. Outcomes take into account the varying needs of individual students and are sequenced for effective mastery by all students. |

## 2: Planning for Active Learning

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

**Indicator 2c.** Designing appropriate student assessments to monitor student progress.

|                                      | <b>Below Standard</b>   | <b>Developing</b>  | <b>Proficient</b>  | <b>Exemplary</b>  |
|--------------------------------------|---|--|--|---|
| <b>Attributes</b>                    |   |  |  |   |
| <b>Designing Student Assessments</b> | Assessments do not match learning expectations, and/or learning outcomes are not clearly defined. Teacher has no plan to incorporate formative assessment into rehearsals or use assessment results when planning future instruction. | Some of the instructional outcomes are assessed, but others are not. Criteria and standards are vague, and may not cover creating, performing, and responding. Teacher has plans to use formative assessments during rehearsals, but they are not fully developed. Teacher plans to use assessment results for future instruction for the entire class, not individual students. | Assessments are fully aligned with learning outcomes, and criteria are clearly defined. Assessment types are appropriate for the outcome being measured in the areas of creating, performing, and responding. The use of formative assessment is well designed, complementing the rehearsal process. Teacher intends to use assessment results when planning future instruction. | Assessments are fully aligned with learning outcomes, and criteria are clearly defined. Assessments are authentic to the work of the ensemble and provide real-life application when possible. Assessments provide opportunities for student choice and participation in designing the assessment for their own work in the areas of creating, performing, and responding. The use of formative assessment is well designed, complements the rehearsal process, and includes use of the assessment information by both teacher and student. Teacher intends to use assessment results when planning future instruction. |

### 3: Instruction for Active Learning

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

**Indicator 3a.** Communicating clear and accurate knowledge and skill expectations to students.

|                                    | <b>Below Standard</b>  | <b>Developing</b>   | <b>Proficient</b>  | <b>Exemplary</b>  |
|------------------------------------|--|---|--|---|
| <b>Attributes</b>                  |  |   |  |   |
| <b>Communicating with Students</b> | <p>The primary objectives of the rehearsal are unclear to students, and the directions and/or the instructional procedures used are confusing. Teacher's explanation of key musical concepts and/or skills contains major errors. Teacher's spoken or written language contains errors of grammar or syntax. His/her vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> | <p>Teacher's attempt to explain the primary objectives of the rehearsal has only limited success, and the directions and/or the instructional procedures used must be clarified after initial student confusion. The teacher's explanation of key musical concepts and/or skills contains minor errors with some portions of the explanation being clear and other portions being difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited or not fully appropriate to the students' ages or backgrounds.</p> | <p>The primary objectives of the rehearsal are clearly communicated to students, including how these objectives are related to broader musical goals; directions and procedures are explained clearly. Teacher's explanation of musical concepts and skills is well framed, clear, and accurate; it connects with students' knowledge and experience. During the learning process, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.</p> | <p>Teacher links the primary objectives of the rehearsal to the students' interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of musical concepts is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to their classmates' understanding of the skills/concepts. Teacher's spoken and written language is correct and expressive, and the teacher finds opportunities to extend the students' vocabularies.</p> |

### 3: Instruction for Active Learning

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

**Indicator 3b.** Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques.

|  | <b>Below Standard</b>  | <b>Developing</b>  | <b>Proficient</b>  | <b>Exemplary</b>   |
|--|--|--|--|--|
| <b>Attributes</b>                                  |  |  |  |  |
| <b>Using Questioning and Discussion Techniques</b> | Teacher's questions in the rehearsal elicit single correct responses rather than engage students in discussing musical outcomes, and are asked in rapid succession. Questions are directed by and from the teacher, and student questions are not welcomed. A few students, generally first-chair players, are called on to dominate the discussion. | Teacher's questions are directed at a single, teacher-determined, musical outcome with regard to the work being rehearsed. When teacher engages students through questions that elicit student input on musical interpretation, only a few students (generally first-chair players) are involved. Teacher's attempts to engage students within sections and across sections to consider their parts in the musical whole are not generally successful. | While some questioning may be on lower-level issues (e.g., "Was that note in tune?"), teacher asks broader questions that get at phrase-level interpretative issues. Teacher involves students directly in this process, respecting and implementing their input when appropriate and allowing and encouraging most students to take an active part in the discussion. | Teacher challenges students to discussion about the work rehearsed and about the ensemble, attaining high-level thinking processes and metacognition. The process results in students' identification of questions regarding performance and initiation of discussion to solve questions. Students draw others into the discussion, making sure that the groups function as an ensemble in discourse as well as musically. |

### 3: Instruction for Active Learning

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

**Indicator 3b.** Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques.

|                                      | <b>Below Standard</b>   | <b>Developing</b>   | <b>Proficient</b>   | <b>Exemplary</b>  |
|--------------------------------------|---|---|---|---|
| <b>Attributes</b>                    |   |   |   |   |
| <b>Engaging Students in Learning</b> | <p>The repertoire and rehearsal technique used are inappropriate for the learning outcomes sought for the students in the ensemble. Rehearsal (especially initial rehearsals) encourages rote repetition of the teacher’s idea of the music. The pace of the rehearsal is too slow or rushed. Few students are intellectually or artistically engaged in the musical outcome.</p> | <p>The repertoire and rehearsal technique are partially aligned with outcomes appropriate to the students in the ensemble, but the rehearsal process allows most students to merely comply with the teacher’s direction. Pacing of the rehearsal does not allow students to be engaged in the artistic and intellectual basis of the music rehearsed.</p> | <p>The repertoire and rehearsal technique are aligned with outcomes appropriate to the students in the ensemble, and teacher uses the rehearsal process to provide scaffolding that engages students actively in making artistic and intellectual decisions regarding the work rehearsed. Pacing of the rehearsal provides most students with the time to be engaged in the artistic and intellectual basis of the music rehearsed.</p> | <p>The repertoire and rehearsal technique are designed to engage virtually all students in musical contributions that fully align with desired instructional outcomes. The rehearsal structure results in some student-initiated questioning about the music and student suggestions about ways to realize the intentions in the score; students are allowed freedom of choice in how they realize their parts and engage with their peers in carrying out that realization. Pacing of the rehearsal provides students with the time to be engaged in the artistic and intellectual basis of the music rehearsed.</p> |

### 3: Instruction for Active Learning

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

**Indicator 3b.** Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques.

|   | <b>Below Standard</b>   | <b>Developing</b>   | <b>Proficient</b>   | <b>Exemplary</b>   |
|---|---|---|---|--|
| <b>Attributes</b>                                   |   |   |   |  |
| <b>Demonstrating Flexibility and Responsiveness</b> | Teacher proceeds with the rehearsal as planned, even in the face of evidence of lack of musical progress and an underlying lack of student understanding or lack of student engagement in the music. Teacher ignores questions from students and, when faced with evidence that students cannot rise to the technical or musical challenges of the music rehearsed, blames the students or outside factors. | Teacher modifies his or her approach to the rehearsal as dictated by musical outcomes or by student reaction, with some success in keeping the students engaged in the music and improving in performance. Teacher accepts responsibility for student success, but has an insufficient grasp of rehearsal technique to help students. | Teacher modifies his or her approach to the rehearsal as dictated by musical outcomes or by student reaction, with some success in keeping the students engaged in the music and improving in performance. Teacher tries to keep all students in the ensemble engaged, using varied rehearsal techniques. | Teacher recognizes and builds on occurrences in the rehearsal to further engage students in the music, or alters rehearsal technique to address aspects of the performance that demonstrate student misunderstanding of the musical or technical material being rehearsed. Teacher continuously brings to bear new ideas and rehearsal techniques to help all students attain appropriate musical standards, drawing on resources of musical colleagues in the school or community to do so. |

### 3: Instruction for Active Learning

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

**Indicator 3c.** Using assessment in instruction to provide feedback to students and adjust teaching.

|  | <b>Below Standard</b>  | <b>Developing</b>  | <b>Proficient</b>   | <b>Exemplary</b>  |
|--|--|--|---|---|
| <b>Attributes</b>                      |  |  |   |   |
| <b>Using Assessment in Instruction</b> | There is little or no assessment or monitoring of student learning as evidenced by growth in the ensemble's interpretation of the music at hand; teacher either gives no guidance on shaping the music or provides such guidance in a non-specific way. Students are not aware of the musical standards applied, and do not attempt to identify the level of musical quality they are attaining. | Some assessment of the ensemble's progress is made, in a way generally limited to identification of performance errors. Students are only partly aware of the musical standards applied, and few students assess their individual work or the progress of the ensemble toward musical goals. Teacher does not use questions as a rehearsal technique, simply informing the students of the status of the musical performance rather than attempting to determine student understanding of the music. | The teacher regularly assesses the ensemble's and individual students' progress toward musical goals, and uses this assessment to provide students with accurate, specific feedback on aspects that need attention. Students seem to be aware of the musical criteria used, and some apply these criteria to assessment of their own contributions. Teacher uses questions to determine student understanding of the music. | Teacher integrates assessment into the rehearsal on an on-going basis. Students seem to be aware of the musical criteria used, and seem to have contributed to the development of the musical interpretation at the basis of those criteria. Students apply these criteria to their own contributions and to the musical performance of the ensemble as a whole. On-going feedback on progress toward musical goals, in both non-verbal and gestural or musical forms, is specific and appropriate. Teacher regularly uses questions to determine student understanding of the music. |

## 4: Professional Responsibilities and Teacher Leadership

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

**Indicator 4a.** Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.

|  | <b>Below Standard</b>   | <b>Developing</b>  | <b>Proficient</b>  | <b>Exemplary</b>  |
|--|---|--|--|---|
| <b>Attributes</b>                            |   |  |  |   |
| <b>Reflecting on Teaching</b>                | Teacher is not cognizant of whether learning has occurred or whether the teaching was effective or ineffective, and/or incorrectly perceives the outcomes of the teaching episode. Teacher cannot offer any musical recommendations to improve the teaching episode.              | Teacher superficially recognizes where learning occurred and that the teaching was or was not effective, and is able to give vague or limited musical recommendations about how the teaching episode could be improved.                                    | Teacher recognizes the general points at which learning occurred and where learning did not occur and is able to give specific musical recommendations about where the teaching episode could be improved or changed.  | Teacher specifically recognizes learning and non-learning moments and is able to give several examples of where he/she could have used different instructional strategies. Teacher is also able to predict the potential success of using different musical strategies. |
| <b>Growing and Developing Professionally</b> | Teacher is not involved in any professional development activities that might enhance pedagogical skills or knowledge. Teacher resists, rejects, and/or refuses to act on teacher evaluation feedback. Teacher does not join professional organizations or attend their meetings. | Teacher only participates in professional development in a limited capacity. Teacher is reluctant to accept feedback on teaching performance from supervisors or professional colleagues. Teacher is limited in ways he/she contributes to the profession. | Teacher actively looks for professional development opportunities to enhance music knowledge and skills along with pedagogical knowledge and skills. Teacher is receptive to feedback from supervisors and colleagues. Teacher also offers to assist other teachers in professional development. | In addition to activities at the “Proficient” level, teacher collaborates with other peers to conduct action research, asking them to observe his/her instruction. Teacher initiates contributions to the profession.   |

## 4: Professional Responsibilities and Teacher Leadership

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

**Indicator 4b.** Participating in professional and school communities and maintaining accurate records related to that participation.

|  | <b>Below Standard</b>   | <b>Developing</b>   | <b>Proficient</b>   | <b>Exemplary</b>  |
|--|---|---|---|---|
| <b>Attributes</b>                                |   |   |   |   |
| <b>Participating in a Professional Community</b> | Relationships with colleagues are not functional and are self-serving. Teacher refuses to participate or avoids engaging in sharing, planning, or professional inquiry. Teacher does not provide service to the school beyond classroom duties.   | Relationships are cordial. Teacher will participate or attend meetings for sharing, planning, or inquiry when specifically requested by the administrator. Teacher will provide a service, such as chaperoning a school dance, when specifically asked. | Relationships are supportive and collaborative. Teacher will attend meetings regularly and volunteers for various projects in sharing, planning, or inquiry. Teacher provides service to the school community beyond the classroom duties, for example, volunteering for school sporting events.                                      | In addition to activities at the “Proficient” level, the teacher takes a leadership role in activities and contributes to significant school or district projects. Teacher provides leadership in service for example, by hosting an annual “music day” that involves all students and faculty in a musical event.  |
| <b>Maintaining Accurate Records</b>              | Teacher cannot provide records or a consistent system for monitoring student learning outcome assessments. Teacher cannot show records for individual student progress. Teacher is disorganized and does not use a system to keep records of payments from students or minutes of meetings. | Teacher can provide basic information about student learning outcome assessments. The system used to monitor payments from students is adequate but is not always effective and needs more consistent implementation.                                   | Teacher can provide both group and individual information about student learning outcome assessments and has an accurate and effective system in place. The system used to monitor and record payments from students is effective and up-to-date. Students have access to their grades to check their progress toward learning goals. | Teacher can provide both group and individual information about student learning outcome assessments and has an accurate and effective system in place. The system used to monitor and record payments from students is effective and up-to-date, and students are able to access three types of records---grades, contact with parents, and payment information. |

## 4: Professional Responsibilities and Teacher Leadership

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

**Indicator 4c.** Communicating with students and families to develop and sustain a positive school climate that supports student learning.

|                                    | <b>Below Standard</b>   | <b>Developing</b>   | <b>Proficient</b>   | <b>Exemplary</b>   |
|------------------------------------|---|---|---|--|
| <b>Attributes</b>                  |   |   |   |  |
| <b>Communicating with Families</b> | Contact with parents is not made about the music program or about student progress. Parents are not aware of how their child is doing, nor do they know how their child receives a grade. Families are not included in the educational process. | Infrequent contact is made with parents about the music program and individual student progress. Most parents, but not all, are aware of their child's progress in class. Families are marginally included in their child's learning. | Frequent contact is made with parents about both the music program and individual student progress. All parents know specifically how their child is progressing. Families are included in activities specifically designed for their child's learning. | Frequent and successful efforts are made to inform parents about the music program and the classroom, as well as to provide detailed information about individual student progress. Families understand the learning that occurs in the music classroom, and they are often invited to participate in activities specifically designed for their child's learning. |

# Southington Teaching Rubric for Music Classroom – At a Glance

## Evidence Generally Collected Through In-Class Observations

### Domain 1

#### Environment, Student Engagement, and Commitment to Learning

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

- 1a. Creating a positive learning environment that conveys the value and effort to make music by both student and teacher while maintaining an atmosphere of respect and rapport.
- 1b. Promoting developmentally appropriate standards of behavior that enable all students to engage actively in music making or listening establishing a learning environment that is engaging, productive, and enjoyable without being authoritarian.
- 1c. Maximizing instructional time by effectively managing classroom procedures (routines and transitions) and organizational space.

### Domain 3

#### Instruction for Active Learning

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

- 3a. Communicating clear and accurate knowledge and skill expectations to students.
- 3b. Exercising developmental awareness of students' skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning.
- 3c. Using assessment in instruction to provide feedback to students and adjust teaching.

## Evidence Generally Collected Through Non-Classroom/Reviews of Practice

### Domain 2

#### Planning for Active Learning

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

- 2a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content.
- 2b. Planning coherent instruction that demonstrates knowledge of music content, students' abilities, learning outcomes, and available resources.
- 2c. Designing appropriate student assessments to monitor student progress and guide future instruction.

### Domain 4

#### Professional Responsibilities and Teacher Leadership

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

- 4a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.
- 4b. Participating in professional and school communities and maintaining accurate records related to that participation.
- 4c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.

(Adapted from the National Association for Music Education)

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

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

**Indicator 1a.** Creating a positive learning environment that conveys the value and effort to make music by both student and teacher while maintaining an atmosphere of respect and rapport.

|  | <b>Below Standard</b>   | <b>Developing</b>  | <b>Proficient</b>   | <b>Exemplary</b>  |
|--|---|--|---|---|
| <b>Attributes</b>                      |   |  |   |   |
| <b>Maintaining Respect and Rapport</b> | Interactions between teacher and students, as well as among students, are mostly negative and inappropriate. Sensitivity toward age-appropriateness, cultural background, and different stages of development does not exist. Disrespectful behavior, sarcasm, put-downs, and conflicts occur throughout the class. | Interactions between teacher and students, as well as among students, are generally appropriate but may reflect some inconsistencies and favoritism, particularly toward students with more developed musical ability. Little sensitivity toward age-appropriateness, cultural background, and different stages of development exists. Attempts are made in response to disrespectful behavior with little results occurring, while interactions are neutral, showing neither positive connections nor conflict. | Interactions between teacher and students, as well as among students, are appropriate. Sensitivity is shown toward age-appropriateness of materials and activities; cultural background; and different stages of development. Successful re-teaching occurs in response to disrespectful behavior. Interactions are positive, yet some may seem impersonal. | Interactions between teacher and students, as well as among students, are very appropriate. Genuine sensitivity is apparent in regard to age-appropriateness of materials and activities; cultural background; and every different stage of development evidenced among the students. Successful pre-teaching of appropriate behavior often takes place with little to no redirection needed. Interactions are very positive and are characterized by a genuine valuing of each student as an individual with unique musical contributions. |

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

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

**Indicator 1a.** Creating a positive learning environment that conveys the value and effort to make music by both student and teacher while maintaining an atmosphere of respect and rapport.

|  | <b>Below Standard</b>  | <b>Developing</b>   | <b>Proficient</b>   | <b>Exemplary</b>  |
|--|--|---|---|---|
| <b>Attributes</b>                          |  |   |   |   |
| <b>Establishing a Culture for Learning</b> | The music classroom environment is characterized by a lack of commitment to learning by the teacher or students. Student energy toward musical tasks is barely present, if at all. Expectations are low for hard work, learning, and achievement for most students, with perhaps several exceptions. | The music classroom environment is characterized by little commitment to learning by the teacher or students. Teacher and students merely go through the motions in order to complete musical tasks, with high expectations only held for students believed to have innate talents for music. | The music classroom environment is characterized by cognitive and musical skills-based learning that is valued by both the teacher and students. High expectations exist for students, and hard work proves to be successful in learning musical content when teacher provides encouragement to students. | The music classroom environment is a cognitively vibrant place where students learn through making music. It is characterized by a shared belief in the importance of learning. Teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, by making revisions to students' musical compositions, and/or by helping peers master a musical skill. |

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

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

**Indicator 1b.** Promoting developmentally appropriate standards of behavior that enable all students to engage actively in music making or listening establishing a learning environment that is engaging, productive, and enjoyable without being authoritarian.

|                                  | <b>Below Standard</b>  | <b>Developing</b>   | <b>Proficient</b>  | <b>Exemplary</b>   |
|----------------------------------|--|---|--|--|
| <b>Attributes</b>                |  |   |  |  |
| <b>Managing Student Behavior</b> | No established standards of conduct are apparent along with little to no monitoring from the teacher of student behavior during any type of musical activity. Any response that is given to students' misbehavior is repressive and/or disrespectful to students' dignity. | Standards of conduct seem to be established, but are inconsistently implemented. Attempts are made to monitor student behavior, but results aren't evident during classroom music-making. | Standards of conduct are established with student behavior being mostly appropriate. Monitoring of student behavior during musical activities occurs, and responses to misbehavior are respectful, consistent, and fair. | Standards of conduct are clearly in place with student behavior being completely appropriate throughout all musical activities. Students monitor their own behavior, as well as that of their peers, and appropriately adjust or react to peers. Preventative teaching is often done with subtle redirections that are respectful and sensitive to students and their needs. |

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

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

**Indicator 1c.** Maximizing instructional time by effectively managing classroom procedures (routines and transitions) and organizational space.

|                                      | <b>Below Standard</b>   | <b>Developing</b>   | <b>Proficient</b>   | <b>Exemplary</b>   |
|--------------------------------------|---|---|---|--|
| <b>Attributes</b>                    |   |   |   |  |
| <b>Managing Classroom Procedures</b> | Insufficient classroom procedures and routines cause an abundance of lost instructional time. Little to no evidence exists of teacher management of instructional groups, transitions, and/or effective handling of music, musical instruments, and other materials and supplies. There is no evidence of students' knowing or following any type of established routine. | Partially effective classroom procedures and routines cause some lost instruction time. Inconsistent teacher management of instructional groups, transitions, and/or affect handling of music, musical instruments, and other materials and supplies causes some disruption to learning. Established routines only occur with regular prompting and assistance. | Effective classroom procedures and routines result in very little lost instructional time. Consistent teacher management of instructional groups, transitions and/or handling of music, musical instruments, and other materials and supplies is successful. Students need little prompting and assistance due to established routines. | Efficient and effective classroom procedures and routines result in maximized instructional time. Students regularly assist teacher with management of instructional groups, transitions, and/or handling of music, musical instruments, and other materials and supplies. Students rarely need prompting and assistance due to clearly taught routines. |
| <b>Organizing Physical Space</b>     | The physical environment of the music classroom prohibits students from access to learning and is unsafe. The arrangement of music instruments, furniture, resources, technology, and materials for activities in the classroom is not supportive of learning.  | The physical environment of the music classroom is safe and provides accessible learning to most students. Attempts by the teacher are made to modify arrangement of the classroom for musical activities, but are only moderately successful.  | The physical environment of the music classroom is safe and provides accessible learning to all students. Arrangement of the room is appropriate for the lessons planned. Effective use of musical resources and technology are prepared by the teacher.  | The physical environment of the music classroom is safe and provides accessible learning to all students including persons with special needs. Effective arrangement of the room and use of music resources are ensured and prepared by the teacher. Student contributions for adaptations are considered and used to optimize music learning.           |

## 2: Planning for Active Learning

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

**Indicator 2a.** Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content.

|  | <b>Below Standard</b>  | <b>Developing</b>   | <b>Proficient</b>  | <b>Exemplary</b>   |
|--|--|---|--|--|
| <b>Attributes</b>                                      |  |   |  |  |
| <b>Demonstrating Knowledge of Content and Pedagogy</b> | <p>In planning and practice, teacher makes errors with regard to concepts and the music being studied, and does not correct errors made by students.</p> <p>Teacher's Plans and practice display little understanding of how concepts and skills relate to one another and of the relationships between the music and other disciplines. Teacher displays little or no understanding of the range of suitable pedagogical approaches developmentally appropriate for the students.</p> | <p>Teacher is familiar with important concepts and the music studied. Teacher displays a lack of understanding of how concepts and skills relate to one another and of the relationships between the music and other disciplines.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches developmentally appropriate for the students.</p> | <p>Teacher displays solid knowledge of important concepts and the music studied. Teacher has an understanding of how concepts and skills relate to one another, and is familiar with relationships between the music and other disciplines. Teacher's plans and practice reflect familiarity with a wide range of pedagogical approaches developmentally appropriate for the students.</p> | <p>Teacher displays extensive knowledge of important concepts and the music studied. Teacher has knowledge of how concepts and skills relate to one another, an understanding of relationships between the music and other disciplines. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches developmentally appropriate for the students.</p> |

## 2: Planning for Active Learning

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

**Indicator 2a.** Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content.

|   | <b>Below Standard</b>  | <b>Developing</b>   | <b>Proficient</b>   | <b>Exemplary</b>   |
|---|--|---|---|--|
| <b>Attributes</b>                           |  |   |   |  |
| <b>Demonstrating Knowledge of Students</b>  | Teacher demonstrates little or no understanding of how students learn, and attains minimal information about the levels of development. Teacher does not seek knowledge or an understanding of students' backgrounds, cultures, interests, special needs, and language or music proficiency. | Teacher indicates the importance of understanding of how students learn and attains information about the levels of development for the class as a whole. Teacher seeks knowledge of students' backgrounds, cultures, interests, special needs, and language proficiency as well as music proficiency for the class as a whole. | Teacher understands the active nature of student learning, and attains information about the levels of development for groups of students, particularly with regard to music concepts, knowledge, and skills. Teacher purposefully seeks knowledge of students' backgrounds, cultures, interests, special needs, and language proficiency. This information is acquired for groups of students. | Teacher actively seeks and uses knowledge of students' levels of development, particularly with regard to music concepts, knowledge, and skills. Teacher seeks knowledge of students' backgrounds, cultures, interests, special needs, and language proficiency from a variety of sources. This information is acquired for individual students. |
| <b>Demonstrating Knowledge of Resources</b> | Teacher is unaware of resources for classroom use, expanding one's own knowledge, and for students available through the school/district and external to the school.   | Teacher displays basic awareness of resources available for classroom use, expanding one's own knowledge, and for students available through the school and/or district but very limited or no knowledge of resources available external to the school.   | Teacher displays awareness of resources available for classroom use, expanding one's own knowledge, and for students. Knowledge of resources includes those available through school and/or district as well as some external to the school, both in digital and print forms.   | Teacher displays extensive knowledge of resources available for classroom use, expanding one's own knowledge, and for students. Knowledge of resources includes those available through school and/or district, in the community, universities, and professional organizations both in digital and print forms.                                  |

## 2: Planning for Active Learning

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

**Indicator 2b.** Planning coherent instruction that demonstrates knowledge of music content, students' abilities, learning outcomes, and available resources.

|                                       | <b>Below Standard</b>   | <b>Developing</b>  | <b>Proficient</b>  | <b>Exemplary</b>  |
|---------------------------------------|---|--|--|---|
| <b>Attributes</b>                     |   |  |  |   |
| <b>Designing Coherent Curriculum</b>  | The learning activities and materials are poorly aligned to the instructional outcomes. There is little or no evidence of a lesson plan. Instructional outcomes are vague and not coherent. Students are not engaged in the class, and too much or too little time is spent on any one concept.   | Some of the learning activities and materials are suitable to the instructional outcomes and directed to some of the artistic processes of creating, performing, and responding. There is evidence of some planning of the lesson with an effort of providing some variety, but lesson doesn't address individual student's needs. The lesson plan has a recognizable structure, but the pacing is uneven.   | Teacher's plans and use of resources align with learning outcomes and are suitable for the group of students. The learning activities are varied and represent different challenges for students, encompassing creating, performing, and responding. The lesson plan is clear, and time allotments are reasonable.   | Teacher's plans coordinate content knowledge and skill across creating, performing, and responding; show understanding of students' needs; and use available resources designed to engage all students in higher-level thinking. When possible, plans are differentiated for individual learners with some opportunity for student choice. The lesson plan is clear, organized, and allows for flexibility.   |
| <b>Setting Instructional Outcomes</b> | Few outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. Outcomes are vague, not written in the form of student learning, and/or do not permit viable methods of assessment. Few or no outcomes demonstrate acquisition of transferrable knowledge on the part of students, and rote learning of concepts and skills is the main instructional strategy. Outcomes are not sequenced for mastery by the students. | Some outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. Some of the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Some outcomes demonstrate acquisition of transferrable knowledge on the part of students, but rote learning of concepts and skills is used. Outcomes are sequenced for mastery by most of the students. | Most outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. Most of the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Most outcomes demonstrate acquisition of transferrable knowledge on the part of students. Outcomes are sequenced for mastery by all students. | All outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. All of the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes demonstrate real acquisition of transferrable knowledge on the part of students. Outcomes take into account the varying needs of individual students and sequenced for effective mastery by all students. |

## 2: Planning for Active Learning

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

**Indicator 2c.** Designing appropriate student assessments to monitor student progress and guide future instruction.

|                                      | <b>Below Standard</b>  | <b>Developing</b>  | <b>Proficient</b>  | <b>Exemplary</b>   |
|--------------------------------------|--|--|--|--|
| <b>Attributes</b>                    |  |  |  |  |
| <b>Designing Student Assessments</b> | Assessments do not match learning expectations and/or learning outcomes are not clearly defined. Teacher has no plan to incorporate formative assessments into instruction or using assessment results when planning future instruction. | Some of the instructional outcomes are assessed, but others are not. Criteria and standards are vague, and may not address creating, performing, and responding. Teacher has plans to use formative assessments during instruction but they are not fully developed. Teacher plans to use assessment results for future instruction for the entire class, not individual students. | Assessments are fully aligned with learning outcomes in creating, performing, and responding, and criteria are clearly defined. Assessment types are appropriate for the outcome being measured. The use of formative assessment is well designed. Teacher intends to use assessment results when planning future instruction. | Assessments are fully aligned with learning outcomes in creating, performing, and responding, and criteria are clearly defined. Assessments are authentic and provide real-life application when possible. Assessments provide opportunities for student choice and participation in designing the assessment for their own work. The use of formative assessment is well-designed and includes use of the assessment information by both teacher and student. Teacher intends to use assessment results when planning future instruction. |

### 3: Instruction for Active Learning

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

**Indicator 3a.** Communicating clear and accurate knowledge and skill expectations to students.

|                                    | <b>Below Standard</b>   | <b>Developing</b>  | <b>Proficient</b>  | <b>Exemplary</b>   |
|------------------------------------|---|--|--|--|
| <b>Attributes</b>                  |   |  |  |  |
| <b>Communicating with Students</b> | <p>The primary objectives of the lesson are unclear to students, and the directions and/or the instructional procedures used are confusing. Teacher’s explanation of key musical concepts and/or skills contains major errors. Teacher’s spoken or written language contains errors of grammar or syntax. His/her vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> | <p>Teacher’s attempt to explain the primary objectives of the lesson has only limited success, and the directions and/or the instructional procedures used must be clarified after initial student confusion. Teacher’s explanation of key musical concepts and/or skills contains minor errors with some portions of the explanation being clear and other portions being difficult to follow. Teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher’s spoken language is correct; however, vocabulary is limited or not fully appropriate to the students’ ages or backgrounds.</p> | <p>The primary objectives of the lesson are clearly communicated to students, including how these objectives are related to broader musical goals; directions and procedures are explained clearly. Teacher’s explanation of musical concepts and skills is well scaffolded, clear and accurate; it connects with students’ knowledge and experience. During the learning process, teacher invites student intellectual engagement. Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to the students’ ages and interests.</p> | <p>The teacher links the primary objectives of the lesson to the students’ interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher’s explanation of musical concepts is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interests. Students contribute to their classmates’ understanding of the skills/concepts. Teacher’s spoken and written language is correct and expressive, and teacher finds opportunities to extend the students’ vocabularies.</p> |

### 3: Instruction for Active Learning

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

**Indicator 3b.** Exercising developmental awareness of students’ skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning.

|  | <b>Below Standard</b>   | <b>Developing</b>  | <b>Proficient</b>   | <b>Exemplary</b>   |
|--|---|--|---|--|
| <b>Attributes</b>                                  |   |  |   |  |
| <b>Using Questioning and Discussion techniques</b> | Teacher’s questions elicit group correct responses rather than engage students in discussing musical outcomes, and are asked in rapid succession. Questions from students are not welcomed, but rather directed by and from the teacher. The few students who participate in the discussion tend to dominate the session. | Teacher’s questions are directed at a single, teacher-determined, musical outcome with regard to the work being studied or at rote responses to simple questions. Where the teacher engages the students through questions that elicit student input on musical interpretation, only a few students are involved. Teacher’s attempts to engage students playing all available instruments to consider ideas for interpretation are not successful. | While some questioning may be on lower-level issues (e.g., “Was that note in tune?” or “Are we following the dynamics on which we agreed?”), teacher asks broader questions that get at the key concepts being studied. Teacher involves students directly in this process, respecting and implementing their input when appropriate and allowing and encouraging most students to take an active part in the discussion. | Teacher challenges students to discussion about the music or concepts being studied, attaining high-level thinking processes and metacognition. The process results in students’ identification of questions regarding the music and initiation of discussion to solve questions. Students draw others into the discussion, making sure that all students take part in the discussion and in the music-making, during which the results of the discussion are brought to life. |

### 3: Instruction for Active Learning

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

**Indicator 3b.** Exercising developmental awareness of students' skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning.

|                                      | <b>Below Standard</b>   | <b>Developing</b>  | <b>Proficient</b>  | <b>Exemplary</b>   |
|--------------------------------------|---|--|--|--|
| <b>Attributes</b>                    |   |  |  |  |
| <b>Engaging Students in Learning</b> | The repertoire and sequencing of the class inappropriate for the learning outcomes sought for the students. Class structure encourages rote repetition of the teacher's idea of the music. The pace of the class is too slow or rushed. Few students are intellectually or artistically engaged in the musical outcome. | The repertoire and sequencing of the class are partially aligned with outcomes appropriate to the students' level of knowledge and skill, but the class structure only allows most students to comply with the teacher's direction. Pacing of the class does not allow the students to be engaged in the artistic and intellectual basis of the music rehearsed. | The repertoire and sequencing of the class are aligned with outcomes appropriate to the students' level of knowledge and skill, and the teacher uses the class to provide scaffolding that engages students actively in making artistic and intellectual decisions regarding the music being studied. Pacing of the lesson provides most students with the time to be engaged in the artistic and intellectual basis of the music rehearsed. | The repertoire and sequencing of the class are designed to engage virtually all students in musical contributions that fully align with desired instructional outcomes. The class structure results in some student-initiated questioning about the music and student suggestions about ways to revise or interpret the music being studied; students at times lead the music-making, and have time to be engaged in the artistic and intellectual basis of the music rehearsed. |

### 3: Instruction for Active Learning

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

**Indicator 3b.** Exercising developmental awareness of students' skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning.

|   | <b>Below Standard</b>   | <b>Developing</b>   | <b>Proficient</b>   | <b>Exemplary</b>   |
|---|---|---|---|--|
| <b>Attributes</b>                                   |   |   |   |  |
| <b>Demonstrating Flexibility and Responsiveness</b> | Teacher proceeds with the class as planned, even in the face of evidence of lack of musical progress and an underlying lack of student understanding or lack of student engagement in the music. Teacher ignores questions from students and, when faced with evidence that students cannot rise to the technical or musical challenges of the music studied, blames the students or outside factors. | Teacher modifies his or her approach to the lesson as dictated by musical outcomes or by student reaction, with some success in keeping the students engaged in the music and improving in performance. Teacher accepts responsibility for student success, but has an insufficient grasp of pedagogical or musical technique to help students. | Teacher modifies his or her approach to the music as dictated by musical outcomes or by student reaction, with some success in keeping the students engaged in the music and improving in performance. Teacher tries to keep all students in the class engaged, using varied techniques for interpreting the music. | Teacher recognizes and builds on occurrences in the class to further engage students in the music, or alters tempo or other aspects of the music to address aspects of the performance that demonstrate student misunderstanding of the musical or technical material being rehearsed. Teacher continuously brings to bear new ideas and rehearsal techniques to help all students attain appropriate musical standards, drawing on resources of musical colleagues in the school or community to do so. |

### 3: Instruction for Active Learning

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

**Indicator 3c.** Using assessment in instruction to provide feedback to students and adjust teaching.

|   | <b>Below Standard</b>   | <b>Developing</b>  | <b>Proficient</b>   | <b>Exemplary</b>  |
|---|---|--|---|---|
| <b>Attributes</b>                       |   |  |   |   |
| <b>Using Assessment for Instruction</b> | <p>There is little or no assessment or monitoring of student learning as evidenced by growth in the class's interpretation of the music at hand; teacher either gives no guidance on shaping the music or provides such guidance in a non-specific way. Students are not aware of the musical standards applied, and do not attempt to identify the level of musical quality they are attaining. All evaluative comments concern group performance and understanding rather than assessment of the individual's growth.</p> | <p>Some assessment of the class's progress is made, in a way generally limited to identification of performance errors. Students are only partly aware of the musical standards applied, and few students assess their individual work or the progress of the class toward musical goals. Teacher does not use questions (e.g., asking about a technique) but simply informing the students of the status of the musical performance rather than attempting to determine student understanding of the music.</p> | <p>Teacher regularly assesses the class's and individual students' progress toward musical goals, and uses this assessment to provide students with accurate, specific feedback on aspects that need attention. Students seem to be aware of the musical criteria used, and some apply these criteria to assessment of their own contributions. Teacher uses questions to determine student understanding of the music.</p> | <p>Teacher integrates assessment into the music class on an on-going basis. Students seem aware of the musical criteria used, and seem to have contributed to the development of the musical interpretation at the basis of those criteria. Students apply these criteria to their own contributions and to the musical performance of the class as a whole. On-going feedback on progress toward musical goals, in both non-verbal and gestural or musical forms, is specific and appropriate. Teacher regularly uses questions to determine student understanding of the music.</p> |

## 4: Professional Responsibilities and Teacher Leadership

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

**Indicator 4a.** Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.

|  | <b>Below Standard</b>  | <b>Developing</b>  | <b>Proficient</b>  | <b>Exemplary</b>  |
|--|--|--|--|---|
| <b>Attributes</b>                            |  |  |  |   |
| <b>Reflecting on Teaching</b>                | Teacher is not cognizant of whether learning has occurred or whether the teaching was effective or ineffective, and/or incorrectly perceives the outcomes of the teaching episode. Teacher cannot offer any musical recommendations to improve the teaching episode.                         | Teacher superficially recognizes where learning occurred and that the teaching was or was not effective, and is able to give only vague or limited musical recommendations about how the teaching episode could be improved.                               | Teacher recognizes the general points at which learning occurred and where learning did not occur and is able to give specific musical recommendations about where the teaching episode could be improved or changed.  | Teacher specifically recognizes learning and non-learning moments and is able to give several examples of where he/she could have used different instructional strategies. Teacher is also able to predict the potential success of using different musical strategies. |
| <b>Growing and Developing Professionally</b> | Teacher is not involved in any professional development activities that might enhance his or her pedagogical skills or knowledge. Teacher resists, rejects, and/or refuses to act on teacher evaluation feedback. Teacher does not join professional organizations or attend their meetings. | Teacher only participates in professional development in a limited capacity. Teacher is reluctant to accept feedback on teaching performance from supervisors or professional colleagues. Teacher is limited in ways he/she contributes to the profession. | Teacher actively looks for professional development opportunities to enhance his or her music knowledge and skills along with his or her pedagogical knowledge and skills. Teacher is receptive to feedback from supervisors and colleagues. Teacher also offers to assist other teachers with professional development. | In addition to activities at the “Proficient” level, teacher collaborates with other peers to conduct action research, asking them to observe his/her instruction. Teacher initiates contributions to the profession.   |

## 4: Professional Responsibilities and Teacher Leadership

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

**Indicator 4b.** Participating in professional and school communities and maintaining accurate records related to that participation.

|  | <b>Below Standard</b>  | <b>Developing</b>   | <b>Proficient</b>   | <b>Exemplary</b>  |
|--|--|---|---|---|
| <b>Attributes</b>                                |  |   |   |   |
| <b>Participating in a Professional Community</b> | Relationships with colleagues are not functional and are self-serving. The teacher refuses to participate or avoids engaging in sharing, planning, or professional inquiry. Teacher does not provide service to the school beyond classroom duties.  | Relationships are cordial. Teacher will participate or attend meetings for sharing, planning, or inquiry when specifically requested by the administrator. Teacher will provide service, such as chaperoning a school dance, when specifically asked. | Relationships are supportive and collaborative. The teacher will attend meetings regularly and volunteers for various projects in sharing, planning, or inquiry. Teacher provides service to the school community beyond the classroom duties, for example, volunteering for school sporting events.                                  | In addition to activities at the “Proficient” level, the teacher takes a leadership role in activities and contributes to significant school or district projects. The teacher provides leadership in service for example, by hosting an annual “music day” that involves all students and faculty in a musical event.  |
| <b>Maintaining accurate Records</b>              | Teacher cannot provide records or a consistent system for monitoring student learning outcome assessments. Teacher cannot show records for individual student progress. Teacher is disorganized and does not use a system to keep records of payments from students or of meeting minutes. | Teacher can provide basic information about student learning outcome assessments. The system used to monitor payments from students is adequate but is not always effective and needs more consistent implementation.                                 | Teacher can provide both group and individual information about student learning outcome assessments and has an accurate and effective system in place. The system used to monitor and record payments from students is effective and up-to-date. Students have access to their grades to check their progress toward learning goals. | Teacher can provide both group and individual information about student learning outcome assessments and has an accurate and effective system in place. The system used to monitor and record payments from students is effective and up-to-date, and students are able to access all three types of records (grades, contact with parents, and payment information). |

## 4: Professional Responsibilities and Teacher Leadership

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

**Indicator 4c.** Communicating with students and families to develop and sustain a positive school climate that supports student learning.

|                                    | <b>Below Standard</b>   | <b>Developing</b>  | <b>Proficient</b>  | <b>Exemplary</b>  |
|------------------------------------|---|--|--|---|
| <b>Attributes</b>                  |   |  |  |   |
| <b>Communicating with Families</b> | <p>Contact with parents is neither made about the music program nor about student progress. Parents are not aware of how their child is doing, nor do they know how their child receives a grade. Families are not included in the educational process.</p> | <p>Infrequent contact is made with parents about the music program and individual student progress. Most parents, but not all, are aware of their child's progress in class. Families are marginally included in their child's learning.</p> | <p>Frequent contact is made with parents about both the music program and individual student progress. All parents know specifically how their child is progressing. Families are included in activities specifically designed for their child's learning.</p> | <p>Frequent and successful efforts are made to inform parents about the music program, the classroom, and detailed, individual student progress. Families understand the learning that occurs in the music classroom, and they are often invited to participate in activities specifically designed for their child's learning.</p> |

# APPENDIX D

## Template for setting SMART Goals

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

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

The characteristics of SMART goals are

### **Specific and Strategic**

- The goal should be well defined enough that anyone with limited knowledge of your intent should understand what is to be accomplished.

### **Measurable**

- Goals need to be linked to some form of a common measure that can be used as a way to track progress toward achieving the goal.

### **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 E

## Sample Parent Surveys

*These surveys are examples for parents/guardians*

### Parent Feedback Survey Secondary School

|  |                       |              |                |                 |                          |                       |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|-----------------------|
| 1. Please select the school that your student attends.   |                       |              |                |                 |                          |                       |
| 2. Identify the current grade of your student.   |                       |              |                |                 |                          |                       |
|  | <b>Strongly Agree</b> | <b>Agree</b> | <b>Neutral</b> | <b>Disagree</b> | <b>Strongly Disagree</b> | <b>Not Applicable</b> |
| 3. My student's teachers have high learning expectations for my student.                                 |                       |              |                |                 |                          |                       |
| 4. I view PowerSchool regularly to monitor my student's grades.  |                       |              |                |                 |                          |                       |
| 5. My student's teachers update PowerSchool grades in a timely manner (minimum bi-weekly).               |                       |              |                |                 |                          |                       |
| 6. If my student is not completing assigned work, that teacher contacts me before it worsens.            |                       |              |                |                 |                          |                       |
| 7. In subjects that my student finds difficult or fails, that teacher maintains regular contact with me. |                       |              |                |                 |                          |                       |
| 8. I feel comfortable talking with school staff and teachers to resolve issues that concern my student.  |                       |              |                |                 |                          |                       |
| 9. My student's teachers use technology effectively as a means of communication.                         |                       |              |                |                 |                          |                       |
| 10. My student's school uses technology effectively as a means of communication.                         |                       |              |                |                 |                          |                       |
| 11. I feel welcome whenever I attend a meeting or event at school.                                       |                       |              |                |                 |                          |                       |
| 12. I feel my student is safe at school.   |                       |              |                |                 |                          |                       |
| 13. The school recognizes students for their accomplishments.  |                       |              |                |                 |                          |                       |
| 14. Please add further comments.   |                       |              |                |                 |                          |                       |

# Appendix E

## Sample Parent Surveys

*These surveys are examples for parents/guardians*

### Parent Feedback Survey Elementary School

|   |                       |              |                |                  |                          |                       |
|---|-----------------------|--------------|----------------|------------------|--------------------------|-----------------------|
| 1. Please select the school that your student attends.  |                       |              |                |                  |                          |                       |
| 2. Identify the current grade of your student.  |                       |              |                |                  |                          |                       |
|   | <b>Strongly Agree</b> | <b>Agree</b> | <b>Neutral</b> | <b>Disagree</b>  | <b>Strongly Disagree</b> | <b>Not Applicable</b> |
| 3. The classroom teachers and I communicate about my child's homework assignments.  |                       |              |                |                  |                          |                       |
| 4. The classroom teachers communicate about how my child is doing in class.   |                       |              |                |                  |                          |                       |
| 5. The classroom teachers and I communicate about what I can do to help my child learn.                                   |                       |              |                |                  |                          |                       |
| 6. I know how my child is doing in school before I receive his/her report card.   |                       |              |                |                  |                          |                       |
| 7. I have been provided the opportunity to understand my child's progress as measured by the standards-based report card. |                       |              |                |                  |                          |                       |
| 8. I feel welcome at this school.   |                       |              |                |                  |                          |                       |
| 9. I feel my child is safe at this school.  |                       |              |                |                  |                          |                       |
|   |                       |              |                |                  |                          |                       |
|   | <b>None</b>           | <b>1-2</b>   | <b>3-4</b>     | <b>4 or More</b> |                          |                       |
| 10. I have attended meetings or events at school this year (check one):   |                       |              |                |                  |                          |                       |
| 11. Please add further comments.  |                       |              |                |                  |                          |                       |

# APPENDIX F

## TEACHER EVALUATION TIMELINE

The Southington Professional Development and Evaluation Committee may alter timelines and dates based on unforeseen circumstances.

| <u>End of August-<br/>September 15<sup>th</sup></u>                                     | <u>By November 1</u>  | <u>January- February</u>  | <u>May/ June</u>   |
|---|---|---|--|
| Teacher examines student data and drafts 1 tentative SLO (minimum)                      | Initial meeting with evaluator to discuss the 4 goals and objectives in order to arrive at mutual agreement | Continue to collect data to show improved student learning  | Complete self- assessment for review by evaluator  |
| Teacher sets 1 parent engagement goal   | Teacher begins collecting evidence  | Mid-year conference<br>- review progress<br>- look at data<br>- share observation evidence<br>- SLOs can be adjusted at this time | Submission of data for scoring of SLOs (SLOs based on SB/CAPT data may be rescored data becomes available but before September 15 <sup>th</sup> )    |
| Teacher/school set 1 school-wide student learning goal                                  | Formal observations have begun  |   | End of the Year Conference<br>- discuss all evidence collected to date<br>- discuss category ratings<br>- begin tentative goal setting for next year |
| Teacher's 1 Performance and Practice Goal should have been set in June of previous year |   |   |  |

| Teacher Category  | Guideline Requirements  |
|---|---|
| First and Second Year Novice Teachers, Non-Tenured, TEAM  | Minimum 3 formal <b>in-class</b> observations; all will include a post conference; 2 will include a pre-conference  |
| Below Standard and Developing, Tenured and Non-Tenured  | Minimum 3 formal <b>in-class</b> observations; all will include post conference; 2 will include pre-conference and an additional 2 informal <b>in-class</b> observations                                  |
| Proficient and Exemplary, 3 <sup>rd</sup> & 4 <sup>th</sup> Year Teachers, Tenured and Previously Tenured in other district | Minimum 1 formal <b>in-class</b> observation including pre and post conference once every three years; 3 informal <b>in-class</b> observations all other years. <b>One review of practice every year.</b> |

### 3 GOALS

- **1 Student Learning Objective (minimum)**  
*Whole School Student Learning Goal integrated where applicable*
- **1 Teacher Performance and Practice Goal**
- **1 Parent Engagement Goal as determined by the administration**
  - Teacher and evaluator mutually agree upon growth/improvement targets to achieve this goal

# APPENDIX G: FORMS

**FORM F-1**  
**Teacher Goal-setting**  
*(See exemplar as guide)*

**Student Outcomes (50%)**  
*Student Learning Objective (45%) + Whole School Learning Goal (5%)*

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_

# Students covered by this SLO: \_\_\_\_\_ % Students covered by this SLO: \_\_\_\_\_

**Student Learning Objective (SLO)**

*Record the SLO and be prepared to explain the rationale for selection and alignment to state/national standards.*

**Indicator(s) of Academic Growth and Development (IAGD)**

*Remember to...*

- *Number each IAGD (one minimum but at least two recommended).*
- *Set one non-standard indicator if one standard indicator is set.*
- *Address a significant proportion of the student caseload and each achievement level and measure one year's growth.*

**IAGD 1:**

**IAGD 2:**

**Background Information and Baseline Data**

**Strategies/Actions to Achieve the SLO**

- *State the Whole School Learning Goal established by your administration.*
- *Remember to include one strategy which supports the Whole School Learning Goal.*

**Interim Assessments/Assessment of Progress Toward Achieving the SLO**

**FORM F-1**  
**Teacher Goal-setting**  
*(See exemplar as guide)*

Teacher Practice (50%)  
*Performance and Practice (40%) + Parent Feedback Goal (10%)*

**Teacher Performance and Practice Goal**

*Remember to record the goal identified in the end-of-year conference. If new to district or school, the goal shall be mutually agreed upon during the goal-setting process.*

**Parent Feedback Goal (set by administration) 10%**

*Record school goal and add teacher steps to be taken in support of its achievement.*

**Goal:**

**Action Steps:**

**Professional Support/Development Needed**

**SIGNATURES**

Revisions Required ~ Resubmit by \_\_\_\_\_

Approved

**Evaluator Comments**

**Evaluator:** \_\_\_\_\_

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

**Teacher:** \_\_\_\_\_

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

**FORM F-2**  
**Mid-Year Check In ~ Teacher Self-Assessment/Reflection**  
*(See exemplar as guide.)*

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_

**TEACHER SECTION**

**STUDENT OUTCOMES INDICATORS**

**Student Growth and Development** **45%**

**SLO:** *(Copy and paste.)*

**IAGD 1:** *(Copy and paste initial IAGDs.)*

**Status/Reflection:**

*Describe additional interventions for those students noted above who are not on track towards reaching the end of year set targets.*

**Proposed Revision:** *(to be mutually agreed upon)*

**IAGD 2:**

**Status/Reflection:**

*Describe additional interventions for those students noted above who are not on track towards reaching the end of year set targets.*

**Proposed Revision:** *(to be mutually agreed upon)*

**Whole School Student Learning** **5%**

**Goal:** *(Copy and paste school goal.)*

**Strategy Status/Reflection:**

**Professional Support/Development Needed**

**FORM F-2 (continued)**  
**Mid-Year Check In ~ Teacher Self-Assessment/Reflection**

**TEACHER PRACTICE INDICATORS**

**Performance and Practice** **40%**

**Goal:** *(Copy and paste.)*

**Status/Reflection:**

Reflection on Observation(s)

**Parent Feedback** **10%**

**Goal:** *(Copy and paste school goal.)*

**Status/Reflection:**

**EVALUATOR SECTION**

**Evaluator** ~ Describe the progress to date and indicate any revisions or adjustments to student learning goals.

**STUDENT OUTCOMES INDICATORS**

**Student Growth and Development**

Is the staff member on track towards achieving SLO (IAGDs)?

YES       NO

Comments: (optional)

IAGD Revision: *(Copy and paste if approved.)*

**Whole School Student Learning**

Has the staff member made progress towards the chosen strategy?

YES       NO

Comments: (optional)

**FORM F-2 (continued)**  
**Mid-Year Check In ~ Teacher Self-Assessment/Reflection**

**Performance and Practice**

Has the staff member made progress on the selected goal?

YES       NO

Comments: (optional)

Comments on Formal/Informal Observations and Review of Practice:

**Parent Feedback**

Has the staff member made progress on the selected action steps?

YES       NO

Comments: (optional)

**SIGNATURES**

**Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**FORM F-3**  
**End-of-Year Summative ~ Teacher Self-Assessment/Reflection**  
*(See exemplar as a guide.)*

**Teacher Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

**STUDENT OUTCOMES INDICATORS**

**Student Growth and Development** **45%**

**SLO:** *(Copy and paste.)*

**IAGD 1:** *(Copy and paste IAGDs.)*

Outcome:

Reflection:

**IAGD 2:**

Outcome:

Reflection:

**Whole School Student Learning** **5%**

**Goal:** *(Copy and paste school goal.)*

Reflection:

**FORM F-3 (continued)**  
**End-of-Year Summative ~ Teacher Self-Assessment/Reflection**  
*(See exemplar as a guide.)*

**TEACHER PRACTICE INDICATORS**

**Performance and Practice** **40%**

**Goal:** *(Copy and paste.)*

Reflection:

Reflection on Observation(s):

**Parent Feedback** **10%**

**Goal:** *(Copy and paste school goal.)*

Reflection:

**Target Areas for Growth:** *(Identify Domain(s) and Indicator(s) to establish as your focus.)*

**SIGNATURE**

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

**FORM F-4**  
**End-of-Year Summative Teacher Evaluation**

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_

**HOLISTIC FINAL SUMMATIVE RATING**

**Based on the preponderance of evidence, the rating below values *Observation of Teacher Performance and Practice* and *Student Growth Outcome* greater than *Parent Feedback* and *Whole School Student Learning*.**

**EXEMPLARY**

**PROFICIENT**

**DEVELOPING**

**BELOW STANDARD**

Evaluator's reflection on status of teacher objectives including strengths and comments.

**STUDENT OUTCOMES INDICATORS**

**Student Growth and Development 45%**

**SLO:** *(Copy and paste.)*

**IAGD 1:** *(Copy and paste IAGDs.)*

Outcome:

**IAGD 2:**

Outcome:

**Whole School Student Learning 5%**

**Goal:** *(Copy and paste.)*

**Student Outcomes Comments:**

**FORM F-4 (continued)**  
**End-of-Year Summative Teacher Evaluation**

**TEACHER PRACTICE INDICATORS**

**Performance and Practice** **40%**  
**Goal:** *(Copy and paste.)*

**Parent Feedback** **10%**  
**Goal:** *(Copy and paste.)*

**Teacher Practice Comments:**

**Target Areas for Growth:**

**Staff Member Acknowledgement:**

*I acknowledge that the information contained in this End-of-year Summative Teacher Evaluation was discussed and reviewed with me. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged to add my comments, if any, in writing.*

Additional comments are attached.

**SIGNATURES**

**Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**FORM F-5a**  
**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.

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

**Objective and Relevant Standard(s)**

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

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

**FORM F-5a (SESS)  
Pre-Observation Plan  
Formal Observation Report**

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

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

**Objective/Relevant Standard(s)**

| Domain 2 ~ Planning for Active Learning  | Planned Actions |
|--|-----------------|
| a. Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students. |                 |
| b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.  |                 |
| c. Maximizing service delivery by effectively managing routines and transitions.   |                 |

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

**FORM F-5a Music Classroom  
Pre-Observation Plan  
Formal Observation Report**

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

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

**Objective/Relevant Standard(s)**

| Domain 2 ~ Planning for Active Learning  | Planned Actions |
|--|-----------------|
| a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content. |                 |
| b. Planning coherent instruction that demonstrates knowledge of music content, students' abilities, learning outcomes, and available resources.                              |                 |
| c. Designing appropriate student assessments to monitor student progress and guide future instruction.   |                 |

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

**FORM F-5a Music Ensemble  
Pre-Observation Plan  
Formal Observation Report**

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

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

**Objective/Relevant Standard(s)**

| <b>Domain 2 ~ Planning for Active Learning</b>   | <b>Planned Actions</b> |
|--|------------------------|
| a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and of students. |                        |
| b. Planning coherent instruction that cognitively engages students in content and sets instructional outcomes.           |                        |
| c. Designing appropriate student assessments to monitor student progress.  |                        |

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

**FORM F-5b**  
**Post-Observation Reflections**

**Staff Member** \_\_\_\_\_

**Directions:** Reflective responses should be completed by the staff member prior to the post conference; or if the post conference is held immediately after the formal observation, these essential questions will guide the post observation conference. A copy of this form should be submitted to the evaluator at the post conference.

**What do you think went well?**

**What evidence of student learning do you have from this observation?**

**What, if anything, would you do differently and why?**

**Did anything occur during this observation that was not typical or anticipated? Did it have an effect on the outcome?**

**Reflect on the focus objective that you chose.**

**FORM F-5b SESS**  
**Post-Observation Reflections**

**Staff Member** \_\_\_\_\_

**Directions:** Reflective responses should be completed by the staff member prior to the post conference; or if the post conference is held immediately after the formal observation, these essential questions will guide the post observation conference. A copy of this form should be submitted to the evaluator at the post conference.

**What do you think went well?**

**What evidence of student learning do you have from this observation?**

**What, if anything, would you do differently and why?**

**Did anything occur during this observation that was not typical or anticipated? Did it have an effect on the outcome?**

**Reflect on the focus objective/standard that you chose.**

**FORM F-5b Music Classroom  
Post-Observation Reflections**

**Staff Member** \_\_\_\_\_

**Directions:** Reflective responses should be completed by the staff member prior to the post conference; or if the post conference is held immediately after the formal observation, these essential questions will guide the post observation conference. A copy of this form should be submitted to the evaluator at the post conference.

**What do you think went well?**

**What evidence of student learning do you have from this observation?**

**What, if anything, would you do differently and why?**

**Did anything occur during this observation that was not typical or anticipated? Did it have an effect on the outcome?**

**Reflect on the focus objective/standard that you chose.**

**FORM F-5b Music Ensemble  
Post-Observation Reflections**

**Staff Member** \_\_\_\_\_

**Directions:** Reflective responses should be completed by the staff member prior to the post conference; or if the post conference is held immediately after the formal observation, these essential questions will guide the post observation conference. A copy of this form should be submitted to the evaluator at the post conference.

**What do you think went well?**

**What evidence of student learning do you have from this observation?**

**What, if anything, would you do differently and why?**

**Did anything occur during this observation that was not typical or anticipated? Did it have an effect on the outcome?**

**Reflect on the focus objective/standard that you chose.**

**FORM F-5c**  
**Formal Observation Report**

Staff Member \_\_\_\_\_ School \_\_\_\_\_

Evaluator \_\_\_\_\_ Time \_\_\_\_\_

Subject /Program/Grade \_\_\_\_\_

Period \_\_\_\_\_

Date of Observation \_\_\_\_\_ Length of Observation \_\_\_\_\_

Date of Pre-conference \_\_\_\_\_ Date of Post-conference \_\_\_\_\_

**Lesson Objective:**

|  |
|--|
|  |
|--|

**A. Observation of Teacher Performance and Practice**

| <b>Domain 1 ~ Classroom Environment, Student Engagement and Commitment to Learning</b>  | <b>Evidence/Rating</b>                |  |  |  |
|---|---------------------------------------|--|--|--|
| a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.         | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|   |                                       |  |  |  |
| b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|   |                                       |  |  |  |
| c. Maximizing instructional time by effectively managing routines and transitions.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|   |                                       |  |  |  |

**FORM F-5c (continued)**  
**Formal Observation Report**

**A. Observation of Teacher Performance and Practice (continued)**

| <b>Domain 2 ~ Planning for Active Learning</b>   | <b>Evidence/Rating</b>                |  |  |  |
|--|---------------------------------------|--|--|--|
| a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| b. Planning instruction to cognitively engage students in the content.   | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| c. Selecting appropriate assessment strategies to monitor student progress.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |

| <b>Domain 3 ~ Instruction for Active Learning</b>  | <b>Evidence/Rating</b>                |  |  |  |
|--|---------------------------------------|--|--|--|
| a. Implementing instructional content for learning.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| c. Assessing student learning, providing feedback to students, and adjusting instruction.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |

**FORM F-5c (continued)**  
**Formal Observation Report**

**A. Observation of Teacher Performance and Practice (continued)**

| <b>Domain 4 ~ Professional Responsibilities and Teacher Leadership</b>  | <b>Evidence/Rating</b>                |  |  |  |
|---|---------------------------------------|--|--|--|
| a. Engaging in continuous professional learning to impact instruction and student learning.   | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|   |                                       |  |  |  |
| b. Collaborating to develop and sustain a professional learning environment to support student learning.                            | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|   |                                       |  |  |  |
| c. Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|   |                                       |  |  |  |

**B. Collaborative Post-Conference discussion highlights****C. Recommendations/Comments**

**Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Observer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Staff Member Acknowledgement:**

*I acknowledge that the information contained in this Formal Observation was discussed and reviewed with me. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged to add my comments, if any, in writing.*

Additional comments are attached.

**FORM F-5c (SESS)**  
**Formal Observation Report**

Staff Member \_\_\_\_\_ School \_\_\_\_\_  
 Evaluator \_\_\_\_\_ Time \_\_\_\_\_  
 Subject /Program/Grade \_\_\_\_\_  
 Period \_\_\_\_\_  
 Date of Observation \_\_\_\_\_ Length of Observation \_\_\_\_\_  
 Date of Pre-conference \_\_\_\_\_ Date of Post-conference \_\_\_\_\_

**Objective/Relevant Standard(s)**

|  |
|--|
|  |
|--|

**A. Observation of SESS Performance and Practice**

**Domain 1 ~ Learning Environment, Student Engagement and Commitment to Learning**

**Evidence/Rating**

|   | Exemplary                | Proficient               | Developing               | Below Standard           |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Promoting a positive learning environment that is respectful and equitable.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   |                          |                          |                          |                          |
| b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   |                          |                          |                          |                          |
| c. Maximizing service delivery by effectively managing routines and transitions.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   |                          |                          |                          |                          |

**FORM F-5c SESS (continued)**  
**Formal Observation Report**

**A. Observation of SESS Performance and Practice (continued)**

| <b>Domain 2 ~ Planning for Active Learning</b>   | <b>Evidence/Rating</b>                |  |  |  |
|--|---------------------------------------|--|--|--|
| a. Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| b. Planning prevention/intervention to actively engage students in the content.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| c. Selecting appropriate assessment strategies to monitor student progress.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |

**FORM F-5c SESS (continued)**  
**Formal Observation Report**

**A. Observation of SESS Performance and Practice (continued)**

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

**FORM F-5c SESS (continued)**  
**Formal Observation Report**

| <b>Domain 4 ~ Professional Responsibilities and Leadership</b>   | <b>Evidence/Rating</b>                |  |  |  |
|--|---------------------------------------|--|--|--|
|  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
| a. Engaging in continuous professional learning to impact service delivery and student learning.                                   |                                       |  |  |  |
| b. Collaborating to develop and sustain a professional learning environment to support student learning.                           |                                       |  |  |  |
| c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning. |                                       |  |  |  |

**D. Collaborative Post-Conference discussion highlights**

**E. Recommendations/Comments**

**Teacher/Staff:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Observer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Staff Member Acknowledgement:**

*I acknowledge that the information contained in this Formal Observation was discussed and reviewed with me. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged to add my comments, if any, in writing.*

Additional comments are attached

**FORM F-5c Music Classroom  
Formal Observation Report**

Staff Member \_\_\_\_\_ School \_\_\_\_\_  
 Evaluator \_\_\_\_\_ Time \_\_\_\_\_  
 Subject /Program/Grade \_\_\_\_\_  
 Period \_\_\_\_\_  
 Date of Observation \_\_\_\_\_ Length of Observation \_\_\_\_\_  
 Date of Pre-conference \_\_\_\_\_ Date of Post-conference \_\_\_\_\_

**Objective/Relevant Standard(s)**

**A. Observation of Performance and Practice**

| <b>Domain 1 ~ Environment, Student Engagement and Commitment to Learning</b>   | <b>Evidence/Rating</b>   |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | Exemplary                | Proficient               | Developing               | Below Standard           |
| a. Creating a positive learning environment that conveys the value and effort to make music by both student and teacher while maintaining an atmosphere of respect and rapport.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  |                          |                          |                          |                          |
| b. Promoting developmentally appropriate standards of behavior that enable all students to engage actively in music making or listening establishing a learning environment that is engaging, productive, and enjoyable without being authoritarian. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  |                          |                          |                          |                          |
| c.. Maximizing instructional time by effectively managing classroom procedures (routines and transitions) and organizational space.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  |                          |                          |                          |                          |

**FORM F-5c Music Classroom (continued)****Formal Observation Report****A. Observation of Performance and Practice (continued)**

| <b>Domain 2 ~ Planning for Active Learning</b>   | <b>Evidence/Rating</b>                |  |  |  |
|--|---------------------------------------|--|--|--|
| a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| b. Planning coherent instruction that demonstrates knowledge of music content, students' abilities, learning outcomes, and available resources.                              | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| c. Designing appropriate student assessments to monitor student progress and guide future instruction.   | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |

**FORM F-5c Music Classroom (continued)**  
**Formal Observation Report**

**A. Observation of Performance and Practice (continued)**

| <b>Domain 3 ~ Instruction for Active Learning</b>  | <b>Evidence/Rating</b>                |  |  |  |
|--|---------------------------------------|--|--|--|
| a. Communicating clear and accurate knowledge and skill expectations to students.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| b. Exercising developmental awareness of students' skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| c. Using assessment in instruction to provide feedback to students and adjust teaching.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |

**FORM F-5c Music Classroom (continued)  
Formal Observation Report**

| <b>Domain 4 ~ Professional Responsibilities and Leadership</b>  | <b>Evidence/Rating</b>                |  |  |  |
|---|---------------------------------------|--|--|--|
| a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|   |                                       |  |  |  |
| b. Participating in professional and school communities and maintaining accurate records related to that participation.                     | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|   |                                       |  |  |  |
| c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.                | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|   |                                       |  |  |  |

**F. Collaborative Post-Conference discussion highlights**

**G. Recommendations/Comments**

**Teacher/Staff:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Observer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Staff Member Acknowledgement:**

*I acknowledge that the information contained in this Formal Observation was discussed and reviewed with me. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged to add my comments, if any, in writing.*

Additional comments are attached

**FORM F-5c Music Ensemble  
Formal Observation Report**

Staff Member \_\_\_\_\_ School \_\_\_\_\_  
 Evaluator \_\_\_\_\_ Time \_\_\_\_\_  
 Subject /Program/Grade \_\_\_\_\_  
 Period \_\_\_\_\_  
 Date of Observation \_\_\_\_\_ Length of Observation \_\_\_\_\_  
 Date of Pre-conference \_\_\_\_\_ Date of Post-conference \_\_\_\_\_

**Objective/Relevant Standard(s)**

|  |
|--|
|  |
|--|

**A. Observation of Performance and Practice**

**Domain 1 ~ Environment, Student Engagement and Commitment to Learning**

**Evidence/Rating**

|  | Exemplary | Proficient | Developing | Below Standard |
|--|-----------|------------|------------|----------------|
| a. Creating a positive learning environment that teaches music is based on hard work, consistent attention to quality, and on-going commitment while maintaining an atmosphere of respect and rapport. | □         | □          | □          | □              |
|  |           |            |            |                |
| b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.  | □         | □          | □          | □              |
|  |           |            |            |                |
| c. Maximizing instructional time by effectively managing classroom procedures (routines and transitions).  | □         | □          | □          | □              |
|  |           |            |            |                |

**FORM F-5c Music Ensemble (continued)**  
**Formal Observation Report**

**A. Observation of Performance and Practice (continued)**

| Domain 2 ~ Planning for Active Learning  | Evidence/Rating                       |  |  |  |
|--|---------------------------------------|--|--|--|
| a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and of students. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| b. Planning coherent instruction that cognitively engages students in content and sets instructional outcomes.           | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| c. Designing appropriate student assessments to monitor student progress.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |

**FORM F-5c Music Ensemble (continued)**  
**Formal Observation Report**

**A. Observation of Performance and Practice (continued)**

| <b>Domain 3 ~ Instruction for Active Learning</b>  | <b>Evidence/Rating</b>                |  |  |  |
|--|---------------------------------------|--|--|--|
| a. Communicating clear and accurate knowledge and skill expectations to students.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| c. Using assessment in instruction to provide feedback to students and adjust teaching.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |

**FORM F-5c Music Ensemble (continued)**  
**Formal Observation Report**

| <b>Domain 4 ~ Professional Responsibilities and Leadership</b>  |                                       | <b>Evidence/Rating</b>                 |  |  |  |
|---|---------------------------------------|--|--|--|--|
| a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |  |
|   |                                       |  |  |  |  |
| b. Participating in professional and school communities and maintaining accurate records related to that participation.                     | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |  |
|   |                                       |  |  |  |  |
| c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.                | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |  |
|   |                                       |  |  |  |  |

**H. Collaborative Post-Conference discussion highlights**

**I. Recommendations/Comments**

Teacher/Staff: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Staff Member Acknowledgement:**

*I acknowledge that the information contained in this Formal Observation was discussed and reviewed with me. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged to add my comments, if any, in writing.*

Additional comments are attached

**FORM F-6a**  
**Informal Observation of Teacher Performance and Practice**

**Teacher Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Length of Observation:** \_\_\_\_\_  
**Evaluator:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

| <b>Domain 1 ~ Classroom Environment, Student Engagement and Commitment to Learning</b>  |                                       | <b>Evidence/Rating</b>                 |  |  |  |
|---|---------------------------------------|--|--|--|--|
| a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.         | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |  |
|   |                                       |  |  |  |  |
| b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |  |
|   |                                       |  |  |  |  |
| c. Maximizing instructional time by effectively managing routines and transitions.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |  |
|   |                                       |  |  |  |  |

**FORM F-6a (continued)**  
**Informal Observation of Teacher Performance and Practice**

**Teacher Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Length of Observation:** \_\_\_\_\_  
**Evaluator:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

| <b>Domain 2 ~ Planning for Active Learning</b>   | <b>Evidence/Rating</b>                |  |  |  |
|--|---------------------------------------|--|--|--|
| a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| b. Planning instruction to cognitively engage students in the content.   | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| c. Selecting appropriate assessment strategies to monitor student progress.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |

**FORM F-6a (continued)**  
**Informal Observation of Teacher Performance and Practice**

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_ Length of Observation: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_

| <b>Domain 3 ~ Instruction for Active Learning</b>  | <b>Evidence/Rating</b>                |  |  |  |
|--|---------------------------------------|--|--|--|
| a. Implementing instructional content for learning.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| c. Assessing student learning, providing feedback to students, and adjusting instruction.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |

**FORM F-6a (continued)**  
**Informal Observation of Teacher Performance and Practice**

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_ Length of Observation: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_

| <b>Domain 4 ~ Professional Responsibilities and Teacher Leadership</b>  |                                       | <b>Evidence/Rating</b>                 |  |  |  |
|---|---------------------------------------|--|--|--|--|
| a. Engaging in continuous professional learning to impact instruction and student learning.   | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |  |
|   |                                       |  |  |  |  |
| b. Collaborating to develop and sustain a professional learning environment to support student learning.                            | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |  |
|   |                                       |  |  |  |  |
| c. Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |  |
|   |                                       |  |  |  |  |

*If you have any questions/comments/concerns pertaining to the content on this form, please contact the evaluator noted above.*

**FORM 6a (SESS)**  
**Informal Observation of Student and Educator Support Specialist Performance and Practice**

**Support Specialist:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Length of Observation:** \_\_\_\_\_  
**Assignment:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Grade(s):** \_\_\_\_\_

**Domain 1 ~ Learning Environment, Student Engagement and Commitment to Learning** **Evidence/Rating**

|   | Exemplary                | Proficient               | Developing               | Below Standard           |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Promoting a positive learning environment that is respectful and equitable.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   |                          |                          |                          |                          |
| b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   |                          |                          |                          |                          |
| c. Maximizing service delivery by effectively managing routines and transitions.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   |                          |                          |                          |                          |

**FORM 6a (SESS continued)**  
**Informal Observation of Student and Educator Support Specialist Performance and Practice**

**Support Specialist:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Length of Observation:** \_\_\_\_\_  
**Assignment:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Grade(s):** \_\_\_\_\_

| <b>Domain 2 ~ Planning for Active Learning</b>   | <b>Evidence/Rating</b>                |  |  |  |
|--|---------------------------------------|--|--|--|
| a. Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| b. Planning prevention/intervention to actively engage students in the content.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| c. Selecting appropriate assessment strategies to monitor student progress.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |

**FORM 6a (SESS continued)**  
**Informal Observation of Student and Educator Support Specialist Performance and Practice**

**Support Specialist:** \_\_\_\_\_  
**Assignment:** \_\_\_\_\_

**Date:** \_\_\_\_\_  
**School:** \_\_\_\_\_

**Length of Observation:** \_\_\_\_\_  
**Grade(s):** \_\_\_\_\_

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

**FORM 6a (SESS continued)**  
**Informal Observation of Student and Educator Support Specialist Performance and Practice**

**Support Specialist:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Length of Observation:** \_\_\_\_\_  
**Assignment:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Grade(s):** \_\_\_\_\_

| <b>Domain 4 ~ Professional Responsibilities and Leadership</b>   | <b>Evidence/Rating</b>                |  |  |  |
|--|---------------------------------------|--|--|--|
| a. Engaging in continuous professional learning to impact service delivery and student learning.                                   | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| b. Collaborating to develop and sustain a professional learning environment to support student learning.                           | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |

**Evaluator:** \_\_\_\_\_

*Please note the following values: Domain 1 35%    Domain 2 15%    Domain 3 35%    Domain 4 15%.*

*If you have any questions/comments/concerns pertaining to the content on this form, please contact the evaluator identified above.*

**FORM 6a – Music Classroom  
Observation of Teacher Performance and Practice**

**Teacher Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Length of Observation:** \_\_\_\_\_  
**Evaluator:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

| <b>Domain 1 ~ Environment, Student Engagement and Commitment to Learning</b>   | <b>Evidence/Rating</b>                |  |  |  |
|--|---------------------------------------|--|--|--|
| a. Creating a positive learning environment that conveys the value and effort to make music by both student and teacher while maintaining an atmosphere of respect and rapport.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| b. Promoting developmentally appropriate standards of behavior that enable all students to engage actively in music making or listening establishing a learning environment that is engaging, productive, and enjoyable without being authoritarian. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| c. Maximizing instructional time by effectively managing classroom procedures (routines and transitions) and organizational space.   | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |

**FORM 6a – Music Classroom (continued)  
Observation of Teacher Performance and Practice**

**Teacher Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Length of Observation:** \_\_\_\_\_  
**Evaluator:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

| <b>Domain 2 ~ Planning for Active Learning</b>   | <b>Evidence/Rating</b>                |  |  |  |
|--|---------------------------------------|--|--|--|
| a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| b. Planning coherent instruction that demonstrates knowledge of music content, students' abilities, learning outcomes, and available resources.                              | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| c. Designing appropriate student assessments to monitor student progress and guide future instruction.   | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |

**FORM 6a – Music Classroom (continued)**  
**Observation of Teacher Performance and Practice**

**Teacher Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Length of Observation:** \_\_\_\_\_  
**Evaluator:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

| <b>Domain 3 ~ Instruction for Active Learning</b>  |                                       | <b>Evidence/Rating</b>                 |  |  |  |
|--|---------------------------------------|--|--|--|--|
| a. Communicating clear and accurate knowledge and skill expectations to students.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |  |
|  |                                       |  |  |  |  |
| b. Exercising developmental awareness of students’ skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |  |
|  |                                       |  |  |  |  |
| c. Using assessment in instruction to provide feedback to students and adjust teaching.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |  |
|  |                                       |  |  |  |  |

**FORM 6a – Music Classroom (continued)  
Observation of Teacher Performance and Practice**

**Teacher Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Length of Observation:** \_\_\_\_\_  
**Evaluator:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

**Domain 4 ~ Professional Responsibilities and Teacher Leadership**

**Evidence/Rating**

|   | Exemplary                             | Proficient                             | Developing                             | Below Standard                             |
|---|---------------------------------------|--|--|--|
| a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
| b. Participating in professional and school communities and maintaining accurate records related to that participation.                     | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
| c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.                | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |

*If you have any questions/comments/concerns pertaining to the content on this form, please contact the evaluator noted above.*

**FORM 6a – Music Ensemble  
Observation of Teacher Performance and Practice**

**Teacher Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Length of Observation:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

**Domain 1 ~ Environment, Student Engagement and Commitment to Learning**

**Evidence/Rating**

|  |                                       |  |  |  |
|--|---------------------------------------|--|--|--|
| a. Creating a positive learning environment that teaches music is based on hard work, consistent attention to quality, and on-going commitment while maintaining an atmosphere of respect and rapport. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|--|---------------------------------------|--|--|--|

|   |                                       |  |  |  |
|---|---------------------------------------|--|--|--|
| b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|---|---------------------------------------|--|--|--|

|   |                                       |  |  |  |
|---|---------------------------------------|--|--|--|
| c. Maximizing instructional time by effectively managing classroom procedures (routines and transitions). | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|---|---------------------------------------|--|--|--|

**FORM 6a – Music Ensemble (continued)**  
**Observation of Teacher Performance and Practice**

**Teacher Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Length of Observation:** \_\_\_\_\_  
**Evaluator:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

**Domain 2 ~ Planning for Active Learning** **Evidence/Rating**

|  |                                       |  |  |  |
|--|---------------------------------------|--|--|--|
| a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and of students. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|--|---------------------------------------|--|--|--|

|  |                                       |  |  |  |
|--|---------------------------------------|--|--|--|
| b. Planning coherent instruction that cognitively engages students in content and sets instructional outcomes. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|--|---------------------------------------|--|--|--|

|   |                                       |  |  |  |
|---|---------------------------------------|--|--|--|
| c. Designing appropriate student assessments to monitor student progress. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|---|---------------------------------------|--|--|--|

**FORM 6a – Music Ensemble (continued)  
Observation of Teacher Performance and Practice**

**Teacher Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Length of Observation:** \_\_\_\_\_  
**Evaluator:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

| <b>Domain 3 ~ Instruction for Active Learning</b>  | <b>Evidence/Rating</b>                |  |  |  |
|--|---------------------------------------|--|--|--|
| a. Communicating clear and accurate knowledge and skill expectations to students.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |
| c. Using assessment in instruction to provide feedback to students and adjust teaching.  | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |
|  |                                       |  |  |  |

**FORM 6a – Music Ensemble (continued)**  
**Observation of Teacher Performance and Practice**

**Teacher Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Length of Observation:** \_\_\_\_\_  
**Evaluator:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

| <b>Domain 4 ~ Professional Responsibilities and Teacher Leadership</b>  |                                       | <b>Evidence/Rating</b>                 |  |  |  |
|---|---------------------------------------|--|--|--|--|
| a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation. | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |  |
|   |                                       |  |  |  |  |
| b. Participating in professional and school communities and maintaining accurate records related to that participation.                     | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |  |
|   |                                       |  |  |  |  |
| c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.                | Exemplary<br><input type="checkbox"/> | Proficient<br><input type="checkbox"/> | Developing<br><input type="checkbox"/> | Below Standard<br><input type="checkbox"/> |  |
|   |                                       |  |  |  |  |

*If you have any questions/comments/concerns pertaining to the content on this form, please contact the evaluator noted above.*

**FORM F-6b**

**Observation of Teacher Performance and Practice-Administrative Summative Rating Worksheet**

*To be utilized in determining overall practice rating for end of year conference.*

Teacher: \_\_\_\_\_ Evaluator \_\_\_\_\_

| <b>Domain 1 ~ Classroom Environment, Student Engagement and Commitment to Learning</b> |   | <b>Rating</b> |
|--|---|---------------|
| a.   | Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.  |               |
| b.   | Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.  |               |
| c.   | Maximizing instructional time by effectively managing routines and transitions.   |               |
| <b>Combined Domain Rating</b>  |   |               |
| <b>Domain 2 ~ Planning for Active Learning</b>   |   | <b>Rating</b> |
| a.   | Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. |               |
| b.   | Planning instruction to cognitively engage students in the content.   |               |
| c.   | Selecting appropriate assessment strategies to monitor student progress.  |               |
| <b>Combined Domain Rating</b>  |   |               |
| <b>Domain 3 ~ Instruction for Active Learning</b>                                      |   | <b>Rating</b> |
| a.   | Implementing instructional content for learning.  |               |
| b.   | Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.                     |               |
| c.   | Assessing student learning, providing feedback to students and adjusting instruction.   |               |
| <b>Combined Domain Rating</b>  |   |               |
| <b>Domain 4 ~ Professional Responsibilities and Teacher Leadership</b>                 |   | <b>Rating</b> |
| a.   | Engaging in continuous professional learning to impact instruction and student learning.  |               |
| b.   | Collaborating to develop and sustain a professional learning environment to support student learning.   |               |
| c.   | Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.   |               |
| <b>Combined Domain Rating</b>  |   |               |
| <b>Observation of Teacher Performance and Practice Overall Rating</b>                  |   |               |

**FORM 6b SESS**

**Observation of SESS Performance and Practice-Administrative Summative Rating Worksheet**

*To be utilized in determining overall practice rating for end of year conference.*

SESS: \_\_\_\_\_ Evaluator \_\_\_\_\_

| <b>Domain 1 ~ Learning Environment, Student Engagement and Commitment to Learning</b> |   | <b>Rating</b> |
|---|---|---------------|
| a.  | Promoting a positive learning environment that is respectful and equitable.   |               |
| b.  | Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.  |               |
| c.  | Maximizing service delivery by effectively managing routines and transitions.   |               |
| <b>Combined Domain Rating</b>   |   |               |
| <b>Domain 2 ~ Planning for Active Learning</b>  |   | <b>Rating</b> |
| a.  | Planning prevention/intervention that is aligned with standards, builds on the students' prior knowledge, and provides for appropriate level of challenge for all students. |               |
| b.  | Planning prevention/intervention to actively engage students in the content.  |               |
| c.  | Selecting appropriate assessment strategies to monitor student progress.  |               |
| <b>Combined Domain Rating</b>   |   |               |
| <b>Domain 3 ~ Service Delivery</b>  |   | <b>Rating</b> |
| a.  | Implementing service delivery for learning.   |               |
| b.  | Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.                         |               |
| c.  | Assessing student learning, providing feedback to students and adjusting service delivery.  |               |
| <b>Combined Domain Rating</b>   |   |               |
| <b>Domain 4 ~ Professional Responsibilities and Leadership</b>                        |   | <b>Rating</b> |
| a.  | Engaging in continuous professional learning to impact service delivery and student learning.   |               |
| b.  | Collaborating to develop and sustain a professional learning environment to support student learning.   |               |
| c.  | Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.   |               |
| <b>Combined Domain Rating</b>   |   |               |
| <b>Observation of SESS Performance and Practice Overall Rating</b>                    |   |               |

**FORM 6b - Music Classroom**  
**Observation of Music Classroom Performance and Practice-Administrative Summative Rating**  
**Worksheet**

*To be utilized in determining overall practice rating for end of year conference.*

Teacher: \_\_\_\_\_ Evaluator \_\_\_\_\_

| <b>Domain 1 ~ Environment, Student Engagement and Commitment to Learning</b>   |  | <b>Rating</b> |
|--|--|---------------|
| a. Creating a positive learning environment that conveys the value and effort to make music by both student and teacher while maintaining an atmosphere of respect and rapport.  |  |               |
| b. Promoting developmentally appropriate standards of behavior that enable all students to engage actively in music making or listening establishing a learning environment that is engaging, productive, and enjoyable without being authoritarian.   |  |               |
| c. Maximizing instructional time by effectively managing classroom procedures (routines and transitions) and organizational space.   |  |               |
| <b>Combined Domain Rating</b>  |  |               |
| <b>Domain 2 ~ Planning for Active Learning</b>   |  | <b>Rating</b> |
| a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content.   |  |               |
| b. Planning coherent instruction that demonstrates knowledge of music content, students' abilities, learning outcomes, and available resources.  |  |               |
| c. Designing appropriate student assessments to monitor student progress and guide future instruction.   |  |               |
| <b>Combined Domain Rating</b>  |  |               |
| <b>Domain 3 ~ Instruction for Active Learning</b>  |  | <b>Rating</b> |
| a. Communicating clear and accurate knowledge and skill expectations to students.  |  |               |
| b. Exercising developmental awareness of students' skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning. |  |               |
| c. Using assessment in instruction to provide feedback to students and adjust teaching.  |  |               |
| <b>Combined Domain Rating</b>  |  |               |
| <b>Domain 4 ~ Professional Responsibilities and Teacher Leadership</b>   |  | <b>Rating</b> |
| a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.  |  |               |
| b. Participating in professional and school communities and maintaining accurate records related to that participation.  |  |               |
| c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.   |  |               |
| <b>Combined Domain Rating</b>  |  |               |
| <b>Observation of Performance and Practice Overall Rating</b>  |  |               |

**FORM 6b - Music Ensemble**  
**Observation of Music Ensemble Performance and Practice-Administrative Summative Rating**  
**Worksheet**

*To be utilized in determining overall practice rating for end of year conference.*

Teacher: \_\_\_\_\_ Evaluator \_\_\_\_\_

| <b>Domain 1 ~ Environment, Student Engagement and Commitment to Learning</b>   |  | <b>Rating</b> |
|--|--|---------------|
| a. Creating a positive learning environment that teaches music is based on hard work, consistent attention to quality, and on-going commitment while maintaining an atmosphere of respect and rapport.   |  |               |
| b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.  |  |               |
| c. Maximizing service delivery by effectively managing classroom procedures (routines and transitions).  |  |               |
| <b>Combined Domain Rating</b>  |  |               |
| <b>Domain 2 ~ Planning for Active Learning</b>   |  | <b>Rating</b> |
| a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and of students.   |  |               |
| b. Planning coherent instruction that cognitively engages students in content and sets instructional outcomes.   |  |               |
| c. Designing appropriate student assessments to monitor student progress.  |  |               |
| <b>Combined Domain Rating</b>  |  |               |
| <b>Domain 3 ~ Instruction for Active Learning</b>  |  | <b>Rating</b> |
| a. Communicating clear and accurate knowledge and skill expectations to students.  |  |               |
| b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques. |  |               |
| c. Using assessment in instruction to provide feedback to students and adjust teaching.  |  |               |
| <b>Combined Domain Rating</b>  |  |               |
| <b>Domain 4 ~ Professional Responsibilities and Teacher Leadership</b>   |  | <b>Rating</b> |
| a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.  |  |               |
| b. Participating in professional and school communities and maintaining accurate records related to that participation.  |  |               |
| c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.   |  |               |
| <b>Combined Domain Rating</b>  |  |               |
| <b>Observation of Performance and Practice Overall Rating</b>  |  |               |

# **APPENDIX H**

## **Improvement and Remediation Sample Form**

**“School Letterhead”  
Improvement and Remediation Plan**

**Name:**

---

**Association President/Designee:**

---

**Initial Meeting Date:**

---

**Implementation Date**

---

**End Date**

---

**Staff Assignment**

---

**Immediate Supervisor**

---

**Evidence of Deficiencies**

**Evaluatee Requests the Formation of an Improvement Team (may be added as plan evolves).**

YES  NO

**Team Members:**

---

---

---

---

---

---

---

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# Improvement and Remediation Plan

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

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

**Staff Assignment:** \_\_\_\_\_

**Immediate Supervisor:** \_\_\_\_\_

## Action Plan for Improvement (based on criteria for improvement)

| GOAL  | TIME LINE   |
|---|---|
| Cite Domain and Indicator. Identify its attribute(s).                                 | Each example below denotes an essential element of remediation and support: <b>Lesson Plans, Observations, and Peer Observations.</b><br><br>All action steps below are to be met within <b>90 school days</b> of the plan's implementation date.   |
| Domain _____ focuses on _____.  |   |
| Specifically, <u>TEACHER NAME</u> will demonstrate proficiency in attribute(s) _____. | <u>TEACHER NAME</u> will meet with <u>SUPERVISOR NAME</u> or his/her designee every two weeks for a lesson plan review. The lesson plans will highlight the elements of the attribute(s) _____.   |
|   |   |
| Domain _____ focuses on _____.  |   |
| Specifically, <u>TEACHER NAME</u> will demonstrate proficiency in attribute(s) _____. | <u>TEACHER NAME</u> will be observed by <u>SUPERVISOR NAME</u> or his/her designee, formally and informally, for a total of four observations. These observations will be unannounced and all will be followed by a post-conference.  |
|   |   |
| Domain _____ focuses on _____.  |   |
| Specifically, <u>TEACHER NAME</u> will demonstrate proficiency in attribute(s) _____. | <u>TEACHER NAME</u> will observe a total of three teachers during his/her planning time to identify elements of the attribute _____. The teachers observed will be mutually agreed upon between <u>TEACHER NAME</u> and <u>SUPERVISOR NAME</u> . <u>TEACHER NAME</u> will submit a reflection after each observation summarizing the attribute(s) and how he/she may incorporate the strategies into his/her own practice. Each reflection will be sent via email attachment to <u>SUPERVISOR NAME</u> within one week of each observation. |

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date August 13, 2015

Decision Requested X Agenda Code 9 d

**AGENDA REPORTING FORM**

**Agenda Topic:** Administrator Evaluation Plan Update

**Summary of Issue:** Administration is asking that the Board of Education approve the 2015-2016 Administrator Evaluation and Support Plan. Included is the full document that includes changes from the committee that are highlighted for your review. It is required by the State Department of Education that the Board of Education reviews and approves the document. The administration will provide the Board of Education with an update surrounding the evaluation plan.

**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.

**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:** Motion to accept the revised copy of the Administrator Evaluation and Support Plan as presented by the administration for implementation during the 2015-2016 school year.

**Titles of Attachments:**

1. Admin Eval Plan (under separate cover)

mp\Board\8.13.15, SPS Admin Eval.doc

  
\_\_\_\_\_  
Signature of Staff Member Submitting Report

  
\_\_\_\_\_  
Signature of Superintendent of Schools

**Southington Public Schools  
Southington, CT**

# **Southington Administrator Evaluation and Support Plan**

*The content of this document is meant for use in the Southington Public School District beginning in the year 2015-2016. The content of this document has been designed by committee consensus.*

**Southington's Administrator Evaluation and Support  
Committee Members  
2015-16**

**Timothy F. Connellan**  
Superintendent of Schools

**Steven Madancy**  
Assistant Superintendent for Instruction and Learning

**Kimberly Hunt**  
Personnel Manager

**Richard Terino**  
Principal, Kennedy Middle School

**Patricia Mazarella**  
Principal, Flanders Elementary School

**Frank Pepe**  
Principal, DePaolo Middle School

**Brian Stranieri**  
Assistant Principal, Southington High School

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## Introduction

Southington's administrator evaluation and development system is applicable to all administrators working under the 092 certification. The Superintendent of Southington Public Schools shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with the requirements of Connecticut General Statutes. This plan ascribes to the Common Core of Leading: Connecticut School Leadership Standards. This plan defines effective practice, encourages the exchange of accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth.

## Design Principles

### Purpose and Rationale

Effective teaching ensures student success, and effective teaching can only occur when administration provides effective leadership and the necessary support. To support our teachers and administrators, we need to clearly define excellent practice and results, give accurate, useful information about educators' strengths and development areas and provide opportunities for professional learning, growth and recognition. The purpose of the **Southington Administrator Evaluation and Support** system is to evaluate performance, fairly and accurately, and to help each educator strengthen his/her practice to improve student learning. Administrator effectiveness is defined in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

### Core Design Principles

1. Administrator performance is evaluated in four areas:
  - Student learning (45%)
  - Administrator practice (40%)
  - Stakeholder feedback (10%)
  - Teacher effectiveness (5%)
2. Growth over time is an inherent expectation.
3. To ensure the accuracy of ratings, evidence of performance and observation of practice within the CCL Leadership Standards is paramount; however, of equal importance are the professional conversations between the evaluator and his/her evaluatee. Both should be considered to make an informed judgment about the quality and efficacy of practice.

This document describes the process of evaluation and delineates the four components that form its basis ~ *leadership practice, stakeholder feedback, student learning and teacher effectiveness.*

The sequence of steps taken by the evaluator/evaluatee to conclude a summative rating for the evaluatee are specified.

## Administrator Evaluation and Development Overview

Southington's evaluation and development plan consists of multiple measures to ensure a comprehensive depiction of administrator performance. All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

1. Leadership Practice Related Indicators: This category contains components that positively impact student learning.
  - a) Observation of Leadership Performance and Practice (40%) as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards
  - b) Stakeholder Feedback (10%) on leadership practice through surveys
2. Student Outcomes Related Indicators: This category is comprised of two components that reflect the administrator's contribution to student academic progress at the school and classroom level.
  - a) Student Learning (45%) assessed in equal weight by 1) progress on the academic learning measures in the state's accountability system for schools and 2) performance and growth on locally-determined measures
  - b) Teacher Effectiveness Outcomes (5%) as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

Ratings from each of the four components will be combined to produce a summative performance rating of Exemplary, Proficient, Developing, or Below Standard. The ratings are defined as follows:

**Exemplary** – substantially exceeding indicators of performance

**Proficient** – meeting indicators of performance and also meets the high standards of the district

**Developing** – meeting some indicators of performance but not others

**Below Standard** – not meeting indicators of performance.

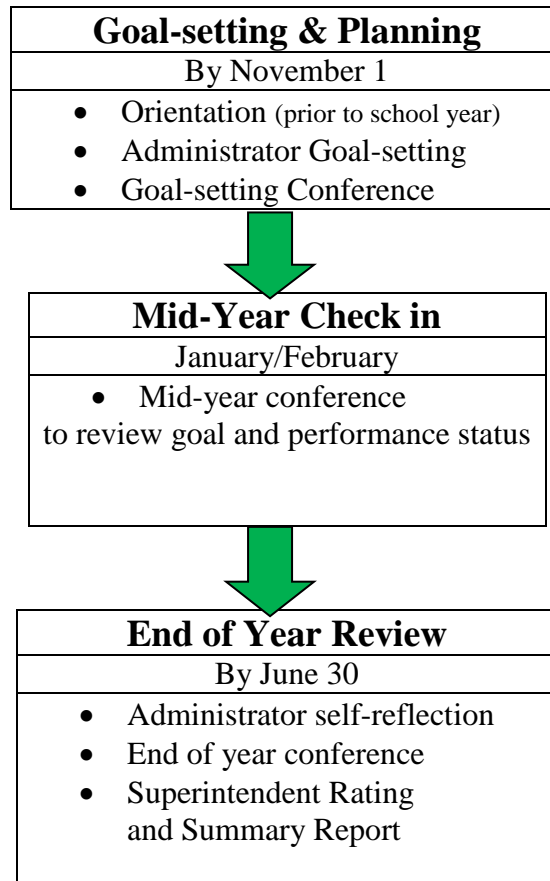
## Process and Timeline

### Orientation

To begin, the superintendent or designee will provide the administrator with materials that present the evaluation and development process along with any necessary information (e.g., SPI, Stakeholder Survey results, District Strategic Plan, district-wide data). Materials must include the following:

- assessment rubric for administrator practice
- instruments employed to gather feedback from staff, families, and, if incorporated, student feedback
- forms utilized within the process
- a copy of this document which details the process and calculation involved in integrating the elements of evaluation into an overall, summative rating.

## Conferences



### Step 1 / Goal-setting

Prior to the goal-setting conference, the administrator will craft at least two SLOs and one Survey Target that will form the basis of discussion. A focus area or areas to support the achievement of the SLOs and Survey Target will be identified in this conference. While it is understood that any administrator shall attend to each of the Common Core of Leading: Connecticut School Leadership Standards, **a given Domain Indicator from the CT Leader Evaluation and Support Rubric 2015** may form the focus area that can produce the greatest impact on the administrator's practice and thus, summative evaluation rating.

The superintendent or designee and administrator will mutually agree on the measures and performance targets for the student learning indicators, teacher effectiveness outcomes, and stakeholder feedback. The evaluator and administrator will also identify the focus area(s) for development of administrator practice aligned to the Connecticut School Leadership Standards. Any professional development and resource needs to support the administrator in meeting the performance targets will be discussed. If the evaluator and the evaluatee are unable to agree on the goals, the sources of evidence, and/or support needed, the dispute shall be submitted to a subcommittee of Southington's Administrator Evaluation and **Support** Committee. The superintendent and the president of the collective bargaining unit may each designate self or select one representative from the Southington Administrator Evaluation and **Support** Committee to constitute this subcommittee and select a neutral party mutually agreed upon between them. The decision of the evaluation team shall be binding. Orientation and the goal-setting conference results are depicted below:

|                             |     |               |     |   |
|-----------------------------|-----|---------------|-----|---|
| Available Data              | →→→ |               |     |   |
| Superintendent's Priorities | →→→ | SLO 1         | →→→ | Focus Area(s)<br>Aligned to<br><b>CT Leader Evaluation<br/>and Support Rubric<br/>2015</b><br>and selected to<br>assist in accomplishing<br>the SLOs and Survey<br>Target |
| School Improvement Plan     | →→→ | SLO 2         | →→→ |   |
| Prior Evaluation Results    | →→→ | Survey Target | →→→ |   |
|                             |     |               |     |   |

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

1. Twenty-two point five percent (22.5%) of an administrator's evaluation shall be based only on student performance and/or growth on the state-administered assessments in core content areas that are part of the state's approved school accountability system.

This portion must include:

- a) School Performance Index (SPI) progress from year to year;
- b) SPI progress for student subgroups.

This portion may include:

- a) SPI rating;
- b) SPI rating for student subgroups.

The local district will determine the relative weight on each of the above components.

2. Twenty-two point five percent (22.5%) of an administrator's evaluation shall be based on at least two locally-determined indicators of student learning, at least one of which must include student outcomes from subjects and/or grades not assessed on state-administered assessments. Any measure must be aligned to Common Core of State Standards and Connecticut Content Standards. ***For administrators in high schools, selected indicators must include the cohort graduation rate and the extended graduation rate as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.***

### Indicators

1. For school-based administrators, selected indicators must be relevant to the student population (e.g., grade levels) served by the administrator's school and may include the following:
  - Student performance or growth on the state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, etc.).
  - Students' progress toward graduation in the school using predictive indicators, including

but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation.

- Students' performance or growth on school or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.
  - Other indicators proposed by the district.
2. For assistant principals, indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of that assistant principal.
  3. For central office administrators, indicators may be based on results in the group of schools, group of students, or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.

In the selection of indicators, the district may establish its own district-wide indicators or may allow administrators and their evaluators to craft mutually agreed upon student learning objectives specific to that administrator.

Locally established indicators will align to the Common Core State Standards or where no standards are available will align to research-based learning standards.

For any administrator assigned to a school in "review" or "turnaround" status in the state's accountability system, the indicators used for administrator evaluation must align with the performance targets set out in the school's mandated Improvement Plan.

### **Step 2 / Plan Implementation and Evidence Collection**

As the evaluatee implements the plan, he/she and the evaluator both collect evidence about the evaluatee's practice. The evaluator must conduct school site visits with all observations followed by written feedback. This should occur within five school days of an observation. The evaluator should establish a schedule of site visitations to observe the evaluatee's practice and collect evidence on it. The first visit should occur near the beginning of the school year. Subsequent visitations might be planned at 2-3 month intervals.

Site visitations include a minimum of:

- 2 observations for each administrator
- 4 observations for administrators new to the district, school, profession, or who has received a rating of **Developing** or **Below Standard**.

Possible reviews of practice or sources of evidence may include but are not limited to

- Artifacts of budget aligned with identified priorities
- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teachers' meetings
- Observation of Administrative/Leadership Team meetings
- Communications to parents and community
- Observations of interactions with staff
- Observations of interactions with students
- Observations of interactions with families.

### **Step 3 / Mid-year Formative Review**

In January/February, the evaluator shall hold a conference meeting with the evaluatee on the status of his/her SLO(s) and Survey Target progress. Discussion of the administrator's practice shall also occur. This meeting

affords the opportunity to revise any goal/target outcome that has been impacted by a change of context (e.g., a large influx of new students).

#### **Step 4 / Self-Reflection**

In the spring, the evaluatee reflects and assesses his/her practice on the **CT Leader Evaluation and Support Rubric 2015**. This reflection should involve consideration of the following:

- Need to grow and improve practice on a given **Domain Indicator**;
- Strengths within a given **Domain** but potential for growth or improvement; and,
- Consistent effectiveness on a given **Domain Indicator**.

This self-reflection shall be submitted to the evaluator prior to the End of the Year Summative Review as an opportunity for the self-reflection to inform the summative rating.

#### **Step 5 / Summative Review and Rating**

The evaluator and evaluatee meet in the late spring to discuss the evaluatee's self-reflection and all evidence collected over the course of the year. While a formal rating follows this meeting, the evaluator uses the meeting to convey strengths, growth areas, and the probable rating. After the meeting, the evaluator assigns a holistic rating, based on a preponderance of evidence.

## **Formulating the Summative Rating**

### **Leadership Practice Related Indicators**

The Leadership Practice Related Indicators evaluate the administrator's knowledge of a complex set of skills and competencies and how these are applied in leadership practice. It is comprised of two categories:

- Observation of Leadership Practice (**40%**)
- Stakeholder Feedback (**10%**)

### **Category #1 Observation of Leadership Performance & Practice (40%)**

Leadership practice is framed by the CCL: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June 2012. **Effective administrative practice is embedded in the four Domains of the CT Leader Evaluation and Support Rubric 2015.**

#### **Domain 1 – Instructional Leadership**

*Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students and by monitoring and continuously improving curriculum, instruction and assessment.*

#### **Domain 2 – Human Capital**

*Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff and by demonstrating a commitment to high quality systems for professional learning.*

#### **Domain 3 – Organizational Systems**

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

#### **Domain 4 – Culture and Climate**

*Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests by promoting a positive culture and climate and by modeling ethical behavior and integrity.*

While all four of these Domains make for successful schools, improving teaching and learning is at the core of what effective educational leaders do. Therefore, **Domain 1 (Instructional Leadership)** and **Domain 2**

**(Human Capital)** are each weighted 35% while Domain 3 (Organizational Systems) and Domain 4 (Culture and Climate) are each weighted 15%.

In order to arrive at these ratings, administrators are measured against the **CT Leader Evaluation and Support Rubric 2015 (Appendix B)** which describes leadership actions across four performance levels for each of the **four Domains**. The four performance levels are **Exemplary, Proficient, Developing, and Below Standard**. The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every **Domain Indicator** within the **CT Leader Evaluation and Support Rubric 2015** in order to serve as a guide and resource for evaluators and evaluatees to discuss practice, identify specific areas for growth and development, and have common language to use in describing what improved practice would be.

In cases where an evaluatee demonstrates one level of performance for **a given Indicator** and a different level of performance for **another Indicator within a Domain**, the evaluator will use judgment to decide the level of performance assigned to that **Domain**.

The superintendent or designee (i.e., the primary evaluator) 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 administrators. Complementary evaluators *must* be fully trained as evaluators in order to be authorized to serve in this role.

Evaluatees and evaluators will not be required to complete this rubric at the **Indicator** level for any self-reflection or evaluation process. Evaluators and evaluatees will review performance and complete evaluation detail at the **Domain level** and may discuss performance at the **Indicator level**, using **individual Indicators** for supporting information as needed. As part of the evaluation process, evaluators and evaluatees should identify areas for ongoing support and growth.

All **Indicators** of the evaluation rubric may not apply to assistant principals, directors, coordinators, or central office administrators. The district evaluators will generate ratings using evidence collected from applicable **Indicators in the CT Leader Evaluation and Support Rubric 2015**.

Summative ratings are based on the preponderance of evidence for each **Domain in the CT Leader Evaluation and Support Rubric**. The evaluator will assign a total practice rating based on the criteria in the chart below and generate a summary report of the evaluation prior to June 30. The summary report may be revised based on a review of additional data.

| <b>Exemplary</b>   | <b>Proficient</b>  | <b>Developing</b>   | <b>Below Standard</b>   |
|--|--|---|---|
| Exemplary on Instructional Leadership<br>+<br>Exemplary on Human Capital<br>+<br>No rating below Proficient on any performance expectation | At least Proficient on Instructional Leadership<br>+<br>At least Proficient on Human Capital<br>+<br>At least Proficient on one of the other Domains | At least Developing on Instructional Leadership<br>+<br>At least Developing on Human Capital<br>+<br>At least Developing on each of other Domains | Below Standard on Instructional Leadership<br><br>Or<br>Below Standard on Human Capital |

**Category #2 Stakeholder Feedback (10%)**

Feedback from stakeholders is **10%** of an administrator’s summative rating. A survey with measures aligned to CCL: Connecticut School Leadership Standards is administered annually to stakeholders to assess a leader’s effectiveness. The survey shall:

- If constructed for school or district-wide purposes, contain a subset aligned to some or all of the CCL: Connecticut School Leadership Standards; and
- Include teachers and parents as stakeholders but may include other staff, community members, and students.

|   |
|---|
| <p><b>Examples of Surveyed Stakeholders School-based Administrators</b></p> <p><b><u>Principals</u></b><br/>All parents/guardians<br/>All teachers and staff<br/>All students grades 7-12</p> <p><b><u>Assistant Principals</u></b><br/>All or a subset of parents/guardians<br/>All or a subset of teachers and staff<br/>All or a subset of students grades 7-12</p> <p style="text-align: center;"><b>Central Office Administrators</b></p> <p><b><u>Assistant Superintendent</u></b><br/>Principals<br/>Subsets of other administrators<br/>Relevant parents/guardians</p> <p><b><u>Directors and Coordinators</u></b><br/>Principals<br/>Assistant principals<br/>Specific subsets of teachers and staff<br/>Other district specialists<br/>Relevant parents/guardians</p> |
|---|

The rating reflects the degree to which an administrator has shown growth on feedback measures, using data

from the prior year or beginning of the year as a baseline for setting a growth target.

Exceptions:

- Administrators with high ratings previously-rating reflects maintenance of that degree
- Administrators new to the role-reasonable target set using district standards

The evaluator makes an overall determination on the administrator's Leadership Practice and concludes a rating based on the following weights:

- Observation of Leadership Practice (**40%**)
- Stakeholder Feedback (**10%**).  
Stakeholder feedback shall encompass the following process:
  1. Administer standardized district survey aligned to the CCL: Connecticut School Leadership Standards to relevant stakeholders
  2. Review and analyze standardized district survey results to establish baseline
  3. Identify one area for growth, set a target for growth and detail action steps to accomplish that growth
  4. In the spring, administer standardized district survey aligned to the CCL: Connecticut School Leadership Standards to relevant stakeholders
  5. Aggregate and reflect on data to determine whether the action steps taken resulted in the established target being achieved

More than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.

## **Formulating the Summative Rating**

### **Student Outcomes Related Indicators**

#### **Category #3 Student Learning (45%)**

Student learning is assessed in equal weight by a) performance and progress on the academic learning measures in the state's accountability system for schools and b) performance and growth on locally-determined measures. Each of these measures will have a weight of **22.5%** and together they will constitute the **45%** of the administrator's evaluation.

#### **State Measures of Academic Learning**

Currently the state's accountability system includes two measures of student academic learning:

1. School Performance Index (SPI) progress – changes from baseline in student achievement on Connecticut's standardized assessments
2. SPI progress for student subgroups – changes from baseline in student achievement for subgroups on Connecticut's standardized assessments

Evaluation ratings for administrators on these state measures are generated as follows:

**Step 1: The target level for all Connecticut schools is an SPI rating of 88. SPI Progress is applied to give the administrator a rating.**

**Step 2: Ratings are weighted to emphasize improvement in schools below the State's SPI target of 88 and to emphasize subgroup progress and performance in schools above the target.**

\*Subgroup must exist in year prior and in year of evaluation.

**Step 3: An overall summative rating will be determined based on noted progress or overall performance in Steps 1 and 2.**

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days

a student must be enrolled in order for that student's scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

**Locally-determined Measures (Student Learning Objectives)**

Administrators establish at least two Student Learning Objectives (SLOs) on measures they select. A rating is assigned based on the results of the SLO measures and the mid-year and end of year conferences in which

1. adequate data was collected to enable the evaluator to make a fair judgment about whether the administrator met established objectives;
2. objectives are based on review of student characteristics (e.g., attendance, demographic and learning characteristics) relevant to the assignment of the administrator;
3. data informed mid-year conference and opportunity existed at mid-year to adjust performance targets;
4. summative data informed summative rating; and
5. professional resources are appropriate to supporting the administrator in meeting performance targets

Rating is assigned as illustrated in the following table:

| <b>Exemplary</b>  | <b>Proficient</b>   | <b>Developing</b>  | <b>Below Standard</b> |
|---|---|--|-----------------------|
| Exceeded both objectives substantially<br>Or<br>Exceeded one objective and substantially exceeded the other | Met both objectives<br>Or<br>Met 1 objective and made substantial progress on the other | Met 1 objective and did not meet the other objective nor make substantial progress on the second objective | Met no objective      |

**Combining State Measures of Academic Learning (22.5%) and Locally-determined Measures (22.5%) into the Student Learning Summative Rating (45%)**

To arrive at an overall Student Learning Rating, the state assessment rating and the locally-determined rating are applied in the following matrix. The point of intersection will yield the overall Student Learning Rating.

|   |                              |   |                          |                          |                                   |
|---|------------------------------|---|--------------------------|--------------------------|-----------------------------------|
| <b>Locally-determined Measures of Academic Learning</b> |                              | <b><i>State Measures of Academic Learning</i></b> |                          |                          |                                   |
|   | <b><u>Rated</u></b>          | <b><u>Exemplary</u></b>                           | <b><u>Proficient</u></b> | <b><u>Developing</u></b> | <b><u>Below Standard</u></b>      |
|   | <b><u>Exemplary</u></b>      | <b>Rate Exemplary</b>                             | <b>Rate Exemplary</b>    | <b>Rate Proficient</b>   | <b>Gather further information</b> |
|   | <b><u>Proficient</u></b>     | <b>Rate Exemplary</b>                             | <b>Rate Proficient</b>   | <b>Rate Proficient</b>   | <b>Rate Developing</b>            |
|   | <b><u>Developing</u></b>     | <b>Rate Proficient</b>                            | <b>Rate Proficient</b>   | <b>Rate Developing</b>   | <b>Rate Developing</b>            |
|   | <b><u>Below Standard</u></b> | <b>Gather further information</b>                 | <b>Rate Developing</b>   | <b>Rate Developing</b>   | <b>Rate Below Standard</b>        |

**Category #4 Teacher Effectiveness (5%)**

Teacher effectiveness -as measured by an aggregation of teachers' student learning objectives (SLOs)- is 5% of an administrator's evaluation. A central office administrator will be responsible for the teachers under his/her assigned role. All other administrators will be responsible for the teachers assigned to their given schools or a subset within those schools.

The administrator's rating for teacher effectiveness is assigned as illustrated in the table below.

| <b>Exemplary</b>   | <b>Proficient</b>  | <b>Developing</b>  | <b>Below Standard</b>  |
|--|--|--|--|
| >80% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation | >60% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation | >40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation | <40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation |

The evaluator makes an overall determination on the administrator’s Student Outcomes Related Indicators and concludes a rating based on the following weights:

- Student Learning (45%)
- Teacher Effectiveness Outcomes (5%).

### Summative Administrator Evaluation Rating

Each administrator shall annually receive a summative rating in one of four levels:

**Exemplary** – substantially exceeding indicators of performance

**Proficient** – meeting indicators of performance

**Developing** – meeting some indicators of performance but not others

**Below Standard** – not meeting indicators of performance.

The evaluator applies the overall rating for Leadership Practice derived from Observation of Leadership Performance and Practice (40%) and Stakeholder Feedback (10%) and the overall rating for Student Outcomes derived from Student Learning (45%) and Teacher Effectiveness Outcomes (5%) to the following matrix. The summative rating is identified where the two ratings intersect.

|                         |                              | <i>Leadership Practice</i> |                          |                          |                              |
|-------------------------|------------------------------|----------------------------|--------------------------|--------------------------|------------------------------|
|                         | <u><i>Rated</i></u>          | <u><i>Exemplary</i></u>    | <u><i>Proficient</i></u> | <u><i>Developing</i></u> | <u><i>Below Standard</i></u> |
| <i>Student Outcomes</i> | <u><i>Exemplary</i></u>      | Rate Exemplary             | Rate Exemplary           | Rate Proficient          | Gather further information   |
|                         | <u><i>Proficient</i></u>     | Rate Exemplary             | Rate Proficient          | Rate Developing          | Gather further information   |
|                         | <u><i>Developing</i></u>     | Rate Proficient            | Rate Proficient          | Rate Developing          | Rate Below Standard          |
|                         | <u><i>Below Standard</i></u> | Gather further information | Rate Developing          | Rate Developing          | Rate Below Standard          |
|                         |                              |                            |                          |                          |                              |

The evaluator completes the summative evaluation report and shares it with the evaluatee. It shall be placed into the evaluatee's personnel file. If, within two weeks of the report's receipt, the evaluatee requests, his/her written comments shall be added to the report in the personnel file.

Summative ratings must be completed for all administrators by June 30 of a given school year. Should data (i.e., survey results, teacher effectiveness ratings, state accountability measures, summative student learning indicators) not be available at the time of a final rating, a rating must be completed based on the evidence that is available.

- If the stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the evaluatee's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should occur before the start of the new school year so that prior year results can inform goal setting in the new school year.

## Definition of Effectiveness and Ineffectiveness

Administrator effectiveness will be based upon a pattern of summative ratings derived from the evaluation system. All administrators receiving a summative rating of *Proficient* or *Exemplary* shall be deemed effective. Any administrator not rated *Proficient* or *Exemplary* will be placed on an Improvement and Remediation Plan.

An experienced administrator shall be deemed ineffective if said administrator receives at least two sequential *Developing* ratings or one *Below Standard* rating at any time.

To be deemed effective, administrators new to the district will be required to have no more than one summative rating of *Developing* in their first year and a summative rating of *Proficient* or *Exemplary* in their second year.

## Improvement and Remediation Plan

It is understood that an administrator shall receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address concern in its earliest stage.

If an administrator's performance is projected or rated as *Developing* or *Below Standard*, it signals the need for focused support and development. An Improvement and Remediation Plan will be constructed in collaboration with the evaluator and evaluatee who is entitled to representation by his/her exclusive bargaining unit representative. The plan is to be created within 30 work days after the completion of the summative rating conference.

The plan must include the following components:

- Area(s) in need of improvement;
- Evidence from the Mid-Year Formative Review or Summative Evaluation that shows an area(s) needing improvement (i.e., **CT Leader Evaluation and Support Rubric - Domain** ratings of *Developing* or *Below Standard*);
- Exemplar practices/strategies in the area(s) identified as needing improvement that the evaluatee can implement;
- Specific tasks the evaluatee will complete that will improve **Domain** ratings
- List of supports and resources the evaluatee can use to improve (e.g., professional learning opportunities, peer observation, colleague mentor);
- How the evaluatee will demonstrate progress towards *Proficient* in the identified area(s) in need of improvement through observation, data, evidence, etc.;
- Timeline for meeting the year-end summative rating of no less than **Proficient** which identifies a mid-year conference in January;
- scheduled observations and periodic meetings which occur at designated frequency; and,
- all evaluative feedback will include a written summary.

The evaluator and evaluatee will sign the plan and copies will be distributed to all those involved in its implementation including the superintendent. The content of the plan shall be confidential.

To be deemed effective, the administrator upon conclusion of his/her Improvement and Remediation Plan must receive a rating of *Proficient* or better.

## **Dispute Resolution Process**

A dispute shall be submitted to a subcommittee of Southington's Administrator Evaluation and **Support** Committee. The superintendent and the president of the collective bargaining unit may each designate self or select one representative from the Southington Administrator Evaluation and **Support** Committee to constitute this subcommittee and select a neutral party mutually agreed upon between them. This subcommittee shall resolve disputes where the evaluator and administrator 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.

## **Ensuring Fairness and Accuracy: Evaluator Training**

The district will provide all evaluators of administrators with training focused on the administrator evaluation system, including training on conducting effective observations and providing high-quality feedback. Ongoing calibration activities will be incorporated into their training.

## **Evaluation-based Professional Learning**

As this evaluation process identifies the needs of individual or groups of individual administrators, the district will provide professional learning opportunities. These opportunities shall be linked to the specific outcomes of the evaluation process as they relate to student learning needs, professional practice needs, and/or the results of stakeholder feedback.

Examples:

- Coaching vs. Evaluating Workshops
- Interviewing Workshops
- Leadership Team Meetings
- Legislative Updates Sessions
- Design Your Own Professional Development (DYOPD)

## **Career Development and Professional Growth**

The district will provide opportunities for administrator career development and professional growth based on performance identified through the evaluation process. These opportunities include, but are not limited to,

- observations of peers
- mentoring/coaching early career administrators
- participation in improvement and remediation plans for peers whose performance has necessitated them
- conducting professional learning workshops for peers
- targeted professional development based on areas of need

# Appendix A

## Common Core of Leading: Connecticut School Leadership Standards

Common Core of Leading:  
**Connecticut School Leadership Standards**

**\*Performance Expectations, Elements and Indicators**

**June 27, 2012**

\*For further information, visit: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2641&O=333900>

## PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

*Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.*

**Element A. High Expectations for All:** Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff.

**Element B. Shared Commitments to Implement the Vision, Mission, and Goals:** Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

**Element C. Continuous Improvement toward the Vision, Mission, and Goals:** Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

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## PERFORMANCE EXPECTATION 2: Teaching and Learning

*Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.*

**Element A. Strong Professional Culture:** Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

**Element B. Curriculum and Instruction:** Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

**Element C. Assessment and Accountability:** Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

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## PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

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

**Element A. Welfare and Safety of Students, Faculty and Staff:** Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

**Element B. Operational Systems:** Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

**Element C. Fiscal and Human Resources:** Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

## PERFORMANCE EXPECTATION 4: Families and Stakeholders

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

**Element A. Collaboration with Families and Community Members:** Leaders ensure the success of all students by collaborating with families and other stakeholders.

**Element B. Community Interests and Needs:** Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

**Element C. Community Resources:** Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

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## PERFORMANCE EXPECTATION 5: Ethics and Integrity

*Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.*

**Element A. Ethical and Legal Standards of the Profession:** Leaders demonstrate ethical and legal behavior.

**Element B. Personal Values and Beliefs:** Leaders demonstrate a commitment to values, beliefs, and practices aligned with the vision, mission and goals for student learning.

**Element C. High Standards for Self and Others:** Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

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## PERFORMANCE EXPECTATION 6: The Education System

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

**Element A. Professional Influence:** Leaders improve the broader social, cultural economic, legal, and political, contexts of education for all students and families.

**Element B. The Educational Policy Environment:** Leaders uphold and contribute to policies and political support for excellence and equity in education.

**Element C. Policy Engagement:** Leaders engage policymakers to inform and improve education policy.

## **PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals**

*Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.*

**Dispositions** exemplified in Expectation 1:

*Education leaders believe in, value, and are committed to*

- **Every student learning**
- **Collaboration with all stakeholders**
- **Examining assumptions and beliefs**
- **High expectations for all students and staff**
- **Continuous improvement for all based on evidence**

### ***Narrative***

Education leaders are accountable and have unique responsibilities for developing and implementing a shared vision of learning to guide organizational decisions and actions. The shared vision assists educators and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens. Education leaders guide a process for developing, monitoring, and refining a shared vision, strong mission, and goals that are high and achievable for every student when provided with effective learning opportunities.

The vision, mission, and goals include a global perspective and become the beliefs of the school community in which all students achieve. The vision, mission, and goals become the touchstone for decisions, strategic planning, and change processes. They are regularly reviewed and refined, using varied sources of information and ongoing data analysis.

To be effective, processes of establishing vision, mission, and goals incorporate diverse perspectives in the broader school community and create consensus to which all can commit. While leaders engage others in developing and implementing the vision, mission, and goals, it is undeniably their responsibility to also advocate for and act to increase equity and social justice.

### **Element A: High Expectations for All**

Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.<sup>2</sup>

#### **Indicators: A leader...**

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.
2. Aligns the vision, mission, and goals of the school to district, state, and federal policies.
3. Incorporates diverse perspectives and collaborates with all stakeholders<sup>3</sup> to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.

<sup>1</sup> **Leader:** Connecticut School Leaders who are employed under their intermediate administrator 092 certificate (*e.g. curriculum coordinator, principal, assistant principal, department head, and other educational supervisory positions*).

<sup>2</sup> **Staff:** all educators and non-certified staff.

<sup>3</sup> **Stakeholder:** a person, group or organization with an interest in education.

**Element B: Shared Commitments to Implement and Sustain the Vision, Mission, and Goals**

Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

**Indicators: *A leader...***

1. Develops shared understandings, commitments, and responsibilities with the school community and other stakeholders for the vision, mission, and goals to guide decisions and evaluate actions and outcomes.
2. Aligns actions and communicates the vision, mission, and goals so that the school community and other stakeholders understand, support, and act on them consistently.
3. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students.



**Element C: Continuous Improvement toward the Vision, Mission, and Goals**

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission, and goals.

**Indicators: *A leader...***

1. Uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.
2. Uses data, research, and best practice to shape programs and activities and regularly assesses their effects.
3. Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.
4. Identifies and addresses barriers to achieving the vision, mission, and goals. Seeks and aligns resources to achieve the vision, mission, and goals.

## PERFORMANCE EXPECTATION 2: Teaching and Learning

*Dispositions* exemplified in Expectation 2:

*Education leaders believe in, value, and are committed to*

- **Learning as the fundamental purpose of school**
- **Inspiring a life-long love of learning**
- **High expectations for all**
- **Standards-based curriculum and challenging instruction**
- **Diversity as an asset**
- **Continuous professional growth and development to support and broaden learning**
- **Collaboration with all stakeholders**

### *Narrative*

In a strong professional culture, leaders share responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system. Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision, mission, and goals and include a global perspective. Instruction is differentiated to provide opportunities to challenge all students to achieve.

A strong professional culture includes professional development and leadership opportunities. As a supervisor and evaluator the school leader provides timely, accurate, and specific feedback and time for reflective practice.

Educators collaboratively and strategically plan their professional learning to meet student needs. Leaders engage in continuous inquiry about the effectiveness of curricular and instructional practices and work collaboratively with staff and other educational leaders to improve student learning.

### **Element A: Strong Professional Culture**

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

#### **Indicators: *A leader...***

1. Develops shared understanding and commitment to close achievement gaps<sup>4</sup> so that all students achieve at their highest levels.
2. Supports and evaluates professional development to broaden faculty<sup>5</sup> teaching skills to meet the needs of all students.
3. Seeks opportunities for personal and professional growth through continuous inquiry.
4. Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.
5. Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.
6. Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.

<sup>4</sup> **achievement gap** (attainment gap): refers to the observed disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college-enrollment and completion rates.

<sup>5</sup> **faculty**: certified school faculty.

## **Element B: Curriculum and Instruction**

Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

### **Indicators: *A leader...***

1. Develops a shared understanding of curriculum, instruction, and alignment of standards-based instructional programs.
2. Ensures the development, implementation, and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and assessment methods.
3. Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations.<sup>6</sup>
4. Develops collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.
5. Provides faculty and students with access to instructional resources, training, and technical support to extend learning beyond the classroom walls.
6. Assists faculty and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens.

<sup>6</sup> **diverse student needs:** students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness, or other factors affecting learning.



**Element C: Assessment and Accountability**

Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

**Indicators: *A leader...***

1. Uses district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.
2. Develops and uses multiple sources of information<sup>7</sup> to evaluate and improve the quality of teaching and learning.
3. Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.
4. Interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.

<sup>7</sup> **multiple sources of information:** including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations.

*Dispositions* exemplified in Expectation 3:

*Education leaders believe in, value, and are committed to*

- **A physically and emotionally safe and supportive learning environment**
- **Collaboration with all stakeholders**
- **Equitable distribution of resources**
- **Shared management in service of staff and students**

*Narrative*

In order to ensure the success of all students and provide a high-performing learning environment, education leaders manage daily operations and environments through effective and efficient alignment of resources with the vision, mission, and goals.

Leaders identify and allocate resources equitably to promote the academic, physical, and emotional well-being of all students and staff. Leaders address any conditions that might impede student and staff learning. They uphold laws and implement policies that protect the safety of students and staff. Leaders promote and maintain a trustworthy, professional work environment by fulfilling their legal responsibilities, implementing policies, supporting due process, and protecting civil and human rights of all.



**Element A: Welfare and Safety of Students, Faculty and Staff**

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

**Indicators: *A leader...***

1. Develops, implements and evaluates a comprehensive safety and security plan in collaboration with the district, public safety departments and the community.
2. Advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.
3. Involves families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.

  
**Element B: Operational Systems**

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

**Indicators: *A leader...***

1. Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.
2. Ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.
3. Facilitates the development of communication and data systems that assures the accurate and timely exchange of information to inform practice.
4. Evaluates and revises processes to continuously improve the operational system.
5. Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.

  
**Element C: Fiscal and Human Resources**

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

**Indicators: *A leader...***

1. Develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.
2. Seeks, secures and aligns resources to achieve organizational vision, mission, and goals to strengthen professional practice and improve student learning.
3. Implements practices to recruit, support, and retain highly qualified staff.
4. Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies

#### **PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders**

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

*Dispositions* exemplified in Expectation 4:

*Education leaders believe in, value, and are committed to*

- **High standards for all students and staff**
- **Including families, community resources and organizations as partners**
- **Respecting the diversity of family composition and culture**
- **Continuous learning and improvement for all**

#### *Narrative*

In order to ensure the success and achievement of all students, educational leaders mobilize all stakeholders by fostering their participation and collaboration and seeking diverse perspectives in decision making and activities.

Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy.

Leaders ensure that teachers effectively communicate and collaborate with families in support of their children's learning.

In communicating with families and the community, leaders invite feedback and questions so that communities can be partners in providing the best education for every student.



**Element A: Collaboration with Families and Community Members**

Leaders ensure the success of all students by collaborating with families and other stakeholders.

**Indicators: *A leader...***

1. Coordinates the resources of schools, family members, and the community to improve student achievement.
2. Welcomes and engages families in decision making to support their children's education.
3. Uses a variety of strategies to engage in open communication with staff, families and community members.

  
**Element B: Community Interests and Needs**

Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

**Indicators: *A leader...***

1. Demonstrates the ability to understand, communicate with, and interact effectively with people.
2. Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.
3. Capitalizes on the diversity<sup>8</sup> of the community as an asset to strengthen education.
4. Collaborates with community programs serving students with diverse needs.
5. Involves all stakeholders, including those with competing or conflicting educational perspectives.

<sup>8</sup>**diversity:** including, but not limited to cultural, ethnic, racial, economic, linguistic, and generational.



**Element C: Community Resources**

Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

**Indicators: *A leader...***

1. Collaborates with community agencies for health, social, and other services that provide essential resources and services to children and families.
2. Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.
3. Applies resources and funds to support the educational needs of all children and families.

## **PERFORMANCE EXPECTATION 5: Ethics and Integrity**

*Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.*

*Dispositions* exemplified in Expectation 5:

*Education leaders believe in, value, and are committed to*

- **Modeling ethical principles and professional conduct in all relationships and decisions**
- **Upholding the common good over personal interests**
- **Taking responsibility for actions**
- **Promoting social justice and educational equity for all learners**

### *Narrative*

Connecticut school leaders exhibit professional conduct in accordance with *Connecticut's Code of Professional Responsibility for Educators (Appendix A)*.

Leaders hold high expectations of themselves, students, and staff to ensure that all students have what they need to learn. They remove barriers to high-quality education that derive from economic, social, cultural, linguistic, physical, gender, or other sources of educational disadvantage or discrimination. By promoting social justice across highly diverse populations, leaders ensure that all students have equitable access to educational resources and opportunities.

Leaders create and sustain an educational culture of trust and openness. They promote reflection and dialogue about values, beliefs, and best practices. Leaders are receptive to new ideas about how to improve learning for every student by engaging others in decision making and monitoring the resulting consequences on students, staff, and the school community.



**Element A: Ethical and Legal Standards of the Profession**

Leaders demonstrate ethical and legal behavior.

**Indicators: *A leader...***

1. Exhibits professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators (see Appendix A).
2. Models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.
3. Uses professional influence and authority to foster and sustain educational equity and social justice<sup>9</sup> for all students and staff.
4. Protects the rights of students, families and staff and maintains confidentiality.

<sup>9</sup> **Social Justice:** recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure fairness and equity for all students.



**Element B: Personal Values and Beliefs**

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission, and goals for student learning.

**Indicators: *A leader...***

1. Demonstrates respect for the inherent dignity and worth of each individual.
2. Models respect for diversity and equitable practices for all stakeholders.
3. Advocates for and acts on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.
4. Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission, and goals needed to ensure a positive learning environment.

### **Element C: High Standards for Self and Others**

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

#### **Indicators: *A leader...***

1. Models, reflects on, and builds capacity for lifelong learning through an increased understanding of research and best practices.
2. Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.
3. Allocates resources equitably to sustain a high level of organizational performance.
4. Promotes understanding of the legal, social and ethical use of technology among all members of the school community.
5. Inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

## **PERFORMANCE EXPECTATION 6: The Education System**

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

*Dispositions* exemplified in Expectation 6:

*Education leaders believe in, value, and are committed to*

- **Advocating for children and public education**
- **Influencing policies**
- **Upholding and improving laws and regulations**
- **Eliminating barriers to achievement**
- **Building on diverse social and cultural assets**

### *Narrative*

In a variety of roles, leaders contribute special skills and insights to the cultural, economic, legal, political, and social well-being of educational organizations and environments.

Leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support the success of every student, while increasing equity and social justice.

Leaders see education as an open system in which policies, goals, and resources extend beyond traditional ideas about organizational boundaries of schools or districts. Leaders advocate for education and students in professional, social, economic, cultural, political and other arenas. They recognize how principles and structures of governance affect federal, state, and local policies and work to influence and interpret changing norms and policies to benefit all students.

Building strong relationships with stakeholders and policymakers enables leaders to identify, respond to, and influence issues, public awareness, and policies.

Leaders who participate in the broader system strive to provide information and engage constituents with data to sustain progress and address needs.

  
**Element A: Professional Influence**

Leaders improve the broader, social, cultural, economic, legal, and political contexts of education for all students and families.

**Indicators: *A leader...***

1. Promotes public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.
2. Develops and maintains relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues that affect education.
3. Advocates for equity, access, and adequacy in providing for student and family needs to enable all students to meet educational expectations.



**Element B: The Educational Policy Environment**

Leaders uphold and contribute to policies and political support for excellence and equity in education.

**Indicators: *A leader...***

1. Collects and accurately communicates data about educational performance in a clear and timely way.
2. Communicates with decision makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations.
3. Upholds federal, state, and local laws, and influences policies and regulations in support of education.

  
**Element C: Policy Engagement**

Leaders engage policymakers to inform and improve education policy.

**Indicators: *A leader...***

1. Advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.
2. Promotes public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning.
3. Collaborates with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning, policies, and programs.

## Sec. 10-145d-400a. Code of Professional Responsibility for Educators

### (a) Preamble

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

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

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

### PROFESSIONAL CONDUCT

#### (b) Responsibility to the student

(1) The professional educator, in full recognition of his or her obligation to the student shall:

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

(a) Responsibility to the profession

(1) The professional educator, in full recognition of his or her obligation to the profession, shall:

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

(b) Responsibility to the community

(1) The professional educator, in full recognition of the public trust vested in the profession, shall:

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

(c) Responsibility to the Student's Family

(1) The professional educator in recognition of the public trust vested in the profession, shall:

- (A) Respect the dignity of each family, its culture, customs, and beliefs;
- (B) Promote, respond, and maintain appropriate communications with the family, staff, and administration;
- (C) Consider the family's concerns and perspectives on issues involving its children; and
- (D) Encourage participation of the family in the educational process.

## **UNPROFESSIONAL CONDUCT\***

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

\*Unprofessional conduct is not limited to the above. When in doubt regarding professional conduct (choice of actions) please seek advice from your school district.

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

# **Appendix B**

## **CT Leader Evaluation and Support Rubric 2015**

## Leader Evaluation Rubric - Draft 2015

| Key Areas of Leadership Practice   | Below Standard   | Developing   | Proficient   | Exemplary<br><i>In addition to the characteristics of Proficient Practice:</i>  | Potential Sources of Evidence   |
|--|--|--|--|---|---|
| <b>Domain 1 – Instructional Leadership:</b> Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students and by monitoring and continuously improving curriculum, instruction and assessment. |  |  |  |   |   |
| <b>1.1 Shared Vision, Mission and Goals –</b> Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.  |  |  |  |   |   |
| High expectations for students   | Does not develop, implement or sustain vision, mission and goals that convey a commitment to high expectations for all students.   | Develops, implements and sustains vision, mission and goals with a limited commitment to high expectations for all students.   | Develops, implements and sustains shared vision, mission and goals which articulate high expectations, including college- and career-readiness, for all students.  | Creates a process to regularly review and renew shared vision, mission and goals which articulate high expectations, including college- and career-readiness, for all students.   | <ul style="list-style-type: none"> <li>School Vision and Mission Statement</li> <li>Faculty Meeting Agendas, Minutes, Observations</li> <li>Parent Group Agenda, Minutes, Observations</li> <li>Student, Parent, Staff Surveys</li> <li>Professional Learning Plan, Content, Feedback</li> <li>School/District Improvement Plan</li> <li>Student Learning Data</li> <li>Educator Evaluation Data</li> </ul> |
| School/District Improvement Plan (SIP/DIP) <sup>1</sup> /Action plan and goals   | Does not create or implement SIP/DIP and goals to address student and staff learning needs; the plan is not aligned to the district improvement plan or does not apply best practices of instruction and organization. | Creates and implements SIP/DIP and goals that partially address student and staff learning needs; the plan may not be fully aligned to the district improvement plan or does not fully apply best practices of instruction and organization. | Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; and the plan aligns district goals, teacher goals, school/district resources, and best practices of instruction and the organization. | Develops capacity of staff to create and implement cohesive SIP/DIP and goals that address student and staff learning needs; the plan is aligned to district goals, teacher goals, school/district resources, and best practices of instruction and organization. |   |

<sup>1</sup> SIP/DIP – School Improvement Plan/District Improvement Plan. Plans for school and/or district improvement may be referred to by other titles (for example, Continuous Improvement Plan, Strategic Plan). In this document, we will use SIP/DIP to refer to plans for school and/or district improvement.

**Leader Evaluation Rubric - Draft 2015**

| Key Areas of Leadership Practice | Below Standard  | Developing  | Proficient   | Exemplary<br><i>In addition to the characteristics of Proficient Practice:</i>  | Potential Sources of Evidence  |
|----------------------------------|---|---|--|---|--|
| Stakeholder engagement           | Rarely engages with stakeholders about the school's/district's vision, mission and goals. | Engages some stakeholders to develop, implement and sustain the school's/districts vision, mission and goals. | Engages a broad range of stakeholders to develop, implement and sustain a shared school/district vision, mission and goals.<br><br>Identifies and addresses barriers to achieving the vision, mission and goals. | Builds capacity of staff, students and other stakeholders to collaboratively develop, implement and sustain a shared vision, mission and goals of the school and district.<br><br>Builds capacity of staff to identify and address barriers to achieving the vision, mission and goals. | <ul style="list-style-type: none"> <li>• Communications (including social media, website, newsletters, public appearances, etc.)</li> <li>• School Functions and Activities</li> <li>• Survey Data</li> <li>• Implementation of Policies on Bullying/stakeholder Engagement</li> <li>• Presence of IEPs/504 Plans; Implementation for SPED Staff</li> <li>• Evidence of Vertical Teaming for Curriculum Staff</li> <li>• Evidence of Intra-/Inter-building Communication and Cooperation</li> <li>• School or District Community Collaborations</li> <li>• Use and Organization of Community/Parent Volunteers</li> <li>• Various Team and Committee Meeting Agendas, Minutes, Observations</li> <li>• Data Tracking Parental Involvement</li> <li>• PBIS Implementation</li> <li>• Parent Handbook</li> <li>• Use of Inter-district Resources and PL Cooperative Designs</li> </ul> |

## Leader Evaluation Rubric - Draft 2015

| Key Areas of Leadership Practice  | Below Standard   | Developing  | Proficient   | Exemplary<br><i>In addition to the characteristics of Proficient Practice:</i>  | Potential Sources of Evidence   |
|---|--|---|--|---|---|
| <b>Domain 1 – Instructional Leadership:</b> Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment. |  |   |  |   |   |
| 1.2 Curriculum, Instruction, and Assessment – Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.   |  |   |  |   |   |
| Curriculum development  | Few or no processes are established to design, implement and evaluate curriculum and instruction.  | Establishes inconsistent processes to design, implement and evaluate curriculum and instruction.  | Works with staff to develop a system to design, implement and evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings. | Builds the capacity of staff to collaboratively design, implement and evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings. | <ul style="list-style-type: none"> <li>• Professional Development Sessions</li> <li>• Educator Evaluation Data</li> <li>• Student Learning Data (formative and summative)</li> <li>• Data Team Agendas, Minutes, Observations</li> <li>• School/District Improvement Plan</li> <li>• Curriculum Guides</li> <li>• Lesson Plans</li> <li>• Faculty Meeting Agendas, Minutes, Observations</li> <li>• Teacher Formative Assessments</li> <li>• Student Learning Goals/Objectives and Indicators of Academic Growth and Development (IAGDs)</li> </ul> |
| Instructional strategies and practices  | Does not, or rarely, promote the use of instructional strategies or practices that address the diverse needs of all students <sup>2</sup> .              | Promotes and models evidence-based instructional strategies and practices that address the diverse needs of some students.                                  | Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.  | Builds the capacity of staff to collaboratively research, design and implement evidence-based instructional strategies and practices that address the diverse needs of students.  |   |
| Assessment practices  | Provides little to no support to staff in designing, implementing and evaluating formative and summative assessments that drive instructional decisions. | Demonstrates some effort to support staff in designing, implementing and evaluating formative and summative assessments that drive instructional decisions. | Works with staff to design, implement and evaluate formative and summative assessments that drive instructional decisions.   | Develops the capacity of staff to design, implement and evaluate formative and summative assessments that drive instructional decisions.  |   |

<sup>2</sup> Diverse student needs: students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness or other factors affecting learning.

## Leader Evaluation Rubric - Draft 2015

| Key Areas of Leadership Practice | Below Standard | Developing | Proficient | Exemplary<br><i>In addition to the characteristics of Proficient Practice:</i> | Potential Sources of Evidence |
|----------------------------------|----------------|------------|------------|--|-------------------------------|
|----------------------------------|----------------|------------|------------|--|-------------------------------|

**Domain 1 – Instructional Leadership:** Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

**1.3 Continuous Improvement – Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.**

|                             |  |  |   |  |  |
|-----------------------------|--|--|---|--|--|
| Data-driven decision-making | Uses little to no data to guide ongoing decision making to address student and adult learning needs.             | Uses some data to guide ongoing decision making to address student and adult learning needs.     | Analyzes varied sources of data <sup>3</sup> about current practices and outcomes to guide ongoing decision making that addresses student and adult learning needs and progress toward the school/district vision, mission and goals. | Builds capacity of staff to use a wide-range of data to guide ongoing decision making to address student and adult learning needs and progress toward school/district vision, mission and goals.   | <ul style="list-style-type: none"> <li>• School/District Improvement Plan</li> <li>• Leadership Team Agendas, Minutes, Observations</li> <li>• Faculty/Departmental Meeting Agendas, Minutes, Observations</li> <li>• Professional Development Plan</li> <li>• Data team schedule, processes and minutes</li> <li>• Data Team Agendas, Minutes, Observations</li> <li>• Educator Evaluation Data, Including Informal/Formal Observations</li> <li>• Student Intervention Data</li> <li>• Parent Group Agenda, Minutes, Observations</li> <li>• School Governance Council Agendas, Minutes, Observations</li> </ul> |
| Analysis of instruction     | Provides little guidance or support to individual staff regarding the analysis of instruction.                   | Guides individual staff to examine and adjust instruction to meet the diverse needs of students. | Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students.  | Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and district improvement goals, identify and address areas of improvement and celebrate successes. |  |
| Solution-focused leadership | Makes little or no attempt to solve school-/district-wide challenges related to student success and achievement. | Attempts to solve school-/district-wide challenges related to student success and achievement.   | Persists and engages staff in solving school-/district-wide challenges related to student success and achievement.  | Builds the capacity of staff to develop and implement solutions to school-/district-wide challenges related to student success and achievement.  |  |

<sup>3</sup> Data sources may include but are not limited to: formative and summative student learning data, observation of instruction or other school processes, survey data, school climate and/or discipline data, graduation rates, attendance data.

**Leader Evaluation Rubric – Draft 2015**

| Key Areas of Leadership Practice   | Below Standard  | Developing  | Proficient   | Exemplary<br><i>In addition to the characteristics of Proficient Practice:</i>  | Potential Sources of Evidence   |
|--|---|---|--|---|---|
| <p><b>Domain 2 – Human Capital:</b> Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly-qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.</p> |   |   |  |   |   |
| <p><b>2.1: Recruitment, Selection, and Retention –</b> Recruits, selects, supports and retains effective educators needed to implement school's/district's vision, mission and goals.</p>  |   |   |  |   |   |
| Recruitment, selection and retention practices   | Does not have or apply a recruitment, selection and retention strategy.   | Implements recruitment, selection and retention strategies that reflect elements of the school's/district's vision, mission and goals.                          | Develops and implements a coherent recruitment, selection and retention strategy in alignment with the school's/district's vision, mission and goals, and according to district policies and procedures. | Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy in alignment with the school's/district's vision, mission and goals; and influences district's policies and procedures. | <ul style="list-style-type: none"> <li>• School/ District Improvement Plans</li> <li>• Educator Evaluation Data</li> <li>• Application Materials and Interviews</li> <li>• Personnel Records</li> <li>• Leadership Team Agendas, Minutes, Observations</li> <li>• Professional Development Sessions</li> <li>• ED 163</li> <li>• Climate Survey</li> <li>• Retention Data</li> <li>• Faculty/Departmental Meeting Agendas, Minutes, Observations</li> </ul> |
| Evidence-based personnel decisions   | Does not consider evidence as a requirement for recruitment, selection and retention decisions.   | Uses limited evidence of effective teaching/service delivery as a factor in recruitment, selection and retention decisions.                                     | Uses multiple sources of evidence of effective teaching/service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and retention decisions      | Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and retention decisions.   |   |
| Cultivation of positive, trusting staff relationships  | Does not have positive or trusting relationships with staff or relationships have an adverse effect on staff recruitment and retention. | Develops positive or trusting relationships with some school and district staff and external partners to recruit and retain highly-qualified and diverse staff. | Develops and maintains positive and trusting relationships with school and district staff and external partners to recruit and retain highly-qualified and diverse staff.                                | Leads others to cultivate trusting, positive relationships with school and district staff and external partners to recruit and retain highly-qualified and diverse staff.   |   |

## Leader Evaluation Rubric – Draft 2015

| Key Areas of Leadership Practice | Below Standard   | Developing   | Proficient   | Exemplary<br><i>In addition to the characteristics of Proficient Practice:</i>                      | Potential Sources of Evidence |
|----------------------------------|--|--|--|---|-------------------------------|
| Supporting early career teachers | Provides support for early career teachers that meets only minimum state requirements. | Identifies general needs and provides some support to meet the general needs of early career teachers. | Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers. | Builds capacity of staff to provide high-quality, differentiated support for early career teachers. |                               |

**Domain 2 – Human Capital:** Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly-qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.2 Professional Learning – Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school's/district's vision, mission and goals.

|  |  |   |   |   |  |
|--|--|---|---|---|--|
| Professional learning system                     | Provides limited opportunities for professional learning, or provides opportunities that do not result in improved practice. | Establishes or supports professional learning opportunities that address individuals' needs to improve practice.  | Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school's/district's vision, mission and goals.                                     | Cultivates collective responsibility and fosters leadership opportunities for a professional learning system that promotes continuous improvement.  | <ul style="list-style-type: none"> <li>• School/District Improvement Plans</li> <li>• Leadership Team Agendas, Minutes, Observations</li> <li>• Professional Development Plan</li> <li>• Professional Development Survey/Feedback</li> <li>• Educator Evaluation Data</li> </ul> |
| Reflective practice and professional growth      | Does not use evidence to promote reflection or determine professional development needs.                                     | In some instances, uses evidence which may or may not promote reflection and to determine professional development needs and provide professional learning opportunities. | Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and exhibits a commitment to lifelong learning through individual and collaborative practices. | Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.  |  |
| Resources for high-quality professional learning | Provide minimal support, time or resources for professional learning.  | Provides the conditions, including support, time, or resources, for professional learning that lead to some improvement in practice.                                      | Provides the conditions, including support, time, or resources for professional learning, that lead to improved practice..  | Collaboratively develops the conditions, including support, time, and resources based on a comprehensive professional learning plan that leads to improved instruction; fosters leadership opportunities that lead to |  |

## Leader Evaluation Rubric- Draft 2015

| Key Areas of Leadership Practice  | Below Standard   | Developing   | Proficient  | Exemplary<br><i>In addition to the characteristics of Proficient Practice:</i>   | Potential Sources of Evidence   |
|---|--|--|---|--|---|
| <b>Domain 2 - Human Capital:</b> Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly-qualified staff, and by demonstrating a commitment to high-quality systems for professional learning. |  |  |   |  |   |
| <b>2.3: Observation and Performance Evaluation –</b> Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.   |  |  |   |  |   |
| Evidence-based evaluation strategies  | Evaluates staff using minimal evidence that is not aligned with educator performance standards.  | Evaluates staff using limited evidence such as observation, artifactual review, collegial dialogue or student learning data that is aligned to educator performance standards, which may result in improved teaching and learning. | Evaluates staff using multiple sources of evidence such as observation, artifactual review, collegial dialogue and student learning data that is aligned to educator performance standards, which result in improved teaching and learning. | Fosters peer-to-peer evaluation based on evidence gathered from multiple sources, including peer-to-peer observation, which results in improved teaching and learning. | <ul style="list-style-type: none"> <li>School/District Improvement Plan</li> <li>Educator Evaluation Data</li> <li>Student Learning Goals/Objectives and Indicators of Academic Growth and Development (IAGDs)</li> <li>Leadership Team Agendas, Minutes, Observations</li> </ul> |
| Feedback  | <p>Provides inappropriate or inaccurate feedback, or fails to provide feedback.</p> <p>Avoids difficult conversations with staff resulting in status quo or negative impact on student learning and results.</p> | <p>Provides ambiguous or untimely feedback that may not be actionable.</p> <p>Participates in some difficult conversations with staff, only when prompted.</p>   | <p>Regularly provides clear, timely and actionable feedback based on evidence.</p> <p>Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.</p>                        | <p>Establishes conditions for peers to lead difficult conversations to strengthen teaching and enhance student learning.</p>   | <ul style="list-style-type: none"> <li>Professional Development Sessions</li> <li>Professional Learning Recommendations</li> <li>Teacher Mentorship/Peer Support Programming</li> </ul>   |

**Leader Evaluation Rubric- Draft 2015**

| Key Areas of Leadership Practice | Below Standard | Developing | Proficient | Exemplary<br><i>In addition to the characteristics of Proficient Practice:</i> | Potential Sources of Evidence |
|----------------------------------|----------------|------------|------------|--|-------------------------------|
|----------------------------------|----------------|------------|------------|--|-------------------------------|

**Domain 3 – Organizational Systems:** Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

|  |  |  |  |   |  |
|--|--|--|--|---|--|
| <p>3.1 Operational Management – Strategically aligns organizational systems<sup>4</sup> and resources to support student achievement and school improvement.</p> |  |  |  |   |  |
| Organizational systems   | There is little or no evidence that decisions about the establishment, implementation and monitoring of organizational systems support the vision, mission and goals or orderly operation of the school/district.                          | Decisions about the establishment, implementation and monitoring of organizational systems usually support the vision, mission and goals and orderly operation of the school/district. | Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school/district.  | Builds staff capacity to make or inform decisions about the establishment, implementation and monitoring of organizational systems that support the vision, mission and goals and orderly operation of the school/district. | <ul style="list-style-type: none"> <li>• Schedules</li> <li>• Student Assistance Team</li> <li>• Safe School Climate Committee</li> <li>• Leadership Team Agendas, Minutes, Observations</li> <li>• Instructional Improvement Committees</li> <li>• Professional Development and Evaluation Committees (PDEC), or School-based Equivalent</li> </ul> |
| School site safety and security  | <p>Fails to respond to or comply with feedback regarding the school site safety and security plan.</p> <p>Does not enforce compliance with safety requirements.</p> <p>Fails to address physical plant maintenance or safety concerns.</p> | <p>Partially implements a school site safety and security plan.</p> <p>Reactively addresses safety requirements. Addresses physical plant maintenance, as needed, and</p>              | <p>Designs and implements a comprehensive school site safety and security plan.</p> <p>Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.</p> | Empowers staff to address and resolve any identified safety issues and concerns in a timely manner.   | <ul style="list-style-type: none"> <li>• School Conditions</li> <li>• Maintenance of Facilities, Playgrounds, Equipment, etc.</li> <li>• Processes for Arrival and Dismissal</li> <li>• Safety Procedures</li> </ul>   |

<sup>4</sup> Including but not limited to management systems and operations, data system design and oversight, scheduling of students and staff, routines, and communication.

|                                |  |   |  |   |   |
|--------------------------------|--|---|--|---|---|
| Communication and data systems | Uses existing data systems that provide inadequate information or does not establish communication systems that encourage the exchange of information. | Develops communication and data systems that provide information, but is not always timely in doing so.<br><br>Minimally develops capacity of staff to document and access student learning progress over time. | Develops or implements communication and data systems that assure the accurate and timely exchange of information.<br><br>Develops capacity of staff to document and access student learning progress over time. | Solicits input from all stakeholders to inform decisions regarding continuously improving the data and communication systems.<br><br>Collaboratively develops capacity of staff to document and access student learning progress over time and continually seeks input on improving information and data systems. | <ul style="list-style-type: none"> <li>• Use of Electronic Systems for Student/Staff Data and Communication</li> <li>• Phone Logs, Bulletins, Website</li> <li>• Use of Social Media</li> </ul> |
|--------------------------------|--|---|--|---|---|

**Domain 3 – Organizational Systems:** Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

3.2 Resource Management – Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| Budgeting   | Does not develop a budget that aligns to the school and district improvement plans; or district, state and federal regulations.         | Develops and implements a budget that is partially aligned to the school and district improvement plans and district, state, and federal regulations. | Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state, and federal regulations. The budget is transparent and fiscally responsible. | Builds capacity of staff to play an appropriate role in the creation and monitoring of budgets within their respective areas.                                 | <ul style="list-style-type: none"> <li>• School/District Budget Documents/Processes</li> <li>• School/District Improvement Plan</li> <li>• Leadership Team Agendas, Minutes, Observations</li> <li>• Parent Group Agenda, Minutes, Observations</li> <li>• School Governance Council Agendas, Minutes, Observations</li> <li>• Technology Plan</li> </ul> |
| Securing resources to support vision, mission and goals | Makes minimal attempt to secure resources that may or may not support achievement of the school's/district's vision, mission and goals. | Advocates for school and district resources that can support some achievement of the school's/district's vision, mission and goals.                   | Advocates for and works to secure school and district resources to support achievement of the school's/district's vision, mission and goals.  | Maximizes shared resources among schools, districts and communities to address the gaps between the current outcomes and goals toward continuous improvement. |   |
| Resource allocation                                     | Allocates resources in ways that do not promote educational equity <sup>5</sup> for diverse student, family and staff needs.            | Allocates resources in ways that marginally promote educational equity for diverse student, family and staff needs.                                   | Allocates resources to ensure educational equity for all diverse student, family and staff needs.   | Engages students, staff and community in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.           |   |

<sup>5</sup> Educational Equity: providing equitable resources to meet diverse student, family and staff needs.

**Leader Evaluation Rubric- Draft 2015**

| Key Areas of Leadership Practice  | Below Standard  | Developing  | Proficient   | Exemplary<br><i>In addition to the characteristics of Proficient Practice:</i>   | Potential Sources of Evidence  |
|---|---|---|--|--|--|
| <b>Domain 4 - Culture and Climate:</b> Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity. |   |   |  |  |  |
| <b>4.1 Family, Community and Stakeholder Engagement –</b> Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.                    |   |   |  |  |  |
| Communications  | Provides limited or ineffective communication about vision, mission and SIP/goals to families, community partners and other stakeholders. | Communicates vision, mission and SIP/goals to families, community partners and other stakeholders.  | Communicates and advocates for the vision, mission and SIP/goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students. | Creates a school-/district-wide culture in which all staff makes themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors. | <ul style="list-style-type: none"> <li>• Communications (including social media, website, newsletters, public appearances, etc.)</li> <li>• Feedback from Climate Survey</li> <li>• Parent Group Agenda, Minutes, Observations</li> <li>• Committee Membership</li> <li>• Participation in Community Groups (Rotary, Lions Club, etc.)</li> <li>• Participation in Professional Organizations</li> <li>• Community Groups (United Way, etc.)</li> <li>• School/District Improvement Plan</li> <li>• Family Resource Centers/Outreach Programs</li> <li>• School or District Community Collaborations</li> <li>• Use and Organization of Community/Parent Volunteers</li> <li>• Data on Parental Involvement</li> <li>• PBIS implementation</li> <li>• Parent Handbook</li> <li>• Use of Inter-district Resources and PL Cooperative Designs</li> </ul> |
| Inclusive decision-making   | Minimal attempts to involve families or members of the community in decision making about improving student-specific learning.            | Promotes family and community involvement in some decision making that supports the improvement of student-specific learning.                 | Provides opportunities for families and members of community to be actively engaged in decision making that supports the improvement of school-/district-wide student achievement or student-specific learning.          | Engages families and members of the community as leaders and partners in decision making that improves school-/district-wide student achievement or student-specific learning.                 |  |
| Relationship building   | Takes few opportunities to build relationships with families, community partners, and other stakeholders regarding educational issues.    | Maintains professional and cordial relationships with some families, community partners, and other stakeholders regarding educational issues. | Develops and maintains culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to, and influence educational issues.                            | Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school/district.  |  |
| Cultural competencies and community diversity   | Demonstrates limited awareness of cultural competencies and community diversity as an educational asset.                                  | Identifies some connections between cultural competencies and community diversity that strengthen educational programs.                       | Capitalizes on the cultural competencies and diversity of the community as an asset to strengthen education.   | Integrates cultural competencies and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.                                   |  |

**Domain 4 - Culture and Climate:** Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.2 School Culture and Climate – Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

|                                      |  |   |   |  |  |
|--------------------------------------|--|---|---|--|--|
| Student conduct                      | Establishes limited or unclear expectations for student conduct or provides unclear communication about expectations.  | Establishes expectations for student conduct aligned to stated values for the school and provides some opportunities to reinforce expectations with staff and students.                                       | Establishes, implements and monitors expectations for student conduct aligned to stated values for the school, and provides appropriate training for staff and students to uphold these expectations. | Establishes a school culture in which students monitor themselves and peers regarding the implementation of expectations for conduct.                              | <ul style="list-style-type: none"> <li>• Discipline Data</li> <li>• Student Surveys</li> <li>• Observation of Students and Behaviors (Cafeteria, Halls, Unstructured Areas, etc.)</li> <li>• Faculty/Departmental Meeting Agendas, Minutes, Observations</li> <li>• Observations of Faculty</li> <li>• Social Media</li> <li>• Educator Evaluation Data (Professional Responsibilities)</li> <li>• Parent Surveys</li> <li>• Participation in Parent Meetings/School Events</li> <li>• Records of Safety Issues</li> <li>• Collaboration with Police and Fire Departments (minutes from meetings)</li> <li>• Procedure Manuals</li> <li>• Emergency Management Drills</li> <li>• Communication with Parents and Families</li> <li>• Safe School Climate Committees</li> <li>• Contingency Plans</li> </ul> |
| Professional conduct                 | Establishes limited or unclear expectations for adults or provides unclear communication about adherence to the Connecticut Code of Professional Responsibility for Teachers.                                  | Communicates expectations about adult behavior in alignment with the Connecticut Code of Professional Responsibility for Teachers.  | Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Teachers.   | Establishes a school culture in which adults monitor themselves and peers regarding adherence to the Connecticut Code of Professional Responsibility for Teachers. |  |
| Positive school climate for learning | Acts alone in addressing school climate issues.<br><br>Demonstrates little awareness of the link between school climate and student learning, or makes little effort to build understanding of school climate. | Seeks input and discussion from school community members to build his/her own understanding of school climate.<br><br>Maintains a school climate focused on learning and the personal well-being of students. | Advocates for, creates and supports a caring and inclusive school/district climate focused on learning, high expectations and the personal well-being of students and staff.                          | Supports ongoing collaboration with staff and community to maintain and strengthen a positive school climate.  |  |

**Domain 4 - Culture and Climate:** Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.3 Equitable and Ethical Practice – Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.

|   |  |   |   |   |  |
|---|--|---|---|---|--|
| Professional Responsibility and Ethics          | Does not consistently exhibit or promote professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators. |   | Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.   | Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.  | <ul style="list-style-type: none"> <li>• Transparency of Policies and Procedures</li> <li>• Leadership Team Agendas, Minutes, Observations</li> <li>• Professional Organizations/ Memberships</li> <li>• Feedback from Colleagues, Parents, Community Members</li> </ul>   |
| Equity, cultural competence, and social justice | Does not consistently promote educational equity, cultural competence and social justice for students or staff.  | Earns respect and is building professional influence to foster educational equity, cultural competence and social justice for students and staff. | <p>Uses professional influence and authority to foster and sustain educational equity, cultural competence and social justice for students, staff and other stakeholders</p> <p>Promotes social justice by ensuring all students have access to educational opportunities.</p>  | Removes barriers and publicly advocates for high-quality education that derive from all sources of educational disadvantage or discrimination.  | <ul style="list-style-type: none"> <li>• Educator Evaluation Data (Professional Responsibilities)</li> <li>• Faculty/Staff Handbook</li> <li>• Faculty/Departmental Meeting Agendas, Minutes, Observations</li> <li>• Professional Development</li> <li>• Use of Technology</li> <li>• Technology Plan/ Acceptable Use Policy</li> </ul> |
| Ethical use of technology                       | Does not address or does not use ethical practices in the use of technology, including social media, to support the school's vision, mission and goals                                       | Demonstrates ethical practices in the use of technology, including social media, to support the school's vision, mission and goals                | <p>Holds self and others accountable for the ethical use of technology, including social media, to support the school's vision, mission and goals.</p> <p>Promotes understanding of the legal, social and ethical used of technology among members of the school community.</p> | <p>Proactively addresses the potential benefits and hazards of technology and social media to support the school's vision, mission and goals</p> <p>Demonstrates understanding of, models and guides the legal, social and ethical use of technology among members of the school community.</p> | <ul style="list-style-type: none"> <li>• Social Media Efforts</li> </ul>   |

# Appendix C

## Forms

**FORM A**  
**Initial Evaluation and Development Plan**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School/Position:** \_\_\_\_\_

**STUDENT GROWTH INDICATORS**

**Student Learning Objectives**

Write each SLO and identify what professional learning and/or other type of support would help you to achieve your goals.

**SLO 1**

**SLO 2**

**Focus Area Performance Expectation Element(s):**

**Possible Action Step(s)**

**Identify what professional learning and/or other type of support would help you to achieve your goals.**

**Survey Target:**

**Possible Action Step(s)**

**Evaluator Comments:**

**Administrator:** \_\_\_\_\_

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

**Evaluator:** \_\_\_\_\_

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

**FORM B**  
**Mid-year Administrator Self-Assessment/Reflection**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School/Position:** \_\_\_\_\_

**Status of Student Learning Objectives**

*Copy and paste original SLO. If applicable, follow by recording revision. For each SLO, consider your overall assessment of progress toward the objective, describe what you have done that produced these results, describe what you have learned and how you will use it going forward, and identify what professional learning and/or other type of support would help you to achieve your goals.*

**SLO 1:**

Status:

Reflection:

**SLO 2:**

Status:

Reflection:

**Evaluator's Comments:**

**Status of Focus Area Performance Expectation Element(s)**

**Focus Area (Please record original Focus Area.):**

*Consider your overall assessment of progress within the focus area, describe what you have done that produced these results, describe what you have learned and how you will use it going forward, and identify what professional learning and/or other type of support would help you to achieve your goals.*

**Evaluator's Comments:**

**FORM B (continued)**  
**Mid-year Administrator Self-Assessment/Reflection**

**Status of Survey Target**

**Survey Target** (*Please record original Survey Target.*):

*Consider your overall assessment of progress within the survey target and describe what you have learned and how you will use it going forward.*

**Evaluator's Comments:**

**Administrator:** \_\_\_\_\_

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

**Evaluator:** \_\_\_\_\_

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

**FORM C**

**End of Year Summative Administrator Self-Assessment/Reflection**

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

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

**School/Position:** \_\_\_\_\_

**Status of Student Learning Objectives**

*Copy and paste original or revised SLOs.*

*For each SLO, consider your overall assessment of progress toward the objective, describe what you have done that produced these results, describe what you have learned and how you will use it going forward, and identify what professional learning and/or other type of support would help you to achieve your goals.*

**SLO 1:**

Outcome:

Reflection:

**SLO 2:**

Outcome:

Reflection:

**Evaluator:**

**SLO 1:**

**Comments:**

**SLO 2:**

**Comments:**

**FORM C (continued)**

**End of Year Summative Administrator Self-Assessment/Reflection**

**Status of Focus Area Performance Expectation Element(s)**

**Focus Area** *(Please record original Focus Area.):*

*Consider your overall assessment of progress within the focus area, describe what you have done that produced these results, describe what you have learned and how you will use it going forward, and identify what professional learning and/or other type of support would help you to achieve your goals.*

**Evaluator's Comments:**

**Status of Survey Target**

**Survey Target** *(Please record original Survey Target.):*

*Consider your overall assessment of progress within the survey target, describe what you have done that produced these results, describe what you have learned and how you will use it going forward.*

**Evaluator's Comments:**

**Summative Rating:**

**Administrator:** \_\_\_\_\_

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

**Evaluator:** \_\_\_\_\_

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

**FORM D**  
**Evaluation and Support Plan Tracking Form**  
**(Optional)**

**Administrator Name:** \_\_\_\_\_ **Evaluator's Name:** \_\_\_\_\_  
**School/Position** \_\_\_\_\_

**CT LEADER EVALUATION and SUPPORT RUBRIC**

|   |
|---|
| <b>Domain 1 – Instructional Leadership</b>  |
| <i>Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students and by monitoring and continuously improving curriculum, instruction and assessment.</i> |
| 1.1 Shared Vision, Mission and Goals  |
| Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.   |
| 1.2 Curriculum, Instruction, and Assessment   |
| Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.   |
| 1.3 Continuous Improvement  |
| Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.  |
| <b>Domain 2 – Human Capital</b>   |
| <i>Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff and by demonstrating a commitment to high quality systems for professional learning.</i>        |
| 2.1 Recruitment, Selection, and Retention   |
| Recruits, selects, supports, and retains effective educators needed to implement school's/district's vision, mission and goals.   |
| 2.2 Professional Learning   |
| Establishes a collaborative professional learning system that is grounded in a vision of high quality instruction and continuous improvement through the use of data to advance the school's/district's vision, mission and goals.                              |
| 2.3 Observation and Performance Evaluation  |
| Ensures high quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.  |

**Domain 3 – Organizational Systems**

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

**3.1 Operational Management**

Strategically aligns organizational systems and resources to support student achievement and school improvement.

**3.2 Resource Management**

Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.

**Domain 4 – Culture and Climate**

*Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests by promoting a positive culture and climate and by modeling ethical behavior and integrity.*

**4.1 Family, Community and Stakeholder Engagement**

Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

**4.2 School Culture and Climate**

Establishes a positive climate for student achievement as well as high expectations for adult and student conduct.

**4.3 – Equitable and Ethical Practice**

Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date August 13, 2015

Decision Requested x Agenda Code 10 a.

**AGENDA REPORTING FORM**

**Agenda Topic:** Superintendent's Annual Report 2014-2015

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

**Background:** N/A

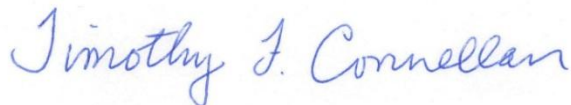
**Alternative Strategies:** N/A

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

**Beginning Date of Program or Project:** July 2014

**Ending Date of Program or Project:** June 30, 2015

**Recommendation or Comment:** Recommend that the Superintendent's Annual Report for the 2014-2015 school year be approved as submitted.



\_\_\_\_\_  
Signature of Superintendent of Schools

**Attachments**

1. Superintendent's Annual Report 2014-2015

# SOUTHINGTON PUBLIC SCHOOLS

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## Superintendent's Annual Report 2014~2015



**Superintendent's Annual Report  
2014-2015**

**Southington Board of Education**

Brian S. Goralski, Board Chairperson  
Terri C. Carmody, Vice Chairperson  
Jill Notar-Francesco, Secretary  
Colleen W. Clark  
David J. Derynoski  
Patricia P. Johnson  
Terry G. Lombardi  
Zaya G. Oshana  
Patricia A. Queen

**Central Office Staff**

Timothy F. Connellan, Superintendent of Schools  
Steven G. Madancy, Assistant Superintendent of Instruction and Learning  
Sherri P. DiNello, Director of Business and Finance  
Margaret T. Walsh, Director of Pupil Services  
Peter J. Romano, Director of Operations  
Jamie Olander, Director of Technology  
Kimberly Hunt, Personnel Manager

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# **SOUTHINGTON PUBLIC SCHOOLS**

## **SUPERINTENDENT'S ANNUAL REPORT**

**2014 ~ 2015**



### **Superintendent's Executive Summary**

## **SUPERINTENDENT'S EXECUTIVE SUMMARY**

The Southington Public Schools started the 2014-2015 school year with an emphasis on consolidating gains in student performance through continued and expanded implementation of curriculum work involving the Common Core State Standards and the still new Connecticut Educator Evaluation and Support Plan. Under the direction of the Assistant Superintendent of Schools, the Administrative Leadership Team worked diligently in collaboration with classroom teachers and support staff to ensure that all staff were provided with the support necessary to ensure continuous improvement of professional practice and, therefore, continuous improvement in all programs and services. One of the key elements in the support structure was the ability to provide ongoing professional development on a monthly basis via structured professional learning opportunities.

The 2014-2015 school year also began as a year in which transition in leadership roles would have a significant impact on organizational systems. In addition to a new Superintendent, other significant new leadership positions included the Director of Operations, the Director of Pupil Personnel Services, the Director of Technology, the Principal of Plantsville Elementary School and an Assistant Principal at Southington High School. The theme of change and transition in leadership continued as the year brought a number of other changes in the form of resignations in order to move to new opportunities outside the district and well-earned retirements of veteran administrators. By the end of the 2014-2015 school year new appointments occurred for the Assistant Superintendent of Schools, the Principal of Southington High School, the Principal of John F. Kennedy Middle School, the Principal of Hatton Elementary School, the Principal of Strong Elementary School, two Assistant Principals at Southington High School and two Special Education Coordinators. In addition, the plans were formulated to appoint a new Principal at South End Elementary School and a new Athletic Director both of whom were appointed shortly after the school year officially ended. These changes accounted for approximately forty-two percent (42%) of the District Administrative Leadership Team although some of the changes involved existing Southington Public School personnel moving into new leadership roles. The resulting sense of continuity due to familiarity with the community, people, programs, and systems will help the district move forward in a constructive way.

One of the most positive and thought provoking outcomes of the 2014-2015 school year was the work in which a number of individuals engaged that was centered around Personalized Learning for students. A team of professionals comprised of administrators and teachers from Southington High School, DePaolo Middle School and Kennedy Middle School participated in a series of professional learning opportunities as part of the League of Innovative Schools. These efforts were supported by the New England Secondary Schools Consortium and the Great Schools Partnership. Out of these sessions emerged a beginning understanding of the types of thinking, discussions and actions that would be necessary for our district to move in the direction of personalizing learning for students through a Mastery Based Learning approach. In addition, other administrators began to explore the concept of Mastery Based Learning through observations and collaboration with partner school districts. A significant collaborative effort

around Mastery Based Learning occurred in late spring between and among the Southington, Cheshire, Wallingford and Meriden school districts with support and funding provided by the Great Schools Partnership. In addition, the Great Schools Partnership and the Nellie Mae Educational Foundation are supporting activities that will lead to dialogue, discussion and involvement of the community in understanding this work. Although the district is just at the beginning stages, this is a very exciting opportunity that will lead to improved experiences for students in the Southington Public Schools.

In summary, the Southington Public School District continued on the path to excellence through diligence, dedication and hard work. The improvements in programs and services are incremental in nature yet significant in terms of the overall impact on students and families and on the benefit to the community at large.

# **SOUTHINGTON PUBLIC SCHOOLS**

## **SUPERINTENDENT'S ANNUAL REPORT**

**2014~ 2015**



**Assistant Superintendent for  
Instruction and Learning**

### **ASSISTANT SUPERINTENDENT FOR CURRICULUM AND LEARNING**

The 2014-2015 school year proved to be another challenging but successful year in the wake of all of the educational mandates and reform that districts, including Southington, are enduring in education today.

With regard to these mandates, much effort and attention was put towards the following:

- Developing and implementing curriculum and units of instruction that align with the best practices identified within the Common Core State Standards.
- Training staff and procuring the necessary technology to administer the Smarter Balance state assessments.
- Developing, refining, and implementing new Teacher and Administrator Evaluation systems.

In addition to the efforts and attention placed on the above-mentioned mandates, Southington has also held true to fostering its own institutional growth and improvement by embracing the following initiatives which include, but are not limited to:

- Continued successful implementation of all-day Kindergarten.
- Continued expansion of the elementary World Language program at South End Elementary School to include first grade.
- Continued efforts around effective transition planning and vertical alignment K-12 with many content area teachers from various levels often meeting to discuss practices and efforts within their content areas.
- Expanding the practice of teachers observing teachers in order to further their own professional growth and understanding of effective classroom instruction and pedagogical strategies that they might consider employing.
- Continued professional development in the area of technology including the use of interactive technology, digital learning platforms such as Schoology, Edmodo and Google classroom.
- Expansion of the teaming model in the Freshman Academy to include a second team.

Going forward, there will be a continued focus and effort on the above-mentioned initiatives. New initiatives will include incorporating the new Social Studies State Frameworks in K-12 units of study. For the first time, we have a comprehensive district team comprised of elementary, middle, and high school teachers. Also, we will be expanding the Spanish World Language program into Grade 2 at South End Elementary with serious discussions to follow about longer term plans for world language at all elementary levels. Unified Arts, especially at the middle schools, will continue to be explored now that we will have state of the art middle schools. We will be investigating the possibility of exploring the option of some middle school students receiving high school credit, as appropriate, for certain advanced courses. A continuing initiative will be the piloting of our new data warehousing system called School Net. This system will permit the development of meaningful assessments that will become uniform ways to measure students' progress throughout the year rather than solely relying on the snapshot information gained from mandated state-wide testing. Mastery Based Learning (sometimes referred to as Personalized Learning) will continue to form professional conversations with administrators and teachers. The essential question will remain, "*How can we better personalize a student's learning to meet everyone's individual need while maintaining a focus on mastery learning?*"

Respectfully submitted in collaboration with Karen Smith,  
Steven Madancy

# **SOUTHINGTON PUBLIC SCHOOLS**

## **SUPERINTENDENT'S ANNUAL REPORT**

**2014 ~ 2015**



**Director of Business & Finance**

### **BUSINESS OFFICE**

The Business Office has accomplished the following items during the 2014-2015 school year:

#### **Transportation Contract 2015-2020**

The Board of Education and New Britain Transportation entered into a five-year contract expiring in June 2020. We worked to successfully implement the language changes recommended by Transportation Advisory Services (TAS) such as insurance, camera installation, and staffing requirements into the new agreement. New Britain Transportation will also handle the maintenance and inspection requirements for all Southington Public Schools owned student transportation vehicles.

#### **Contract Negotiations ~ AFSCME Local #1303 and AFSCME Nurses Local #1303-140**

The Director of Business and Finance worked closely with the Southington Board of Education in contract negotiations. A new contract was negotiated and approved in October 2014 between the Board of Education and the American Federation of State, County and Municipal Employees (AFSCME) Nurses, Local 1303-140 of Council #4, for a three-year period. The new contract implements language changes as well as a High Deductible Health Plan (HDHP). In addition, a three-year contract extension was approved and signed in September 2014 between the Board and AFSCME Local #1303 of Council #4 without formal negotiations. This extension saved legal fees and considerable work hours because of the number of staff members that did not have to participate in negotiations.

#### **Electricity Contract**

Our contract with Constellation for electricity generation was expiring in December 2014. We did not have a Commodities Manager in place; however, we worked with MetroMedia and Attorney Matt Ranelli from Shipman and Goodwin to enter into a new three-year contract with Constellation resulting in an annual savings of \$68,000.

#### **High Deductible Healthcare Plans and Wellness Program**

Wellness Information Workshops were held for all nonunion staff as well as AFSCME members, which include custodians, maintenance, secretaries, food service and nurses. The wellness screening requirements were explained for 2015 compliance. Online posting of requirements were shared in addition to email reminders. Information sessions were also held in regard to educating staff on High Deductible Healthcare Plans (HDHP) along with coordinating the set-up of their Health Savings Accounts (HSA).

#### **Budget Development**

The Board of Education 2015-2016 operating budget was funded by the Board of Finance and Town Council with an increase of 2.98%. Business office staff assisted new central office administrators to develop the operating plan and prioritize the needs of the district.

#### **Commodities Manager ~ Hired Consultant**

The Director of Business and Finance worked with the town in regard to the concept of hiring a Commodities Manager to work with both the Board of Education and Town to assist in future purchases of gas, electricity, and assist in solar projects and budgeting. After interview, the consensus was to enter into a contract with Titan Energy. They have already been helpful in assisting with budget projections for 2015-2016.

**Banking Request for Proposal (RFP)**

The Southington Public Schools participated in a bank RFP with the Town because the fees with TD Bank had increased significantly. Farmington Bank was the successful vendor. Our office worked throughout the spring to implement the bank changes for accounts payable. The payroll, food service, and activity accounts will open on July 1, 2015. Updating information in our software, online bank training, approval chains and supply orders were all part of the transition process.

**Rubbish and Recycling Contract**

The contracts for rubbish removal and recycling were expiring on June 30, 2015. The Director of Business and Finance worked with the Finance Committee in determining the option to bid or extend contracts with our vendors. During the process, a proposal was received from HQ Rubbish & Recycling to pilot the concept of organic waste recycling. They were willing to provide free recycling with an extension of their current rubbish removal contract and hold their price for the first year of a five-year contract and a 1% increase annually over the next four years. The pilot would cost \$4,500, which would result in a savings to the district because of the free recycling. The Board of Education endorsed the new five-year agreement beginning July 1, 2015.

# **SOUTHINGTON PUBLIC SCHOOLS**

## **SUPERINTENDENT'S ANNUAL REPORT**

**2014 ~ 2015**



**Director of Operations**

## **OPERATIONS OFFICE**

### **Construction**

- **Middle School Projects:**
  - Construction continued at both middle schools in the 2014-2015 year. Phases 6 through 11 were completed. The major areas included the cafeterias, kitchens, auditoriums, and southwest, southeast and northeast classrooms.
  - Students now occupy the whole building with the exception of a handful of classrooms. The furniture, fixtures and equipment are in place.
  - Work has begun on the last phases of construction. Major items include the building standby generators, courtyard and completion of the exterior grounds.
- Southington High School Atrium roof replacement design has been completed. The project includes the removal of the existing dome shape roof, which has been prone to leaks. The Atrium area will be replaced with a structural glass hip roof.

### **Energy Conservation**

- **NORESCO:** Many components of the town initiated energy performance contract with NORESCO were put in place. Work included replacement of rooftop heat/air conditioning units, water source pumps, hot water heaters, energy management system upgrades, new energy efficient electrical transformers and upgraded lights. Total value of the work is approximately \$10,000,000.
- **Solar Initiative:** Plantsville Elementary School is receiving a photovoltaic system comprised of solar panels on the roof of the school. The system is anticipated to offset 70% of the electrical load that the school uses. Ground solar farms are planned for the Summer of 2015 at South End Elementary School and Hatton Elementary School.

### **Buildings and Grounds Maintenance – Health and Safety**

- **Two-Way Radio System:** The Operations Department rolled out a district-wide two-way radio system. The two-way radio system and protocol provides immediate communication among users, schools, central office, police and fire departments. Emergency testing took place in March, 2014 and protocol was distributed district-wide in April, 2014. Performance drills will be conducted several times annually.
- **Security:** The last component of the security upgrades, part of the state grant funding from the State of Connecticut Department of Emergency Service & Public Protection, was implemented. The final reimbursement request was submitted to the state.
- **Three-year AHERA Report:** As required by the EPA, the district worked with our environmental consultant to perform random sampling for any asbestos containing materials.
- **Ground Nesting Solitary Bees:** The Spring of 2014 brought with it ground nesting solitary bees, commonly known as “digger bees” at one of the elementary schools. An informational committee was formed and testing was done on the bees by scientists from the State Department of Energy and Environmental Protection (DEEP). The tests confirmed that the bees are of the species *Colletes Thoracicus*. The males don't have stingers and the females are very unlikely to sting.
- **Safety Painting of Bleacher Treads:** The bleachers at Southington High School were painted with a bright yellow strip at each stair tread.

### **District Collaboration**

- **Safety and Security Plan:** The Operations Department participated in a collaborative partnership with school and town officials to develop a School Security and Safety Plan for each school.
- **Restricting:** Operations provided approved in-town sub-division data to the middle school consultants as part of the middle school enrollment study for the 2015-2016 school year. Data and findings from the study led to the conclusion that the district will maintain the enrollment at each middle school as is and will reevaluate resource allocation.

### **Administrative Enhancements**

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

# **SOUTHINGTON PUBLIC SCHOOLS**

## **SUPERINTENDENT'S ANNUAL REPORT**

**2014 ~ 2015**



**Personnel Manager**

## **PERSONNEL OFFICE**

The Personnel Office continues to provide the necessary services to obtain the most “highly qualified” staff in order to support our student population, as well as support current staff in all aspects of their employment. The goal of the department is to provide these services in a friendly, professional “customer service” manner. The Personnel Office continues to act as “customer service” for not only the Board of Education visitors but also the public in general who visit the Municipal Center. The Personnel Office has become the “Information Center” for all Municipal Center visitors.

Some specific work that was accomplished within the Personnel Office includes:

### **Administrative Hiring**

Spring 2015 was a very busy time in the Personnel Office. This year, we had twelve (12) administrative vacancies that included an assistant superintendent, an athletic director, three elementary principals, a middle school principal, two high school assistant principals, and two special education coordinators. The spring has been spent reviewing applications, preparing documentation for and participating in hiring committee interviews. The committees consisted of administrators, teachers, support staff and parent representatives depending on the vacancy being filled. This year, in some cases, because of the high number of Administrative Cohort participants, we provided internal candidates with the opportunity to interview for the vacancies without posting the vacancies to outside candidates.

### **Team Program**

This year, the Personnel Office, in conjunction with certified staff, was able to assist with thirty (30) student teachers from area colleges such as CCSU, St. Joseph's, Southern, UCONN and University of Hartford. With Southington's election to do all module paper reviews for the TEAM Program in-house, Mr. Stephen Bergin was appointed as the district's facilitator. The TEAM Committee met several times during the year to review and accept or reject new teacher submissions. The State of Connecticut provided a rubric for the “readers” to follow to determine if the submitted module was acceptable. Once the non-tenured teacher completes the necessary modules, they were eligible to apply for their Provisional Educator Certification.

### **Internships**

As we try to do each year, this year we utilized six full year interns from the University of Bridgeport and Quinnipiac University and two half-year interns within our schools. As well as assisting as substitute teachers, they also worked closely with principals on special projects. With the changed requirements for certification these interns are also completing their student teaching requirements with us. The goal of the university with this program is to give the student a broad experience base as they pursue their degree in education.

### **Substitute Scheduling**

With the resignation of our substitute calling secretary at the beginning of the school year, I presented the AESOP program to the Board and received their approval for implementation. AESOP is an online program where teachers and paraprofessionals can enter their absence. A

substitute is engaged by one of two methods, either by the substitute logging into the system and attaching their profile to the vacancy or by the system calling the available substitutes to book them for the vacancy. The program was fully instituted by December 2014 and worked well. We still have an issue with obtaining available substitutes for two reasons: 1) the per diem rate of pay in Southington is low compared to other area districts and, 2) this year we will have to limit substitutes working to four days per week because of new health care laws. Mr. Connellan has been meeting with other districts in our area and we are beginning the conversation to look at other options in retaining substitutes.

### **Substitute Training**

We continue to hold an annual substitute teacher training in August. During this three-hour session, current and new substitutes were walked through Title IX training, Mandated Reporting criteria, dress code, and procedural expectations. In addition, they view the mandated "Bloodborne Pathogen and Food Allergy" videos.

### **New Teacher Orientation**

Each year, the Personnel Office works with the Assistant Superintendent's office in coordinating the New Teacher Orientation. These meetings run for two half-days immediately prior to the return of teaching staff. Similar in some aspects to the Substitute Training, it includes Title IX training and Mandated Reporting training. It also includes technology training on PowerSchool, production of a web page and Grade Book. During this orientation, we have a seasoned teacher speak to the new teachers, as well as several members of last year's new teacher cohort, to give the new teacher some insight of what their first year will look like.

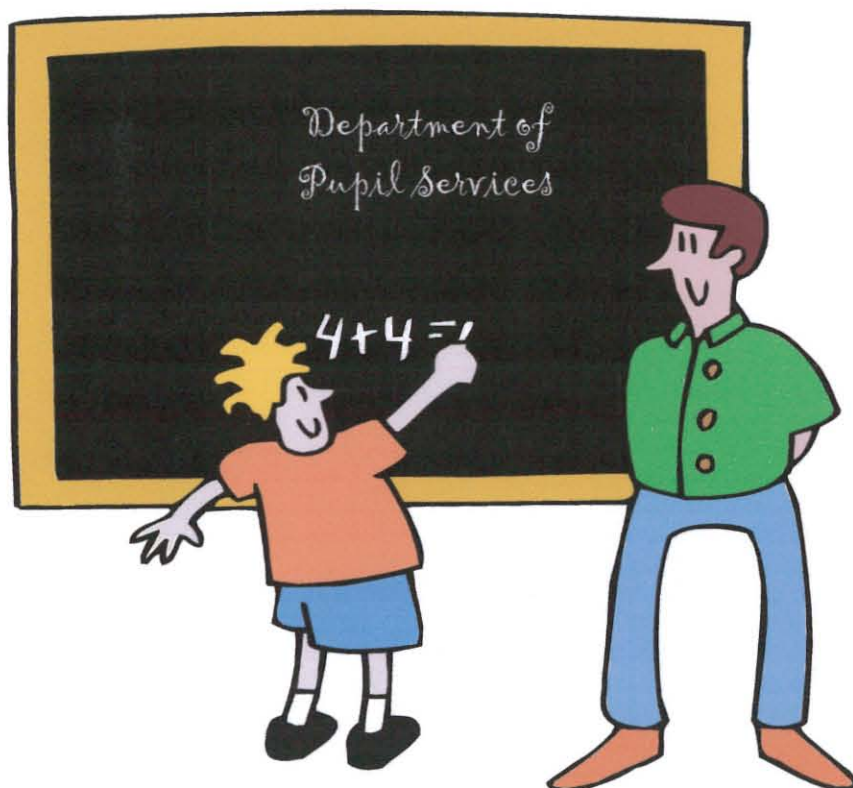
### **Worker's Compensation**

The Personnel Office continues to coordinate all Workers' Compensation issues. The office is working with Connecticut Interlocal Risk Management Association (CIRMA) to insure accuracy and timely reporting of all employee accidents in the work place. In addition, the Safety Committee is working with CIRMA to obtain training for our administrators to better investigate accident causes and solutions.

# **SOUTHINGTON PUBLIC SCHOOLS**

## **SUPERINTENDENT'S ANNUAL REPORT**

**2014 ~ 2015**



**Director of Pupil Services**

## **SPECIAL EDUCATION DEPARTMENT**

The Special Education Department welcomed new leadership this year as a director was appointed and joined the team in late October, 2014. The work that was already underway continued. Areas of focus this year included refinement of the work throughout the district, including, but not limited to:

- partnerships with community stakeholders;
- Policy and Procedures Manual for Special Education;
- program development and best practices for an inclusion setting.

Several additional programmatic components were identified as areas of need. Included in this list were:

- maximizing resources (including staff, time and materials);
- developing uniform practices throughout the district;
- vertical alignment Pre-K to Grade 12;
- fiscal responsibilities of the department;
- streamlining services to establish a vocational/transitional program for students' ages 18-21 years of age;
- creating a continuum of services for students within each building and collaboration amongst district staff.

### **State and Federal Compliance**

The Special Education Department must maintain compliance with the federal regulations of the Individuals with Disabilities Education Improvement Act (IDEIA) and Connecticut State Regulations/Statutes for Special Education. The Connecticut State Department of Education reports annually on state and district progress on 20 performance indicators in special education. Southington's most recent District Annual Performance Report indicated that we are a district that "Meets Requirements." This rating (based upon the 20 indicators) is determined by ongoing data collection, SEDAC reports and numerous other state monitoring reports.

### **Community and Parent Partnerships**

In order to maximize services for students we must work together to best meet their needs. Collaborating with our parents, community stakeholders and state agencies is imperative in order to ensure that students with disabilities have an opportunity to have the quality of life to which they are entitled. Our department has worked closely with our families, community agencies and state programs this year to continue to bring these resources into students' lives. We have facilitated numerous parent workshops that were made available to our families this year as well as participating in community-based programs to promote partnerships.

### **Student Achievement**

It is imperative that student's IEPs (Individualized Education Program) are aligned with the Common Core State Standards and that we continue to strive for best instructional practices in our classrooms. Whether it is team teaching, direct explicit instruction, special education inclusion support, or pull out sessions, we must engage our students in rigorous meaningful instruction. Ongoing professional development of teachers in content curriculum is extremely important as well as how to differentiate instruction for students in order to ensure mastery.

In order for our students to be successful, we must work together with curriculum content teachers as well as other specialists in our schools.

### **School Readiness and Prevention**

The Preschool Program continues to grow in numbers every month. The work of the Early Childhood Collaborative and the Three-to-Three partnerships (Age 3 to Grade 3) has heightened the community's awareness of the importance of early intervention and prevention. Southington's preschool classrooms (three at Hatton and one at South End), our Family Resource Center (FRC) and our partnering with Birth-to-Three agencies have provided support and guidance to our families who have young children who are developmentally delayed. The research indicates that the sooner we intervene and provide services for young children with disabilities, the greater the impact on their overall quality of life for years to come. The Applied Behavior Analysis Program (ABA) data at the preschool level demonstrates that these young children are benefitting from this scientifically researched-based methodology.

### **Elementary Level**

Created resource room model at several schools to meet needs of incoming Kindergarten students. The majority of their academic instruction will be in the resource room students will join their typical peers for lunch, recess, specials and other times during the day that are deemed appropriate per student's IEP. The Board Certified Behavior Analyst (BCBA) providing direct support to teams as well as students was able to stabilize two Kindergarten students who were having significant difficulty transitioning from preschool.

### **Middle School Level**

Renovations completed at both schools included expanding space for our district wide programs one at each middle school. The EASE program at Kennedy Middle School and the TEAM program at DePaolo Middle School have provided structures and resources so that these identified students can remain in-district for their education program. Each year we continue to strengthen the programmatic structures as well as fine tune services so that these children are able to access all aspects of their education.

### **High School Level**

The Transitional/Vocational Program continues to expand with more students obtaining a place in the workforce (either paid or voluntary). There has been a significant outreach to families of students on the autism spectrum to assist families in obtaining an autism waiver for their child. We continue to expand the two district programs at the high school; one for students with emotional challenges and the other for students with significant disabilities. Unified sports, unified theater and the Best Buddies program continue to have a positive, life-long relationship between the identified students and their typical-aged peers.

### **Next Steps**

The Special Education Department will continue to maximize resources for students. There are many excellent supports available to students from ages three to 21; however, we need to pull them together and develop systematic practices across the district. The restructuring of the department will allow coordinators to have a laser-like focus on enhancing the capacity of our teams in each building to meet the diverse needs of all students. The SRBI process looks at best instructional practices in the classrooms and we need to continue to support the "marriage" of the regular education staff with the special education/pupil services staff so that we may offer the best educational experience for all of our children and their families.

# **SOUTHINGTON PUBLIC SCHOOLS**

## **SUPERINTENDENT'S ANNUAL REPORT**

**2014 ~ 2015**



**Director of Technology**

## **TECHNOLOGY OFFICE**

The 2014-2015 school year was full of district-wide projects, new equipment, and ongoing long term planning.

The following were the major technology initiatives accomplished this past year.

### **Middle School Projects**

The Technology Department continued to work in conjunction with the Building Committee on ordering equipment for the new middle schools. All network electronics, telephone systems, furniture, fixtures and equipment (FF&E) have been approved and ordered. Each middle school has a \$1.1 million budget announced by Fletcher Thompson. Meetings with the middle school administration has continued throughout the school year will be ongoing in order to account for all technologies needs until the completion of the project, which is slated for August 2015.

### **Schoolnet Project**

The Technology Department developed a Schoolnet leadership team to begin the district-wide implementation of Schoolnet, a leading online assessment and reporting system where learners can see their progress in real time, and know where they need to improve while teachers and administrators can create online tests, analyze data, and better plan instruction. Implementation began in February 2015 and will continue with district professional development scheduled for August 2015.

### **Infrastructure Upgrade**

The entire district's network infrastructure has been updated. Southington High School will be completed in the summer of 2015. We replaced all main core switches in all schools including secondary data closets (IDF - Intermediate Distribution Frame). We completed the installation of CISCO POE switches which allowed us to give Wi-Fi access to all schools and better administer Connecticut State Department of Education SBAC/AP testing with all our Chromebooks and MacBooks. We will continue to expand Enterprise Wi-Fi access across the district. We will also continue to budget for infrastructure upgrades, which include funding for equitable access to technology and in preparation for online testing.

### **Southington High School Teacher Laptops**

The technology staff imaged and distributed approximately two hundred laptops to Southington High School staff. We coordinated an Apple trainer to provide training at the high school to help staff become more familiar with the laptop. The technology staff held an all-day drop-in help session for teachers.

### **Google Training**

The Technology Department coordinated a district-wide training for all teachers during the professional development days in August. We also held separate training sessions for board of education members, office secretaries, all school nurses and Kelley Elementary School staff.

### **Verdiem Install**

The Technology Department installed the power management software on desktop computers and laptops. This was a town/government initiative to reduce energy use.

**Practice Revisions/Development**

The Technology Department implemented two district-wide practices. All service requests must be entered into our Solarwinds Web Help Desk ticket system. This practice allows the department to have complete control over Help Desk ticketing by automatically converting emails to tickets, routing and assigning tickets to groups. It also allows us to save time, money and overhead by enabling end users to resolve recurring and known problems, while building a Knowledge Base. We also, began collecting devices over the summer. This new practice allows the technology team to take inventory of our equipment, check the condition of the hardware and software, and save money by proactively fixing devices that are still warrantied.

# **SOUTHINGTON PUBLIC SCHOOLS**

## **SUPERINTENDENT'S ANNUAL REPORT**

**2014 ~ 2015**



### **School-Based Activities**



# Southington High School

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**Principal**  
Brian Stranieri

**Assistant Principals**  
Dianne Holst-Grubbe  
Michael P. Halloran  
Richard J. Terino  
**Interim Asst Principal**  
Andrew S. Bayer

## Annual Report 2014-2015

### Enhancements

Southington High School (SHS) continued to focus its efforts on teaching and learning this past year. The College Board continues to recognize Southington High School for increasing the number of students that participated in Advanced Placement (AP) courses this past school year. The number of students who are signing up for classes that would lead to college credit for all students also increased for the second year in a row. Additionally, U.S. News and World Report identified Southington High School as the 35<sup>th</sup> best high school in the state and “One of America’s Best High Schools” for 2014. Unfortunately, this number dropped by one as we were ranked 34<sup>th</sup> last year. The AP classes held their Fourth Annual AP Expo in the SHS cafeteria on Wednesday, June 10<sup>th</sup>. The Class of 2015 had 508 possible graduates. There are 504 students who received diplomas, three seniors are attending Summer School and are expected to achieve graduation status in late July of 2015, and the final student completed the required 22 credits needed to graduate from SHS, but will be staying with us longer due to his Special Education status. This means that if you count the 504 who received diplomas, the three who are expected to graduate in July, and the one who has an IEP, SHS will graduate all 508 students. One hundred percent (100%) of the class was successful at achieving their diplomas and no one will be retained for academic reasons going into school year 2015-2016. The annual College Fair provided SHS students and parents an opportunity to connect with over 85 colleges and universities. Over 900 people attended this event.

Southington High School spent a significant amount of time administering the Smarter Balanced Assessments this year as well. Science students continued to take the CAPT test. The teacher evaluation system went much smoother this past year. Many parents have commented that they are very happy with the parent communication goals and that they have seen a dramatic increase of communication between the school and the home. The School Improvement Team (SIT) continues to focus our work on the improvement of teaching and learning. Department chairpersons then work directly with members of their departments to look at data, common formative assessments, and work together in collaborative groups to make informed decisions about how to improve instruction. Teaming in Grade 9 continued for a second year and has been a big success. These teams provide the level of communication necessary between the teachers, students, and families so that the transition to high school is as smooth as possible. Student voice and empowerment continues to be a focus at SHS, Students in our ABC team (think tank) are valuable contributors to school-based decision-making. The Advisor-Advisee Program continues to be effective and has allowed us the opportunity to further develop our curriculum, communication and procedures. This was the third year for this program and answered concerns from the NEASC evaluation in 2010. The student-advisor relationships grew stronger and the vision for all students to have at least one adult in the building that they can connect with became more of a reality. The athletics programs continued to listen to the voices of student-athletes as the Knights of the Roundtable continued through this year.

**Celebrations**

Southington High School had much to celebrate during this school year. Two members of our staff were honored by the Board of Education as "Profiles in Professionalism" award recipients. Recipients were Mr. Bob Brown, social studies teacher, and Mr. Dennis Sikoski, school security attendant. The Order of the Blue Knight was given to Mark Ramsay and Mike DeFeo for all of the numerous hours that they have volunteered over the years. The work with the Chamber of Commerce continued to expand as Nancy Chiero, program coordinator for our Training for Tomorrow program provided close to 75 students with a nine-week internship opportunity in the community.

We continue to celebrate the great success of our co-curricular activities. The Southington High School Band continued to dominate other state bands by winning another State Championship. Our FIRST Robotics team won numerous awards including the Waterbury New England District Event: District Chairman's Award, the Hartford New England District Event winner & recipient of the Quality Award sponsored by Motorola, The New England Championship winner and the New England Level Chairman's Award, they went on to compete in St. Louis for a National Championship and finished as finalists in the Newton Division (2nd place in the world overall) and won the Engineering Inspiration Award (only given to four teams out of 604 teams at the World Championship). The World Championship level Engineering Inspiration award is the highest award SHS has ever received. This award comes with an automatic bid into the World Championships next season along with the championship entry fee of \$5,000 paid by NASA. The DECA and FBLA Clubs continued their state dominance being named as one of the best programs in the state of Connecticut. Unified Theatre, Unified Sports and Best Buddies programs continued to shine. The Key Club continued to be instrumental in the success of our school-based events through their significant contribution of time and community service. Relay for Life continues to be held at SHS and receives numerous support from many students, faculty and clubs from SHS. Project Lead the Way (PLTW) continues to grow and excel as our seniors presented their projects and inventions on May 28<sup>th</sup> during senior night. The Physical Education Department continues to improve our scores on the State Physical Fitness test. This year, 73% of our sophomores reached goal. This is 5% higher than last year. The Music Department held numerous successful events including "Music of the Knight", Veterans Day concert, Chorus and Jazz Holiday Concert in December, Surround Sound in March, followed by a very successful Spring Jazz concert in May. The Art Department presented its annual Art Show to the community in the SHS Auditorium lobby in May. The Drama Club held successful fall and spring drama programs and had numerous students nominated for the HALO awards. The Math Team did well this past year. The Language Arts Department was well represented having four students place in state-wide oratorical contests. The World Language Department was honored by the Southington UNICO club at a banquet in May that recognized members to the World Language National Honor Society. Numerous students were recognized by every department in our school as top students in each department at our annual Awards Night back in May. On Thursday, May 14<sup>th</sup>, 147 students received 264 scholarships from local families, clubs and organizations during Scholarship Night.

Additionally, with the help of our two literacy teachers and a number of their colleagues, we ran nine successful student book clubs this year. These book clubs spread the love for reading and the opportunity for leadership to a significant number of our students. A partnership was

developed with our local elementary school as students from all schools visited each other and talked about reading throughout the year.

Our sports teams had a truly remarkable year. Our football, softball and gymnastics teams all won the CIAC State Championships in their respective sports. Football was a two-time State Champion and finished as the number one team in the state of Connecticut, The Girls Field Hockey Team won the CCC Championship, the Girls Gymnastic Team also repeated as State Champions, the Wrestling Team saw one individual, Zach Murillo, be named the LL, State and New England Champion. This was a first for any SHS athlete. Baseball won another CCC Championship and finished with a loss in the semi-finals of the state tournament. Girls and Boys Tennis were also CCC Divisional Champions, and the Girls Softball Team stole the show this year by winning the third consecutive State Championship while setting a state record of 70 consecutive wins over a three-year period without a loss. The Girls Softball program saw the freshman, JV, and Varsity teams all go undefeated this year. The JV team has an amazing 141 consecutive wins, which equates to more than eight years without a loss.

### **Ongoing Work**

Southington High School Principal, Dr. Martin Semmel, left SHS in March of 2015 and was replaced by myself, Brian Stranieri, in May of 2015. Our goal for next year will be to continue our focus on improving teaching and learning, civic consciousness, and character development at Southington High School while providing our students with many varied academic and extracurricular activities.



## ALTA

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*Jess W. Levin*

*Director*

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### Annual Report 2014-2015

#### Enhancements

We continue to grow and develop our curriculum at Alta and our connection to technology. One more classroom had a Smart Board installed this year. As we continue to develop our partnership with Southington High School (SHS), we piloted Alta students taking an eighth period class at SHS this year. Students also took classes during other times in the day and/or split their schedule between Alta and SHS. This proved to be successful and students will be able to enroll in an eighth period class for the 2015-2016 school year. Alta was awarded a grant through Southington community members and we now have a small school library with 27 currently titles to choose from and we will be adding onto this in the fall. Students may sign these books out if they wish, as well. Alta will be offering a self-contained math class in the fall for students with significant learning gaps. We are also exploring the possibility of a virtual work language class at Alta in the near future that would give students more class variety in an alternative setting.

#### Celebrations

Thirteen Alta students received diplomas this year with one graduating in August after the successful completion of Summer School. Three students are enrolled at Tunxis Community College for the fall semester and another at Gateway College. One student has been accepted by the University of New Haven in their School of Engineering. Alta students participated in several field trips with SHS students; most notably the Construction and Manufacturing Exposition. Alta students also participated and presented projects at the State Conference for Alternative Schools held at Lincoln College. Alta students volunteered for several community functions, most recently the United Way Senior Luncheon. Alta students also continue to work closely with the Southington High School Super Seniors in a variety of different ways.

#### Ongoing Work

Alta students and staff were part of a recent community conversation in Southington, led by Superintendent Timothy Connellan, supporting the League of Innovative Schools and mastery-based learning. As our district moves in the direction of “personalized learning” and mastery-based learning, I will insure that we are working closely with Southington High School and the district to bring Alta forward as well. We will also continue to develop our math and English curriculums in order to serve an increasingly diverse student population. A focus will continue on marketing the Alta program in order to attract tuition students from other districts. I will be working with Alta guidance and Southington High School support staff to continue crafting a meaningful transition program and support network for Alta graduates.

Frank Pepe  
Principal

*Joseph A. DePaolo Middle School*

Christopher J. Palmieri  
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**Annual Report 2014-2015**

**Enhancements**

The Joseph A. DePaolo Middle School (JAD) community has enjoyed another successful school year. The renovations are quickly approaching completion. The “like new” spaces, as well as the brand new spaces, are enjoyed by all. Additionally, the influx of technology is transforming the educational experience for students. Each academic team is assigned two laptop carts compared to the past in which the entire school shared two carts. iPad carts are accessible and Smart projectors are being hung in all learning spaces. Joseph A. DePaolo Middle School is being transformed into a 21<sup>st</sup> Century learning environment and students are continuing to thrive. Once again, Joseph A. DePaolo Middle School was the top earner through Stop and Shop’s A+ Rewards Program. A check for \$5,425.94 was awarded to the school in June. This money comes as a result of the PTO’s dedication and the support of the greater community.

**Celebrations**

Joseph A. DePaolo Middle School experienced an outpouring of students helping students over the course of the year. Alex’s Lemonade Stand not only served to raise money for cancer research, but was remodeled numerous times by a variety of student groups over the course of the year. These students believed in a cause and took action to aid in a fight close to their hearts. The initiative and good will demonstrated by these many students inspired others. Groups of students posted positive messages and posters throughout the school. An inspirational message board was hung at the base of the main staircase and students recorded their thoughts of encouragement and support for others to view. The idea of catching students being good has moved beyond adults acknowledging students and has transitioned to students acknowledging one another.

**Ongoing Work**

With each year new teaching and learning standards are examined and integrated into daily practice. Teachers in every content area were evaluated using the new professional goal setting process, some for the first time this past year. As a staff, Joseph A. DePaolo Middle School will continue to examine multiple data points for every student to determine each individual path to success. Each course of action could include supplemental intervention work or exploratory challenges beyond the standard curriculum. The ongoing challenge for the staff is to refine each path, chart the course and adjust as needed to ensure every child succeeds beyond his potential.



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*Steven Madancy*  
 Principal

*Susanne Vitcavage*  
 Assistant Principal

### **Annual Report 2014-2015**

#### **Enhancements**

This year has been a year of growth and enhancement for the John F. Kennedy Middle School (JFK) community. Along with the final year of the renovation, we continued to implement the workshop model in Language Arts and new common core aligned algebra curriculum in Grade 8. Additionally, Advanced Math was offered as an enhancement for all Grade 7 students meeting district criteria for eligibility.

All staff continue to put forth a tremendous amount of effort communicating and connecting with our students and their families through the use of various means including the *Remind 101* application, the daily posting of homework assignments on team and teacher websites, as well as inviting students into team meetings to praise and reinforce their efforts, growth and citizenship within our school community. The staff coined this time as “*Good News Fridays.*” After these special meetings, an email was sent home simply requesting that the parent or guardian ask their child why they were called into this team meeting. The news their child shared with them often provided a pleasant surprise for parents or guardians. Finally, our students enjoyed the powerful *Amazing Hero Art* assembly and a grant-funded training seminar for student leaders provided by the Anti Defamation League in order to build upon our previous year’s work with our Friends of Rachel Club promoting the ideas of caring and tolerance. These student leaders will develop and promote these values further through various school activities and initiatives in the fall of 2015.

#### **Celebrations**

Students at John F. Kennedy Middle School continue to enjoy much success, both academically and socially. Students continue to be recognized monthly through our *Student of the Month* program, within the National Junior Honor Society, and through the many town and community contests held throughout the year. John F. Kennedy Middle School featured another town-wide Spelling Bee champion, another state *Investwrite* champion, and multiple place finishers in the state Science Fair. The year culminated with another memorable evening awards ceremony capped by three outstanding concerts. All of these accomplishments are a testament to the many talents and successes celebrated by our JFK students throughout the year.

#### **Ongoing Work**

In addition to the challenges and constraints presented within the renovation project, all staff worked tirelessly to keep up with the demands of the new Teacher Evaluation Plan. The continued implementation of the Common Core aligned units of study in mathematics and language arts also remains a priority. The science department at John F. Kennedy Middle School made much progress in the area of inquiry and embedding that pedagogical approach within their teaching. Their continued focus will be on the transition to, and implementation of, the Next

Generation Science Standards during the upcoming school year. Social studies teachers will continue to examine the newly adopted State Frameworks and design units that align with the recommendations and shifts within those frameworks also with a shift towards inquiry. We continue to examine our intervention model, focusing on numeracy and writing this year, with a forward-looking focus on behavior next year, more specifically, a school-wide implementation of a Positive Behavior Intervention and Support (PBIS). Lastly, the Board of Education approved a revised delivery model for our Unified Arts courses for next year, allowing for a deeper level of rigor, with courses meeting daily for a trimester versus the previous three-day rotation over a year-long period. The Unified Arts teachers will utilize the opportunities presented by the renovation project that come in the form of updated equipment, supplies, and learning spaces to foster a 21<sup>st</sup> Century approach to teaching within their various content areas.



# Walter A. Derynoski Elementary School

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KELLY NICHOLS  
ASSISTANT PRINCIPAL

## Annual Report 2014-2015

### School Accomplishments:

The 2014-15 year at Derynoski School was filled with excitement and new learning for staff and students. This year, our school was committed to having our parents become active members of the Derynoski Community. One way we integrated parental involvement was with the use of “parent liaisons” in the classroom. Parents were connected to each classroom and worked with the teacher and PTO for school events, fundraising and volunteering. Teachers invited parents for various events such as Career Day, Mystery Readers and Writing Celebrations throughout the year. Parents were part of various curriculum nights. We ended the year with parents by honoring over 190 volunteers at our Volunteer Celebration.

### Celebration

Our achievement scores continued to increase this year with many students above benchmark levels. Academic focus targeted our higher level learners and having students take ownership of their own personalized growth. One strategy to achieve this goal in the literacy area was with the introduction of “Close Reading.” This strategy taught our students to look at text through different lens. Our teachers increased their capacity in this area by reading the book by Nancy Boyles on Close Reading. They also received training from our Literacy Specialists during our Tuesday meeting time. Following the training, each teacher received modeling and coaching to improve their skills. During end of the year meetings, teachers commented on how student’s deeper comprehension skills increased with the integration of this strategy. This will continue next school year.

We continued to use our STEPS/Character Counts Program as the foundation of our culture at Derynoski. We built on our current program by enhancing our monthly “Town Meetings.” Students showcased their great work and acts of good character. Students were role models to their peers as they shared how they gave back to the school and community. We received another grant from the Calvanese Foundation to support our afterschool clubs that met both in the fall and the spring. Teachers volunteered their time and supported these clubs along with a Bowling Club and Talent Show. Next year, we will integrate our first Drama Club at Derynoski. The PTO continued to support our school with the purchase of iPad Mini’s for each teacher along with carpets, bookcases and books. They also supported the transportation for all field trips, Kindergarten Orientation, “Boohoo” Breakfast, Welcome Back Picnic, etc.

### Kindergarten

Kindergarten had a successful second year of full day at Derynoski. Students were assessed in the fall and teachers implemented instruction to meet each student’s needs. Literacy and Special Education support was provided to help with student success in the general education setting. The “STEPS Program” was an important part of our daily routine and monthly focus. Students ended their year with a special production on the stage for parents and families. Teachers look forward to a new Special Education Model for Kindergarten students for the upcoming year.

## **Grade 2**

Second grade started their year with many diverse learners. There were a large number of students that began the year above grade level in reading and staff focused their work on differentiating their instruction to meet all student's needs. Reader's and Writer's Workshops focused on "Close Reading" exercises to increase students' depth of knowledge in both fiction and informational text. New writing rubrics were created for non-standardized assessments of student comprehension. Math instruction aligned with Common Core State Standards to help students with higher level thinking and open-ended problem-solving strategies.

## **Grade 3**

Derynoski School had another successful year in third grade. Best practices continued in both Reader's and Writer's Workshop. Several "Close Reading" lessons were created and implemented to promote higher level comprehension strategies in our readers. This promoted deeper more meaningful conversations across the curriculum. Measuring Up to the Common Core was utilized to supplement our math program. Through the use of differentiated lessons, we were able to create challenge activities for our students that needed enrichment in math. Through the town-wide art grant, third graders worked with an Artist-in-Residence, Rashmi Talpade, to create a DES photo collage titled, "Southington." Students then had the opportunity to visit the New Britain Museum of Art. An interdisciplinary whaling unit was created to support our study of Connecticut's history and economy. The culminating activity for this unit was a field trip to Mystic Seaport.

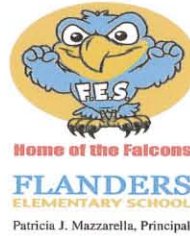
## **Grade 4**

Continuing to align Reader's and Writer's Workshop to the Common Core was a major focus for this year. Close Reading strategies were emphasized with text dependent questions throughout the curriculum. Responses were scored using a grade level developed rubric. Students also used the rubric to set personal goals for improving their reading comprehension and writing performance. Throughout Reader's Workshop, Literacy Specialists and Tutors provided small group and individual support which enhanced student learning. In writing, the focus was on narrative, opinion, and informative genres. Students also learned how to develop their note taking skills in the informative writing units. In addition, explicit instruction in grammar and spelling was implemented to help students learn how to edit and revise their own work. Based on a Words Their Way assessment, a select group of students participated in an alternate spelling program. In mathematics, the GWM pacing schedule was revised to more closely follow the Common Core. Students benefitted from the support of the math tutors. Students enjoyed a hands-on approach to science inquiry. All subject areas were enhanced with the use of the classroom Smartboards. Improved technology access such as LearnZillion, Newsela and BrainPop also improved lessons and student learning. We continued to support student behavior using our Character Counts / STEPS / Second Step programs.

## **Grade 5**

The fifth grade team continued to implement the curriculum that aligned with the Common Core State Standards. Members of the team collaborated with Judy Ellis, Literacy Specialist (DES's Profiles in Professionalism Winner), throughout the year for co-teaching in reading and writing. Ms. Ellis modeled Close Reading lessons in our classroom which supported student learning. Ms. Ellis also conducted a mini-workshop on Close Reading, increasing our understanding of this new comprehension format. Together we increased the level of student involvement (DOK4) in their argument pieces by scheduling Senator Joseph Markley to visit our school and

explain how the chocolate milk issue became a debated issue at the state level. Our students will also have the opportunity to voice their viewpoint based on extensive research they conducted this year. In math, the fifth grade team designed and conducted a "Math Night" for parents. The Math Night explained strategies and language that coincides with the new frameworks. In science, we continued to implement the Inventor Unit focusing on the engineering design. Parents were invited to share in our school community through our Veteran's Day Program, Open House, DARE Graduation, Young Authors, Recognition Program, and Science Fair.



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### **Annual Report 2014-2015**

#### **School Accomplishments**

Flanders Elementary School is a diverse neighborhood school community with a strong connection to its parents and the general community. Our school mascot is the Flanders Falcon and our school slogan is “Flanders Falcons are trustworthy friends.” We continue to connect with the greater community by supporting Relay for Life, Community Soup Kitchens, YMCA Camp Sloper and Park/Recreation Programs. Our PTO supports our staff through fund raising to enhance our instructional and cultural initiatives. This year the PTO’s hard work supported the instructional technology plan by providing Smartboards and 10 iPads for our Kindergarten students, field trips, and family fun nights. They also promote positive family activities such as Family Picnic, Family Bingo, Read Aloud Day, Winter “Read Across America” Reading Program, Ski Club, Drama Club, Scouts and Flanders Cares programs. This year, they added our Running Club and Art Club. The PTO continued their work of providing free family fun nights so that every family could attend and not worry about cost.

This academic school year our Continuous School Improvement Plan worked on student achievement and teacher accountability in four areas: Common Core State Standards (CCSS) in Numeracy and Literacy, School Safety/Climate and School/Family Partnerships (focusing in on communication with parents regarding SRBI student progress). Key items and events that we are most proud of are:

- School and Home Connections via a Principal’s Monthly Newsletter, Kindergarten Special Day Celebrations, Grade One First Friday’s for Families, Grade Two Poetry Night, Grade Two Reader’s Theater, Grade Three Mystery Reader’s Program, Grade Three Poetry Day, Grade Four Reader’s Theater Presentations, Grade four Writing Celebrations, Grade Five Writing Celebrations, Grade Five Science Fair Expo, Principal Coffees, and grade level information in monthly newsletters.
- Instructional focuses for 2014-2015 included, but are not limited to: The Southington Public Schools Mission Statement; ABC school Asset Building Strategies; Writers Workshop, Readers Workshop, development of Depth of Knowledge (DOK) levels of questioning based on the new Bloom’s Taxonomy and Karin Hess Rigor Index, instructional and interactive use of technology, CCSS standards, SRBI interventions and progress monitoring and increased parent participation in academic celebrations and meetings.

We are very proud of our SIP process here at Flanders. We are ready with our end of year data to begin work on our new SIP based on student achievement data and teachers’ professional reflections on where they would like to grow. Our work in student achievement for right now

will focus on CCSS standards regarding reading comprehension and math literacy. We plan to continue to enhance our strong school/family connections with a variety of initiatives such as Literacy Nights, Numeracy Nights, and Instructional Celebrations, and Community Service Projects, parent involvement in our A.L.O.T./STEPS program and increased participation in PTO meetings.

### **Kindergarten**

We developed goals for ourselves this year incorporating Smart technology into our instruction. Our Kindergarten team received Smartboards from the Board of Education and PTO as well as iPads from the PTO. Achievement in reading, writing and math is noted in our end of year data. We have been able to share with parents how their children were able to delve deeper into the Kindergarten standards and how they were able to be enriched in their learning. We provided reading tutor and math (intervention) support earlier in the year for all students to achieve greater end of year reading and math levels.

### **Grade 1**

The first grade has spent the year working to increase student achievement in reading through vocabulary development and fluency work. In writing, the teaching continues to focus on elaboration in writing which has moved students to higher achievement. The first grade team has also worked to increase achievement in numeracy foundational skills. "First Friday's for Families" continues to be a parent favorite with significant parent participation.

### **Grade 2**

The second grade worked as a team to implement interactive technology lessons in reading and math. They have also focused on levels of questioning to enhance student achievement in English Language Arts (ELA) and Math. This year, they have focused on reading comprehension strategies of retelling, fluency and author's message. Instructional celebrations continue on a regular basis in this grade level. Parent favorites are Poetry Night and the interactive play "Humpty Dumpty...did he fall or was he pushed?"

### **Grade 3**

The third grade focused on literacy instruction in the area of non-fiction reading/responding continued this year. Writing instruction focused on our new rubric with higher standards and clear information on how to help students improve. Students did more writing in the genera of information and opinion. During the mystery story unit of instruction, parent "Mystery Readers" continues to be a big hit with the students.

### **Grade 4**

The fourth grade focused on the ELA CCSS standards particularly working with non-fiction materials and having students do research. This team has worked to increase student achievement using higher levels of questioning and enrichment. This team is leading the way in using technology to deliver content material and involve students in interactive practice.

### **Grade 5**

Our fifth grade students have grown in all content areas. Instructional focus points included: Fractions in Math, Opinion and Information in Writing, and Authors' Craft for Reading. Instructional celebrations such as the Social Studies Living Museum, Social Studies Explorer's Race, Science Fair, and Invention Convention drew in a majority of our Grade 5 parents, who all had very positive feedback about student achievement and success.



## HATTON ELEMENTARY SCHOOL

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**Sally Kamerbeek**

**Principal**

### Annual Report 2014-2015

#### School Accomplishments

Hatton School has a strong home/school partnership with a very active PTO. In addition to fundraising to support cultural arts programs and field trips this year, the PTO sponsored many activities including two Book Fairs, Pasta Supper, Ice Cream Social, Bingo Night, Grade 5 Carnival, Field Day and the end of year Family Picnic. One of the highlights this year was an Artist-in-Residence program to create a tile mural to be displayed in the lobby of the school. The PTO also helped to finance some of the technology installed in classrooms.

Our school houses the district's Integrated Preschool (Wrinn Preschool Center) with an enrollment of 93 students. Having three preschool classrooms in our building provided volunteer opportunities for the fifth grade students. Many students gave up recess to work with our youngest children. Hatton's total enrollment for the 2014-2015 school year climbed to 458 students.

Hatton is proud to be involved with the Kind Kids Program again this year. We are working on creating a culture of kindness in our school. The mission of this program is to inspire, educate and motivate each other to realize the impact of intentional kindness. Kind messages were written on paper and a paper chain was unveiled at a Town Meeting this spring that wrapped around the whole cafeteria and into the hallway. Students were given kindness coins to pass on to others who demonstrate this quality. The Hatton ABC Committee, comprised of teachers, students and parents, continued to plan monthly activities to promote the 40 Developmental Assets. This year, we also held four Town Meetings to celebrate the positive assets.

#### Celebrations

One of the highlights of the year was the installation of SmartBoards and document cameras in every classroom, including the art room. Another celebration was a visit from Governor Dannel Malloy to our four Kindergarten classrooms this May.

#### Preschool

The Preschool students participated in weekly gross motor groups with the Physical Therapists. They also had opportunities to participate in physical education classes this year.

#### Kindergarten

The Kindergarten classes took two field trips this year. Karabin Farms was a culminating activity for the unit on living things and how things grow. The second trip was to see a performance of "The Adventures of Curious George" at the Lincoln Theatre at the University of Hartford. This was a great opportunity to see how books can come alive. This year, grandparents were invited to class for "Snack and Story Time." Students had an opportunity to share stories that they had written and illustrated. The students had their first experience with public speaking as each child had a speaking part in the Flag Day program. The students sang patriotic songs to an audience of over 150 proud relatives.

### **Grade 1**

This year, the math units were revised to align with the Common Core State Standards. The first grade team used these new resources to facilitate rigorous math instruction. In science, all three classes were able to incubate eggs and hatch chickens. The classes also learned about animal life cycles by observing frogs and insects. This year, the first grade classes performed a play "Once Upon a Lily Pad" for the school and held an evening performance for parents and relatives.

### **Grade 2**

To enrich the ELA unit on "Series Books," the second grades took a field trip to Theaterworks in Hartford to see a performance of Curious George. Parents were invited to attend a "Brown Bag Luncheon" with the second grade teachers this past fall. This time was used to share the goals of the second grade curriculum, discuss standards-based report cards and review the weekly communication log. During the Young Author's Celebration with parents in May, students shared their work on writing research papers. Students wrote their papers in school, completed their posters at home and shared their projects and papers with peers and parents.

### **Grade 3**

The third grade classes attended a field trip to the Old State House in Hartford to complement the social studies unit on government. The students were able to participate in an election and a court trial. Grade 3 classes visited the New Britain Museum of American Art and had an Artist-in-Residence from the museum help them create a mural of the Town of Southington. The teachers worked to further integrate technology into classroom activities in the areas of math, social studies and science.

### **Grade 4**

The fourth grade teachers worked collaboratively this year to incorporate higher level questions and tasks into the science and social studies curriculum. They developed performance tasks for students to demonstrate a deeper understanding of the concepts being studied. The fourth graders had two field trips to Camp Sloper to participate in activities that supported the science curriculum. Parents were invited in twice this year to celebrate student writing.

### **Grade 5**

This year, the students switched classes for math, writing, social studies and science. This gave them an opportunity to get to know all three fifth grade teachers and helped to prepare them for the middle school experience. The classes had a wonderful field trip to Sturbridge Village this spring. The fifth grade classes performed seven songs for the December Holiday Concert. They also performed for the residents at The Orchards. Many fifth grade students also volunteered to perform at the YMCA Giving Tree Ceremony.

### **Ongoing Work/School Improvement**

Collaboration was an important goal for the Hatton staff as we worked in grade level teams and vertical teams at our monthly meetings. This year we focused on learning more about Scientific Researched Based Interventions (SRBI) and how to support all students in the classroom. Staff discussions also centered on observations of best teaching practices that engage all students in the learning tasks. We will continue our professional growth in curriculum and instruction. School safety was also a primary focus for staff this year with the completion of the Hatton Security and School Safety Plan.



# Urbin T. Kelley School

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## Annual Report 2014-2015

### School Accomplishments

This was another great year at Urbin T. Kelley School with 345 students who were active participants in lessons to foster their academic, social and personal development. In addition to district professional development, teachers worked collaboratively with the District Literacy Coach, Literacy Specialist and Teacher Leader throughout the year to identify student needs and implement interventions to address those needs through the Scientific Research Based Interventions (SRBI) process. We continue our involvement with the STEPS program, integrating the developmental assets into our daily teaching practices, as well as the behavioral expectations that we have for students at Kelley School.

We have a very active PTO and welcome parents to work in partnership with our school. Some events that we had this year are: the Welcome Back Family Picnic, Donuts for Dads and Muffins for Moms during our book fairs, a Holiday Fair, Ski Club, Kelley Day at the Rock Cats and the Wolf Pack games, and movie night. The PTO raised funds for classroom field trips and for cultural events. The PTO also provided funds to equip our primary classrooms with Smart boards this year. Our teachers attended PTO meetings monthly. Parents and teachers came together this year to continue the afterschool enrichment programs offered to our children. In addition to the programs that were begun last year, we introduced afterschool yoga and running clubs, as well as a highly successful drama club that was run by two students from Southington High School. We look forward to the continuation of all of these clubs/programs/teams as we find ways to extend our students' school day in a positive manner.

### School Celebrations

#### Kindergarten

This year we are very proud of our DRA scores. Out of 52 students we only had one below grade level at a Level 3, 20 at grade level, and 31 above grade level. These scores are a reflection of our hard work in Readers and Writers Workshop. We created lessons and resources to support the Common Core State Standards (CCSS). In math, most students achieved mastery in all areas. We challenged and supported each student throughout the year with materials that we created. These materials reflected higher-level Depth of Knowledge (DOK) questions. We received SmartBoards in our classroom this year and are excited about the many opportunities these bring to our instructional practices and student engagement. We are also proud of the multiple celebrations we had this year. Students participated in an October songfest, where they sang songs and read poems. We also had a Reader's Theater and writing celebration. Students read from a script and used character's voices. They also shared their writing with their families. Our final celebration will be a graduation to celebrate the accomplishments of all students.

#### Grade 1

In first grade, we worked as a team to implement our new writing curriculum. We met weekly to plan and discuss lessons. This was the first year the children wrote series books and the children

wrote daily for at least 30 minutes. One Wednesday each month we had early dismissal days. Many of the early dismissal days were planned for us with a focus on writing. This year we implemented the Words Their Way program with fidelity. We are looking forward to more professional development now that we have prior knowledge. Each first grade classroom received gently used SmartBoards and we began using them to enhance and supplement our instructional practices. Students enjoy the interactive component to them. We had a Mother's Day program. We also went to Beardsley Zoo to enhance our Science curriculum.

### **Grade 2**

At the beginning of the year, we were given one day of professional development and training introducing us to the Fountas & Pinnell assessment. Throughout the year, we modeled during our read-aloud and mini-lessons these types of higher-level thinking questions pertaining to the language used with the Fountas & Pinnell assessments. This allowed the children to have a better understanding of how to answer these types of questions. Our non-standardized objective this year focused on increasing the children's WPM which directly correlates with the Fountas & Pinnell. Throughout the year, children reread poems, books, and performed Reader's Theatre to help build their fluency. We received SmartBoards mid-way through this year. We continue to learn how to integrate them into our teaching, but the little we have done has made a difference in student engagement and interest. A highlight of the year was our field trip to the Connecticut Science Center.

### **Grade 3**

Teacher's College units of study in reading and writing were implemented this year. We were fortunate to participate in an art program through a grant from the New Britain Museum of American Art. Working with our art teacher and an Artist-in-Residence, we created a Southington landscape collage that is now proudly on display in our school. We were also able to visit the New Britain Museum of American Art as part of this grant. In social studies, we completed our study of Connecticut with the creation of Bio Bottles and brochures detailing important facts about our state. We also took a field trip to the Eli Whitney Museum. We enjoyed having reading and writing celebrations throughout the year as well as our time spent with our book buddies in lower grades. We also had a recorder concert. We continue to use technology to enhance our teaching and student learning. In math, we challenged our students to use critical thinking skills in problem-solving activities correlated to the CCSS.

### **Grade 4**

Units of study in reading and writing were implemented following professional development for teachers. Students enjoyed taking part in book clubs to enhance their reading dialogue and critical analysis of texts. Departmentalizing was utilized to teach the science curriculum. Students and parents participated in several academic celebrations highlighting the students' work in writing and social studies. Field trips included Mystic Aquarium and visits to Camp Sloper to enhance their studies in science.

### **Grade 5**

In fifth grade, we departmentalized for writing, math, and science/social studies. This enabled us to help prepare students for middle school, while allowing us as teachers to specialize in an area of the curriculum. After attending professional development in reading and writing, we implemented the units from Teacher's College into our curriculum for instruction to our students. We had three academic celebrations where we invited parents to view student work: Reading/Writing Celebration, a Science Fair, and a Math Fair. We attended the middle school drama club play, entitled "Mary Poppins". To help adjust to sixth grade for next year, we visited

the middle schools for tours, and went to Camp Sloper for Fifth Grade Transition Asset Building Day. To enhance the understanding of our colonial unit in Social Studies, we also went on a field trip to Old Sturbridge Village.

**School Improvement**

We continue our integration of the Common Core State Standards with new units of study in reading, writing, and mathematics. Our primary teachers received SmartBoards this year, so the integration of technology into instruction and student learning will continue to be a focus at Kelley School.

We will be continuing our implementation of new units of study next year in reading and writing. We will use the analysis of student data to drive our instruction and student success.



# PLANTSVILLE ELEMENTARY SCHOOL

70 CHURCH STREET  
PLANTSVILLE, CT 06479  
TELEPHONE: (860) 628-3450  
[WWW.SOUTHTONINGSCHOOLS.ORG](http://WWW.SOUTHTONINGSCHOOLS.ORG)

**STEPHEN F. BERGIN**  
PRINCIPAL

## Annual Report 2014-2015

### School Accomplishments

Plantsville School continues to grow as a school community with children coming from various parts of the country and with our participation in the Open Choice Program. The staff continues to work with our mutually revised Continuous Improvement Plans. Literacy and numeracy goals are directly related to Common Core State Standards as well as district benchmarks. Data meetings are held to review and monitor ongoing student progress. These meetings assist teachers as they align their instructional goals based on the results of individual student data and action plans. The teachers use differentiated instruction based on student need as they see it developing in their instructional setting. Both Writers and Readers Workshop are fully implemented in all classrooms, as all teachers are fully trained in both models. Writing skills are emphasized across subject areas, as children write in all classes every day. Small flexible groups within the math classrooms are based on student need as identified by individual and benchmark assessments. Identified areas of weakness are addressed by our literacy specialist, special educators, as well as intervention tutors. As our facility is full of diverse technology; teachers and students use our technology on a daily basis to further their instruction and learning. Teachers and paraprofessionals and especially students, have used our interactive SmartBoards, document cameras, and computer technology in all teaching areas, including our library/media center and computer lab. In addition, the computer cart on wheels is continuously used throughout the classrooms.

The Plantsville faculty demonstrated a strong commitment to our academic programs. Teachers continued to attend professional development on the Columbia's Reading Workshop both in district and at Columbia. Math workshops are also attended as we go forward with the common core in these areas. Several teachers continue their education with college courses, and many have requested to attend professional development opportunities outside of those offered by the district. They share important information and technique with staff afterward. Our staff also gives back professionally, serving as cooperating teachers for young student teachers and as TEAM mentors for new teachers.

We are proud of our music, art, and physical education programs; we had two instrumental and two vocal concerts. Physical education class has integrated literacy and numeracy goals. In addition, science and social studies objectives are integrated with a variety of unique learning centers. Teachers integrate their teaching of nonfiction with social studies and science. Children have learned to delve deeper into various areas of print and media, integrate information, and make argument through debate.

Plantsville School is fortunate to have a strong and supportive PTO. Along with our cultural programs, the PTO is active in many areas, sponsoring two book fairs, an ice cream social, and funding our Field Day and class field trips where real life experiences are provided outside of the

classroom. With our partnership with Calendar House and The Summit, Plantsville students have continued their outreach to older adults in the community. We, again, were part of the district Relay for Life team as well as many other charitable contributions for community needs.

## **Student Achievement**

### **Kindergarten**

Our full-day Kindergarten students experience a balanced program of literacy and numeracy. The highlight of their social studies curriculum was a visit to the local fire house, where they saw first-hand what these community members do for them; science and literacy was supported by a trip to Indian Rock. Writing has shown growth throughout the year, as their stories have more detail.

### **Grade 1**

The first grade literacy program is highlighted in the spring by their participation in our school-wide Young Authors' Celebration. Family members are invited and each child has an opportunity to read one of his or her pieces of writing. Theme days focusing on winter holidays, Apple Day, and Thanksgiving integrate social studies, math, language arts, and science through various center activities. There is an international flair in Grade 1 with a variety of cultural events. The science curriculum was also enhanced by a visit to the Beardsley Zoo and talks by parents with a variety of ethnic backgrounds.

### **Grade 2**

The science curriculum in Grade 2 was supported by a trip to Nature's Art in Montville and by guest speakers. Interactive SmartBoard work included using live Boston Marathon data throughout the day. The year ended with Beach Day, an integration of all second grade curricular work around a common, festive theme.

### **Grade 3**

Individual pieces of literature were published and shared with peers. Students participated in book clubs, created maps of Connecticut, participated in countless hands-on science experiments, created time-lines, kept journals, and worked through many math processes, reaching the abstract stage for many topics. They also became active recyclers after the presentation from the Science Center.

### **Grade 4**

There were monthly celebrations in reading and writing through Writers Workshop, best writing was shared with peers, and conversations about best books were held. The children's radio station integrated social studies regions and literacy as news and sports events were announced, weather reports given, and editorials showed students' skill at inference. A trip to the Eli Whitney Museum highlighted the science curriculum where they created their own simple and compound machines. Science was enhanced by participation in the Connecticut Invention Convention where several of our students achieved state recognition.

### **Grade 5**

Readers Workshop is a way of life in Grade 5. Grand conversations were held about literature, writing was published, and book clubs were held. Every Friday, a mystery reader shared his or her favorite book with the class. The Science Fair showed students testing a hypothesis through experimentation and coming to valid conclusions. The trip to Sturbridge Village gave the class a

real life look at early American life. Visiting The Summit several times created a partnership with our neighbors.

**Ongoing Work**

Teachers and administration will continue to use data driven decision-making when deciding what the best instruction for each child is. As a faculty, we will study our Continuous Improvement Plan and revise our objectives to include those areas of need seen in our district assessments and daily student work. The use of SRBI will strengthen our individualized intervention for our students as we continue to meet the needs of all our learners. Character development will be a focus moving forward as we work as a staff to integrate the Responsive Classroom approach within each classroom and school wide. SBAC will also be taken into consideration as teachers write their goals. We will continue our professional development in the common core, which has deeply driven our instruction. The expansion of leveled classroom libraries will continue, especially in the area of nonfiction. We will continue our work as an inclusive setting, so that every child is in his or her least restrictive environment. We will strive to become even more technologically literate, updating web pages and using technology when appropriate to enhance student learning.



## SOUTH END ELEMENTARY SCHOOL

**10 Maxwell Noble Drive  
Plantsville, CT 06479  
Phone: (860) 628-3320  
Fax: (860) 620-1667**

**Jim Quinn, Principal**

### Annual Report 2014-2015

#### School Accomplishments

South End Elementary School nurtures the whole child and engages the support of families and the community as we work with our students. Our Parent Teacher Organization (PTO) remains a vital thread in the fabric of our school community. Parent volunteers enriched our offerings by bringing in afterschool activities such as our Brownie troops, FAST (Future All-Star Training) Camp, our ice cream social, our spring picnic and monthly movie nights. They coordinated the musical production of Disney's "Shrek, Jr." The PTO's fundraising efforts allowed all students to enjoy cultural arts programs, busing for field trips and fifth grade end-of-year ceremonies.

Southington's veterans are also becoming increasingly involved at South End. This year, we had servicemen visit on Veteran's Day to teach the students about their experiences serving our country. On Flag Day, we invited six members of the American Legion to attend a special observance honoring our nation's star-spangled banner. In a very moving ceremony, the veterans presented our school with a flag at the end of the assembly.

South End piloted an intra-district world language magnet theme with the introduction of weekly Spanish instruction in Kindergarten and Grade 1. We also expanded the district's Preschool offerings by bringing a three-year-old class and a four-year-old class to South End. We continue to be an Open Choice school, this year welcoming 19 children who represent nearly ten percent of our student body. We further our character-building lessons by participating in school-wide activities connected to the STEPS program and our Asset Building Classrooms.

#### Celebrations

##### Preschool

We had 14 community helpers come in to Preschool to teach us about what they do including a dental assistant, firefighter, UPS truck driver, a plumber and a nurse. Veteran Wayne White came and taught the children about Veteran's Day. Children participated in many South End School community activities such as field day and cultural arts performance as they became an integral part of the school community. Preschoolers learned about each letter and its sound, sight words, the farm, nursery rhymes, dinosaurs and the ocean as they improved literacy and numeracy skills.

##### Full-Day Kindergarten

This was our kickoff year for the Spanish program. Starting the first week of school, the students learned colors, counting, animals, and much more. We culminated the year with a successful Spanish Fiesta for all Kindergarten and first grade parents. We participated in a primary grade levels Math Night where the children played math games with their family members and friends. We visited The Children's Museum in West Hartford where the children explored Outer Space in the Planetarium, learned about different kinds of animals, and learned about how batteries work. We planned and executed a Town Meeting on Reading for Pleasure and incorporated a short slideshow with the students reading for pleasure at home and school.

### **Grade 1**

The first graders learned about Veterans from a real-life veteran, Mr. Dave Brennan. First graders visited the old South End schoolhouse to learn about what it was like to go to school long ago. First graders learned some beginning conversational Spanish with the new world language program and participated in a performance for parents as a culminating activity. The children's literature classic, The Polar Express, was brought to life through a special reenactment of the story. The Barnes Museum visited the first grade classes to bring artifacts and teach them about life long ago.

### **Grade 2**

Second grade had a Reader's Workshop celebration where parents were invited in to read the children's expert animal reports. Once again, second grade students went to the Connecticut Science Center and viewed several venues and a movie on Saving Planet Earth. This aligns with third grade units on recycling and trash. The children started individual math programs using extra math which challenged student with math facts as well as providing teachers with great reports on student progress.

### **Grade 3**

Students in third grade hosted two writing celebrations with parents this year: an "Expert Showcase" non-fiction writing celebration in January and Young Authors' in June. We hosted the annual Alex's Lemonade Stand raised money to support research for treatments for childhood cancers. Children took a field trip to the CRRA Trash Museum.

### **Grade 4**

Children visited Camp Sloper twice and participated in hands-on activities that reinforced our science curriculum learning about ecosystems, animal adaptation and erosion. Students participated in three writing celebrations that showcased their informational books, literary essays, and their favorite piece from the year. We discussed the fantasy genre and social issues while participating in student book clubs during Reader's Workshop.

### **Grade 5**

Fifth grade students were our STEPS Ambassadors this year and participated in the Asset Building Day at Camp Sloper for incoming sixth graders. Our chorus sang at Mulberry Gardens for the residents in December. Grade 5 students participated successfully in the DARE program. Students visited Sturbridge Village as part of their social studies activities.

### **Ongoing Work/School Improvement**

As we move into next year, our school will expand our Spanish language instruction to second grade. Classroom teachers will take over the Second Step instruction and incorporate positive behavioral supports as a school wide effort to support social-emotional learning and promote a positive learning environment. We will also continue our work to develop tiered interventions to support the highest level of student learning. Our students will begin the year with a new Safety Patrol started in the spring. This program has helped develop leadership and responsibility for many children. Our school is ready to fully undertake outstanding opportunities to provide the richest experience possible to our learners.



LINDA M. LACKNER  
PRINCIPAL

## William M. Strong Elementary School

820 Marion Avenue  
Plantsville, Connecticut 06479  
Telephone: (860) 628-3313  
Fax: (860) 628-3322



### Annual Report 2014-2015

#### School Accomplishments

This was the year of refining the incorporation of the Common Core State Standards (CCSS) into lessons. Staff analyzed student data very carefully and provided SRBI Tier One Interventions to meet the needs of each individual student. Staff was focused on ensuring that students made growth in reading, writing, and math. They created Student Learning Objectives and Indicators of Academic Growth and Development in reading. Teachers worked on incorporating the Common Core State Standards into all of their lessons. In first grade, the literacy specialists worked with teachers to provide rigor into the first grade program since the students had a full year in Kindergarten. In second grade, the staff formulated an Intervention Program at the beginning of each morning to focus on improving decoding, comprehension, and fluency skills. In the primary grades, teachers researched how to utilize the iPad into their program, taught students how to handle the iPad and use various applications throughout the year. In the intermediate grades, teachers focused on improving comprehension skills by including questions that included higher order thinking skills. Teachers created text sets and incorporated strategic questioning strategies that compared and contrast themes, plot, characterization, setting, author's message and author's point of view and structure in fiction and non-fiction texts. Staff became more competent with the narrative, informational, and opinion writing rubrics and in teaching math by solving problems in a variety of ways by incorporating the CCSS. Solving problems involving Operations and Algebraic Thinking was an emphasis this year and students participated in the Math Olympiad. As a school, the staff concentrated on improving the technology skills of the students, especially by improving their keyboarding skills and their facility in creating Word documents in order for students to be prepared for the Smarter Balanced Assessment. Students learned how to "Close Read" various reading materials, highlight important information online, synthesize the notes that they had taken, and answer open-ended questions, as well as, write specific cohesive essays on a topic. Students became familiar with working in Google Drive, evaluating websites, researching online, creating iMovies, utilizing Animoto for book trailers, and using Blabberize.com, PowerPoint, etc. for publications. Students worked hard in each academic area.

School safety continued to be a focus. This year, a School Safety and Emergency Team was formulated to create an All-Hazards School Security and Safety Plan. Members were trained in FEMA courses relating to Safety and Emergency Procedures, as well as, staff had training in medical procedures. Increasing parent communication was a continued school goal. The staff communicated through email blasts, newsletters, websites, phone calls, conferences, etc. to keep parents informed. Two Math Parent Nights (Kindergarten-Grade 2 and Grade 3-5) were held this year in order that parents could help their children at home solve problems emphasizing the new approach. Strong School held a Readers' Celebration in the fall and the Young Authors' Celebration in the spring. Strong School continued to partner with the Rotary Club, Bread for Life, Mulberry Gardens, Mill Foundation For Kids, and Junior Achievement, as well as, partnered with outside districts with ECO Camp. The Asset Building Classrooms Program,

Career Day, Earth Day, Wee Deliver, Brazil Day, Read across America Day, etc. continued this year. Mrs. Castonguay, Strong's art teacher, created a beautiful mosaic of sea life for the art hallway which took two years to complete and the PTO commissioned an artist to create a wonderful piece of art of a sailing ship with dolphins for the gymnasium. We thank them for their generous contributions to Strong School. At the end of this school year, Mrs. Lackner, Strong Schools Principal, retired after 19 years of service to Strong School.

## **Student Achievements**

### **Kindergarten**

- Visited Indian Rock Nature Preserve to learn about the five senses.
- Developed into strategic readers by reading their "Just Right" books and participating in strategy groups and whole group discussions.
- Compared and contrasted goldfish/guppies, ladybugs/butterflies and living/non-living things.
- Wrote observations like scientists in journals and wrote "How To" and "All About" Books.
- Worked with numbers 11-19 to gain foundations for place value in math.
- Recognized students' achievements in Reading and Writing with Celebrations.

### **Grade 1**

- Promoted home/school reading partnership through the use of reading logs, tools for decoding and comprehension, and a Weekly Snapshot to share student learning.
- Continued a community partnership to promote literacy with the Southington Rotary Club.
- Enriched the CCSS in ELA and Math through the use of Interactive SmartBoard Activities.
- Students used Story Creator on the iPad to tape themselves reading book reviews and presented them to their families at the Young Authors' Celebration.
- Coordinated and implemented the HOWL Sight Vocabulary Fluency Program to improve reading skills.
- Enriched our science curriculum by taking a field trip to Hungerford Nature Center where students learned about various insects and animals.

### **Grade 2**

- Explored a variety of non-fiction topics to become experts and wrote books about their topics to teach.
- Complemented the FOSS Plants and Pebbles, Sand and Silt Units with a fieldtrip to Roaring Book Nature Center.
- Learned the history of the Town of Southington, took photographs, and created posters of the various places in town.
- Participated in safety programs on "Stranger Danger" and "Bike Safety".
- Used Interactive SmartBoard Activities to enrich the Common Core State Standards in math and ELA.
- Junior Achievement came to teach about communities and wants and needs.
- Maintained a partnership with the Mill Foundation for Kids.

### **Grade 3**

- Created attractive brochures for each of the Northeast States after researching the state's history, geography, and economy.
- Environmental scientists from BL Company instructed the students on conservation issues.
- Implemented a School Safety Patrol to ensure the safety of all students at bus dismissal.

- Researched and created expert projects using Google Presentation.
- Visited the New Britain Museum of American Art to study elements of art.
- Utilized math journals to extend application of new skills and develop an understanding of math vocabulary.

#### **Grade 4**

- Focused on social issues, character development, fantasy book clubs, and nonfiction research.
- Studied the research process using electronic resources, such as, Google Drive, PebbleGo Next, and Encyclopedia Britannica Online in library science.
- Attended Camp Sloper for science field trips to learn about habitat/ecosystems.
- Participated in math online resources (Tenmarks/Splash Math) to reinforce math progress.
- Utilized Scholastic Interactive Program to learn about our country, culture, and world events and participated in debates focusing on social issues from these news events.
- Invited a guest speaker from the Farmington Police Department to address Internet Safety for elementary school children.

#### **Grade 5**

- Enjoyed interactive Read-Aloud's, as well as, independent reading. Explored writing through mentor texts and individual writing conferences. During our Young Authors' celebration, each writer received comments from their peers and parents.
- Used technology as a way to research content area topics in addition to compare/contrast information from multiple sources in order to gain a deeper understanding of the topics (i.e. research projects, debates, informational reading, persuasive and informational writing)
- Problem solved with meaningful applications in math.
- Participated in hands-on investigations in science, following the Scientific Method and completed a Science Fair Project.
- Were in interactive teams portraying archaeologists, explorers, and colonial scholars, as well as Loyalist and Patriot debaters.
- Participated in fifth grade Asset Building Day at Camp Sloper in teambuilding and transition activities to prepare students for middle school.
- Visited Sturbridge Village to study Colonial Life.



MEGAN BENNETT  
PRINCIPAL

# REUBEN E. THALBERG SCHOOL

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SOUTHINGTON, CT 06489  
TELEPHONE: (860) 628-3305

## Annual Report 2014-2015

### Introduction

Reuben E. Thalberg School is a Kindergarten through fifth grade school servicing approximately 430 students. The staff is a high achieving group of professionals. This year the professional development for the staff focused around math instructional changes for Common Core State Standards, Personalized Learning methods, Intervention Strategies and Scientific Researched-Based Intervention (SRBI). Students have continued to participate in Asset Building Pep Rallies, monthly Character Counts Breakfasts, Smart Kids at Thalberg Elementary (SKATE) enrichment activities, Tech-sperts, Tech-sprouts, School Scouts, weekly garden club experiences with Orchard Valley Garden Club (OVGC), monthly banking partnerships, weekly book buddies and a number of other experiences to promote student empowerment and a sense of community.

### Technology

- The third grade 1:1 iPad pilot occurred in one classroom. The students were able to support their learning by utilizing apps, distance learning opportunities, and a paperless environment.
- The Thalberg PTO purchased 26 iPads for the music classes. The students were able to produce music using Garage Band as well as other musical apps so students could access instruments not readily available in our schools.
- Tech-sperts program continues to grow under the guidance of Kate Wakefield. Mrs. Wakefield expanded the program to include younger siblings for Tech-sprouts.
- The Code Club was introduced this year. We also expanded the coding opportunities within the Maker Spaces area of the learning commons (library).
- The Lego-Robotics Team was led by Ms. Chanel Curtin and founded by the Southington Education Foundation grant. The team was able to place seventh in the statewide competition. I am most proud of their first place finish in "Team Work" award.
- Virtual book club with Southington High School students in our third and fourth grades. Students utilized Google Docs as well as Skype in order to have conversations about books with social issues.

### Interventions

- The addition of the lead teacher this year allowed for more leadership of the SRBI process. Ms. Charity Baker was able to support teachers by coaching instructional practices that would improve Tier I instruction as well as intervention supports.
- We continued to provide Blooming Readers for the first grade struggling readers. This intensive five-day a week intervention program supports our first graders development of reading skills (decoding, encoding, and comprehension).

### Contributing to our Community

- Events were held to connect the school to the community. The following events were attended by the Thalberg community:

- Grandparents/Special Friends Day
- Dr. Seuss Day
- Young Author's
- Math & Literacy Night
- Poetry in the Garden
- Relay for Life donation by the Thalberg Cares Committee in the amount of \$600
- Donations were made to the following:
  - Bread For Life
  - Sandy Hook Charities
  - St. Jude's Mathathon raised \$5000
  - Clothing Drives
  - Breast Health of CT
  - Sponsorship of a student in the Dominican Republic
- School/Business Partnerships:
  - Southington Education Foundation: one grant received
  - Orchard Valley Garden Club
  - Price Chopper, Stop & Shop, Shop Rite, Target: "Free Money"
  - TD Bank: Monthly Banking
  - Donor's Choose: Classroom library for a second grade
- Cultural Arts by the PTO:
  - Anti-Bullying Show
  - Caribbean Drum and Dance
- School Based Experiences:
  - Recycling Program
  - Conservation
  - ABC Pep Rallies
  - Artist-in-Residence for third grade

### **School Wide Accomplishments**

This year, the staff focused on meaningful instructional changes. The decisions we have made are based on the students' performance and need. The development of Math Centers is an example in which we have changed math instruction from being a teacher performance to student performance. Our students are enjoying the challenge of problem-solving and having the small group support based on identified needs.

Technology has been brought into the classrooms in meaningful ways. The students have been able to access the 30-minutes of independent research time given daily to apply the skills from reading, writing and math. The presentations at the end of each six-week period improved our students' ability to communicate and present to their peers.

We ended the school year with 87.3% of our students in Grades K-5 reading at or above grade level. I highlight this point because it is the work of the teachers and the support staff that allow for success ALL students at Thalberg School. There is a commitment to excellence and the teachers and staff work tirelessly to provide that to our students and community.



**SOUTHINGTON PUBLIC SCHOOLS**  
**OPENING OF SCHOOL DATE 2015 - 2016**

| <b>EVENT</b>                     | <b>DATE</b>                   | <b>TIME</b> | <b>PLACE</b>            |
|----------------------------------|-------------------------------|-------------|-------------------------|
| New Paraprofessional Orientation | Wednesday, August 19, 2015    | 2:00-4:00   | Municipal Center        |
| Substitute Training              |                               | 8:30-11:30  | Municipal Center        |
| New Teacher Orientation          | Thursday, August 20, 2015     | 8:30 AM     | Municipal Center        |
|                                  | Friday, August 21, 2015       | 8:30 AM     | Municipal Center        |
| Opening of School Convocation    | Monday, August 24, 2015       | 7:15 AM     | SHS Cafeteria           |
|                                  |                               | 8:00 AM     | SHS Auditorium          |
| Staff Professional Development   | Tuesday, August 25, 2015      | Check SPS   | Designated Schools      |
|                                  | Wednesday, August 26, 2015    | Website     |                         |
| Paraprofessional PD              | Wednesday, August 26, 2015    |             |                         |
| First Day of School              | Thursday, August 27, 2015     |             | All Schools             |
| <b><u>Open House</u></b>         |                               |             |                         |
| Strong Elementary School         | Wednesday, September 2, 2015  | 6:00 PM     | Designated Schools      |
| <b><u>Open House</u></b>         |                               |             |                         |
| Flanders Elementary School       |                               | 6:30 PM     |                         |
| Kelley Elementary School         | Wednesday, September 9, 2015  | 6:30 PM     | Designated Schools      |
| Thalberg Elementary School       |                               | 6:30 PM     |                         |
| Board of Education Meeting       | Thursday, September 10, 2015  | 7:30 PM     | Municipal Center        |
| <b><u>Open House</u></b>         |                               |             |                         |
| Plantsville Elementary School    |                               | 6:00 PM     |                         |
| Joseph A. DePaolo Middle School  | Thursday, September 10, 2015  | 6:30 PM     | Designated Schools      |
| John F. Kennedy Middle School    |                               | 6:30 PM     |                         |
| <b><u>Open House</u></b>         |                               |             |                         |
| South End Elementary School      | Monday, September 14, 2015    | 6:30 PM     | Designated Schools      |
| <b><u>Open House</u></b>         |                               |             |                         |
| Derynoski Elementary School      | Tuesday, September 15, 2015   | 6:30 PM     | Designated Schools      |
| Professional Development Day     | Wednesday, September 16, 2015 |             |                         |
| <b><u>Open House</u></b>         |                               |             |                         |
| Southington High School          | Thursday, September 17, 2015  | 6:00 PM     | Designated Schools      |
| <b><u>Open House</u></b>         |                               |             |                         |
| Hatton Elementary School         | Monday, September 21, 2015    | 6:30 PM     | Designated Schools      |
| Board of Education Meeting       | Thursday, September 24, 2015  | 7:30 PM     | Municipal Center        |
| Board of Education Meeting       | Thursday, October 8, 2015     | 7:30 PM     | Municipal Center        |
| Professional Development Day     | Wednesday, October 21, 2015   |             |                         |
| Board of Education Meeting       | Thursday, October 22, 2015    | 7:30 PM     | Municipal Center        |
| Music of the Knight              | Saturday, October 24, 2015    |             | Southington High School |



**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date August 13, 2015

Decision Requested X Agenda Code 10d

**AGENDA REPORTING FORM**

**Agenda Topic:** School Enrollment Area ~ HillCrest Village

**Summary of Issue:** This is a new area of single family homes that will need to be added officially to a school attendance area.

**Background:** Board Policy #5117 indicates in part the following: "The Board, upon recommendation from the Superintendent, shall assign students to school attendance areas. Revisions to such attendance areas shall only be made by the Board of Education."

**Alternative Strategies:** N/A

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

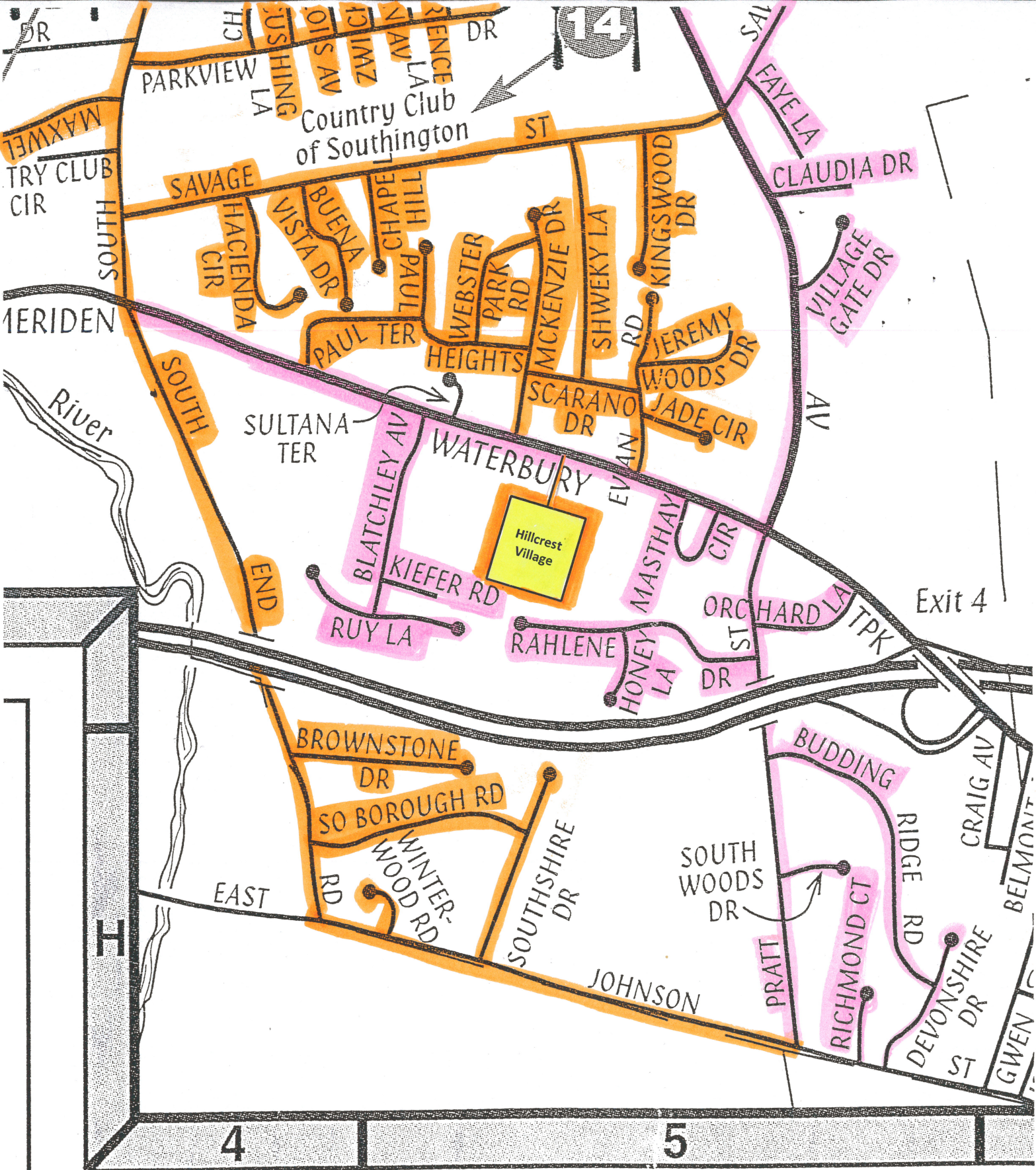
**Beginning Date of Program or Project:** August 13, 2015

**Ending Date of Program or Project:** August 13, 2015

**Recommendation or Comment:** The streets of Hillcrest Village; i.e., Hillcrest Drive, Magnolia Way, Old Oak Court, Redwood Lane and Linden Court should be added to the South End School attendance area.

*Timothy J. Connellan*

\_\_\_\_\_  
Signature of Superintendent of Schools



**DERYNOSKI ELEMENTARY**

**SOUTH END ELEMENTARY**

**Hillcrest Village**

- Hillcrest Drive
- Magnolia Way
- Old Oak Court
- Redwood Lane
- Linden Court

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ **X** \_\_\_\_\_

Board Meeting Date August 13, 2015

Decision Requested \_\_\_\_\_

Agenda Code 10 e

**AGENDA REPORTING FORM**

**Agenda Topic:** Job Description ~ Athletic Director ~ First Reading

**Summary of Issue:** The Policy & Personnel Committee has reviewed the job description for the position of *Athletic Director*. Included is the final draft of the job description that was presented at the July 20, 2015 Policy and Personnel Committee meeting.

**Background:** The Policy and Personnel Committee regularly reviews job descriptions to ensure they are current and appropriate.

**Alternative Strategies:** N/A

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

**Beginning Date of Program or Project:** Upon Board approval

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve the job description for the position of *Athletic Director*, as recommended by the Policy and Personnel Committee.

**Titles of Attachments:**

1. DRAFT Job Description, Athletic Director

mp\Board\3.26.15, Jobdescripton athletic director.doc

  
\_\_\_\_\_  
Signature of Staff Member Submitting Report

  
\_\_\_\_\_  
Signature of Superintendent of Schools



# SOUTHINGTON PUBLIC SCHOOLS

## JOB DESCRIPTION

### \*DRAFT\*

**TITLE:**           **Athletic Director**

**QUALIFICATIONS:**

1. Intermediate Administrator's Certification (092).
2. Five years of **interscholastic** coaching experience.
3. Demonstrated ability to work cooperatively and effectively with students, staff, and the public.
4. Demonstrated organizational ability.
5. Prior experience as an Athletic Director is desirable.
6. Possess effective **written, oral, and interpersonal** communication skills.

**REPORTS TO:**           High School Principal

**JOB GOAL:**   Effective coordination and supervision of grades 6 – 12 interscholastic and intramural sports **and evaluation of designated physical education staff K-12.**

**PERFORMANCE RESPONSIBILITIES:**

1.     **Directs and supervises** interscholastic athletics and intramural programs.
2.     Hires, supervises, and evaluates all coaches **and faculty managers.**
3.     **Ensure all coaches maintain proper certifications.**
4.     Organizes and provides ongoing professional development for coaches and athletic personnel.
5.     Prepares and oversees athletic program budget.
6.     **Responsible for accounting and reporting** of all athletic gate receipts.
7.     Schedules and oversees transportation, facilities, and staff for all athletic activities.
8.     Supervises the implementation of **all personnel** and procedures related to athletes' health and safety.
9.     **Communicates expectations of Athletic Handbook to coaches and student athletes to ensure compliance.**
10.    Supervises the care and maintenance of all athletic equipment.
11.    **Ensures compliance of all state and federal mandates as pertains to athletics.**
12.    **Collaborates with the Director of Operations and/or designee on improvement, maintenance, and use of all athletic facilities.**
13.    Serves as liaison to all athletic booster clubs in the Southington Public Schools.
14.    Serves as liaison to organizations that Southington Public Schools associates with or belongs to, including but not limited to CIAC and CCC.
15.    **Maintain and promote a positive school climate at athletic events.**
16.    Perform other related duties and responsibilities as assigned by the immediate supervisor and/or his designee.

**TERMS OF EMPLOYMENT:**           In accordance with the agreement between the Southington Board of Education and the Southington Administrators Association.

**EVALUATION:**           Performance to be evaluated annually by the High School and Middle School Principals.

**WORK YEAR:**           215 days

9/7/07

Approved by Policy and Personnel Committee 9/18/07

Approved by Board of Education 9/27/07

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ **X** \_\_\_\_\_

Board Meeting Date August 13, 2015

Decision Requested \_\_\_\_\_

Agenda Code 10 f

**AGENDA REPORTING FORM**

**Agenda Topic:** Computer Teacher Job Description ~ First Reading

**Summary of Issue:** The Policy & Personnel Committee has reviewed the job description for the position of *Computer Teacher*. Included is the final draft of the job description that was presented at the July 20, 2015 Policy and Personnel Committee meeting.

**Background:** The Policy and Personnel Committee regularly reviews job descriptions to ensure they are current and appropriate.

**Alternative Strategies:** N/A

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

**Beginning Date of Program or Project:** Upon Board approval

**Ending Date of Program or Project:** N/A


**Recommendation or Comment:** Move that the Board of Education approve the job description for the position of *Computer Teacher*, as recommended by the Policy and Personnel Committee.

**Titles of Attachments:**

1. DRAFT Job Description, Computer Teacher

mp\Board\8\13.15, Jobdescripton computer teacher.doc

  
Signature of Staff Member Submitting Report

  
Signature of Superintendent of Schools



# SOUTHTINGTON PUBLIC SCHOOLS JOB DESCRIPTION

**\*DRAFT\***

**TITLE:** Computer (Studies) Teacher

**QUALIFICATIONS:**

1. Holds appropriate area certification.
2. Demonstrates ability to work cooperatively and effectively with staff.
3. **Must Possesses** strong technology skills with **word processing**, database, spreadsheet, presentation, digital video and editing applications.
4. ~~Experienced with~~ **Exhibits knowledge of** multiple digital electronic platforms. ~~and Google Apps (GAFE).~~
5. **Must Possesses** the ability to introduce computer programming ~~using MIT's Scratch~~ **and** programming language.
6. Experience at the middle school teaching level **preferred**.

**REPORTS TO:**

Principal or Assistant Principal.

**JOB GOAL:**

~~To Design and carry out~~ **implement** instructional activities that will ~~help and motivate students to learn~~ **teach students** the identified curriculum of the Southington Public Schools, and ~~to~~ contribute to the students' development as mature, able, and responsible members of **a digital** society.

**PERFORMANCE RESPONSIBILITIES:**

1. Fosters and supports cross-curricular integration across all grade levels.
2. ~~Able to~~ **Works** cooperatively and collaboratively with others to integrate and utilize technology in the classroom.
3. Develops lesson plans that encompass the use of technology in the curriculum.
4. Develops an innovative technology curriculum. ~~including instruction in digital literacy, Internet safety, Common Core, computer programming concepts and using technology for learning.~~

**TERMS OF EMPLOYMENT:** In accordance with the agreement between the Southington Board of Education and the Southington Education Association.

**EVALUATION:** Performance to be evaluated annually by the building principal.

Originated: June 3, 2015  
Reviewed by Policy and Personnel Committee:  
Approved by the SEA:  
Approved by the Board of Education



**Series 1000:      Community Relations**

**Community Relations**

**Advertising and Promotion in the School System**

The Board of Education believes that properly regulated opportunities for advertising and promotion can be a positive partnership between the school system and the community. The Board also recognizes its responsibility to protect its students from exploitation by private interests and to uphold the values and standards of the school system and community.

The Board of Education or designee must approve advertising in school district facilities or on school district property. Any approval will state precisely where the advertising is to be located and for how long. Advertising will not be allowed outside the approved location or time span. Advertising, for the purposes of this policy, is defined as allowing for profit making companies or organizations to utilize school property or facilities to promote their goods or services in exchange for money, service, material or other compensation.

**Restrictions on Advertising**

The following restrictions will apply to all advertising:

*Advertising shall not:*

1. Violate or contradict the standards, values or educational goals of the school district or community
2. Promote hostility, disorder or violence
3. Attack or defame ethnic, racial or religious groups
4. Discriminate, demean or harass any person or group based on gender or sexual orientation
5. Inhibit the functioning of the school or district
6. Override the school or district identity
7. Involve any political promotion or endorsement
8. Be obscene or violate the prevailing community standards
9. Promote any religious organization
10. Use any district or school logo without prior approval

**Funds Management and Allocation**

The Board of Education retains the rights to allocate advertising revenue to support school district programs unless required to deposit revenue in the General Fund. The Board or its designee will have the right to enter into partnerships with school related clubs and organizations for the purposes of selling advertising. In these cases, the Board retains the right to allocate a portion of the funds raised to the club or organizational partner. The proposal and approval process in these cases must follow the process described in this policy and its corresponding regulations.

**Series 1000:      Community Relations**

**Community Relations**

**Advertising and promotion in the School System**

**Funds Management and Allocation (continued)**

Advertising revenues must be accounted for and reported to the Board of Education. All district programs must report advertising revenue and its utilization to the Superintendent. The Superintendent shall submit an annual report to the Board of Education regarding the intake and expenditure of all district and school advertising revenue.

**Approval**

All proposals for advertising shall be submitted, in writing, to the Superintendent of Schools, on the *Proposal for Advertising Form R-1325 (2)*. ~~Advertising proposals must be approved in writing by the Superintendent or designee prior to being displayed on school district property or facilities.~~ **All banner styles, sizes, colors, and images must be reviewed and approved in writing by the Superintendent or his/her designee prior to fabrication and placement within/ upon Board of Education property. The Board of Education recognizes that out of respect for neighbors in surrounding properties, and to promote safe and distraction free driving zones on school properties, uniformity and location must be considered when approving requests and proposals. Banners will become Town of Southington property upon placement within/upon facilities. The Board of Education reserves the right to remove banners for certain school functions with the understanding that banners will be put back into place after the respective event for the duration of the time the advertisement was approved.** The Superintendent may refer any proposal for advertising to the Board of Education for its approval. Any arrangement that calls for the district to enter into a formal contract must be approved by the Board of Education.

Advertising in school-based publications or activity “programs” (newspaper, yearbook, play programs, concert programs, **web sites**, etc.) must be approved, in writing, in advance, by the school principal or designee. This advertising must meet the standards described in Policy #1325. The principal may refer advertising to the Superintendent for approval.

**Disclaimer:**

The approval and sale of advertising by the school district does not constitute endorsement of any product, company or organization.

Policy Adopted:    February 2009



**DRAFT**

R-1325 (2)

# Southington Board of Education

## Advertisement Proposal Form

**Please Print or Type**

**Agency/Business:** \_\_\_\_\_

**Description of Product or Service to Be Advertised:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Representative:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Town/City:** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip** \_\_\_\_\_

**Day Telephone Number:** \_\_\_\_\_

1) **I want a banner(s) displayed for:**  
**One Year**       **Two Years**       **Three Years**       **Other**  \_\_\_\_\_

2) **Location Preference:**  
**Standard**       **Premium**

**My banner should look like this:**

**Attach Business Card  
OR  
Design Your Own**

3) **I am interested in a different form of advertising. Please describe:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
.....

**Approved** \_\_\_\_\_

**Denied** \_\_\_\_\_

\_\_\_\_\_  
Signature of Superintendent, Southington Public Schools

\_\_\_\_\_  
Date



DRAFT

R-1325 (3)

## Southington Board of Education

# Advertising Approval

**Your Proposal for advertising has been approved. Your advertisement will be displayed:**

**Location:** \_\_\_\_\_

**Time Period:** \_\_\_\_\_

### Directions

*Please read very carefully*

1. ~~Banners are made of 4' x 8' vinyl and become property of the Town of Southington. (Delete)~~
  2. ~~Choose either block letters only (no logo or graphics) **OR** have your business logo displayed in color.~~
  3. ~~Businesses wishing to have their logo displayed must provide a "camera ready" business card/letterhead or other clean logo sample along with their payment.~~
  4. ~~We want to make sure your banner is correct. Please sketch out, on the paper provided, how you envision the banner to look.~~
  5. **All banner styles, sizes, colors, and images must be reviewed and preapproved by the Superintendent or his/her designee prior to fabrication and placement within/ upon Board of Education property.**
  6. **Banners will become Town of Southington property upon placement within/upon facilities.**
  7. **The Board of Education reserves the right to remove banners for certain school functions.**
  8. Pick the length of display time: *1, 2, or 3 years.*
  9. Enclose your payment. Checks should be made out to the Southington Board of Education
  10. Mail payment to:  
*Southington Board of Education  
Business Office  
200 North Main St.  
Southington, CT 06489*
9. Questions: Contact the Business Office at (860) 628-3200 ext. 212.

**Delete this page**

R-1325 (3)

**Banner Fees**

| <b>Banner Style</b>               | <b>One Year</b> | <b>Two Years</b> | <b>Three Years</b> |
|-----------------------------------|-----------------|------------------|--------------------|
| Block Letter<br>Standard Location | \$500           | \$950            | \$1350             |
| Company Logo<br>Standard Location | \$650           | \$1100           | \$1500             |
| Block Letter<br>Premium Location  | \$800           | \$1250           | \$1650             |
| Company Logo<br>Premium Location  | \$950           | \$1400           | \$1800             |

*\*Locations are to be determined*

**All Questions Contact:**  
*Southington Board of Education  
Business Office  
(860) 628-3200, ext. 212*

**Mail Payments to:**  
*Southington Board of Education  
Business Office  
200 North Main Street  
Southington, CT 06489*

**Make Checks Payable to:**  
*Southington Board of Education*



**Series 5000:      Students**

**Student Activity**

**Participation in Athletics and Other Co-Curricular Activities**

Participation in athletics or co-curricular activities (previously referred to as extra-curricular activities) at Southington Public Schools is a privilege and demands certain commitments and responsibilities. The school system and the community have a high level of expectations for the students who represent the schools. Therefore, it is expected that student athletes and participants in other co-curricular activities shall conform to the behavioral norms of the school, the rules and regulations established in the student handbook, and any other published or established rules or regulations applicable to a particular activity.

When the administration becomes aware of any student athlete or participant in co-curricular activities who violate appropriate behavioral standards, it has the right to suspend or dismiss the student from the athletic team or co-curricular activity. Students may not appear at or participate in events related to their team or student organization during the time in which they are suspended from their sport or activity. The expectation of appropriate behavior for students does not end when an athletic season or student program is over, or when that student is off school grounds. Therefore, out of season violations ~~may~~ **will** affect in season participation as determined by the administration.

Behaviors that could result in suspension or dismissal from an athletic team or co-curricular activity include, but are not limited to, the following behaviors exhibited on or off school property, at any time of the day, week or year.

1. Acts of insubordination toward any school district employee or representative, or any official responsible for conducting or coordinating an athletic or co-curricular activity.
2. Cutting classes or school or team/student organization activities.
3. Lack of academic effort or not meeting basic academic eligibility requirements.
4. Stealing of any kind.
5. Vandalism or property destruction.
6. Use, sale, distribution or possession of illegal substances, **illegal, illicit or non-illicit** drugs or alcohol.
7. Any behavior which is in violation of school rules or the laws of the Local, State or Federal Governments.

Policy Adopted:    September 2009

**Series 5000: Students****Student Activity****Participation in Athletics and Other Co-Curricular Activities**

Participation in athletics or co-curricular activities (previously referred to as extra-curricular activities) at Southington Public Schools is a privilege and demands certain commitments and responsibilities. The school system and the community have a high level of expectations for the students who represent the schools. Therefore, it is expected that student athletes and participants in other co-curricular activities shall conform to the behavioral norms of the school, the rules and regulations established in the student handbook, and any other published or established rules or regulations applicable to a particular activity (Policy 5133).

All of the rules and regulations established in the student handbook, and any other published or established procedures, rules or regulations applicable to a particular activity and related to student behavior, conduct or discipline must be consistent with Policy 5133. Any changes to said procedures, rules or regulations must be approved by the Superintendent or designee prior to adoption or publication.

Reference: **Southington High School Student Handbook**  
**Southington Student-Athlete/Parent Handbook**

Regulation Adopted: January 2010

Regulation Revised: August 2015