AVON PUBLIC SCHOOLS

Monthly Meeting
Avon Board of Education
34 Simsbury Road, Avon, Connecticut

Mission Statement

Our mission is to inspire in each student a joy and passion for learning and a commitment to excellence, personal integrity, and social responsibility.

Tuesday, October 17, 2023   7:00 pm   Avon High School, Library

Avon High School
510 West Avon Road
Avon, CT 06001

Agenda

I.   Call to Order
     A. Roll Call

II. Pledge of Allegiance

III. Mission Statement

IV. Recognition
     A. Students from PGS, RBS and TBS sharing our work related to Social Emotional Learning.
         PGS: Megan Gjashta and Ilyas Rifaey
         RBS: Mollie Baker, Elliot Weeks and Dylan Luabeya
         TBS: Alexander Cogle and Thomas Shultz

     B. Elizabeth Sommerkorn- Board of Education Member who has served alongside us since April of 2022.

V.   Approval of Minutes
     A. Board of Education Regular Monthly Meeting Minutes of September 26, 2023

VI. Communication from Public
     Communications are generally limited to 15 minutes as a total maximum for all speakers, with each speaker limited to 3 minutes in accordance with standing Board policy. The Board may waive these limits in exceptional circumstances.

VII. Items of Information and Proposals
     A. Student Representative Report – Lillian Peng and Nikolai Meltser
     B. Financial Report – Susan Russo, Business Manager

VIII. Committees & Liaison Reports
     A. Committee Reports
         • Curriculum & Professional Practices – Jackie Blea, Chair

- Finance – Lynn Katz, Chair (Minutes of October 10, 2023)
- Negotiations – Deb Chute, Chair
- Policy – Laura Young, Chair

B. Liaison Report
- Capital Region Education Council – Jackie Blea, Board Representative

IX. <u>Chair's Report</u> –Ms. Debra Chute, Board Chair
A. Board Chair Update

X. <u>Superintendent's Report</u> – Dr. Bridget Heston Carnemolla
A. Hiring Report
B. Enrollment Report
C. Strategic Plan Update
D. Updates

XI. <u>Consent Calendar -</u>
A. 23-24/12 - Budget Transfers

XII. <u>Old Business</u>

XIII. <u>New Business</u>
A. 2024-2025 Budget Timeline
B. Avon Capital Improvement Projects
C. Avon Public Schools Teacher Evaluation Model

XIV. <u>Communication from Public</u>
Please remember communications are generally limited to 15 minutes as a total maximum for all speakers, with each speaker limited to 3 minutes in accordance with standing Board policy. The Board may waive these limits in exceptional circumstances.

XV. <u>Communication from Avon Board of Education Members</u>

XVI. <u>Adjournment</u>

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> **Mission Statement**
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Tuesday, September 26, 2023, 7:00 pm   Avon High School, Library

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Avon High School
510 West Avon Road
Avon, CT 06001

Minutes

Attendance

Board Members Present: Jackie Blea; Debra Chute, Board Chair; Jeffrey S. Fleischman, Board Secretary; Lynn Katz; Nicole Russo; Thej Singh, Board Vice-Chair; Sarah Thompson; liz Sommerkorn; Laura Young

Board Members Absent: None

Administration Present: Dr. Bridget Carnemolla, Superintendent of Schools; Jess Giannini, Assistant Superintendent; Roberto Medic, Assistant Superintendent; Susan Russo, Business Manager

I. <u>Call to Order</u>
Ms. Debra Chute, Board Chair, called the meeting to order at 7:02 p.m.
A. Roll Call

II. <u>Pledge of Allegiance</u>

III. <u>Mission Statement</u>

IV. <u>Recognition -</u> Go Avon! The High School Orientation Committee was recognized for their hard work volunteering during the summer to show the incoming freshmen the school and the ins and outs of the high school. Anna Baran, Gretta Ek and Sarah Thomas were the student leaders of Go Avon day for 2023, training and leading the other volunteers to ensure an inspiring day for all the freshmen. The 3 student leaders shared a wonderful presentation on what the student volunteers do on Go Avon day, including a building tour, activities fair and student panel for incoming freshmen to ask questions. The themed day also included some games and fun for all included. Avon High School's PTO was a major contributor, helping with the t-shirts and costs for the Go Avon day, the Go Avon leaders wanted to express their thanks to the PTO. Over 40 students volunteered their time to Go Avon! with the help and guidance of Todd Dyer who oversees this committee.

V.   Approval of Minutes
     A. Board of Education Regular Monthly Meeting Minutes of August 22, 2023

     Ms. Blea made a motion to approve the BOE Regular Monthly minutes of
     August 22, 2023, Ms. Thompson seconded.
     Motion Passed 9-0-0

VI. Communication from Public- There was no communication from the public.

VII. Items of Information and Proposals
     A.   Student Representative Report – Lillian Peng and Nikolai Meltser
          Chair Ms. Deb Chute welcomed Nikolai to the Board Meetings.
          Lillian started with <u>AHS</u>, mentioning that Niche had ranked Avon High School as 6th in the
          state and #1 in the Greater Hartford area.
          Fall sports are in full swing, along with the clubs and the rehearsals for the fall play.
          Open House at the High School drew many parents as well as many student volunteers.
          The Cammarata performed at the Firehouse on September 11th.
               <u>AMS</u>:
          AMS had their first Town Hall Meeting where Responsibility was their theme. The middle
          school is focusing on trying to 'catch someone in the act' of being responsible and reward them
          for the behavior.
          The middle school also had a successful open house as well as an assembly on Internet Safety and
          Social Media Responsibility.
               <u>TBS</u>:
          TBS had a successful open house and all of their fire drills and lock down drills were successful.
               <u>RBS</u>:
           RBS had an open house on the 31st of August;
           Picture days took place at RBS
           Students and families donated generously to Gifts of Love of Avon
               <u>PGS</u>:
          PGS had a beginning of the school year popsicle social
          School Photos have been taken
          PTO sponsored a Family Movie Night
          PTO also sponsored a summer reading under the sea event

     B.   Financial Report – Susan Russo, Business Manager
          Ms. Russo began with the Financial Report with the unaudited balance from the 2022-2023
          school year, which was $100,588.14. Transfer 2023-059 allocates year to date expenditures.
          Certified staff salaries saw fluctuating numbers due to hiring at higher or lower steps than
          anticipated. Non Certified staff had some variances due to movement. All of these savings and
          deficits due to movement and hiring and resignations/retirements of certified teachers and non
          certified staff was offset in a transfer (2023-59)in tonight's packet to balance out the salary lines.

          The Facility Use budget of $142,182 was used for finishing the stage floor at the high school and
          the Computer Protection Plan came in at about $1,600, which was used for buying new
          Chromebooks and repairs of existing ones.

          Ms. Russo went on to discuss the other expenses which include Insurance, Utilities and
          Supplies/Equipment. There are always variances in these from what is budgeted to what is

encumbered, but budget transfers from where savings were incurred are made to offset the deficits.

Special Education is still in motion with contracts still out for outplaced students, therefore amounts for transportation and other expenses are not finalized.

General Funds:
Start of 23-24 School Year, $16,868,296 or 25.27% unencumbered
Start of 22-23 School Year, $ 12,146,827 or 18.87% unencumbered

VIII. Committees & Liaison Reports
   A. Committee Reports
   • Curriculum & Professional Practices – First Meeting will be in October 24, 2023

   • Finance – Lynn Katz, Chair - Ms. Katz stated the Finance Committee met on September 19, 2023, the minutes are included in tonight's packet as well as the Financial Highlights and Transfers to be approved tonight.   The next meeting is on October 10th.
   • Negotiations – Deb Chute, Chair - No meetings set to date, as no new contracts are up at this time
   • Policy – Laura Young, Chair - First meeting was September 12, 2023, draft of the minutes are included in the packet., as well as the 5 policies that were discussed will be discussed and voted on this evening.

   B. Liaison Report
   • Capital Region Education Council – Jackie Blea, Board Representative
      Ms. Blea mentioned the first meeting was September 20, 2023. Back to school information was discussed, smooth opening for the 23-24 school year, especially with transportation.

IX. Chair's Report –Ms. Debra Chute, Board Chair
   A. Board Chair Update - Ms. Chute recognized the amazing performance at the Firehouse for 9/11 by the AHS Cammarata. They always do a beautiful job, and thanked Mr. Brochu for having them ready every year at this time to do such wonderful work. Ms. Chute also wanted to acknowledge the Internship showcase. She commented on how many there were, filling the hallway as she walked in. Ms. Mascoli told Ms. Chute that 11 different fields were represented tonight. Ms. Chute is very proud of the program. The students did a fantastic job. She is honored they do it for the Board before a meeting so it can be attended and seen by the Board.

X. Superintendent's Report – Dr. Bridget Heston Carnemolla
   Dr. Carnemolla started by welcoming Nikolai Meltser as the new student representative; she has heard nothing but positive things about Nikolai and is excited to have him on board. Dr. Carnemolla then passed to Mr. Medic for the hiring report.
   A. Hiring Report -
      Mr. Medic started by stating that our last certified staff was hired just after the August Board meeting, making us 100% fully staffed on the certified side. We continue to have staff openings on the non-certified end, but are continually interviewing to fill these positions. Mr. Medic finished by recognizing Ms. Kim Birge, who will be retiring after 31 years as the Cook Manager at Thompson Brook. Ms. Birge has served thousands of meals to the kids at TBS and she looks forward to a well deserved retirement.

B. **Enrollment Report**- Dr. Carnemolla stated we are only up 15 from where we were last year, holding steady at close to the same number as 22-23. We went out to recruit more PreK students, which was successful and brought the number up slightly.

C. **Strategic Plan Update** - Dr. Carnemolla started by saying the goals they made for last year were to Dream Big and "if we want to be the ideal public school system, what do we need to do?" Dr. Carnemolla was happy to report that they achieved these goals as you will see outlined by tonight's presentation.

Dr. Carnemolla went on to discuss the 4 focus areas, the first one being Student Learning-Building our Instructional Capacity.

At this time she turned it over to Mr. Jess Giannini.

Focus Area 1- Student Learning- Building our Instructional Capacity

Mr. Giannini began with stating there was much to be excited about this coming school year: a relaunch in the Curriculum Professional Development Council where the focus was Professional Development and Portrait of a Graduate; The 5th and 6th grades had new units implemented; all K-6 Administrators, Coaches and Reading Consultants participated in a year long Science of Reading Masterclass; There were new course offerings for Grades 9-12; Almost 100% of the Curriculum is online; K-5 Math is piloting 2 new programs; There is a new Bike Safety Program starting for K-4; and Co-teaching Professional Development for 9-12 grades.

Mr. Giannini moved to the Performance data, which included the two types of assessments; curriculum based and mandated state assessments. Mr. Giannini then went on to point out the successful scores from the Aimsweb testing (curriculum based) in Reading and Math. The Smarter Balanced and NGSS results (state assessments) were shown in a chart compared to the state and the surrounding districts. CT School SAT Day results were very encouraging, showing Avon well above the State average as well as higher than the surrounding towns in both English and Math. All of the assessments help set goals and focus areas for the next year.

Mr. Fleischman inquired about the 5th grade numbers being much lower; mentioning that he has seen this trend in 5th grade numbers in the past. Mr. Giannini answered that 5th grade tends to be a low point across the state, as the content is quite challenging. He stated that with the K-5 Vertical Math work being done that some answers will be forthcoming.

Ms. Singh asked if the Co-teaching for PD had Special Education teachers included, and Mr. Giannini told her yes, they are also involved in the Co-teaching.

Ms. Young posed a question about other districts 'teaching to the Smarter Balanced test'? What are they doing differently in the surrounding districts? Mr. Giannini answered that the Smarter Balance is just one test/one assessment and we need to be mindful of how much is spent on preparing for it.

Mr. Fleischman asked if there is specific internal data used as a guide, and if so, can the Board see the data of the Curriculum Based testing done by the teachers. Mr. Giannini mentioned that the Aimsweb testing results shown here are a good indication that we are doing quite well with students understanding content, but it is a goal of the committee to find the disconnect between the curriculum based assessments and the state standardized assessments.

Ms. Nicole Russo asked what the next steps were to get our kids to where they need to be. Mr. Giannini confirmed that was one of the main goals, to get the results for the state testing closer to the results of the Aimsweb and Curriculum based assessments.

Mr. Fleischman inquired about the help given to those students who require more assistance and Mr. Giannini affirmed that the many resources that we have are available and used to aid the student population that is in need.

Ms. Blea stated that she was excited and pleased to see the School Day SAT scores.

Mr. Giannini went on to talk about the key takeaways from the data presented on assessments, stating that the goals are to figure the disconnect between the Aimsweb/Curriculum based testing vs. the state assessments, as well as identifying early those students who fall just below the 'meet expectations' level to give them the help they need and finally, what can they do next for this year's testing.

Mr. Giannini then gave the floor to the Building Administrators to discuss the next steps for preparing for the state assessments.

Dr. Stephanie Lockhart, Principal of Avon High School started by introducing the Board to the Collaborative Learning Time (CLT), a time carved out of every teacher's week to plan, look at data and work together to make decisions based on the data. A form was made for all teams to fill out for the Administration to follow along and be aware of what each team is focused on. This time will be beneficial to work together to bounce ideas off of each other and work collaboratively to better the assessment scores.

Mr. Noam Sturm, Principal of Thompson Brook continued with the new K-5 Math curriculum, and the piloting of 2 programs. Mr. Sturm stated that regardless of what program is chosen, all the teachers K-5 will be receiving Professional Development to improve practices holistically, making a positive impact on the K-5 math curriculum.

Ms. Susan Horvath, Principal of Roaring Brook School went on to discuss Interim Assessments, which are tests that are given on a more focused content area. One of the many benefits of this will be that the tests are done in real time and be able to give immediate results on the children's comprehension of the content area. Another benefit will be to correlate it to the larger state assessments, and finally this will help the younger students become familiar with the testing platforms used in state assessments.

Ms. Katz questioned if the Interim Assessments are new this year. Mr. Giannini stated that they are not new, but have not been a regular part of the practice, but this year, since the ones that have been done have seen great results, we will be implementing them universally. Ms. Katz went on to ask if when the specific K-5 math program is chosen, how will it be implemented. Mr. Giannini stated that it would be up to the Math Council, whether to go all in and start with all grades and classes or to phase in the new program.

Ms. Singh asked if the CLT's included Special Education Teachers. Mr. Giannini answered that all SPED teachers are in a CLT team where they would be the best fit.

Focus Area 2- Personal Growth and Relationships

Dr. Carnemolla began this section with important questions regarding students and the climate of the school: does each child have an adult they connect with in the building; do all students feel comfortable at school. A larger comprehensive climate survey was conducted last year, with focus groups, to the families of grades 3-12. Generally speaking the numbers were extremely positive, all over 90%. Dr. Carnemolla stated that they ask themselves, "How do we get to 100% of all students feeling comfortable, supportive and in a positive environment at school?" That is the commitment Avon has to its students, striving to get all students to feel a climate of comfort and personal growth.

Mr. Fleischman spoke about one population that stood out as being disconnected from school from last year's survey, and if that population was addressed. Dr. Carnemolla answered that the curriculum has been revised to help the disconnect with the students, but since the results were just from last spring, we are still in the works of drilling down what other reasons this particular population felt less supported. Mr. Fleischman went on to discuss the literature/courses available to the students of the population that felt less supported, and asked if Avon was running the courses and supplying the literature available. Dr. Carnemolla said yes, they are being integrated into the curriculum.

Ms. Blea made a comment that she is grateful to have this information about the climate of the schools, along with academic performance. Not feeling supported and comfortable can really gray someone's experience regardless of how they are doing on tests so Ms. Blea was happy Administration is able to talk to the students and hear how they feel, as it is all not about academics.

Dr. Carnemolla said there is a hierarchy of needs, feeling safe, connected,comfortable is important, which connects to how they overall perform in general in school.
Ms. Katz said the end of year data is so important, would we do a mid-year survey? Dr. Carnemolla said yes, the schools have done quick one question surveys that are done throughout the year.

Ms. Amy Borio, Principal of Pine Grove Elementary spoke to the revised second step Social Emotional Learning Lesson, which is where the 5 principals go together to review the scope and sequence of Social Emotional Learning. The state framework of SEL was looked at, specifically how the lessons were similar or different to what Avon had in place already. The Second Step lessons have been created to support the teachers on how to inspire a positive mind set, problem solve and much more to create personal growth in the students.

Ms. Kristina Wallace spoke about the Student Led Conferences for 8th graders, which is a pilot program to demonstrate a student's growth. Each student presented their strengths at conference time last year, to their parents and teachers, promoting confidence and pride within themselves. The focus will be to expand this to the whole middle school, for it gives the student a chance to share their voice with us.

Ms. Nicole Russo commented that the word she heard the most is "growth", and she is very appreciative for the work that is done socially, emotionally and academically within the schools.

Ms. Chute also mentioned that this reminded her of Portrait of a Graduate where we are building the student from day 1 here at Avon, and loves to see the passion everyone has to grow our students and how Avon tries to connect with all students. Ms. Chute said she was very appreciative of all the work being done.

Focus area 3: Communication and Partnerships
 Dr. Carnemolla started this section with the Avon Achieve Internship Program. The Achieve program is one of Avon's largest points of pride and has grown considerably over the past year. The Superintendent feels this program connects to all pieces of student learning and connects to the community and families as well. Dr. Carnemolla commented on how she loved to hear the fabulous internship stories from the students, some of them being from very intricate and difficult fields. Dr. Carnemolla went on to say the high school now offers 46 courses, many college level, as well as manufacturing and engineering courses.
What is next for Avon is always trying to improve without overwhelming 'the system'; expanding the internship program;piloting new methods of communication to the community; continuing to highlight achievements at the Board of Education;continue communicating via weekly newsletters from the principals, the happenings in each school; provide more opportunities for pk-6 grade students to engage in after school activities/clubs/sports. These are only some of the ways Avon will stay in touch with parents and the community.

Focus area IV: Systems:
The end of year funds (22-23) were used for various items including:
2 Tech labs at the high school
Social Studies Textbooks for 6th grade
BenQ Boards
Chromebook upgrades and replacements
Musical instruments
Playground and Tennis court repairs

Dr. Carnemolla also wanted the Board to know how much work was done over the summer on Capital Improvement projects, as well as the very large lift the IT department did updating all laptops of ALL staff as well as the Schoology implementation and upgrading our backup servers. The superintendent expressed her thanks for the IT department and the very large workload they took on this summer.

Finally, Dr. Carnemolla stated that we are currently in budget mode for the 2024-2025 school year, along with several facility projects in the works like the roof at the high school, the playground equipment at TBS and the generator at RBS.

D.   Updates -
Dr. Carnemolla wished to thank Ms. Susan Horvath and Mr. Michael Renkawitz for stepping up and being the Interim Principal and Assistant Principal respectively.

XI.   Consent Calendar -
A.   23-24/5 - Budget Transfers
B.   23-24/6- AHS Europe Trip
Mr. Fleischman motioned to approve consent calendar as presented, Ms. Katz seconded
Motion passed 9-0-0

XII.   Old Business -

XIII.   New Business
A.   23-24/7 - Policy 4112.5 - Security/Credit Check (recommendation to adopt S&G policy *Employment and   Student Teacher Checks)*
Dr. Carnemolla asked to replace our existing policy with the model policy from Shipman & Goodwin as a result of the law for employee background checks. There was too much to change and adopting the model policy from S&G would make us compliant. The existing regulations we did have are also covered in the policy being adopted from S&G, so no regulations are needed anymore as the policy itself is comprehensive and compliant.
Ms. Young made the motion to adopt policy 4112.5, Employment and Student Teacher Checks, as presented, Ms. Nicole Russo seconded
Motion Passed 9-0-0
B.   23-24/8 - Policy 5144 - Discipline
Dr. Carnemollla stated that this policy is continually updated as the law/regulations change, but this change is due to an added definition of 'Protected Class Harassment', and the clarification that it could lead to disciplinary action. There was also a change in legislation on the amount of Cannabis a student could be mandatorily expelled for having and/or selling.

Ms. Katz inquired where these changes can be found, to inform the students and parents, and Dr. Carnemolla mentioned that these changes can be found in the Student Handbook and the HS Program of Studies.

Ms. Young made the motion to adopt revised policy 5144, Discipline, as presented, Ms. Katz seconded

Motion passed 9-0-0

C.   23-24/9 - Policy 5131.911 - Bullying

Dr. Carnemolla indicated that this update includes the revised definition of Discrimination and Harassment.

Ms. Young made the motion to adopt revised policy 5131.911, with revision, Ms. Blea seconded

Motion passed 9-0-0

D.   23-24/10 - Policy 6146.1 - Basis for Grading, Weighted Grading and Calculation of Grade Point Averages

Dr. Carnemolla stated that the revisions to this policy was the addition of the CAAP, the Connecticut Automatic Admissions Program, a legislation from the state requiring all boards of education to have this verbiage in their policy and follow the CAAP guidelines for calculating GPA for eligible students.

Ms. Blea asked if this was in the Student Handbook and Dr. Carenemolla replied that it was as well as in the high school Program of Studies.

Ms. Young made the motion to adopt revised policy 6146.1, Basis for Grading, Weighted Grading and Calculation of Grade Point Averages, as presented, Ms. Katz seconded

Motion passed 9-0-0

E.   23-24/11 - Policy 6146 - Graduation Requirements

Dr. Carnemolla stated that this change was necessary based on the changes already made in the Program of Studies. New State Law states that a student in high school needs 25 credits to graduate, our policy needed to update the minimum amount of credits per year to reflect the increased number of credits required by the state to graduate. The high school had already been doing this, the policy is catching up to the practice.

Ms. Young made the motion to adopt the revised policy 6146, Graduation Requirements, as presented Ms. Thompson seconded

Motion passed 9-0-0

XIV.   Communication from Public

There was no communication from the public.

XV.   Communication from Avon Board of Education Members

XVI.   Adjournment

Ms. Lynn Katz made the motion to adjourn the meeting, Ms. Sarah Thompson seconded

Motion passed 9-0-0

Minutes prepared by Christine Sardinskas, Board Recording Clerk

Minute respectfully submitted by Jeffrey S. Fleischman, Avon Board Secretary

Financial Highlights Memo

October 2023

FY23-24 – September 2023

- Salaries
  - Administrative salaries
    - Variances due to RBS interim Assistant Principal encumbered partial year
  - Certified Salaries Teachers
    - Positive balances due to unfilled stipend positions not yet encumbered
  - Non-Certified Salaries
    - Nurses – variances due to additional hours worked (field trips)
    - Custodian/Maintainers – variance due to staff movement
    - Teaching Assistants – additional encumbrances
  - Budget transfer #2024-018
    - To offset deficits from lines with savings
    - To correct account # on 2024-014
- Special Education
  - Tuition/Transportation
    - Tuition encumbrances are still in process
    - Increased student needs, pricing and route changes have caused deficits in transportation lines
- General Fund unencumbered balance
  - 09/30/23 - $7,272,198 – 10.90%
  - 09/30/22 - $5,458,714 – 8.44%

Avon Public Schools

BM - Financial Report by Object Summary

Fiscal Year: 2023-2024

From Date: 9/1/2023   To Date: 9/30/2023

☐ Subtotal by Collapse Mask   ☐ Include pre encumbrance   ☐ Print accounts with zero balance   ☑ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
01.0.000.100	SALARIES	$42,309,669.43	$5,002,948.31	$6,072,918.80	$36,236,750.63	$35,467,759.80	$768,990.83	1.82%
01.0.000.200	EMPLOYEE BENEFITS	$11,100,533.18	$5,893,838.61	$8,937,467.66	$2,163,065.52	$713,878.18	$1,449,187.34	13.06%
01.0.000.300	PURCHASED PROF & TECH SVCS	$1,331,551.21	$51,733.84	$104,282.43	$1,227,288.78	$396,291.23	$830,997.55	62.41%
01.0.000.400	PROPERTY SVCS	$839,363.42	$70,506.39	$199,738.32	$639,625.10	$317,237.68	$322,387.42	38.41%
01.0.000.500	OTHER PURCHASED SVCS	$7,853,735.81	$348,476.39	$708,568.65	$7,145,167.16	$4,867,939.45	$2,277,227.71	29.00%
01.0.000.600	General Supplies & Utilities	$2,598,205.91	$163,321.42	$590,381.59	$2,007,824.32	$1,025,619.32	$982,205.00	37.80%
01.0.000.700	EQUIPMENT	$563,366.99	$24,600.56	$30,746.48	$532,620.51	$1,969.45	$530,651.06	94.19%
01.0.000.800	FEES & MEMBERSHIPS	$147,383.00	$8,629.11	$26,859.58	$120,523.42	$9,972.00	$110,551.42	75.01%
	Fund: General Fund - 01	$66,743,808.95	$11,564,054.63	$16,670,943.51	$50,072,865.44	$42,800,667.11	$7,272,198.33	10.90%
	Grand Total:	$66,743,808.95	$11,564,054.63	$16,670,943.51	$50,072,865.44	$42,800,667.11	$7,272,198.33	10.90%

End of Report

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Minutes
FINANCE COMMITTEE
Avon Board of Education 34 Simsbury, Avon, Connecticut 06001
Via Zoom
Tuesday, October 10, 2023 – 6:00 p.m.

Attendance
Members Present: Lynn Katz, Committee Chair; Deb Chute; Laura Young,

Member(s) Absent: Jeffrey S. Fleischman

Administration Present: Dr. Bridget H. Carnemolla, Superintendent; Jess Giannini, Assistant Superintendent; Susan Russo, Business Manager; Myles Altimus, Director of Operations

Others Present: Christine Sardinskas, Board Recording Secretary

I. Call to order
The meeting was called to order by Ms. Lynn Katz, at 6:00 pm.

II. Approval of September 19, 2023 Minutes
Ms. Deb Chute moved to approve the minutes of the September 19, 2023 Finance Committee meeting, Ms. Laura Young seconded.
The motion passed 3-0-0.

III. Financial Report September 2023 Ms. Russo explained the Financial Highlights-
Ms. Russo began with the September Financial Report, showing our balance for this year compared to last year:
General Funds:
9/30/2023, $ 7,272,198 or 10.90% unencumbered
9/39/2022, $ 5,458,714 or 8.44% unencumbered
Ms. Russo stated that the major difference is one of the Purchase Orders (for Kelly Services) had not been encumbered by August 30, 2023, therefore will be included in the ending balance in September.

Certified staff showed some variances due to Administrative salaries shifting due to the principal shifts at RBS. Certified staff salaries see a positive balance with some stipend positions not yet filled. Non Certified staff had some variances due to staff movement and additional Teaching Assistants.

Special Education is still in motion with encumbrances still in process, but also seeing increased student needs, therefore deficits in transportation lines can be seen, but the transfer of money will not take place until all contracts are in and all transportation and equipment needs are known.

Ms.Young motioned to have the Financial Report moved to the Full Board, Ms. Chute seconded.
Motion Passed 3-0-0

IV. Transfers
Transfers:
2024-016 - $75.00 - AHS Competition Fees
2024-017 - $35.32 - Increase in Scholastic News Cost
2024-018 - $69,626.16 - Non-Certified Staffing moves

Ms. Chute moved to have the transfers brought to the full board for approval, Ms. Young seconded.
Motion passed 3-0-0

V.   New Business
  A. FY 24-25 Capital Improvement Request
      Mr. Myles Altimus, Director of Operations, talked to the Capital Improvement presentation. Mr. Altimus
      started with the history of what has been done last year, with ARPA funds included Air Handling at the
      High School , carpet replacement district wide and technology upgrades district wide.

      Mr. Altimus then went on to discuss the requests to be done for this upcoming school, which are done or
      almost done, they include PGS notification system, AMS Emergency Generator, AHS floor replacement
      and partial roof replacement as well as District wide security upgrades. Ms. Katz inquired about the
      generator's cost at AMS, would it affect other line items if it is more than we budgeted? Mr. Altimus
      noted that there is a buffer put in when they estimate the cost.

      The next part of the presentation was about next year's request , 2024-2025, which includes phase 2 of
      AHS roof, where Mr. Altimus explained that the part of the roof being repaired this year (phase 1) is from
      1998.
      Electrical upgrades and outside door repair at AMS, which are only used in an emergency until the doors
      are properly fixed. Ms.Young asked why the doors at AMS shifted so greatly, was it water damage? Mr.
      Altimus answered that much of it may have been due to the salt put down during snowstorms and the frost
      heaves through the years. The electrical at AMS, Mr. Altimus explained, is being examined by an
      electrical engineer to see what needs to be replaced, and what can be fixed and what is still usable at this
      point. The panels at AMS in question are quite old, so repairing some of the panels is not possible for
      today's standards. Ms. Katz questioned the panels impacting other items to be fixed, and Mr. Altimus
      stated that at this point we have budgeted enough to cover the panels, but Dr. Carnemolla wanted to clarify
      that it is uncertain what these panels will cost and how many will need to be replaced and therefore shifting
      in the budget is not out of the question, for things that may need to take a back seat to the electrical panels
      at AMS. Finally, Central Office improvements; Mr. Altimus stated that the Central Office costs the district
      more money per square foot to run than any of the schools, due to its age and structure. Ms. Young asked
      regarding the long term plan where the staff may be put into different buildings? Dr. Carnemolla said she
      has been talking with the Town Manager regarding the possibility of relocating. The report that the town
      hired architect has put together will show the town that fixing the Central Office would not be cost
      effective, and not in the best interest of the town. Ms. Chute followed up with the question of can the
      Board expedite the process for the Central Office and is relocation a possibility? Dr. Carnemolla answered
      that the report that was done by the architect is with the Town Manager, and he still needs to share that
      with the Town Council, once that is done, it will be shared with her (Dr. Carnemolla). A short discussion
      ensued about the repairs on the Central Office being so extensive it would be cost prohibitive, as well as
      the timeline of relocating and where, if that is an option on the table. Ms. Katz asked what the report says
      the cost of fully implementing the needed changes. Dr. Carnemolla responded that the cost would be in the
      millions.
      TBS is in line to have their basketball courts replaced due to 1,300 linear feet of cracking, therefore
      recommendation is to replace the whole court. TBS Tennis courts will be prepped this year and then
      replaced next year. Ms. Young questioned the root of the problem for the cracks for both the basketball and
      tennis courts, which is the drainage underneath the courts. Mr. Altimus replied that the new way they are
      prepping and redoing the courts will address the problem.   RBS replacing their playground equipment.
      Ms. Katz asked about grants available to help with the costs of the playground equipment and Susan Russo
      answered that Avon would most likely not be eligible for these grants, but would look into IDEA Grants.
      Ms. Chute asked when this project will start and Mr. Altimus answered that the funds won't be in place
      until July 1, 2024, as the projects are slotted for the 2024-2025 school year. There will also be continued
      work district wide on floors/carpets and lock replacements (interior), and security updates.   TBS Roof is
      the final priority for 24-25, it is in good condition, but want to make sure it is evaluated before it becomes
      a problem.
      Ms. Young asked when they would address the AMS Court repair needs, Mr. Altimus stated that the
      purchase order is in for crack repairs, and the plan is to do both tennis courts at AMS next year.

      Ms. Deb Chute moved to bring the Capital Improvement Plan to the full board and Laura Young seconded.
      Motion passed 3-0-0

VII.   <u>Comments from the Public</u>
      There were no comments from the public.

VIII.   <u>Adjournment</u>
      Ms. Deb Chute made a motion to adjourn the meeting at 6:48 p.m., Laura Young seconded.
      Motion passed 3-0-0

Minutes prepared by Christine Sardinskas, Recording Secretary
Minutes respectfully submitted by Lynn Katz, Finance Committee Chair

Minutes respectfully received by Jeffrey S. Fleischman, Board Secretary

Minutes are approved at the next Finance Committee meeting, and any corrections to the minutes, if needed, will be made at that time.

AVON PUBLIC SCHOOLS

OCTOBER 2023

NEW HIRES-NON CERTIFIED

Date	Name	School	Position
10/3/2023	St. Amand, Laura	AHS	Food Service Worker
10/4/2023	Poole, Dajae	AHS	Assistant Cook
10/2/2023	Schmitt, Linda	TBS	Food Service Worker
10/10/2023	Mangini, Beth	PGS	LTSub Para Educator
10/11/2023	Massodi, Summaya	PGS	LTSub Para Educator
10/17/2023	Bohannan, Rebecca	RBS	Teaching Assistant
10/10/2023	Raines, Grace	PGS	Teaching Assistant

RESIGNATIONS

Date	Name	School	Position
9/13/2023	Transue, Lisa	TBS	Food Service Worker
10/6/2023	Costache, Radu	RBS	ParaEducator
10/6/2023	Steele, Lindsay	PGS	Teaching Assistant

RETIREMENTS

Date	Name	School	Position
9/22/2023	Major, Sharon	AHS	ParaEducator
11/24/2023	Parsons, Sarah	AHS	Special Education Teacher

School	Grade	October 2022	# Sect	Average Class Size	August 2023	September 2023	October 2023	# Sect	Average Class Size
APS Pre-K	Pre-K	57	5	11.4	71	73	72	6	12.00
PGS	K	113	7	16.14	119	126	126	6	21.00
PGS	1	132	6	22.00	114	115	114	6	19.00
PGS	2	134	6	22.33	137	136	134	7	19.14
PGS	3	151	7	21.57	143	142	142	7	20.29
PGS	4	115	5	23.00	146	148	148	7	21.14
Total in School		645			659	667	664		
RBS	K	89	5	17.80	105	104	105	5	21.00
RBS	1	84	4	21.00	89	88	88	5	17.60
RBS	2	92	5	18.40	85	85	85	4	21.25
RBS	3	99	5	19.80	93	96	96	5	19.20
RBS	4	119	6	19.83	98	98	99	5	19.80
Total in School		483			470	471	473		
TBS	5	204	11	18.55	235	235	236	11	21.45
TBS	6	252	12	21.00	201	205	205	10	20.50
Total in School		456			436	440	441		
AMS	7	246			261	260	259		
AMS	8	279			249	251	253		
Total in School		525			510	511	512		
AHS	9	227			259	254	254		
AHS	10	238			220	219	219		
AHS	11	224			241	241	241		
AHS	12	234			231	226	225		
Total in School		923			951	940	939		Difference from 2022
Grand Total		3089			3097	3102	3101		12

122 Choice students are included in enrollment, projection and average class size figures.

26 Outplaced students were not included in enrollment counts.

AVON PUBLIC SCHOOLS

BUDGET TRANSFER REQUEST

2023 - 2024

TRANSFER #   2024 - 016

	ACCOUNT NUMBER	DESCRIPTION	AMOUNT
F	01.1.1102.611	Instruction Supplies/Science /AHS	$75.00
R			
O			
M			
	TOTAL		

	ACCOUNT NUMBER	DESCRIPTION	AMOUNT
T	01.1.1308.890	Fees and Membership/Students /AHS	$75.00
O			
	TOTAL		$75.00

EXPLAIN THE REASON FOR THE TRANSFER:

Students would like to participate in the CT Envirothon Competition in May for Science

NET BALANCE "TO" AND "FROM" SHOULD EQUAL ZERO.

ADMINISTRATOR/DIRECTOR APPROVAL   DATE 9/18/23   BOARD OF EDUCATION APPROVAL   DATE

BUSINESS MANAGER APPROVAL   DATE

SUPERINTENDENT APPROVAL   DATE

AVON PUBLIC SCHOOLS

BUDGET TRANSFER REQUEST

2023 - 2024

TRANSFER #   2024- 017

ACCOUNT NUMBER	DESCRIPTION	AMOUNT
01.2.1100.600	Gen Supplies/Instructional/AMS	
		$35.32
	TOTAL	$35.32

BE 9/26/23

ACCOUNT NUMBER	DESCRIPTION	AMOUNT
01.2.1105.611	Instr Supplies/Social Studies/AMS	$35.32
	ρ	
	TOTAL	$35.32

EXPLAIN THE REASON FOR THE TRANSFER:

increase in scholastic news cost

NET BALANCE "TO" AND "FROM" SHOULD EQUAL ZERO.

[signature] — 9/21/23		_[blank]_	
PRINCIPAL/DIRECTOR APPROVAL DATE		BOARD OF EDUCATION APPROVAL	DATE

[signature] 9/22/23
BUSINESS MANAGER APPROVAL   DATE

[signature] 4/0et03
SUPERINTENDENT APPROVAL   DATE
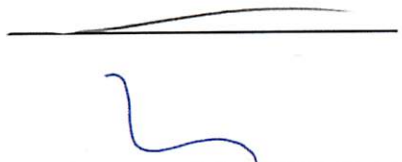
Transfer 2024-018

Transfer To

Account #	Description	Amount	
01.1.2130.112	Non Cert/Nurse/AHS	$	189.00
01.5.2130.112	Non Cert/Nurse/TBS	$	141.76
01.8.2600.112	Non Cert/Plant Operations/DW	$	105.40
01.3.1100.114	Tutor/Intervention/TA/RBS	$	44,890.00
01.5.1100.114	Tutor/Intervention/TA/TBS	$	24,300.00
		$	69,626.16

Transfer From

Account #	Description	Amount	
01.6.1100.114	Tutor/Intervention/TA/PGS	$	50,000.00
01.8.2580.112	NonCert/Informational Technology/DW	$	10,000.00
01.8.2600.122	Non Cert/Subs/Plant operations	$	9,626.16
		$	69,626.16

Difference $ -

Business Manager

Superintendent

Board of Education

020

AVON PUBLIC SCHOOLS
FY 2024–2025 Board of Education Operating Budget Development Time Line

Friday, September 22, 2023	**Administrators receive 2024-2025 operating budget development forms and instructions from the Business Manager**
Tuesday, October 17, 2023	**Budget development information provided at Regular Meeting of the Board of Education**
Tuesday, October 24, 2023	**Administrators/Directors submit Operating Budget Requests to the Business Office**
Tuesday, October 31, 2023	**Central Office Budget Meetings with Administrators**
	10:00 AM – 12:00 PM Secondary Schools – AMS, AHS, Athletics
Thursday, November 2, 2023	**Central Office Budget Meetings with Administrators**
	10:00 AM – 12:00 PM Elementary Schools – PGS, RBS, TBS
	1:00 PM – 3:00 PM Districtwide – Technology, Pupil Services, Operations, Nutrition, Security & SFSC
November 3, 2023 *through* December 19, 2023	**Budget development - Central Office**
Tuesday, December 19, 2023	**Budget Workshop – Avon Board of Education** *Budget Binders will be provided to BOE Members for this meeting*
	6:00 PM AHS, Library
Wednesday, January 10, 2024	**Special Meeting of Board of Education** *Review District Administrators' Requested Budgets*
	6:00 PM AHS Library
Tuesday, January 16, 2023	**Presentation of the Superintendent of Schools 2024-2025 Proposed Budget at Regular Meeting of the Board of Education** **Action on 2024-2025 Proposed Budget*

Thursday, February 1, 2024	**Submit Avon Board of Education 2024-2025 Proposed Budget to Town Manager's Office**
Friday, February 2, 2024	**Board of Education Budget to Town Council**
TBD	**Presentation of the Avon Board of Education 2024-2025 Proposed Budget at the Board of Finance Meeting**
Monday, April 1, 2024	**Public Hearing on Budget held by Board of Finance**
TBD	**Board of Finance Completes Work on Budget**
Monday, May 6, 2024	**Annual Town and Budget Meeting**
Wednesday, May 15, 2024	**First Referendum**

AVON PUBLIC SCHOOLS

Capital Improvement Plan FY 2024/2025

Presentation to the Finance Committee

Approved FY 22-23 ARPA Projects

1. AHS Air Handling/RTU Replacement (PHASE II) $320,000
2. AHS Variable Air Valve Replacement $341,000
3. DW Library Carpet Replacement $280,000
4. DW Technology $236,000

Total: **$ 1,177,000**

Approved FY 23-24 Requests

1. PGS Notification Alarm System Supplemental $230,000
2. AHS Floor Replacement/Asbestos Abatement $ 55,000
3. AMS Emergency Generator $265,000
4. DW Interior lock replacement (Phase II) $ 40,000
5. DW Security Upgrades $ 40,000
6. AHS Partial Roof Replacement (Phase I) $ 235,000

Total: **$865,000**

Summary of FY 24-25 Requests

1. AHS Partial Roof Replacement (Phase II) $425,000
2. AMS Door Entrance System (Phase I) $ 80,00
3. AMS Electrical Upgrades $100,000
4. DW Floor Replacement/Asbestos Abatement $ 45,000
5. CO Building Improvements $ 75,000
6. DW Interior lock replacement (Phase III) $ 40,000

Summary of FY 24-25 Requests

7.	TBS Courts Replacement (Phase I)	$120,000
8.	RBS PreK/K Playground	$215,000
9.	DW Security Upgrades	$ 40,000
10.	TBS Roof Design/Project Management	$ 25,000
	Total:	**$1,165,000**

5 Year Outlook

AHS

Turf Field Escrow
Practice Field Refurbishment
Generator Replacement
Small Gym Bleachers
Auditorium Upgrades
Track/Field Facility

TBS

Roof Replacement
New Playground
Tennis Court Replacement
AHU Replacement

AMS

Notification System Replacement
Tennis Court Replacement
Door System Replacement PH II

5 Year Outlook

PGS

Locker Replacement

Central Office

Building Improvements
Boiler Replacement
HVAC system

Districtwide

Flooring
Interior Locks
Bus
Security

AHS-Partial Roof Replacement (Phase II)

- AHS roofing has been replaced in 2 separate cycles:
  - Replaced in 1998 covering 37,300 sq. ft (scheduled replacement 2018)
  - Replaced in 2008 covering 135,994 sq. ft (scheduled replacement 2028)
- Project is replacement of 1998 roof
- 5 sections to be replaced in multiple phases
  - Phase I - West wing & connectors
  - Phase II - loading dock, gallery, & old gym

AHS-Partial Roof Replacement (Phase II) cont'd

FY 23-24 Phase I: $235,0000

FY 24-25 Phase II: $425,000

Total Project cost: $760,000

Avon High School

Legend
- Avon High School
- Avon High School
- Path Measure
- Polygon Measure

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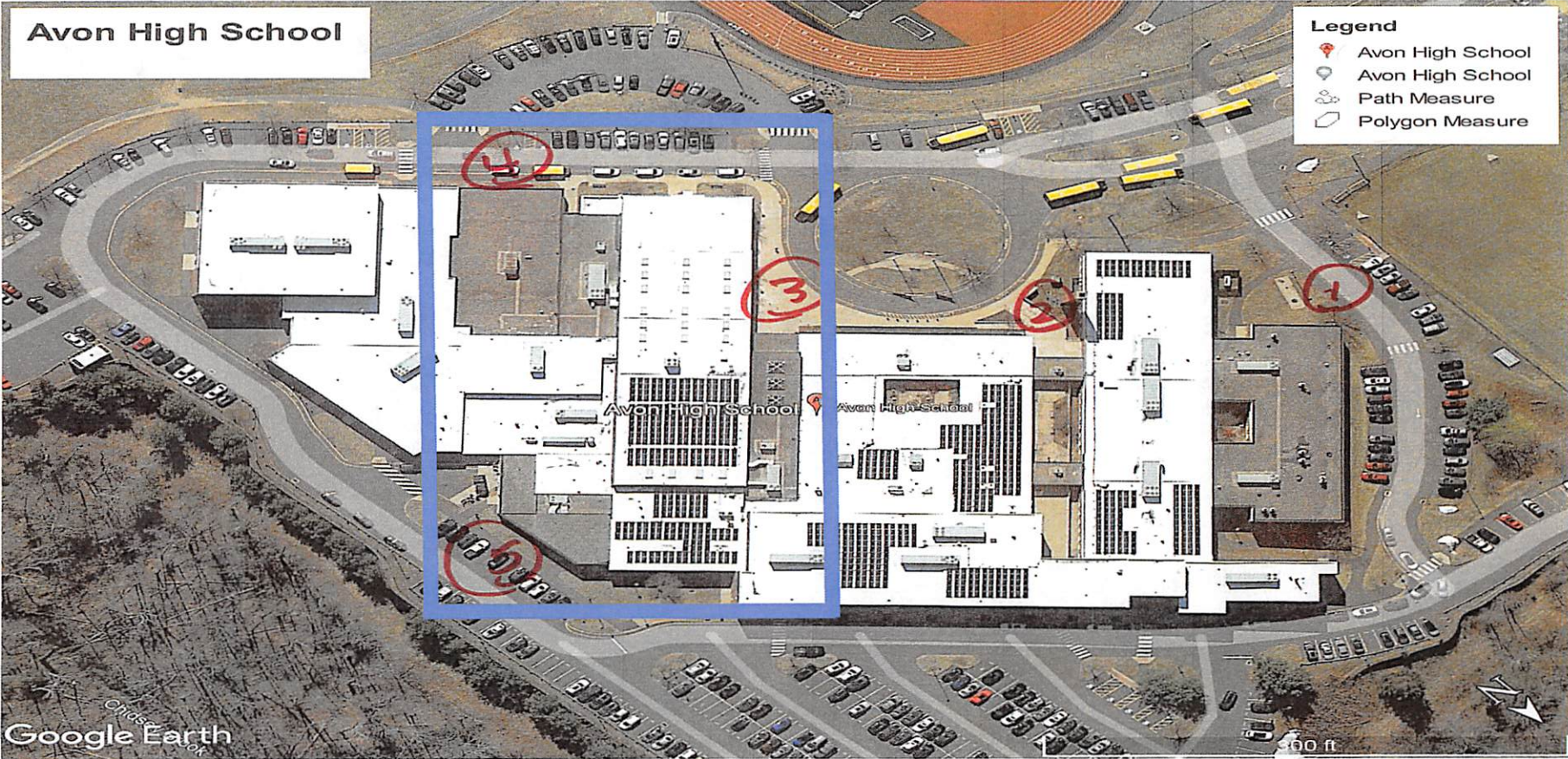
AMS-Door Entrance System

- 2 Large glass door and window enclosures
  - Replace 1 system per year
- Enclosure has shifted do to weather damage
  - Difficult to properly secure doors

Total Cost Phase I: $80,000

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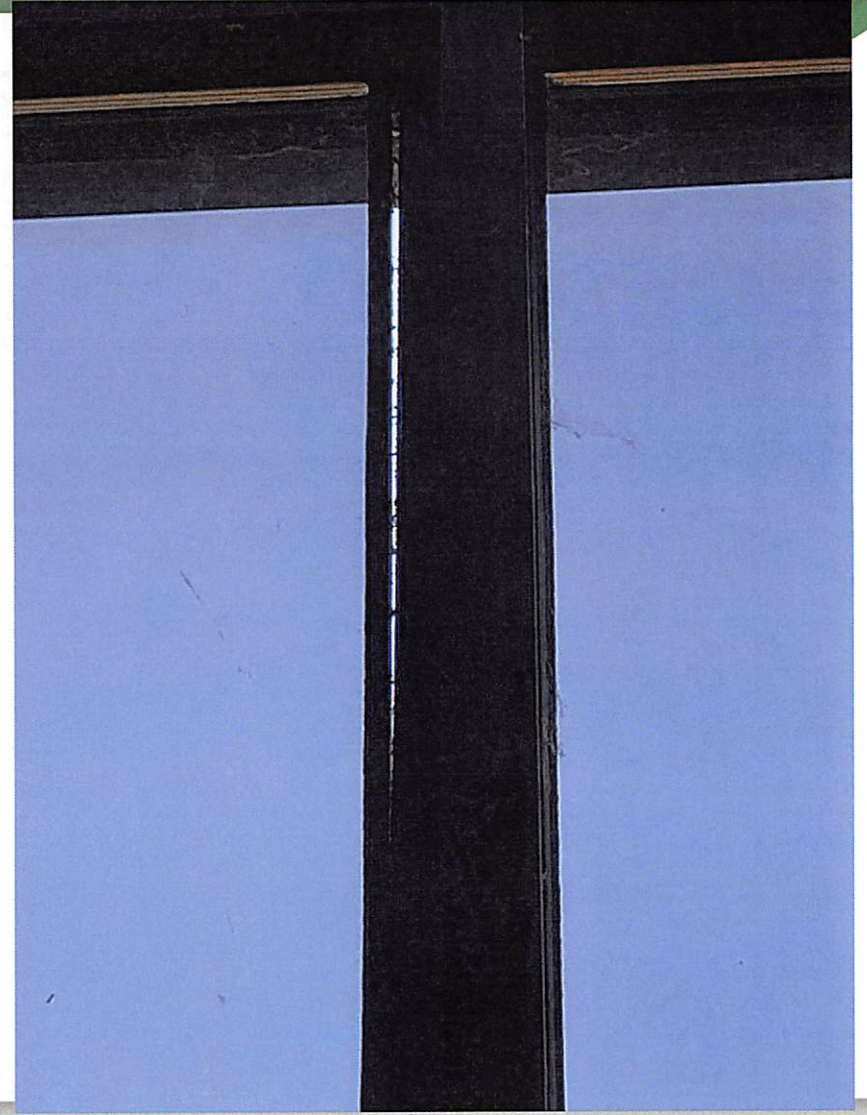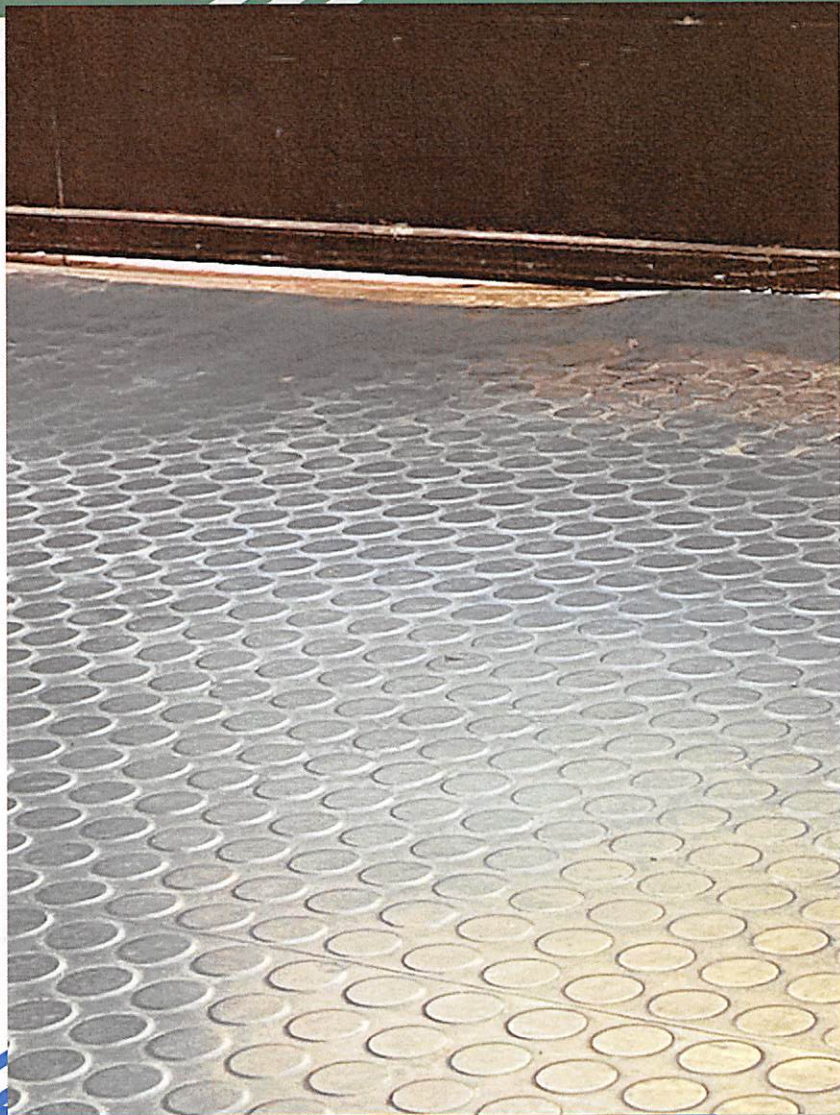
AMS-Upgrade Electrical System

- Current conditions impacts necessary improvements/sustainment, e.g., kitchen dishwasher replacement
- Original Electrical panels outdated and parts no longer available
- Main Switch Gear Panel is outdated
- Multi year project

Total Cost Phase I: $100,000

DW-Floor Replacement/Asbestos Abatement

- Classrooms and hallways require replacement of existing tiles
- Aged underlying asbestos tiles may need to be replaced and abated

Total Cost : **$45,000**

CO-Building Improvements

- Per square foot costs higher than all other BOE buildings.
    - Maintenance (8.5%)
    - Utility (2.5%)
- Example Deficiencies to be corrected
- Multi year project

Single pane windows   Aged plumbing
Rotted wood siding   Electric service maxed out
Rotted windows and fascia No ventilation ½ of building
Aged roof   Aged Bathrooms/non ADA compliant

Total Cost Phase I: $75,000

040

DW - Interior Lock Replacement (Phase III)

- Replace/rekey all interior door locks under single Master Key
- Capability for sub Master keys, as needed
- Multiple separate keys for different areas in building
- Phase I - AHS completed
- Phase II - AMS ongoing
- Phase III - RBS

Total Cost Phase III: *$40,000*

TBS-Courts Replacement Phase I

- Courts last repaired Fall 2021
  - Basketball Court Cost: $15,900
  - Tennis Court Cost: $13,560
- Phase Ia- Basketball Court $100,000
  - Over 1,300 linear feet of cracks
  - Estimated cost of repair $40,000-$45,000
  - Major use for recess, gym, and school special events
- Phase Ib-Prep Tennis Court $20,000

Total Cost Phase I: $120,000
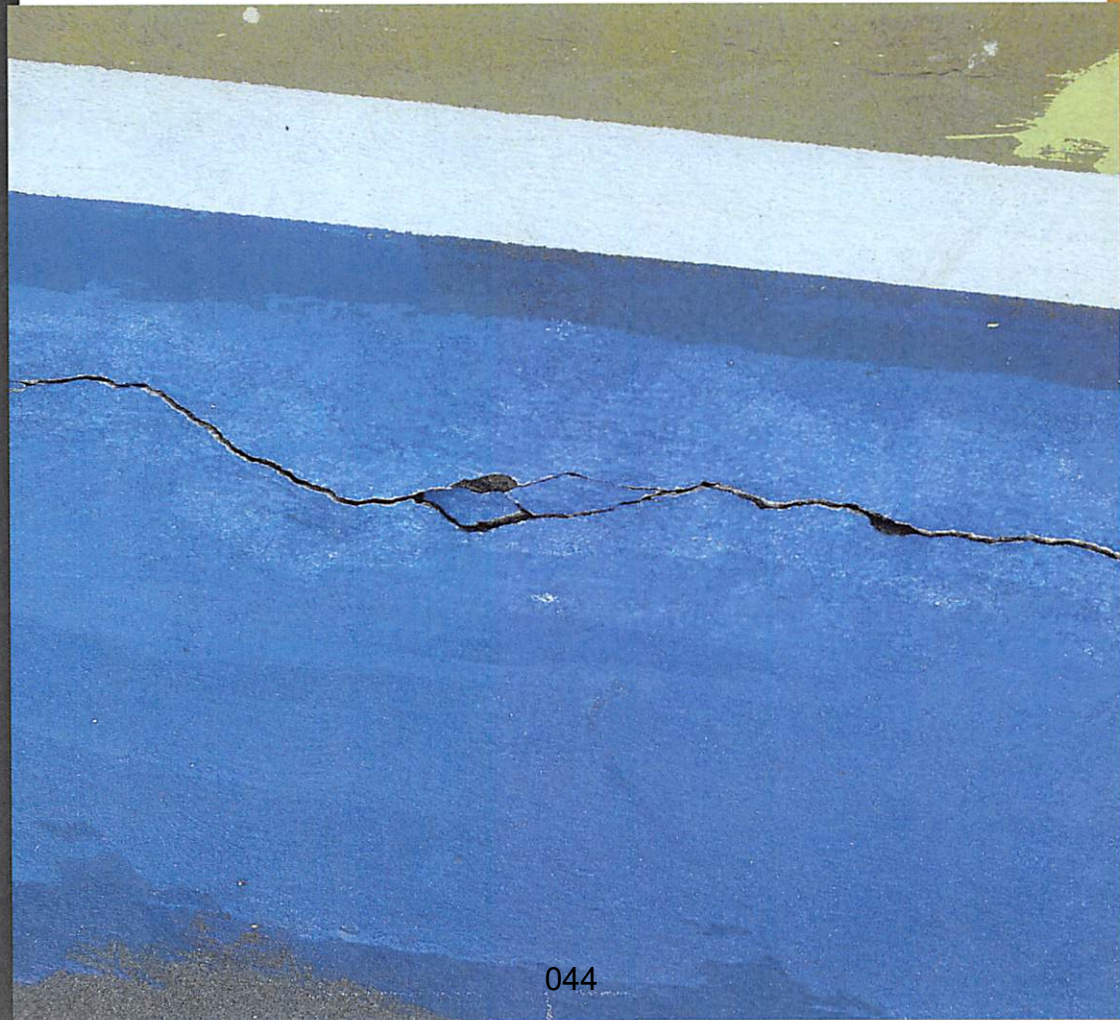
RBS-PreK/K Playground Replacement

- Playground not updated since before PreK move to RBS
- Equipment outdated
- Requires improvements/upgrade for accreditation

Total Cost: $215,000

DW-Security Upgrades

Examples:

- Parking lot safety
- Additional lockdown buttons
- Additional alert notifications and strobes
- Additional cameras
- Additional window coatings

Total Cost: **$40,000**

TBS-Roof Design Project Management

- Present roof 22 years old.
- Architect cost to evaluate present roof and design replacement
- Architect will oversee project and approve completion

Total Cost: **$25,000**

Summary of FY 24-25 Requests

1.	AHS Partial Roof Replacement (Phase II)	$425,000
2.	AMS Door Entrance System (Phase I)	$ 80,000
3.	AMS Electrical Upgrades	$ 100,000
4.	DW Floor Replacement/Asbestos Abatement	$ 45,000
5.	CO Building Improvements	$ 75,000
6.	DW Interior lock replacement (Phase III)	$ 40,000

Summary of FY 24-25 Requests

7. TBS Courts Replacement (Phase I) $120,000

8. RBS PreK/K Playground $215,000

9. DW Security Upgrades $ 40,000

10. TBS Roof Design/Project Management $ 25,000

                           TOTAL $1,165,000

Avon Public Schools
Avon, Connecticut

Teacher Evaluation and Development Model

Adopted by the Board of Education – Pending

Board of Education

Debra Chute, Chair

Thej Singh, Vice Chair

Jeffrey S. Fleischman, Secretary

Jacqueline Blea

Lynn Katz

Nicole Russo

Liz Sommerkorn

Sarah Thompson

Laura Young

Administration

Bridget Heston Carnemolla, Ed.D. Superintendent of Schools

Jess Giannini, Assistant Superintendent

Roberto Medic, Assistant Superintendent

Curriculum and Professional Development Council Members

Name	Position	Location
Amy Borio	Pine Grove School	Principal
Jon Moss	Pine Grove School	Grade 4 Teacher/PDEC Co-Chair
Mary Labowsky	Pine Grove School	Grade 1 Teacher
Lauren Lorenzet	Pine Grove School	Grade 3 Teacher
Rebecca Kessler	Pine Grove School	World Language Teacher
Susan Horvath	Roaring Brook School	Interim Principal
Liz Michaud	Roaring Brook School	Special Education Teacher
Kevin Caselli	Roaring Brook School	Grade 3 Teacher
Danielle Gurekovich	Roaring Brook School	Grade PK Teacher
Emily Zepf	Roaring Brook School	Grade 1 Teacher
Kristina Wallace	Avon Middle School	Principal
Kevin Spear	Avon Middle School	Grade 7 Social Studies Teacher
Lisa Cleveland	Avon Middle School	Grade 7/8 Social Studies Teacher/PDEC Co-Chair
Emily Wankier	Avon Middle School	Special Education Teacher
Scott Rand	Avon Middle School	Grade 8 Science Teacher
Jeff Sirois	Avon Middle School	Performing Arts Teacher
Noam Sturm	Thompson Brook School	Principal
Cassie Budman	Thompson Brook School	Reading Consultant
Nate Strick	Thompson Brook School	Performing Arts Teacher
Cat Quagliaroli	Thompson Brook School	Grade 6 Teacher
Brendan Lynch	Thompson Brook School	Grade 5 Teacher
Stephanie Lockhart	Avon High School	Principal

Kathleen Skelly	Avon High School	Reading Consultant
Marlaina Napoli	Avon High School	Math Teacher
Andrea Galuska	Avon High School	Science Teacher
Jenna Aylsworth	Avon High School	English Language Arts Teacher
Lisa Berliner	Avon High School	World Language Teacher
Bridget Carnemolla	Central Office	Superintendent of Schools
Jess Giannini	Central Office	Assistant Superintendent
Roberto Medic	Central Office	Assistant Superintendent
Jodi Kryzanski	Central Office	Director of Curriculum, Instruction and Assessment
Elizabeth Ferry	Central Office	Director of Technology
Tiffany Fox	Central Office	Pupil Services Director
Tasonn Haynes	Central Office	Student & Family Services Coordinator

TABLE OF CONTENTS

TEACHER EVALUATION AND DEVELOPMENT MODEL

Introduction

Avon's teacher evaluation and development model applies to all teachers. For the purposes of this evaluation model "teacher" shall be used to refer to professional personnel who are required to hold a Connecticut Educator Certificate. Certified/licensed personnel, whose primary responsibility is not regular classroom teaching, are included under this evaluation model and referred to as Student and Educator Support Specialists (SESS). SESS includes but is not restricted to the following groups: library/media specialists, school counselors, school psychologists, speech pathologists, and social workers.

The teacher evaluation model is designed to improve teaching and learning. This is accomplished through clearly defining excellent practice and results; giving accurate, useful information to teachers about their areas of strength and development; and providing opportunities for growth and recognition.

Evaluation and Support System Overview

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

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

    (a) **Observation of teacher performance and practice (40%)** as defined within the Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching which articulates 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' contributions to student academic progress, at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:

    (a) **Student growth and development (45%)** as determined by the teacher's student learning objectives (SLOs) and associated indicators of academic growth and development (IAGDs)
        - A Teacher Self Study may be substituted for the SLO/IAGDs as mutually agreed upon by the teacher and evaluator. The Teacher Self Study will count for 45% of the Student Outcomes Related Indicator. The Teacher Self Study is an option for teachers in Categories 2 and 3 only who were rated as Exemplary or Proficient in the prior school

year.
- Participation in the TEAM Modules will be substituted for the SLO/IAGDs for teachers in Category 1 who are completing TEAM Modules. Participation in the TEAM Modules and successfully completing them will count for the 45% of the Student Outcomes Related Indicator.

(b) **Whole-school measures of student learning (5%)** as determined by aggregate student learning indicators or student feedback through student surveys
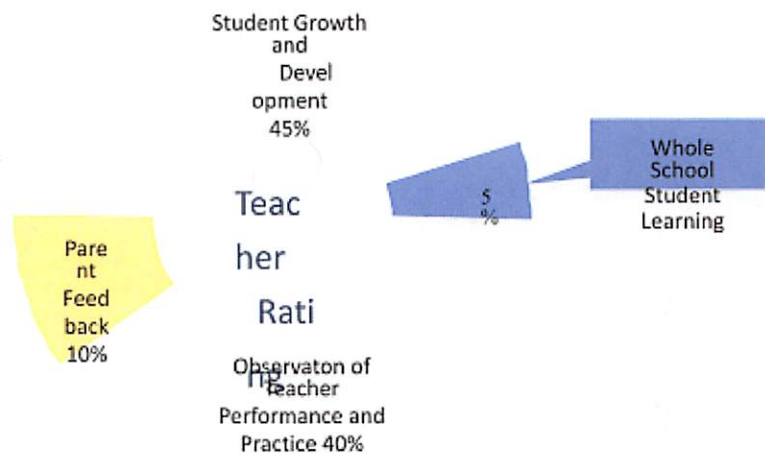
Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

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

Student Growth and Development 45%

Whole School Student Learning

Teacher Rating

Parent Feedback 10%

5%

Observation of Teacher Performance and Practice 40%

Teacher Evaluation Process and Timeline

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

Goal-Setting and Planning:
Timeframe: Must be completed by **November 15.**

1. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher performance and practice focus areas and student learning objectives (SLOs) or Teacher Self Study, and they will commit to setting time aside for the types of collaboration required by the evaluation and support process.

2. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and survey results, and the CCT Rubric for Effective Teaching to draft a proposed performance and practice focus area(s), a parent feedback goal, student learning objectives (SLO) or Teacher Self Study, and a student feedback goal (if required) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

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

Mid-Year Check In:
Timeframe: **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 related to the teacher's performance and practice focus area, student learning objective (SLO) or Teacher Self Study and other goals. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators

can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs or Teacher Self Study 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 areas.

End-of-Year Summative Review:
Timeframe: May and June; must be completed by **June 30**

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

2. *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 prior to the end of the school year and before June 30.

3. *Scoring* – The evaluator reviews submitted evidence, self-assessments, and observation data to generate category ratings. The category ratings generate the final, summative rating.

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.

Complementary evaluators, certified teachers with specific content knowledge, may assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives (SLOs) or Teacher Self Study and providing additional feedback. A complementary evaluator should share his/her feedback with the primary evaluator as it is collected and shared with teachers.
Complementary evaluators must be fully trained as evaluators in order to be authorized to serve in this role.

Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency in conducting standards-based observations on the training modules provided.

Orientation and Training Programs

The District shall offer annual orientation programs regarding the teacher evaluation and development model to all teachers who are employed by the Board of Education and whose performance is being evaluated.

The District will provide on-going training for all teachers being evaluated so that they will understand the evaluation system, the processes and the timelines for their evaluation. Special attention will be given to the Common Core of Teaching and the Common Core of Teaching Rubric, so that all teachers fully understand the performance expectations and the requirements for being a "Proficient" teacher. Additional training and support will be provided throughout the school year to provide teachers with resources and time to connect with colleagues to deepen their understanding of the evaluation model.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

The District will provide all evaluators of teachers with comprehensive training and support on the teacher evaluation model, including training on conducting effective observations and providing high-quality feedback. All evaluators will be required to complete the training and achieve a proficiency rating on the training modules. Evaluators will be provided with on-going training and support in the use and application of the teacher evaluation model to ensure calibration of evaluators in the district.

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

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

SUPPORT AND DEVELOPMENT

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

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. The vision for professional learning is that each and every educator engages in continuous learning to increase professional effectiveness, resulting in positive outcomes for all students. For students to graduate college and career ready, educators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving student outcomes.

Educators learn in multiple ways and have various learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences (e.g., data teams, collaborating with colleagues, learning teams, study groups, individual study, conducting research).

Individual Teacher Improvement and Remediation Plan

A teacher who receives a summative evaluation rating of "Developing" or "Below Standard" will

be required to work with his or her evaluator and his/her AEA representative to design an Individual Teacher Improvement and Remediation Plan. Teachers must receive a summative evaluation rating of "Proficient" within a year of the Teacher Improvement and Remediation Plan being developed and implemented. The plan will be created within 30 days after the completion of the summative rating conference. The Teacher Improvement and Remediation Plan will identify areas of needed improvement and include supports the District will provide to address the performance areas identified as needing improvement. After the development of the Teacher Improvement and Remediation Plan, the teacher and evaluator will collaborate to determine the target completion date.

The plan must include the following components:

- Area(s) of needed improvement
- Evidence from summative evaluation that show an area(s) needing improvement (i.e., performance expectation ratings "Developing" or "Below Standard")
- Exemplar practices/strategies in the area(s) identified as needing improvement that the teacher can implement
- Specific tasks the teacher will complete that will improve the performance expectation
- List of supports and resources the teacher can use to improve (e.g., professional learning opportunities, peer observation, colleague mentor, books)
- How the teacher will show progress towards "Proficient" in the identified areas in need of improvement through observations, data, evidence, etc.
- Timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued
- Statement defining the frequency of observations and conferences
- Indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan

The Teacher Improvement and Remediation Plan will be designed and written in a collaborative manner. The teacher and evaluator will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Superintendent. The contents of the plan will be confidential.

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 and development model itself and in building the capacity and skills of all teachers.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; the support of peers whose performance is developing or below standard; leading Collaborative Learning Teams; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

TEACHER PRACTICE RELATED INDICATORS

The Teacher Practice Related Indicators evaluate the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. This category is composed of two categories:

- Teacher Performance and Practice, which counts for 40%; and
- Parent Feedback, which counts for 10%.

These categories will be described in detail below.

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

An assessment of a teacher's practice and performance – by direct observation of practice and the collection of other evidence – is 40% of a teacher's summative rating.

The CCT Rubric for Effective Teaching (appendix A and B), is aligned with the Connecticut Common Core of Teaching (CCT) and includes references to Connecticut Core Standards and other content standards. It represents the most important skills and knowledge that teachers need to demonstrate to successfully educate each and every one of their students. This instrument will be used as a basis for formal and informal in-class observations, non-classroom observations and reviews of practice to evaluate teacher performance and practice.

The CCT Rubric for Effective Teaching is organized into four domains, each with 3 indicators. Forty percent of a teachers' final summative rating is based on their performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

CCT Rubric for Effective Teaching 2017 — At a Glance

Evidence Generally Collected Through **In-Class Observations**	Evidence Generally Collected Through **Non-Classroom/Reviews of Practice**
Domain 1: Classroom Environment, Student Engagement and Commitment to Learning	**Domain 2: Planning for Active Learning**
Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:	*Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*
1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.	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.
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	2b. Planning instruction to cognitively engage students in the content.
1c. Maximizing instructional time by effectively managing routines and transitions.	2c. Selecting appropriate assessment strategies to monitor student progress.
Domain 3: Instruction for Active Learning	**Domain 4: Professional Responsibilities and Teacher Leadership**
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:	*Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:*
3a. Implementing instructional content for learning.	4a. Engaging in continuous professional learning to impact instruction and student learning.
3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	4b. Collaborating to develop and sustain a professional learning environment to support student learning.
3c. Assessing student learning, providing feedback to students and adjusting instruction.	4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

CCT Rubric for Effective Service Delivery 2017 — At a Glance

Evidence Generally Collected Through **Observations**	Evidence Generally Collected Through **Non-classroom/Reviews of Practice**
Domain 1: Learning Environment, Engagement and Commitment to Learning	**Domain 2: Planning for Active Learning**
Service providers promote student/adult learner 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. 1c. Maximizing service delivery by effectively managing routines and transition.	*Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:* 2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. 2b. Developing plans to actively engage learners in service delivery. 2c. Selecting appropriate assessment strategies to identify and plan learning targets.
Domain 3: Service Delivery	**Domain 4: Professional Responsibilities and Leadership**
Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by: 3a. Implementing service delivery for learning. 3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence- based learning strategies. 3c. Assessing learning, providing feedback and adjusting service delivery.	*Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:* 4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning. 4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

Observation Process

In the Avon Teacher Evaluation and Development Model:

- Each teacher will be observed, through both formal and informal (reviews of practice) observations as defined below.

    o **Formal Observation**: Scheduled 30 minute or longer observations that are preceded by a pre-conference and are followed by a post-observation conference, which includes both written and verbal feedback.

    o **Informal**: Non-scheduled observations or reviews of practice (e.g., observations of team meetings, data team meetings, student work, teaching artifacts) that last at least 10 minutes and are followed by written and/or verbal feedback. The majority of the observations are unannounced.

- All observations should be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within seven days of an observation.

- A summary of the minimum observation requirements are located in the chart that follows:

	Category 1	Category 2	Category 3
Description	Novice teachers in the first and second years of teaching or Teachers scoring "Below Standard" in the previous year	Teachers scoring "Developing" in previous year, novice teachers in the third or fourth years of teaching, or experienced teachers new to Avon in their first or second years	Avon tenured teachers scoring "Proficient" or "Exemplary" in the previous year
Observation(s)	3 formal observations scheduled in advance, with pre and post conferences (1 per 45 school days) Informal observations may be conducted at any point, based on the discretion of the evaluator.	2 formal observations scheduled in advance, with pre and post conferences (1 per 60 school days) & 1 informal observation which may be conducted at any point, based on the discretion of the evaluator. Additional informal observations may be conducted at any point, based on the discretion of the evaluator.	3 required informal observations per year. Other informal observations may be conducted at any point, based on the discretion of the evaluator.
Feedback	Verbal and written feedback will be provided within 7 days. Only an administrator employed under a 092 license can conduct formal observations. In the event that two or more observations are conducted within a year, teachers may request to have more than one administrator conduct an observation.		
	The number of required observations by category: Category 1 - 3 formal observations = 3 total Category 2 - 2 formal observations and 1 informal observation = 3 total Category 3 - 3 informal observations = 3 total		

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 required for formal observations. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against the CCT Rubric for Effective Teaching and for generating action steps that will lead to the teacher's improvement. A good post-conference:

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

Classroom observations provide the most evidence for domains 1 and 3 of the CCT Rubric for Effective Teaching, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Reviews of Practice

Because the evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the CCT Rubric for Effective Teaching, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. Non-classroom observations/reviews of practice generally provide the most evidence for domains 2 and 4 of the CCT Rubric for Effective Teaching. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, committee meetings, data team meetings, department/grade level meetings, call-logs or notes from parent- teacher meetings, observations of coaching/mentoring other teachers, and participation in professional development or school-based activities/events.

Feedback

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

- specific evidence and ratings, where appropriate, on observed indicators of the CCT Rubric for Effective Teaching;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

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

Teacher Performance and Practice Focus Area

As described in the Evaluation Process and Timeline section, teachers develop one performance and practice focus area that is aligned to the CCT Rubric for Effective Teaching. The focus area will guide observations and feedback conversations throughout the year.

At the start of the year, each teacher will work with his or her evaluator to develop his/her practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teachers towards *proficient* or *exemplary* on the CCT Rubric for Effective Teaching. Schools may decide to create a school-wide or grade-specific focus areas aligned to a particular indicator that all teachers will include as one of their goals.

Growth related to the focus area should be referenced in feedback conversations throughout the year. The focus area and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice focus areas are not explicitly rated as part of the Teacher Performance and Practice category, growth related to the focus area will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

Individual Observations

Evaluators are not required to provide an overall rating for each observation, but they should be prepared to discuss evidence for the rubric indicators that were observed. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the rubric.

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Each domain of the CCT Rubric for Effective Teaching carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

1) Evaluator holistically reviews evidence collected through observations, interactions, and reviews of practice (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 12 indicators.

2) Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.

3) Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0

Each step is illustrated below:

1) Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component 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, interactions, and reviews of practice. 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 level of performance have I seen relatively uniform, homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?

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

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

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

Domain 1	Indicator Rating	Evaluator's Score
1a	*Developing*	2
1b	*Developing*	2
1c	*Exemplary*	4
Average Score		2.7

2) Evaluator averages indicators with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Domain-Level Score
1	2.7
2	2.6
3	3.0
4	2.8

3) The evaluator averages domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Domain	Score
1	2.7
2	2.6
3	3.0
4	2.8
Average Score	2.8

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

The summative Teacher Performance and Practice category rating and the domain/indicator ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss formative 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 category.

The process for determining the parent feedback rating includes the following steps:

1. Conduct an Anonymous School-wide Parent Survey
    The parent survey will be administered every spring and trends analyzed from year-to-year. The survey will demonstrate properties of fairness, reliability, validity and usefulness.

2. Set School-wide Goals Based on Parent Survey Feedback
    Principals and teachers will review the parent survey results and set school-wide goals. It is recommended by the CT State Department of Education that educators prioritize the focus on implementing strategies for ongoing communication and engagement with families.

3. Teacher and Evaluator Choose One School-wide Improvement Goal and Set Improvement Target
    The teacher and evaluator will mutually select one school-wide goal and determine an improvement target.

4. Measure Progress on Growth Targets
    The teacher and his/her evaluator will measure the level of success by collecting evidence that supports completion of the improvement target.

5. Determine the Teacher's Summative Rating in the Parent Feedback Category
    The teacher's summative rating in the Parent Feedback Category will reflect the degree to which a teacher successfully reaches the improvement target. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

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

STUDENT OUTCOMES RELATED INDICATORS

The Student Outcomes Related Indicators capture a teacher's impact on student learning and comprise half of the teacher's final summative rating.

Two components comprise this category:
- Student Growth and Development, which counts for 45%; and
- Whole-School Student Learning, which counts for 5% of the total evaluation

rating. These categories will be described in detail below.

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

Student Learning Objectives (SLOs) will support teachers in using a planning cycle that will be familiar to most educators:
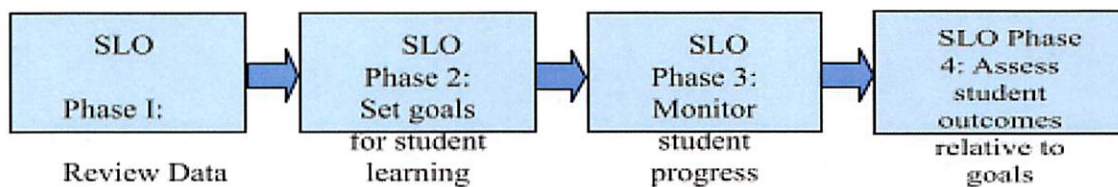
SLO Phase 1: Review Data
This first phase is the discovery phase, which begins with reviewing district initiatives, and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their rosters, they will access as much information as possible about their 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 tap 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 SLO (goals for student learning)
Each teacher will write one SLO. The indicators of academic growth and development used as evidence of whether goals/objectives are met shall be based on a standardized indicator. A teacher may choose to write a SLO focused on social and emotional learning for students, student engagement, family engagement, and/or cultural responsiveness.

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

Step 1: Decide on the Student Learning Objectives
The SLOs will be a broad goal for student learning and should address a central purpose of the teacher's assignment. The goal statement identifies core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need.

Academic SLOs should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth for shorter courses) — and should be aligned to relevant state, national, or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement 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).

SLOs related to Social Emotional Learning (SEL) should reflect high expectations for student and/or family growth over the course of the year and be aligned to relevant state or district SEL standards. An SLO statement might aim for skill development by incorporating one or more of the core SEL competencies: self-awareness, self-management, responsible decision-making, social awareness, and relationship skills.

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

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, or possibly a qualitative target for an SEL SLO, that will demonstrate whether the SLO was met. The SLO must include a minimum of two differentiated IAGDs. The IAGDs used as evidence of student growth or measures of accomplishment shall be determined through the comparison of data (standardized or non-standardized) over time, and shall not be determined by a single isolated test score or observation. The IAGDs are weighed equally at 22.5% each.

For the other half (22.5%) of the IAGDs there may be a maximum of one additional standardized indicator or a minimum of one non-standardized indicator.

A **standardized assessment** is characterized by the following attributes:
- Administered and scored in a consistent – or "standard" – manner;
- Aligned to a set of academic or performance "standards;"
- Broadly-administered (e.g., nation-or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

A **non-standardized indicator** may include the use of rubrics, rating scales, checklists, questionnaires, etc. to examine and evaluate student growth
- Observation of students
- Student work samples
- Student portfolios
- Student responses/reflections
- Parent responses/reflections

Each IAGD should make clear (1) what evidence/measure of progress will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the

targeted performance level. IAGDs can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students.

Since IAGDs are unique to each teacher's particular students: teachers with similar assignments may use the same assessment(s)/measure(s) of progress for their SLOs, but they would be unlikely to have identical IAGDs. Taken together, an SLO and its IAGDs, if achieved, would provide evidence that the objective was met.

Step 3: Provide Additional Information
During the goal-setting process, teachers and evaluators will document the following:

- baseline data used to determine SLO and set IAGDs;
- selected student population supported by data;
- learning content aligned to specific, relevant standards;
- interval of instruction for the SLO;
- assessment(s)/measure(s) of progress teacher plans to use to gauge students' progress;
- instructional strategies;
- any important technical information about the indicator evidence (like timing or scoring plans); and
- professional learning/supports needed to achieve the SLO.

Step 4: Submit SLO to Evaluator for Approval
While teachers and evaluators should confer during the goal-setting process to select a mutually agreed-upon SLO, ultimately, the evaluator must formally approve all SLO proposals.
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 Objective/Indicators
Objective is deeply relevant to teacher's assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	Objective and indicator(s) 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 towards the objectives. SLOs can be adjusted by mutual agreement of the teacher and evaluator during the Mid-Year Conference if unforeseen circumstances arise.

SLO Phase 4: Assess student outcomes relative to SLOs

At the end of the school year, the teacher should collect the evidence required by his/her IAGDs and submit it to his/her 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.

Optional Teacher Self Study

A Teacher Self Study may be substituted for the SLO/IAGDs as mutually agreed upon by the teacher and evaluator. The Teacher Self Study will count for 45% of the Student Outcomes Related Indicator. The Teacher Self Study is an option for teachers in Categories 2 and 3 only who were rated as Exemplary or Proficient in the prior school year.

The Teacher Self Study will provide teachers with an opportunity to set a goal centered around an recognized student learning need or teacher learning need. It is a vehicle for crafting a plan to identify the root concern, design a plan to address the concern, shift educator practices, monitor results and adjust the plan as needed to improve student outcomes.

The Teacher Self Study must be completed within one school year (following the same timelines and deadlines as the SLO process). The Teacher Self Study can be conducted independently or may be conducted with a collaborative team of colleagues. This may include a grade level team, a department or CLT group or other appropriate collaborative teams centered around a common student learning concern.

The Teacher Self Study should be completed and submitted to the primary evaluator during the goal-setting meeting. Self-Studies should align with district goals identified in the district strategic plan and school goals.

Approved Self Studies can be used in place of the SLOs for the Student Growth and Development - 45% goal. Details of the Teacher Self Study should be determined through a conversation and mutual agreement between the teacher and the primary evaluator.

Teachers who fall into Categories 2 and 3, will have the option to engage in a self-study, and articulate how the theory and action steps taken and implemented by the teacher align to the district goals and focus areas of the Avon Blueprint for Excellence and their respective schools' goals for the current school year.

Teachers will have the ability to develop, review, and revise the self-study on an ongoing basis throughout the year as steps are implemented.

At the mid-year goal meeting, the teacher will be required to articulate their evaluation of the effectiveness of their steps in the self-study toward the student performance measures. Revision of the self-study is encouraged at this time, yet not required.

At the end of year goal meeting the teacher will be required to articulate their reflection on the effectiveness of their steps in the self-study. The evaluator and teacher will meet as part of an end of year goal meeting to review the implementation of steps, actions taken, and results supported by data. The Teacher Self Study plan will be evaluated using current rating scales contained within the teacher evaluation plan.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to the SLO or Teacher Self Study: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

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

The evaluator may score each indicator separately, and then average those scores for the SLO or Teacher Self Study score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO or Teacher Self Study holistically. The SLO or Teacher Self Study rating and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference.

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

Five percent (5%) of a teacher's evaluation shall be based on a Whole-School Student Learning Indicator. Based on the school performance index (SPI), the building principal will determine, define and communicate a Whole-School Student Learning Indicator to which all teachers will be held accountable. Teachers will be required to articulate in writing how they will contribute to the achievement of the Whole-School Student Learning Indicator.

Teachers will be expected to share their efforts, actions and provide evidence that supports their contributions towards achieving this indicator. A teacher's Whole-School Student Learning Indicator rating is represented by the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating.
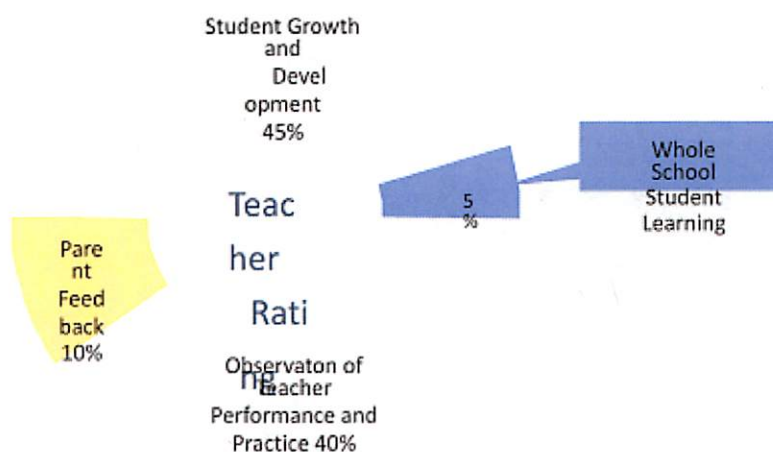
Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exceeded Whole-School Student Learning Indicator	Met Whole-School Student Learning Indicator	Partially met Whole-School Student Learning Indicator	Did not meet Whole-School Student Learning Indicator

NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50% and the whole-school student learning indicator will be weighted 0.

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

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

Every educator will receive one of four performance ratings:

      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) Calculate a <u>Teacher Practice Related Indicators score</u> by combining the observation of teacher performance and practice score (40%) and the parent feedback score (10%)
2) Calculate a <u>Student Outcomes Related Indicators score</u> by combining the student growth and development score (45%) and whole-school student learning indicator score (5%)
3) Use Summative Matrix to <u>determine Summative Rating</u>

Each step is illustrated below:

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

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

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

Rating Table

Teacher Practice Related Indicators Points	Teacher Practice Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

2) Calculate a <u>Student Outcomes Related Indicators rating</u> by combining the student growth and development score and whole-school student learning indicator score.

   The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator counts for 5% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

| Component	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	157.5
Whole School Student Learning Indicator	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			172.5 ▯ 173

Rating Table

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

3) Use the Summative Matrix to determine the Summative Rating

Using the ratings determined for each major category: Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. 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 *proficient*. The summative rating is therefore *proficient*. If the two major categories 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 determine a summative rating.

		Teacher Practice Related Indicators Rating			
		4	3	2	1
S	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	Gather further information	Rate Developing	Rate Developing	Rate Below Standard
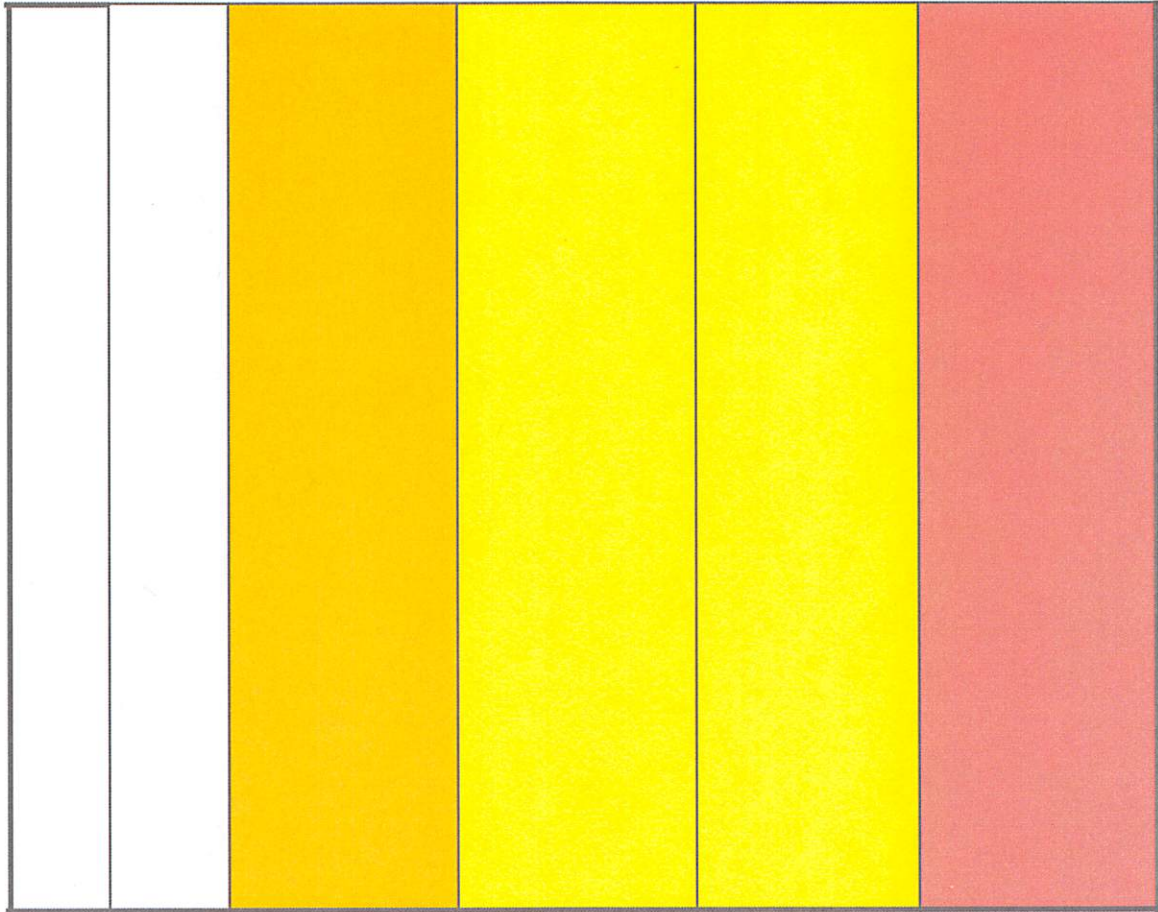
Definition of Effectiveness and Ineffectiveness

The district will use summative ratings from the teacher evaluation model to determine teacher effectiveness or ineffectiveness.

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *below standard* rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth and *developing* in year two and two sequential *proficient* ratings in years three and four. At the end of year four, the superintendent shall award tenure to any educator deemed effective (or 40 school months of continuous employment).

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

Dispute-Resolution Process

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

Appendix A

Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2017

CCT DOMAIN 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 1.a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

Attributes	Below Standard	Developing	Proficient	Exemplary *All characteristics of **Proficient**, plus one or more of the following:*
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions 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 interactions among students.	Fosters an environment where students proactively demonstrate social interactions and conflict-resolution skills.
Respect for student diversity	Establishes a learning environment that disregards students' cultural, social and/or developmental differences and/or does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences.	Recognizes and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from attempting tasks, responding to questions and challenges, or feeling safe to make and learn from mistakes.	Creates a learning environment in which some students are willing to attempt tasks, respond to questions and challenges, and feel safe to make and learn from mistakes.	Creates a learning environment in which most students are willing to take risks and respond to questions and challenges, and feel safe to make and learn from mistakes.	Creates an environment in which students are encouraged to respectfully question or challenge ideas presented by the teacher or other students.

High expectations for student learning	Establishes expectations for student learning that are too high or too low.	Establishes appropriate expectations for learning for some, but not all students; OR inconsistently reinforces appropriate expectations for student learning.	Establishes and consistently reinforces appropriate expectations for learning for all students.	Creates an environment in which students take responsibility for their own learning.

CCT DOMAIN 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 1.b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

Attributes	Below Standard	Developing	Proficient	Exemplary *All characteristics of Proficient, plus one or more of the following:*
Communicating, reinforcing and maintaining appropriate standards of behavior	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 appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with student learning.	Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.	Creates opportunities in which students establish and independently maintain appropriate standards of behavior.
Promoting social competence and responsible behavior	Provides little to no teaching, modeling, or reinforcing of social skills and/or provides little or no opportunities for students to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, and/or reinforces social skills; and/or limits opportunities to build students' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions.	Encourages students to independently use proactive strategies and social skills and take responsibility for their actions.

Indicator 1.c: Maximizing instructional time by effectively managing routines and transitions.

Attributes	Below Standard	Developing	Proficient	Exemplary *All characteristics of Proficient, plus one or more of the following:*
Routines and transitions appropriate to needs of students	Does not establish or ineffectively manages routines and transitions, resulting in significant loss of instructional time.	Establishes, but ineffectively manages routines and transitions, resulting in some loss of instructional time.	Establishes and manages routines and transitions resulting in maximized instructional time.	Establishes an environment in which students independently facilitate routines and transitions.

CCT 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:*

Indicator 2.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.

Attributes	Below Standard	Developing	Proficient	Exemplary *All characteristics of **Proficient**, plus one or more of the following:*
Content of lesson plan is aligned with standards	Plans content that is misaligned with or does not address the Connecticut Core Standards and/or other appropriate content standards.	Plans content that partially addresses Connecticut Core Standards and/or other appropriate content standards.	Plans content that directly addresses Connecticut Core Standards and/or other appropriate content standards.	Anticipates misconceptions, ambiguities, or challenges and plans ways to address these.
Logical sequence of lessons at an appropriate level of challenge	Plans lessons that are not appropriately sequenced or are not at an appropriate level of challenge.	Plans some lesson segments and/or lessons that are logically sequenced and at an appropriate level of challenge.	Plans lessons that are logically sequenced and support an appropriate level of challenge.	Plans lessons that challenge students to extend their learning, supports students in making connections between concepts, and/or applying skills/learning in other contexts.
Use of data to determine students' prior to knowledge and skills and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge and skills or different learning needs.	Uses appropriate, whole class data to plan instruction with limited consideration of data, students' prior knowledge and skills, or different learning needs.	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.	Designs opportunities to allow student to identify their own learning needs based on their own individual data.
Literacy strategies	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.

CCT 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:*

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

Attributes	Below Standard	Developing	Proficient	Exemplary *All characteristics of Proficient, plus one or more of the following:*
Strategies, tasks and questions cognitively engage students	Selects or designs instructional strategies, task and/or questions that limit opportunities for students' cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and application to other situations.	Selects or designs instructional strategies, task and questions that are primarily teacher-direct and provide some opportunities for students' cognitive engagement.	Selects or designs instructional strategies, task and questions that promote student cognitive engagement.	Selects or designs plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
Instructional resources and flexible groupings support cognitive engagement and new learning	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 and support connections between concepts.	Selects or designs resources that support students' application of concepts and/or skills in other contexts.

CCT 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:*

Indicator 2.c: Selecting appropriate assessment strategies to monitor student progress.

Attributes	Below Standard	Developing	Proficient	Exemplary *All characteristics of **Proficient**, plus one or more of the following:*
Criteria for student success	Does not identify criteria for student success.	Identifies general criteria for student success.	Identifies observable and measurable criteria for student success.	Identifies opportunities for students to be involved in developing or interpreting criteria for student success.
Ongoing assessment of student learning	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/or reflect upon their own progress.

CCT 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:*

Indicator 3.a: Implementing instructional content for learning.

Attributes	Below Standard	Developing	Proficient	Exemplary *All characteristics of **Proficient**, plus one or more of the following:*
Instructional purpose	Communicates learning expectations that are unclear or are misaligned with Connecticut Core Standards and/or other appropriate content standards.	Communicates learning expectations that are partially aligned with Connecticut Core Standards and/or other appropriate content standards and sets a general purpose for instruction that requires further clarification.	Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction.	Provides opportunities for students to demonstrate their understanding of the purpose of the lesson.
Content accuracy	Presents content with significant error(s) OR uses imprecise/inaccurate language to convey ideas in the content area that leads to student misunderstanding.	Presents content with minor error(s) OR uses imprecise language to convey ideas in the content area that leads to student misunderstanding.	Presents content accurately using content-specific language that leads to student understanding.	Effectively uses content-specific language that extends student understanding.
Content progression and level of challenge	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 an 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 students to extend their learning beyond the lesson expectations and make cross-curricular connections.
Literacy strategies	Presents instruction with limited opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with opportunities for students to develop literacy skills and/or academic vocabulary in isolation.	Presents instruction that integrates literacy strategies academic vocabulary within the lesson content.	Provides opportunities for students to independently select and apply literacy strategies.

CCT 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:*

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

Attributes	Below Standard	Developing	Proficient	Exemplary *All characteristics of Proficient, plus one or more of the following:*
Strategies, tasks and questions	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 limited 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.	Includes opportunities for students to generate their own questions and problem-solving strategies, and synthesize and communicate information.
Instructional resources and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that cognitively engage some, but not all, students, 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 connections between concepts.	Fosters student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
Student responsibility and independence	Implements instruction that is teacher-directed, providing no opportunities for students to develop independence as learners.	Implements instruction that is primarily teacher directed, but provides some opportunities for students to develop independence as learners.	Implements instruction that provides multiple opportunities for students to develop independence as learners.	Provides opportunities for students to approach learning tasks in ways that will be effective for them as individuals.

CCT 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:*

Indicator 3.c: Assessing and monitoring student learning, providing feedback to students and adjusting instruction.

Attributes	Below Standard	Developing	Proficient	Exemplary *All characteristics of **Proficient**, plus one or more of the following:*
Criteria for student success	Does not communicate criteria for success.	Communicates general criteria for student success.	Communicates specific observable and measurable criteria for student success.	Provides opportunities for students to be involved in developing or interpreting criteria for student success.
Ongoing monitoring of student learning	Monitors student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Monitors student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' self-monitoring and self-assessment to improve their learning.
Feedback to students	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.	Provides opportunities for students to self-reflect and/or provide peer feedback that is specific and focuses on advancing student learning.
Instructional adjustments	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.	Provides opportunities for students to independently select strategies that will be effective for them as individuals.

CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership

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

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

Attributes	Below Standard	Developing	Proficient	Exemplary *All characteristics of **Proficient**, plus one or more of the following:*
Teacher self-evaluation and reflection and impact on student learning	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.
Response to feedback	Does not respond to supervisor or peer feedback and recommendations for improving practice.	Responds to supervisor or peer feedback and recommendations for improving practice although changes in practice are limited.	Responds to supervisor or peer feedback and makes changes in practice based on feedback.	Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.
Professional learning	Does not engage in professional learning activities.	Engages in relevant professional learning but application to practice is limited.	Engages in relevant professional learning and applies new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership

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

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

Attributes	ow Standard	Developing	Proficient	Exemplary All characteristics of Proficient, plus one or more of the following:
Collaboration with colleagues	Does not collaborate with colleagues to improve teaching and learning.	Minimally collaborates with colleagues to improve teaching and learning.	Collaborates with colleagues to improve teaching and learning.	Supports and assists colleagues to adapt planning and instructional practices that support teaching and learning.
Professional responsibility and ethics	Does not consistently exhibit professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.	Exhibits practices that demonstrate the need for increased awareness of the Connecticut Code of Professional Responsibility for Teachers.	Consistently exhibits professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.	Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.

CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership

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

Indicator 4.c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Attributes	Below Standard	Developing	Proficient	Exemplary *All characteristics of **Proficient**, plus one or more of the following:*
Positive school climate	Does not comply with efforts to develop and/or sustain a positive school climate.	Complies with efforts to develop and/or sustain a positive school climate.	Actively engages with colleagues, students and families to develop and sustain a positive school climate.	Leads efforts to improve and strengthen the school climate.
Family and community engagement	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/or makes some attempts to build relationships through additional communications.	Proactively communicates 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; seeks input from families and communities to support student growth and development.
Culturally responsive communications	Demonstrates lack of cultural awareness or bias in interactions with students, families and/or the community.	Interacts with students, families and the community in a manner that indicates limited awareness of, or respect for, cultural differences.	Interacts with students, families and the community in a culturally respectful manner.	Leads efforts to enhance culturally respectful interactions with students, families and the community.

Common Core of Teaching (CCT) Rubric for Effective Teaching 2017

Definition of Terms

Assessment strategies are used to evaluate student learning during and after instruction.

1. **Formative assessment** is a part of the instructional process, used by teachers 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).

2. **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.

Cognitive engagement: Problem-solving, critical or creative thinking, discourse or inquiry-based learning and application to other situations.

Colleague: A colleague is a person with whom an educator works, including, but not limited to, other teachers, administrators, support staff, and paraeducators.

Connecticut Code of Professional Responsibility for Teachers: A set of principles which the teaching profession expects its members to honor and follow; and serves as a basis for decisions on issues pertaining to licensure and employment.

Connecticut's definition of professional learning: High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.

Content standards: Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

Content: Discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

Culturally-responsive: 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.

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.

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.

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.

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.

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.

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.

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.

Lesson plan: A purposeful planned learning experience.

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.

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.

Proactive strategies: Include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

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.

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).

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.

Take risks: Fostering a classroom environment that promotes risk-taking and involves building trust; students' trust in the teacher and other students in the class. Students who trust their teachers believe that teachers will turn their failures into learning opportunities.

Appendix B

Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2017

CCT DOMAIN 1: Learning Environment, Engagement and Commitment to Learning

Service providers promote student/adult learner 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.

Attributes	Below Standard	Developing	Proficient	Exemplary *All characteristics of **Proficient**, plus one or more of the following:*
Rapport and positive social interactions	Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners.	Interactions between service provider and learners are generally positive and respectful and/or the provider inconsistently attempts to promote positive social interactions.	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions.	Fosters an environment where learners have opportunities to proactively demonstrate positive social interactions and/or conflict-resolution skills.
Respect for learner diversity	Establishes a learning environment that disregards learners' cultural, social and/or developmental differences, or does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of learners' cultural, social and/or developmental differences.	Establishes a learning environment that is consistently respectful of all learners' cultural, social and/or developmental differences.	Recognizes and incorporates learners' cultural, social and/or developmental diversity to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates or promotes a learning environment that discourages learners from attempting tasks, responding to questions and challenges, or feeling safe to make and learn from mistakes.	Inconsistently creates or promotes a learning environment that encourages learners to attempt tasks, respond to questions and challenges, or feel safe to make and learn from mistakes.	Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes.	Creates or promotes an environment where learners are encouraged to respectfully question or challenge ideas presented.

High expectations for learning	Does not establish expectations for learning.	Establishes expectations that are too high or too low, or inconsistently reinforces realistic expectations for learning/growth and development.	Establishes and consistently reinforces high and realistic expectations for learning/growth and development.	Creates opportunities for learners to take responsibility for their own growth and development.

CCT DOMAIN 1: Learning Environment, Student Engagement and Commitment to Learning

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

Indicator 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.

Attributes	Below Standard	Developing	Proficient	Exemplary *All characteristics of Proficient, plus one or more of the following:*
Communicating and reinforcing appropriate standards of behavior	Demonstrates little or no evidence of establishing and/or reinforcing appropriate standards of behavior resulting in interference with learning.	Establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with learning.	Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment.	Creates opportunities for learners to take responsibility for their own behavior and/or seamlessly responds to misbehavior.
Promoting social and emotional competence	Provides little to no teaching, modeling or reinforcing social skills or provides little to no opportunity for learners to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, and/or reinforces social skills and/or limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.	Encourages learners to independently apply proactive strategies and social skills and take responsibility for their actions.

CCT DOMAIN 1: Learning Environment, Student Engagement and Commitment to Learning

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

Indicator 1c: Maximizing service delivery by effectively managing routines and transitions.

Attributes	Below Standard	Developing	Proficient	Exemplary *All characteristics of Proficient, plus one or more of the following:*
Routines and transitions appropriate to needs of learners	Implements and manages routines and transitions resulting in significant loss of service delivery time.	Implements and manages routines and transitions resulting in some loss of service delivery time.	Implements and manages effective routines and transitions that maximize service delivery time.	Establishes an environment in which learners independently facilitate routines and transitions.

CCT DOMAIN 2: Planning for Active Learning

Service providers design academic, social/behavioral, therapeutic, crisis and consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.

Attributes	Below Standard	Developing	Proficient	Exemplary *All characteristics of **Proficient**, plus one or more of the following:*
Standards alignment	Designs plans that are misaligned with or does not address the Connecticut Core Standards and/or other appropriate content standards.	Designs plans that partially align with relevant Connecticut content standards, or discipline-specific state and national guidelines.	Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.	Designs plans that encourage learners to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work.
Evidence-based practice	Designs plans that are not evidence based.	Designs plans that are partially evidence based.	Designs plans using evidence based practice.	Designs plans that challenge learners to apply learning to new situations.
Use of data to determine learner needs and level of challenge	Designs plans without consideration of data.	Designs plans using limited sources of data to address learner needs and to support an appropriate level of challenge.	Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge.	Proactive in obtaining, analyzing and using data to guide collaborative planning.
Targeted and specific objectives for learners	Develops objectives that are not targeted or specific to the needs of learners.	Develops objectives that are related, but not targeted or specific to the needs of learners.	Develops objectives that are targeted and specific to the needs of all learners.	Plans include opportunities for learners to inform the development of future objectives.

CCT DOMAIN 2: Planning for Active Learning

Service providers design academic, social/behavioral, therapeutic, crisis and consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2b: Developing plans to actively engage learners in service delivery.

Attributes	Below Standard	Developing	Proficient	Exemplary All characteristics of **Proficient**, plus one or more of the following:
Strategies, tasks and questions	Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement.	Selects or designs plans that are primarily service provider-directed and offer some opportunities for active learner engagement.	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.	Selects or designs plans that allow learners to apply or extend learning to the school setting and larger world.
Resources and/or flexible groupings and new learning	Selects or designs resources and/or groupings that do not engage learners or support new learning.	Selects or designs resources and/or groupings that minimally engage learners.	Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning.	Selects or designs opportunities for learners to make choices about resources and/or flexible groupings that support and extend new learning.

CCT DOMAIN 2: Planning for Active Learning

Service providers design academic, social/behavioral, therapeutic, crisis and consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2c: Selecting appropriate assessment strategies to identify and plan learning targets.

Attributes	Below Standard	Developing	Proficient	Exemplary All characteristics of **Proficient**, plus one or more of the following:
Selection of assessments and interpretation of results	Does not use knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.	Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.	Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.	Consults with others to enhance understanding of the assessment selection process, the information obtained, and the subsequent development of learning plans.
Criteria for learner success	Does not identify appropriate criteria for assessing learner success.	Identifies general criteria for assessing learner success.	Identifies objective and measureable criteria for assessing learner success.	Identifies opportunities for learners and/or others to be involved in developing and/or interpreting criteria for learners' success.
Ongoing assessment of learning	Does not plan for use of assessment strategies or methods to monitor or adjust service delivery.	Plans for use of assessment strategies or methods that provide limited opportunities to monitor and/or adjust service delivery.	Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery.	Plans to engage learners in using assessment criteria to self-monitor and reflect on learning.

CCT DOMAIN 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3a: Implementing service delivery for learning.

Attributes	Below Standard	Developing	Proficient	Exemplary *All characteristics of Proficient, plus one or more of the following:*
Purpose of service delivery	Does not communicate academic and/or social/behavioral expectations for service delivery.	Communicates academic and/or social/behavioral expectations for service delivery in a way that requires further explanation.	Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards.	Provides opportunities for learners to communicate how academic and/or social/behavioral expectations can apply to other situations.
Precision of service delivery	Delivers services with significant error(s) and uses imprecise language to convey ideas, resulting in learning misunderstanding.	Delivers services with minor error(s) or uses imprecise language to convey ideas, resulting in the need for clarification.	Delivers services accurately, resulting in learning.	Effectively delivers services that extend learners' understanding.
Progression of service delivery	Delivers services which lack a logical and purposeful progression.	Delivers services in a generally logical and purposeful progression, but are not sensitive to learner needs.	Delivers services in a logical and purposeful progression that meet the needs of learners.	Provides learners with opportunities that challenge them to take responsibility and extend their own learning.
Level of challenge	Does not provide an opportunity for challenge.	Provides some challenge that align to learning needs.	Consistently delivers services at a level of challenge that aligns to learners' needs.	Provides opportunities for learners to extend learning beyond expectations.

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CCT DOMAIN 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

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

Attributes	Below Standard	Developing	Proficient	Exemplary *All characteristics of Proficient, plus one or more of the following:*
Strategies, tasks and questions	Use a limited combination of tasks and questions that do not result in new and meaningful learning.	Use a limited combination of tasks and questions that result in new and meaningful learning. .	Uses differentiated strategies, tasks and questions that result in new and meaningful learning and promote problem-solving, critical and creative thinking, purposeful discourse or inquiry.	Includes opportunities for learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, synthesize and communicate information.
Resources and flexible groupings and new learning	Limited use of available resources or groupings that do not actively engage learners and support new learning.	Uses available resources or groupings to actively engage learners and support some new learning.	Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings.	Fosters learner ownership, self-direction and choice of available resources or flexible groupings.
Learner responsibility and independence	Implements service delivery that is primarily provider directed, and provides little or no opportunities for learners to develop independence.	Implements service delivery that is mostly provider directed and provides some opportunities for learners to develop independence and share responsibility for the learning.	Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.	Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals.

CCT DOMAIN 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3c: Assessing learning, providing feedback and adjusting service delivery.

Attributes	Below Standard	Developing	Proficient	**Exemplary** All characteristics of **Proficient**, *plus one or more of the following:*
Criteria for learner success	Does not communicate criteria for learner success.	Communicates general criteria for learner success.	Communicates specific observable and measureable criteria for learner success.	Provides opportunities for learners to be involved in developing and/or interpreting criteria for their own success.
Ongoing assessment of learning	Monitors learning with focus limited to task completion and/or compliance rather than learners' achievement of purpose/objective.	Monitors learning with focus on progress toward achievement of the intended purpose/objective.	Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective.	Promotes learners' self-monitoring and self-assessment to improve their learning.
Feedback to learner	Provides no meaningful feedback or feedback lacks specificity and/or does not support improvement toward academic or social/behavioral outcomes.	Provides feedback that partially supports improvement toward academic or social/behavioral outcomes.	Provides feedback that is specific, timely, accurate and actionable, and supports the improvement toward academic or social/behavioral outcomes.	Fosters self-reflection and/or peer feedback that is specific and focused on advancing learning.
Adjustments to service delivery	Makes no attempts to adjust service delivery in response to learners' performance or engagement in tasks.	Makes some attempts to adjust service delivery in response to learners' performance or engagement in tasks.	Adjusts to service delivery in response to learners' performance or engagement in tasks.	Develops differentiated methods to obtain feedback from learners in order to assist in adjustment of service delivery.

CCT DOMAIN 4: Professional Responsibilities and Leadership

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

Indicator 4a: Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.

Attributes	Below Standard	Developing	Proficient	Exemplary *All characteristics of Proficient, plus one or more of the following:*
Self-evaluation/reflection	Insufficiently reflects and analyzes practice and impact on learners.	Self-evaluates and reflects on practice and impact on learners, but makes limited effort to improve practice.	Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective 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.
Response to feedback	Does not accept supervisor or peer feedback and recommendations or make changes for improving practice.	Accepts supervisor or peer feedback and recommendations but changes in practice are limited or ineffective.	Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice.	Proactively seeks supervisor or peer feedback in order to improve in a range of professional practices.
Professional learning	Does not engage in professional learning opportunities.	Engages in required professional learning opportunities, but application of learning to practice is minimal.	Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.	Facilitates professional learning with colleagues, families or community.

CCT DOMAIN 4: Professional Responsibilities and Leadership

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

Indicator 4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning.

Attributes	Below Standard	Developing	Proficient	Exemplary *All characteristics of* **Proficient***, plus one or more of the following:*
Collaboration with colleagues	Does not collaborate with colleagues to improve service delivery and learning.	Collaborates with colleagues with limited impact on service delivery and learning.	Collaborates with colleagues to improve service delivery and learning.	Leads efforts to improve and strengthen the school climate.
Professional responsibility and ethics	Does not consistently demonstrate professional responsibilities and ethical practices in accordance with the *Connecticut Code of Professional Responsibility for Teachers.*	Exhibits practices that demonstrate the need for increased awareness of the *Connecticut Code of Professional Responsibility for Teachers.*	Consistently exhibits professional responsibilities and ethical practices in accordance with the *Connecticut Code of Professional Responsibility for Teachers.*	Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.
Maintenance of records	Records/data are incomplete, or confidential information is stored in an unsecured location.	Records/data are complete but many contain some inaccuracies. Confidential information is stored in a secured location.	Records/data are complete, organized and accurate. Confidential information is stored in a secured location.	Shares best practices in maintenance of records/data.

CCT DOMAIN 4: Professional Responsibilities and Leadership

Service providers maximize support for 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/adult learning.

Attributes	Below Standard	Developing	Proficient	Exemplary *All characteristics of Proficient, plus one or more of the following:*
Positive school climate	Does not comply with efforts to develop and sustain a positive school climate.	Complies with efforts to develop and/or sustain a positive school climate.	Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.	Leads efforts to improve and strengthen the school climate.
Stakeholder engagement	Limits communication with stakeholders to required reports and conferences.	Communicates with stakeholders through required reports and conferences, and makes some attempts to build relationships with some stakeholders.	Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success.	Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders to support learner growth and development.
Culturally responsive communications with stakeholders	Demonstrates bias or lack of cultural competence in interactions with stakeholders.	Interacts with stakeholders in a manner that indicates limited awareness of or respect for cultural differences.	Interacts with stakeholders in a culturally responsive manner.	Leads efforts to enhance culturally responsive communications with stakeholders.

Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2017

Definition of Terms

Adjustments: Adjustments to service delivery are based on information gained from progress monitoring. Service providers make purposeful decisions about changes necessary to help learners achieve service delivery outcomes.

Assessment strategies are used to evaluate learners before, during and after service delivery.
> **Entry assessments** are often diagnostic and used to determine eligibility for services.
> **Formative assessment** is part of the process used by service providers during service delivery, which provides feedback to monitor and adjust ongoing services.
> **Summative assessments** are used to evaluate learners at the end of a service delivery plan to determine learner success.

Colleague: A colleague is a person with whom an educator works, including, but not limited to, other teachers, administrators, support staff, and paraeducators.

Connecticut Code of Professional Responsibility for Teachers: A set of principles which the teaching profession expects its members to honor and follow; and serves as a basis for decisions on issues pertaining to licensure and employment.

Connecticut's definition of professional learning: High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.

Content standards: Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

Culturally-responsive communications: Using the cultural knowledge, prior experiences and performance styles of diverse learners to make learning more appropriate and effective and support connectedness between home and school experiences.

Feedback: Effective feedback is descriptive and immediate and helps learners to improve their performance by telling them what they are doing well while providing meaningful, appropriate and specific suggestions for improvement, as appropriate.

Flexible groupings: Groupings of learners that are changeable based on the purpose of the service delivery and on changes in the needs of individual learners over time.

Plans: Academic, behavioral, therapeutic, crisis or consultative plans may be developed for and directed to whole group, small group and/or individual learners.

Proactive strategies: Include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

Resources: Includes, but are not limited to, available textbooks, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software kits, games, pictures, posters, artistic prints, study prints, sculptures, models, maps, motion pictures, audio and video recordings, DVDs, 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.

Respect for learner 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.

Respectful and equitable learning environment: Supports whole-child development and the understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students but they also offer opportunities for equitable access, survivability, outputs and outcomes (Branson & Gross, 2014).

Routines and transitions: Routines can be instructional or non-instructional organizational activities. Transitions are non-instructional activities such as moving from one grouping, task or context to another.

Service delivery: Derived from a framework of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.

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).

Sources of data: May include existing data or data to be collected (progress monitoring). Data may be formal (standardized tests) or informal (survey responses, interviews, anecdotal, records, grades) and may be formative or summative.

Stakeholders: Student/adult learners, families, colleagues, community members, etc. who are determined by the role and delineated responsibilities of the service provider.

Take risks: Fostering a classroom environment that promotes risk-taking and involves building trust; students' trust in the teacher and other students in the class. Students who trust their teachers believe that teachers will turn their failures into learning opportunities.

Appendix C

Connecticut Code of Professional Responsibility for Teachers

Demonstrate knowledge of the Code of
Professional Responsibility for Teachers;

inclusive, of the Regulations of
Connecticut State Agencies, the Common Core
of Teaching, and the

Have the qualities of character and personal
fitness for teaching.

Standards and Procedures for the Approval of
Connecticut Education Preparation Programs
stipulate requirements for candidates in addition to
those noted above. Furthermore, in order to gain
Connecticut State Board of Education Approval for
their preparation programs, institutions and schools
of education must present evidence of how their
programs and

Accreditation of Teacher Education (NCATE).

For more information about Connecticut and
NCATE standards, please refer to the following web
sites.

www.ct.gov/sde/c
ert

Connecticut Common Core of
Teaching
www.ct.gov/sde

NCATE
www.ncat
e.org

Connecticut State

Commissio
ner

**and
Certification**

Christopher M.
Todd

FOR MORE INFORMATION:

E-mail:

Phone: 860-713-6
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and

Certification

06115-0471

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For

Teachers

PREAMBLE

The Code of Professional Responsibility for
Teachers is a set of principles which the teaching
profession expects its members to honor and
follow. These principles set forth, on behalf of the
teaching 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 teaching profession is vested by the public
with a trust and responsibility requiring the highest
ideals of professionalism. Therefore, the teacher
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 teaching profession, and the
community.

Consistent with applicable law, the Code of
Professional Responsibility for Teachers shall serve
as a basis for decisions on issues pertaining to
licensure and employment. It shall apply to all
teachers licensed by or individuals seeking
licensure from the State of Connecticut. For the
purposes of this section, "teacher" means a person
who is applying for, who holds or who is employed
under a teaching certificate, or other

Connecticut Codeof Professional Responsibility for Teachers

Regulations of Connecticut State Agencies Section 10-145d-400a

(B) RESPONSIBILITY TO THE STUDENT

(1) The professional teacher, 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 withstudents;

(B) Engage students in the 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 ofdemocraticprinciplesand 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 value systems and worthy, positive goals;

(G) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;

(H) Strive to develop within students fundamental critical thinking skills and problem-solving techniques;

(I) Remain steadfast in guaranteeing equal opportunity for quality education for all children, and not unlawfully discriminate; and

(J) Maintain the confidentiality of all information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

(2) The professional teacher, 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) Sexually or physically harass or abuse students;

(C) Emotionally abuse students; or

(D) Engage in any misconduct which would put students at risk.

(c) RESPONSIBILITY TO THE PROFESSION

(1) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall:

(A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of theprofession;

(B) Uphold the professional teacher's right to teach effectively;

(C) Uphold the principle of academic freedom;

(D) Strive to exercise the highest level of professional judgment;

(E) Assume responsibility for his or her professional development;

(F) Encourage the participation of teachers in the process of educational decision-making;

(G) Promote the employment of only qualified and fully licensed teachers;

(H) Encourage promising, qualified and competent individuals to enter the profession;

(I) Decline any gratuity, gift or favor that would impair or influence professional decisions or actions; and

(J) Maintain the confidentiality of all information concerning colleagues obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

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(2) The professional teacher, in full recognition of his or her obligation to theprofession of teaching, shall not:

(A) Obtain licensure or employment by misrepresentation or fraud;

(B) Misrepresent his, her or another's professional qualifications or competencies; or

(C) Engagein anymisconduct which would impair his orher ability to teach.

(d) RESPONSIBILITY TO THECOMMUNITY

(1) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall:

(A) Be cognizant of the influence of teachers upon the community-at-large, and, therefore, shall not knowingly misrepresent facts or make false statements;

(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 children.

(2) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall not:

(A) Exploit theeducational institution for personal gain; or

(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.

Appendix D

Teacher Evaluation and Development Model Forms

These forms are available on the Avon Website: http://www.avon.k12.ct.us

Go to the tab: **Teaching and Learning**

Scroll to: **Educator Evaluation**

Select: **Teacher Evaluation Forms**