

**Please Note: These minutes are pending Board approval.
Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting on August 19, 2014 at 6:30 p.m. in the Council Chambers, 3 Primrose Street.

K. Alexander, Chair	J. Erardi
L. Roche, Vice Chair (absent)	L. Gejda
K. Hamilton, Secretary	R. Bienkowski
D. Leidlein	3 Staff
J. Vouros	12 Public
D. Freedman (absent)	2 Press
M. Ku	

Item 1 – Call to Order

Mr. Alexander called the meeting to order at 6:33: p.m.

MOTION: Ms. Hamilton moved that the Board of Education go into executive session to discuss personnel, contract negotiations and pending litigation and invited Dr. Erardi, Dr. Gejda, Julie Haggard, Attorney Floyd Dugas by phone, Attorney David Monastersky and Catharine Goralski. Mrs. Leidlein seconded. Motion passes unanimously.

Item 2 – Executive Session

Item 3 – Public Session/Pledge of Allegiance

Item 4 – Action on Executive Session Items

MOTION: Ms. Hamilton moved that the Board of Education approve the settlement of the matter of Rozas v. the Newtown Board of Education for a total amount of \$45,000 of which the Board of Education contribute \$22,500. Mr. Vouros seconded. Motion passes unanimously.

MOTION: Ms. Hamilton moved that the Board of Education approve the one-year agreement with Dr. David Abbey from July 1, 2014 to June 30, 2015. Motion passes unanimously.

MOTION: Ms Hamilton moved that the Board of Education approve the leave of absence for Alison Stevenson. Mrs. Ku seconded. Motion passes unanimously.

MOTION: Ms Hamilton moved that the Board of Education appoint Catharine Goralski Interim Supervisor of Special Education. Mrs. Leidlein seconded. Motion passes unanimously.

Item 5 – Celebration of Excellence

Mr. Alexander recognized Debbie Leidlein for her work as Board Chair. First Selectman Patricia Llodra spoke about her relationship with Mrs. Leidlein and was impressed when she first joined the Board and shared her feelings about education. She was Chair during difficult times dealing with administrative changes and the Sandy Hook tragedy. She praised Mrs. Leidlein for her hard work in dealing with the many issues that faced the Board and the professional way in which she handled them.

Mr. Alexander stated that Mrs. Leidlein showed respect for everyone's voice at our meetings and maintained a positive appearance in dealing with the media. He also applauded her work in the negotiations regarding Chalk Hill School and her efforts to help teachers prepare for their students in a new school. He expressed his gratitude for all that she has done for the district.

Item 6 – Consent Agenda

MOTION: Ms. Hamilton moved that the Board of Education approve the donations to Sandy Hook School and Middle Gate School, the leave of absence for Roseanne O'Neill, the resignations of Lisa Boff, Karla Vazquez, Caroline Barron, Catherine Hall, Jenny Amato, Lauren Poppe and Roxanne Melaragno, and the high school fall coach's roster. Mrs. Leidlein seconded. Motion passes unanimously.

MOTION: Ms. Hamilton moved to approve two amendments to the minutes of July 15, 2014. Mrs. Leidlein seconded. On page two the vote results were read by Mrs. Roche and on page five under the CIP the old estimate amount should be \$2.3M. Motion passes unanimously. Vote on minutes: passes unanimously.

Item 7 – Public Participation – noneItem 8 – Reports

Chair Report: Mr. Alexander attended the Charter revision meeting and presented the Board suggestions. The Board executive committee met and decided to have the Board receive their meeting material a week before the meeting to allow more review time. The next Board of Finance meeting is August 28 where the CIP will be presented.

Superintendent's Report:

Dr. Erardi mentioned the back to school items which included the letter to parents, his meeting with the bus drivers and the convocation which is this Thursday at 8 AM.

Staffing is changing daily and he thanked Dr. Abbey and Mrs. D'Eramo for doing a great job. We are in good shape with safety and security.

He is offering an administrative aspirant program beginning September 23 for all interested staff.

GATES program staffing is complete with two part time teachers for 2 days per week at Reed and the middle school. This will be a before school program instead of at the end of the day.

The community forum will be held September 18 at 7 PM in the high school lecture hall.

The new teacher cohort consisted of nearly 25 staff members.

The teacher forum will be held October 1 with representatives from every building.

Ms. Hamilton asked the cost for GATES busing.

Dr. Erardi said it was approximately a \$50 to \$75 per week increase.

Mr. Alexander asked for an update on the enrollment study and school facilities study.

Committee Reports:

Mr. Vouros said the Climate and Culture committee is on a good track of collaboration.

K-12 Testing and Technology Report:

Dr. Gejda provided the assessment calendar for grades K-11. She spoke about the Northwest Evaluation Association Measurement of Academic Progress (NWEA MAP) which has no time limitation but generally takes 30 to 90 minutes and is taken online. The Smarter Balanced Assessment (SBAC) is also untimed and online and is replacing the CMT. During all assessments the technology staff was in the schools to be sure everything went well. The CMT for science will be given to grades 3 and 5 and the CAPT science for grade 10. These will not be administered online.

Mrs. Leidlein asked if the NWEA MAP was a school or district option.

Dr. Gejda said as a district option we will administer in the fall and spring. The winter assessment will be optional.

Ms. Hamilton asked how much additional time of testing is involved.

Dr. Gejda said the national assessment SBAC is seven hours. Biggest challenge is that we are limited in technology so we can't test as many students as we have in the past.

Mrs. Amodeo said the testing last year went well. We hope to keep the testing to three weeks in the elementary schools.

Mr. Vouros asked how the data was affecting the children.

Dr. Gejda said teachers are learning about the program and how to analyze the data. NWEA will tell us where students are ready to learn. They are in the process of revising their standards. Teachers are being trained to analyze the data and communicate it to parents. Teachers received training on how to administer the test.

Ms. Hamilton asked the percentage of staff currently trained to analyze the data. Her concern is that it is taking too long to provide training.

Dr. Gejda said part of the program includes tutorials. We need more experience in using the data but this year's teachers are feeling more comfortable with this.

Ms. Hamilton asked if additional equipment will be needed and how the iPad testing was.

Mrs. Amodeo said the iPad testing was good. They are trying to move testing to desktops which have larger screens.

MOTION: Ms. Hamilton moved that the Board of Education approve the year-end financial report and transfers for the year ending June 30, 2014. Mr. Vouros seconded.

Mr. Bienkowski presented the yearend financial report. We ended the year with a positive balance of \$47,185 which can be deposited in the non-lapsing account.

Mrs. Leidlein asked to have the revised report sent to the Board.

Ms. Hamilton was concerned about having enough money in the homebound tutoring account.

Mr. Bienkowski said that Mrs. Haggard was putting in a new procedure to have a better hold on costs.

Ms. Hamilton asked where we ended the year for the excess cost grant.

Mr. Bienkowski said we ended close to 78%.

Mr. Vouros asked about tutoring in general and if we could use teachers instead of sending students out.

Dr. Erardi spoke to Mrs. Haggard about this. In many cases the homebound account is driven by expelled students. This is not the case in Newtown. We need better control over who is authorizing homebound instruction. He also stated that ending the year in the black is a commendation to everyone at this table.

Mr. Bienkowski clarified that the excess cost grant came in at 76.59%. 75% is budgeted for next year.

Motion passes unanimously.

MOTION: Ms. Hamilton moved that the Board of Education approve the financial report and transfers for the month ending July 31, 2014. Mrs. Leidlein seconded.

Mr. Bienkowski indicated that this budget year will be very tight because we only had a .42% increase.

Motion passes unanimously.

Item 9 – Old Business

School-Based Health Clinic:

Dr. Erardi said site visit dates were offered to the Board. We will continue to answer questions with action at the September 16 meeting.

Mr. Alexander asked that any additional questions be forwarded to him.

MOTION: Ms. Hamilton moved that the Board of Education approve the 2014-2015 administrators evaluation plan. Mr. Vouros seconded.

Dr. Gejda said the state requires the Board to approve this plan. The process will be the same. Motion passes unanimously.

MOTION: Mrs. Leidlein moved that the Board of Education approve the 2014-2015 teacher evaluation plan. Mr. Vouros seconded.

Dr. Gejda said this plan is similar to what we have been using the past two years.

Motion passes unanimously.

Actin on the CIP:

MOTION: Ms. Hamilton moved that the Board of Education approve the CIP as presented.

Mr. Vouros seconded.

Ms. Hamilton said the Chuck Boos gave us design plans and cost estimates for the high school auditorium. We looked at what it would take to completely renovate the auditorium because the 12/14 Foundation found a lot of things that were outdated. Various things are not code compliant. The cost was \$3.5M with the potential to get over \$500,000 in state reimbursements. Normally that isn't reimbursable from the state but because we are bringing it up to code those are reimbursable. This is a non-priority project that we can apply for at any time. The committee is recommending going for the full project to refurbish the auditorium. We need to inform the Board of Finance and Legislative Council that this will be the bonding schedule. \$2.3M has been approved but we will ask for an additional \$1.3M. The entire cost is just over \$3M.

The Hawley project was moved out to re-evaluate where we are with that project. Mr. Faiella said it should be in year three.

Motion passes unanimously.

Sandy Hook Update:

Dr. Erardi said Ms. Hamilton and Mr. Freedman attended the last Sandy Hook project meeting. The project is on time and under budget. There will be an update after the September meeting.

Ms. Hamilton said they are working on Phase 4 and will present to the Board on October 7.

K-4 Class Size:

Dr. Erardi said the incoming kindergarten class totals 233. He thanked the parents who weighed in on class size. There is a misconception that there is a Connecticut statute which prohibits 25 students per class. The Board guidelines are up to 20 students per class in grades K-2, up to 25 in grades 3-8 and 25 in grades 9-12. The conversations are around the third grade classes at Head O'Meadow. He feels the place of focus needs to be there. We should discuss this class because of the connection of the third grades to the Sandy Hook tragedy. He recommends the Board consider holding onto three sections and support the instruction by having the lead teacher offer assistance and to also consider a full time paraeducator to be split by all three classrooms with Mrs. Gasparine ensuring the paraeducator is a certified teacher who could possibly be in line for a future teaching position in the district. The paraeducator would be supporting instruction 10 to 12 hours per week in each class.

Mrs. Ku said there are other grades that are at that limit and above and asked if we had evidence that third grade is a special case and what the best way was to address the needs.

Dr. Erardi said we believe third grade uniqueness is from 12/14. Last year's second grade and this year's projected third grade had mental health issues. At Head O'Meadow the lead teacher has a psychologist background. Our collective recommendation is that the Board considers a paraeducator.

Mrs. Leidlein supports the recommendation for Head O'Meadow but also for Hawley and Middle Gate Schools.

Dr. Erardi said the difference is the projected class number. Our focus has been on Head O'Meadow.

Mr. Vouros said we have to be vigilant about the other third grades and have administrators report any anxiety in the classes. He would like one in each school.

Dr. Erardi asked if the Board would be comfortable to move forward with a para at Head O'Meadow and will report back to the Board on the other schools after the year begins.

Ms. Hamilton agreed to wait and see the results at the other schools. We will have to address additional staffing.

Mr. Alexander doesn't think the Board can make these specific decisions and needed guidance from the administration.

Mrs. Ku said the Curriculum and Instruction Committee could look at the guidelines compared to other districts.

Mr. Alexander said the superintendent and principals could come back to the Board to look at paras in the buildings and possibly move people around.

Mrs. Ku also feels we should approve this.

Mr. Alexander asked how we would pay for this.

Dr. Erardi said we had a number of late retirements and resignations so we can absorb the full time paraeducator.

MOTION: Ms. Hamilton moved that the Board of Education approve the Superintendent's goals for the 2014-2015 school year. Mrs. Leidlein seconded.

Motion passes unanimously.

Item 10 – New Business

High school department chairs attending included Erik Holst-Grube, Fine and Applied Arts, Karen Sherman, math, Candi Dietter, social studies, and Chris Canfield science.

Mrs. Ku said the Curriculum and Instruction committee met twice regarding the proposed items for approval. They are very worthwhile and in the budget.

Mr. Vouros said these have been readily endorsed and reflect the practical application of the curriculum.

MOTION: Ms. Hamilton moved that the Board of Education approve the Advanced Auto course.

Mr. Vouros seconded.

Mr. Holst-Grube said right now this is an independent study but we want it to be a bona fide course.

Motion passes unanimously.

MOTION: Ms. Hamilton moved that the Board of Education approve the Introduction to Western Philosophy Course. Mrs. Ku seconded.

Mrs. Dietter said this course was developed by a student as a junior/senior project. It's a one-semester course and was taught as a pilot.

Motion passes unanimously

MOTION: Ms. Hamilton moved that the Board of Education approve the following textbooks:

- *Stats in Your World* by D. Block and T. Marino, publisher Addison Wesley, 2013
- *Culinary Essentials* by Johnson & Wales University, publisher Glencoe, 2010
- *Marketing Essentials*, publisher Glencoe/McGraw-Hill, 2012
- *Chemistry: The Central Science* (13th Edition) by Brown/Lemay, publisher Pearson, 2014

Mr. Vouros seconded.

Mrs. Sherman said the stats book is for a college level course for juniors and seniors and has online components.

Mr. Canfield said he proposed an e-text for the chemistry course instead of buying textbooks. We will purchase a hard copy if a student doesn't have access to a computer.

Mr. Holst-Grube said the culinary book has a common core component along with reading strategies. The market textbook also addresses technology.

Motion passes unanimously.

Unexpended Funds:

MOTION: Ms. Hamilton moved that the Board request of the Board of Finance that the unexpended funds from the 2013-14 fiscal year budget appropriation in the amount of \$47,185 be deposited into the non-lapsing account established in accordance with Connecticut General Statute Section 10-248a, for educational purposes. Further to this action is that the source of these funds are detailed on the year-end financial report as previously approved by this Board of Education and further that the intended current anticipated use of said funds will be to provide a portion of local funds necessary for further security enhancements to its schools in the event the District is awarded a School Security Grant under the second round of the Governors' Security Grant Program. Mrs. Leidlein seconded.

Ms. Hamilton asked if these funds would be used in the upcoming fiscal year. Mr. Bienkowski said we are planning to submit a grant application for security grant reimbursement which will require a local amount be funded for those enhancements. The \$47,185, the \$25,000 for security donations and \$26,000 from the board donations account would be used. It would be reimbursed at 36%. There are some things we didn't get reimbursed for from the SERV grant so those funds could be used. Motion passes unanimously.

Ms. Hamilton asked to forward a letter to the Board of Finance with this explanation.

Item 11 – Public Participation – none

MOTION: Mrs. Leidlein moved to adjourn. Mr. Vouros seconded. Motion passes unanimously.

Item 12 – Adjournment

The meeting adjourned at 10:15 p.m.

Respectfully submitted:

Kathy Hamilton
Secretary

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting on July 15, 2014 at 6:30 p.m. in the Council Chambers, 3 Primrose Street.

L. Roche, Vice Chair
K. Hamilton, Secretary
Debbie Leidlein
K. Alexander
J. Vouros
D. Freedman
M. Ku

J. Erardi
L. Gejda
R. Bienkowski
16 Staff
20 Public
3 Press

Item 1 – Call to Order

Mrs. Roche called the meeting to order at 6:30 p.m.

MOTION: Ms. Hamilton moved that the Board of Education go into executive session to discuss safety and security and invite Dr. Erardi, Dr. Gejda, Gino Faiella, Mark Pompano and Tom Kuroski, to discuss a tuition waiver and invite Dr. Erardi and Dr. Gejda, and to interview the candidate for the high school assistant principal position and invite Dr. Erardi, Dr. Gejda and David Roach. Mr. Alexander seconded. Motion passes unanimously.

Item 2 – Executive Session

Executive session ended at 7:30 p.m.

Item 4 – Action Regarding Executive Session Item

MOTION: Mr. Alexander moved that the Board of Education appoint David Roach Assistant Principal for Newtown High School to begin July 28, 2014 with salary per the administrators' contract. Ms. Hamilton seconded. Motion passes unanimously.

Mr. Roach thanked the Board of Education, Dr. Erardi, Dr. Rodrigue and Dr. Abbey for this opportunity.

Item 6 – Celebration of Excellence

Dr. Erardi introduced Karen King and Valerie Pagano Hepburn, teachers at Reed Intermediate School, to speak about the fundraising there which raised \$5,564 to be used for a school in Liberia and a well in memory of Sandy Hook School.

Item 3 – Pledge of Allegiance

Item 5 – Election of Board Chair

Mrs. Leidlein nominated Keith Alexander as chair.

Mr. Freedman nominated Kathy Hamilton as chair.

Mrs. Leidlein stated that Mr. Alexander was a Board member for three and a half years and has demonstrated his commitment to bettering education in Newtown. He has served on the technology and communications committees, brings clear thinking to discussions and demonstrates the ability to work with others and also respects their opinions.

Mr. Alexander said he was looking forward to being chair to keep the district moving forward with as many diverse discussions we can have continuing to do the right things for the children.

Mr. Freedman said that Ms. Hamilton was an exemplary person with incredible organizational skills. She is a true leader who can work with the municipal side of our community and is the chair of the CIP and policy committees.

Ms. Hamilton stated this was her second term in the Board for a total of three and a half years. The chair should facilitate the will of the board and communicate between the board and the superintendent and communicate the goals to the public.

Mrs. Roche shared Mr. Freedman's comments and also supports Ms. Hamilton. She is dedicated to this town, is always transparent and shares information with the Board.

The Board took a ballot vote with the results read by Dr. Erardi.

Vote: Mrs. Leidlein voted for Mr. Alexander
Mr. Alexander voted for himself.
Mrs. Ku voted for Mr. Alexander
Mr. Vouros voted for Mr. Alexander
Mr. Freedman voted for Ms. Hamilton
Mrs. Roche voted for Ms. Hamilton
Ms. Hamilton voted for herself.

The new chair is Mr. Alexander.

Item 7 – Consent Agenda

MOTION: Mrs. Leidlein moved that the Board of Education approve the consent agenda which includes the minutes of June 30, 2014, the donations to Sandy Hook School, the resignation of Liesl Fressola, the resignation of Mary Blair and the correspondence report. Mrs. Ku seconded.

MOTION: Mrs. Leidlein moved to remove the minutes of June 30, 2014 because Mrs. Ku did not attend that meeting. Mrs. Ku seconded. Motion passes unanimously.

Vote on consent agenda: Motion passes unanimously.

MOTION: Mrs. Leidlein moved to approve the minutes of June 30, 2014. Mrs. Roche seconded.

Vote: 6 ayes, 1 abstained (Mrs. Ku)

Item 8 – Public Participation - none

Item 9 – Reports

There was no Chair report.

Superintendent's Report:

Included in Dr. Erardi's report was projected class size for the elementary schools and personalized learning information from the Administrative Institute held earlier this month which he thanked Dr. Gejda for putting together. He spoke about his goals which will be moved on in August that he developed through input from administrators and Board members. Those goals are to provide focused, systematic, and sustainable funding for the improvement of student learning, to enhance educational partnerships throughout the Newtown community, to enhance the district's Technology Plan for students and staff, and to create a student/staff Celebration of Excellence program throughout the district. Also included was the PTA Presidents for the 2014-2015 school year, information on the impact of the 2014 Affordable Care Act and the AASA document on common core and other state standards.

Committee Reports:

Ms. Hamilton would address the CIP committee later on the agenda.

Mr. Freedman would report on the Climate and Culture Committee at the next meeting.

Reed School Scheduling Report:

Mrs. Uberti said they wanted to preserve everything that was offered to students, restructure the time and streamline the instructional day for teachers. This schedule also incorporates a recess and builds in more planning time for teachers.

Ms. Hamilton asked when collaboration occurred.

Mrs. Uberti said next year all specials will be the whole year instead of being rotations which allows more time for collaboration.

Mrs. Roche asked her to share the class schedule with the Board.

Mr. Vouros asked what happened during homeroom.

Mrs. Uberti stated they are using that time to implement responsive classroom. Eliminating learning lab gives teachers time to connect with students.

Mr. Vouros asked about bus arrival times.

Mrs. Uberti said the start time is 8:05 a.m. and the buses have been on time.

Mrs. Roche asked her to attend a future meeting to share the results of the changes with the Board.

Item 10 – Old Business

Action on Gates Pilot Program:

MOTION: Mrs. Roche moved that the Board of Education approve the GATES Pilot Program for the 2014-2015 school year. Mr. Vouros seconded.

Mrs. Haggard gave an overview and timeline for this program.

Dr. Erardi said we are looking to pilot this program for one year and hire two .4 positions which are in the budget to work with the teacher.

Mrs. Haggard said these positions would serve Reed and the middle schools. The program will serve approximately 25 students in grades 4 to 8.

Mrs. Leidlein asked about the identification process and who would be responsible for communicating the criteria for the program to the parents.

Mrs. Haggard said it would come through the pupil services office with the supervisor of special education overseeing the program.

Mr. Vouros asked how the busing cost was determined.

Mrs. Haggard spoke to the bus company that will be charging \$50 per trip.

Dr. Gejda said the idea was to utilize the timing of bus routes so the first run to the middle school and high school would pick up the elementary students and bring them to Reed.

Dr. Erardi said this was a very efficient process for very few dollars for transportation to Reed one day per week.

Mr. Freedman asked if this had any implication on the bus contract.

Dr. Erardi stated it was looked at as an in-district field trip. All-Star was willing to make this happen.

The cost was questioned. Mr. Bienkowski said we have a shuttle rate and hourly rate. If it is beyond the tier, the rate is \$50 per day.

Motion passes unanimously.

Item 11 – New Business

School Based Health Clinic Update:

Dr. Erardi said this conversation has been ongoing for four or five months. He introduced the committee members that included Tom Einhorn, Anne Dalton, Melanie Bonjour, Dr. Ana Paula Machado, Dr. Tom Draper in place of Donna Culbert, and Judy Blanchard. The Department of Education representative Dave Esquith was also supportive of this clinic. There is a funding stream that could be in place by December of January.

Melanie Bonjour, coordinator of the school based health centers in Danbury, spoke about the centers with the oldest being in Danbury High School for 20 years and 80 centers in the state. There is a need to have health care for adolescents.

Tom Einhorn spoke about a school visit and had spoken to the middle school nurses who fully support this idea. We identified space in close proximity to the nurse's office across the hall.

Mrs. Leidlein feels this is valuable to working parents who also have the option of not participating.

Dr. Machado feels this is a terrific resource. To have a medical provider to be able to communicate with the student's doctor and follow up is huge.

Mr. Freedman was concerned that it was a duplication of services we already have like our psychologists, counselors and school nurses. It could be a financial concern if the state money isn't there.

Dr. Draper said there is a big difference between a nurse and nurse practitioner. They can prescribe medicine right away and keep students in school. It moves the process ahead.

Mrs. Bonjour said state funding is always questionable but these centers are strongly backed by the state legislators. Getting care in school is less expensive than going to the emergency room. The centers can also bill Medicaid and private insurance companies.

Mr. Freedman was concerned about our nurse's union contract.

Anne Dalton said the nurses were very positive about having centers in our schools. Having it in the schools is making it easy for the students. Across the board we are seeing more frequent visits to the nurses.

Mrs. Hamilton sees that it is helpful to have it in the schools especially when parents work a distance away but is worried about the funding stream and the cost to run the center. She is not sure we really have a need.

Judy Blanchard said they went to Branford because it was more like Newtown. No one could give us a downside. Danbury has had this for 20 years fully budgeted by the state. We will have the need after the counselors are gone. There is a lot of need here that is not recognized. We have students with a lot of avoidance issues now so it would be helpful to get them services they need.

Mrs. Bonjour said they have had no budget cuts in the 20 years in Danbury. There is also interest on the federal level. The community has needs which is why we have Kevin's Community Center.

Mrs. Roche commented that the nurse's offices are always full. Many students are not sick but are needy. She welcomes this and asked how we would evaluate this along the way to make sure it's something we want to continue.

Mrs. Bonjour said there would be ongoing communication with the administration and Board of Education.

Dr. Erardi asked the Board to consider the committee coming to the August 19 meeting. We could also arrange for any Board members to visit a clinic when school is back in session to be able to make an informed decision.

Mr. Vouros agreed with Mrs. Roche about the number of students in the nurses offices. It is a comfort area for many students.

Mrs. Leidlein supports this as an enhancement and feels it should also be in the high school.

Mr. Alexander felt they should follow Dr. Erardi's advice.

Dr. Nowacki stated that we need to communicate between schools and home and approves of the centers.

Item 10 – Old Business (continued)

Discussion of CIP:

Ms. Hamilton said we are still looking at the high school auditorium project. She met with Gino Faiella and Chuck Boos regarding the old estimate of \$3.2M. Mr. Boos will be ready to present to the Board at the August 19 meeting.

There was no Sandy Hook School update.

Item 11 – New Business (continued)

Schematic Funding Authorization for High School Auditorium Project:

Mr. Bienkowski said this funding was for payment to Mr. Boos to work on the estimate.

MOTION: Ms. Hamilton moved that the Board of Education approve, in accordance with Policy 3-800, an expenditure of \$12,500 from the Facilities Rental Fund (aka the Custodial Account) for the purpose of developing schematics and a cost estimate for the high school auditorium CIP project. Mr. Freedman seconded. Motion passes unanimously.

Item 12 – Public Participation - none

MOTION: Mrs. Leidlein moved to adjourned. Mr. Vouros seconded. Motion passes unanimously.

Item 13 – Adjournment

The meeting adjourned at 10:14 p.m.

Respectfully submitted:

Kathy Hamilton
Secretary

DONATIONS

To BOE for Approval on August 19, 2014

8/19/2014

SHES
Travelers Employee Giving Campaign
B.Zalcman
\$ 70.00
Ck# 52370

Total \$ 70.00 \$ 70.00

SHES Library

\$ -

Newtown Public Schools

\$ -

Middle Gate School

Total \$ - \$ -

NPS Teachers

\$ -
\$ 70.00
\$ 70.00

Middle Gate School
MEMO



To: Dr. Joseph Erardi, Jr.
From: Chris Geissler
Date: August 05, 2014
Re: School gift

This memo is being sent to inform you that our school has been offered a monetary donation. This gift, in the amount of \$132, was offered by Mr. Matthew Fiorillo and Wells Fargo. It is being given to our school as part of the Wells Fargo Community Support/United Way Campaign.

At this time, it is not known how we will use the funds, but we are extremely grateful for this donation to our school. It is my understanding that the Board of Education must approve all donations to school. Our hope is that the Board of Education will give its approval and allow us to utilize this money for future needs. Please let me know if more information is necessary and how I may assist this process.

Thank you for your consideration,

1132803

WELLS FARGO COMMUNITY SUPPORT CAMPAIGN

P.O. BOX 2157
PRINCETON, NJ 08543-2157
1-888-518-4438

WELLS FARGO BANK, N.A.
11-24-1210

Date: 07/29/2014 Amount:\$132.00

PAY TO THE ORDER OF
One Hundred Thirty-Two Dollars and No Cents
MIDDLE GATE ELEMENTARY SCHOOL

Laura Altieri
Development Director
Middle Gate Elementary School
7 Cold Spring Road
Newtown, CT 06470 United States

Endorsement certifies receipt of a charitable contribution in the amount of this check. No goods or services were provided by the recipient.

VOID AFTER 180 DAYS

⑈ 1 1 3 2 8 0 3 ⑈ ⑆ 1 2 1 0 0 0 2 4 8 ⑆ 4 9 4 5 0 7 2 9 9 9 ⑈

JUL 17 2014

Rosanne O'Neill
6 Hemlock Road
Newtown, CT 06470
(203) 270 - 9561

July 15, 2014

Dr. Joseph V. Erardi, Jr.
Superintendent of Schools
3 Primrose Street
Newtown, CT 06470

Dear Dr. Erardi,

At this time, I, Rosanne O'Neill, am requesting a second year leave of absence due to my current disability.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Rosanne O'Neill". The signature is written in dark ink and is positioned below the word "Sincerely,".

Rosanne O'Neill
Teacher
Physical Education

JUL 21 2014

To: Dr. Joseph Erardi

Date: July 21, 2014

From: Lisa Boff

cc: Mr. Christopher Geissler

Subject: Letter of Resignation

This is to advise you that I will not be returning to Middle Gate School for the 2014 – 2015 school year. For some time, my family and I have been contemplating moving to North Carolina. Based on our personal circumstances this summer, we have decided that we will be moving before the new school year begins.

It has been an absolute pleasure working for the Newtown School District and especially with the Administration and Staff at Middle Gate School. I will truly miss this wonderful professional Newtown community and will keep all of you close at heart.

Should you have any questions relative to my departure, please feel free to contact me.

JUL 29 2014

Karla N. Vázquez, Psy. S.

75A Karen Court
Bridgeport CT 06606

Julie G. Haggard, M.S. Ed.
Director of Pupil Services
Newtown Public School District
3 Primrose Street
Newtown, CT 06470

Dear Julie:

After careful consideration, I've decided to accept a position in another school district. I understand that I have to follow certain protocol as required by my contract of employment and will comply with any additional matters that need attention in regards to my resignation.

I understand that my notice period is 45 days but I would like to join my new district at the start of the school year. Therefore I respectfully request a waiver of this requirement and that I be relieved of my duties immediately. Please be assured that I will do all I can to assist in the smooth transfer of my responsibilities before leaving.

Thank you for the opportunities for professional and personal development that the district has provided me during the past three years. My tenure here has been rewarding and has taught me invaluable lessons. I have certainly enjoyed working with and have learned from the students, their families and the teams that I have collaborated with over the years.

If I can be of any help during this transition, please let me know.

Sincerely,



Karla N. Vázquez, Psy.S, Certified School Psychologist

cc: Dr. Joseph Erardi, Superintendent of Schools; Mr. David Abbey, Interim Director of Human Resources; Mrs. Suzanne D'Eramo, Human Resources Coordinator

JUL 29 2014

670 Boston Post Rd. Apt. 3B
Madison, CT 06443
Barron.cmn@gmail.com
(203) 980-1828

July 29, 2014

Dr. Joseph V. Erardi, Jr., Superintendent
Newtown Public Schools
3 Primrose Street
Newtown, CT 06470

Dear Dr. Erardi:

Please accept this letter of resignation from my position as Spanish Teacher at Newtown High School.

Thank you for the professional development opportunities that the district has provided me during my tenure in Newtown. Working in the World Language Department, as well as with my colleagues to continue the development of the Newtown International Center for Education (NICE) Program, has been professionally rewarding.

I am very grateful to have been a part of the Newtown Public School system for the past three years. If I can be of any help during this transition, please let me know.

Respectfully,

A handwritten signature in cursive script that reads "Caroline M. Barron".

Caroline M. Barron

Catherine Hall
19 Tamarack Rd.
Newtown, CT 06470
August 7, 2014

*File
8/8/14*

AUG 08 2014

Dr. Joseph Erardi
Superintendent
Newtown Public Schools
3 Primrose St
Newtown, CT 06470

Dear Dr. Erardi:

With this letter, I hereby submit my resignation from the Newtown Public Schools, effective immediately due to an offer of employment from Oxford High School.

I thank you for the opportunity to be employed at Newtown High School. Working with the exceptional staff there has made me the teacher I am today. I wish everyone in the system all the best for the future.

Sincerely,

Catherine Hall

Catherine Hall
Mathematics Teacher

cc: Dr. Lorrie Rodrigue, NHS Principal
Ms. Karin Sherman, Math Department Chair

**NEWTOWN HIGH SCHOOL
FALL COACHES ROSTER 2014
UPDATED 8/11/14**

NAME/STEP	SPORT/COACH RETURNING OR NEW HIRE
SUSAN BRIDGES 3	CHEERLEADING--- RETURNING
CHERYL STENZ 3	DANCE TEAM----RETURNING
MARC KENNEY 3	GIRLS SOCCER----- RETURNING
LAURA MCLEAN 3	J.V. GIRLS SOCCER FRESHMAN GIRLS SOCCER
BRIAN NEUMEYER 3	BOYS SOCCER----RETURNING
MIKE DYER 3	J.V.BOYS SOCCER----RETURNING
TOM BRANT 3	FRESHMAN BOYS SOCCER— RETURNING
TOM CZAPLINSKI 3	GIRLS VOLLEYBALL----RETURNING
TARA ALLEGRETTO 3	J.V. GIRLS VOLLEYBALL—RETURNING
LISA BURBANK 3	FRESHMAN GIRLS VOLLEYBALL---RETURNING
ROBERT GAUVIN 3	GIRLS SWIM----- RETURNING
RYAN CUTLER 3	ASST. GIRLS SWIM---RETURNING
DOUG RUSSELL 3	GIRLS CROSS COUNTRY-- RETURNING
DAVE FOSS 3	BOYS CROSS COUNTRY---- RETURNING
CARL STRAIT 2	ASSISTANT CROSS COUNTRY-- RETURNING
STEPHANIE PAPROSKI 2	FIELD HOCKEY- RETURNING
KATHY DAVEY 3	J.V. FIELD HOCKEY—TEACHER AT THE HIGH SCHOOL
JEN HUETTNER 3	FRESHMAN FIELD HOCKEY— TEACHER AT THE HIGH SCHOOL
STEVE GEORGE 3	FOOTBALL----RETURNING
BOB PATTISON 3	ASST. FOOTBALL----RETURNING
IAN SUTER 2	J.V. FOOTBALL-- RETURNING
CARL PATERNOSTER 3	FRESHMAN FOOTBALL-- RETURNING
KEVIN BELLENOT 3	FRESHMAN FOOTBALL-- RETURNING
LISA IRVING 1	DIVE COACH---NEW COACH

VOLUNTEER COACHES

TYLER TARANTINO	FOOTBALL
NICK TARANTINO	FOOTBALL
MATT PELLICONE	FOOTBALL
MIKE KEARNS	FOOTBALL
CAITLIN DELOHERY	CHEERLEADING
LORI ROHRBACHER	CHEERLEADING
RUSS WEISS	VOLLEYBALL
CHARLOTTE MANOS	CROSS COUNTRY

DRAFT
2014-15 Assessment Calendar

GRADE	FALL		WINTER*		SPRING		
	LA	MATH	LA	MATH	LA	MATH	
K	Local Assessments						
			NWEA MAP	NWEA MAP	NWEA MAP	NWEA MAP	
1	Local Assessments						
			(NWEA MAP)	(NWEA MAP)	NWEA MAP	NWEA MAP	
2	Local Assessments						
			(NWEA MAP)	(NWEA MAP)	NWEA MAP	NWEA MAP	
3	Local Assessments						
			(NWEA MAP)	(NWEA MAP)	NWEA MAP	NWEA MAP	
					SBAC (March)	SBAC (March)	
4	Local Assessments						
			(NWEA MAP)	(NWEA MAP)	NWEA MAP	NWEA MAP	
					SBAC (March)	SBAC (March)	
5	Local Assessments						
			(NWEA MAP)	(NWEA MAP)	NWEA MAP	NWEA MAP	CMT
					SBAC (March)	SBAC (March)	Science
6	Local Assessments						
			(NWEA MAP)	(NWEA MAP)	NWEA MAP	NWEA MAP	
					SBAC (March)	SBAC (March)	
7	Local Assessments						
			(NWEA MAP)	(NWEA MAP)	NWEA MAP	NWEA MAP	
					SBAC (March)	SBAC (March)	
8	Local Assessments						
			(NWEA MAP)	(NWEA MAP)	NWEA MAP	NWEA MAP	CMT
					SBAC (March)	SBAC (March)	Science

* (Winter NWEA MAP assessment is optional.)

DRAFT
2014-15 Assessment Calendar

GRADE	FALL		WINTER*		SPRING		
	LA	MATH	LA	MATH	LA	MATH	
9	Local Assessments						
	NWEA MAP	NWEA MAP	(NWEA MAP)	(NWEA MAP)	NWEA MAP	NWEA MAP	
10	Local Assessments	CAPT					
							Science
11	Local Assessments						
					SBAC (March)	SBAC (March)	
*(Winter NWEA MAP assessment is optional.)							

Assessment and Technology Report
Estimated Times for Standard Assessments

Northwest Evaluation Association Measurement of Academic Progress (NWEA MAP)

Students taking this assessment are not limited to a given time to complete the assessment. However, depending on grade level, the general assessment time can vary from 30 minutes to 90 minutes per assessment including the reading of directions. This assessment is taken online.

Last year grades K-9 piloted the math assessment. This year we will be piloting the English Language Arts assessment. NWEA MAP will be given in the Fall (September) and Spring (April/May). Winter testing is optional except kindergarten. Kindergarten students will not take NWEA in the Fall.

Smarter Balanced Assessment (aka SBAC)

This assessment, which takes the place of the CMT and CAPT (except science) is also untimed and online. There is a classroom component where teachers and students engage in a performance task (not online) but the activity is related to the online part of the assessment. Mathematics and ELA in grades 3-8 and 11 are assessed. The testing time (including the in-class activity) varies by grade level. It is important to understand that no student is tested longer than 45-60 minutes. Please see the table below which contains the estimated times released for last year's pilot. These times do not reflect the actual number of times that students accessed computers. For example, our numbers at the elementary level show that students accessed the computer lab approximately 7 times to complete this assessment.

Content Area	Grades	Computer Required			In-Class Activity	Total
		Non-Performance Task	Performance Task	Total		
English Language Arts/Literacy	3-5	1:30	2:00	3:30	0:30	4:00
	6-8	1:30	2:00	3:30	0:30	4:00
	11	2:00	2:00	4:00	0:30	4:30
Mathematics	3-5	1:30	1:00	2:30	0:30	3:00
	6-8	2:00	1:00	3:00	0:30	3:30
	11	2:00	1:30	3:30	0:30	4:00
Combined	3-5	3:00	3:00	6:00	1:00	7:00
	6-8	3:30	3:00	6:30	1:00	7:30
	11	4:00	3:30	7:30	1:00	8:30

CMT/CAPT Science

Until the development of a science test in SBAC, we must administer the CMT science test in grades 5 and 8 and the CAPT science test in Grade 10. This is not an online assessment but administered by paper and pencil.

SBAC and Technology

	2014	2015
Elementary Schools	<p>Demonstrated that all elementary schools would be able to complete testing within three weeks.</p> <p>The number of days used for 2014 testing reflects the fact that conference schedules coincided with the testing window.</p> <p>Hawley used existing labs In Head O'Meadow and Middle Gate a temporary lab was assembled. SHS additionally used a laptop lab but only tested in the AM.</p>	<p>In the case of Head O'Meadow and Middle Gate, the temporary labs will be replaced with permanent labs for the 2015 school year.</p>
Reed Intermediate School	<p>Reed used 2 computer labs</p> <p>Computer classes were taught using laptops</p> <p>Room 270 was not scheduled but instead used for makeups.</p>	<p>Two additional labs will be setup</p> <p>Preliminary scheduling shows testing completing in three weeks</p>
Newtown Middle School	<p>Tested over a 7 week period with grade 7 testing during the first 4 weeks using 13 days and 8th grade during the second three weeks using 13 days.</p> <p>The amount of time a student would need to complete each test was unknown so the lab was not scheduled for use the subsequent period. This extra time proved to be more than needed.</p> <p>There were several school events that needed to be accommodated such as Reed student tours, early dismissal days, and the Holiday Hills field trip. There was also a 2 day SBAC maintenance window.</p>	<p>An additional lab is being configured in E2.</p> <p>Using 5 labs and tightening up on the scheduled time slots should enable the Middle School to complete testing in a three week window.</p>
Newtown High School	<p>Ran a schedule similar to CAPT</p> <p>Only tested grades 10 and 11</p> <p>Closed labs period 1 through 5 during testing.</p>	

**NEWTOWN BOARD OF EDUCATION
YEAR END FINANCIAL REPORT
JUNE 30, 2014**

SUMMARY

This June 30, 2014 budget summary report reflects the unaudited year-end financial position of Newtown Public Schools. The report includes all expenditure and encumbrance commitments associated with the 2013-14 budget year that represent financial obligations for the fiscal year ending June 30, 2014.

The district spent \$6.6M for operations in the month of June; \$4.5M for salaries, \$900K for Other Purchased Services (primarily tuition and transportation), \$500K for supplies consisting of energy, oil, and diesel, and the balance of \$700K for all other expenses necessary for operations. Of the \$3.7M of encumbrances listed, 72% or \$2.7M are for salaries and benefits, primarily the Teacher's salaries paid over the summer and non-certified personnel whose pay periods straddled the June 30th period. (i.e., custodians, secretaries, over-time, etc., with holdbacks that don't clear out until the July payrolls.) The balance of \$1M in encumbrances represent commitments for supplies, products, services, utilities that haven't been invoiced, delivered or completed by the end of the year. \$645,000 of this encumbrance is for Building and Site Improvement projects, ongoing into July and August, and energy services and products. These encumbrances typically take several months to clear out. Any shortages or excess get captured at the end of the 2014-15 year. This is the accepted accounting practice that produces the \$12,195 balance included in this report from last years' encumbrances.

The district concluded the year with a remaining positive balance in the appropriated budget of \$47,185 or 0.07%, which is classified as a unexpended year-end balance which is eligible to be deposited in the recently created 'Non-Lapsing account' in accordance with Section 10-248a of the Connecticut General Statute. In addition, unliquidated encumbrances from the 2012-13 fiscal year totaling \$12,195 will be returned to the Town. School revenues, State of Connecticut, school generated, and other miscellaneous revenue totaled \$6,236 more than budget estimates. These two available balances totaling \$18,431 will be available for inclusions in the Town surplus fund.

This report includes transfer recommendations to bring all major object codes to a positive balance in accordance with Board Policy. The final excess cost, agency placement, and magnet school transportation grant receipts have all been distributed to the appropriate accounts. In addition Starr program tuition and other miscellaneous credits have similarly been captured.

Looking at the sum totals of the transfers in major object categories there were no object categories that were in need of more than approximately \$68,000. Over the course of the year the current transfers combined with the year to date transfers sum out as follows:

100 Salaries	(\$37,800)
200 Employee Benefits	(\$40,000)
300 Professional Services	(\$36,200)
400 Purchased Property Services	\$27,000
500 Other Purchased Services	(\$33,435)
600 Supplies	\$68,435
700 Property	\$55,000
800 Miscellaneous	(\$3,000)
	0

The rationale for these transfers have been highlighted throughout the year in these monthly financial reports.

Accounts which provided additional balances since the May report are: Certified Substitutes \$11,000, Para Educators \$26,000 and Special Education Service Salaries \$9,000. An account not previously predicted to be in need is the Technology Equipment for which a \$4,000 shortage/transfer is recommended. The reason for this is that a significant credit was received from Dell for return of servers, which credit was then applied toward desktop P.C's and short by approximately this amount. I approved this overage to complete the order in the proper fiscal.

Other highlights for the year are; the Professional Services account which has been a problem for the last few years was within budget without any transfers. Professional services, includes legal expenses, transitional services, speech & hearing, psychological and medical evaluations.

The Purchased Property Services account exceeded the budget by \$43,000 in the emergency repair account. This was offset by \$16,000 from Building and Grounds Services. Some additional emergency repairs in June were: Hawley water leak \$1,956, Sandy Hook School elevator repairs \$1,510, roof leak \$1,504, Middle Gate School roof leak \$2,898, Newtown High School alarm repairs \$1,563 and roof repairs \$1,410. (The roof leaks appeared as a result of a few severe thunderstorms we experienced in May and June.)

The Building and Site Maintenance account includes \$462,105 of encumbrances for certain planned projects which were initially delayed due to concerns about the DOJ funding.

Other Purchased Services was overall within budget due to available funds in the tuition account, another positive in relation to prior years.

The Supply accounts were pressured by the Chalk Hill oil contract situation which required \$81,000 more than budgeted. The diesel fuel for buses was also at issue because of a mid-year price increase and greater gasoline usage for out-of-district transports. Also, at the end of the year we needed to satisfy our provider contract for diesel by buying out the remaining committed gallons. This was done at a liquidation price of \$1.0754 per gallon for a total cost of \$15,928.82. Overall this account required \$45,000 for the year.

This was the second year the district has used All Star Transportation to provide all its in district bussing needs. MTM provided special needs transports in their fifth and final year as a transportation provider to our school district. Overall the \$75,000 of need in this account was for the Out-Of-District Services.

Many other balances of a less sizeable nature are evident and distributed within the attached financial report.

RECOMMENDED YEAR-END TRANSFERS

TRANSFER FUNDS OUT OF & INTO 100 SALARY

(ACCOUNTS ON PAGE 2 OF THE FINANCIALS)

Administrative Salaries	\$45,000
Teacher & Specialist Salaries	(\$12,000)
Homebound & Tutor Salaries	\$24,000
Certified Substitutes	(\$47,000)
Coaching & Activities	(\$8,000)
Staff & Program Development	\$5,000
Clerical & Secretarial Salaries	(\$9,000)
Educational Assistants	\$10,000
Nurses & Medical Advisors	(\$33,000)
Special Education Services Salaries	(\$18,000)
Extra Work – Non-Cert	\$5,000
Custodial & Maintenance Overtime	\$5,000
Total Net Transfers	(\$33,000)

TRANSFER FUNDS OUT OF & INTO 200 EMPLOYEE BENEFITS:

(ACCOUNTS ON PAGE 3 OF THE FINANCIALS)

Medical & Dental Expense	\$2,000
Pensions	\$6,000
Unemployment & Employee Assistance	(\$14,000)
Workers' Compensation	\$6,000
Total Net Transfers	0

300 PROFESSIONAL SERVICES:

(ACCOUNTS ON PAGE 3 OF THE FINANCIALS)

None

TRANSFER FUNDS OUT OF & INTO 400 PURCHASE PROPERTY SERVICES:

(ACCOUNTS ON PAGE 3 OF THE FINANCIALS)

Building & Grounds Services	(\$6,000)
Buildings, Site & Emergency Repairs	\$8,000
Total Net Transfers	<u>\$2,000</u>

TRANSFER FUNDS OUT OF & INTO 500 OTHER PURCHASED SERVICES:

(ACCOUNTS ON PAGE 4 OF THE FINANCIALS)

Contracted Services	\$4,000
Printing Services	(\$10,000)
Tuition – Out of District	(\$7,000)
Student Travel & Staff Mileage	(\$10,000)
Total Net Transfer	<u>(\$23,000)</u>

TRANSFER FUNDS OUT OF & INTO 600 SUPPLIES:

(ACCOUNTS ON PAGE 4 OF THE FINANCIALS)

Instructional & Library Supplies	(\$31,000)
Software, Medical & Office Supplies	(\$8,000)
Plant Supplies	(\$8,000)
Electricity	\$5,000
Natural Gas	\$8,000
Fuel Oil	\$54,000
Fuel for Vehicles & Equipment	\$30,000
Total Net Transfer	<u>\$50,000</u>

TRANSFER FUNDS INTO 700 PROPERTY:

(ACCOUNTS ON PAGE 5 OF THE FINANCIALS)

Technology Equipment	\$4,000
Total Net Transfer	<u>\$4,000</u>

800 MISCELLANEOUS

(ACCOUNTS ON PAGE 5 OF THE FINANCIALS)

None

During the month of June we received a revenue of \$313 for an electricity usage fee.

School Emergency Response to Violence (Project SERV)

Phase II of the SERV grant immediate services was awarded April 22, 2014 in the amount of \$1,938,913. This grant was a continuation of services provided for under phase I of the SERV grant including security guards, social workers, school psychologists, guidance counselors, substitute teachers, and administrative / recovery support. Phase two of the SERV grant is still considered an immediate services grant which provides short-term support after a traumatic event. Immediate services grants are intended to be used to meet acute needs and restore the learning environment. This grant runs from September 1, 2013 through August 15, 2014.

We have recently applied for another SERV grant called the extended services grant. This grant is intended to address the long term recovery efforts of the district. This grant will begin as phase two comes to an end in order to not interrupt the Districts’ recovery services. Extended services grants can be up to 18 months in length but Newtown has been given permission to extend this to 22 months. Once approved, the grant should run from August 16, 2014 through June 30, 2016 and total approximately \$3.1 million.

<u>Phase II Immediate Services Grant</u>		<u>Extended Services Grant</u>
Approved Budget	\$1,938,913	\$3,170,625*
YTD Expenses	\$1,415,189	
Projected to 8/15/14	<u>\$368,904</u>	
Potential Carryover	\$154,820	

**this amount has not yet been finalized and is subject to change*

(Phase I of the immediate services grant was primarily expended during the preceding 2012-13 fiscal year and provided for \$1,303,195 worth of services)

Department of Justice-Victims Grant (DOJ)

Under the Department of Justice, the NBOE collaborated with the Town in submitting an application for a victims of crime grant. The Office for victims of crime fund supports a broad array of programs and services that focus on helping victims in the immediate aftermath of crime and continuing to support them as they rebuild their lives. Millions of dollars are invested annually in victim compensation and assistance in training. *(This grant is referred to as the “DOJ grant”)*

The district is operating under the assurances provided by Federal Officials that these items will be funded, particularly the hardening items which are not usually covered under this program.

DOJ Grant

Submitted Budget	\$1,892,537
YTD Expenses	<u>563,286</u>
Budget remaining	\$1,329,251

As a backup to funding these listed expenses, the Board still has access to the \$511,016 that was received for its initial expenses in the first half of 2013.

All accounts were reviewed and purchases scrutinized on a continuing basis to assure a positive financial position. Newtown Public Schools achieved the results expected by the Board of Education operating well within its operating budget.

Providing current financial information to the Board of Education is essential in order to remain within the allotted budget while maintaining a financial spending plan that meets the mission and goals of Newtown Board of Education. The fiscal year ended within the allotted budget and has been able to provide overall improvements.

Following the fees portion of the monthly report is a schedule on cash donations for the year.

All these items are unaudited and subject to change.

Ronald J. Bienkowski
Director of Business
August 11, 2014

NEWTOWN PUBLIC SCHOOLS
GENERAL FUND EXPENDITURE AND REVENUE BALANCE

The Board of Education should feel confident that the needs of the school system and unanticipated repairs and energy expenses have been met as a result of carefully conducted discussions at public Board of Education meetings with sensitivity to the community and in compliance with all legal requirements and expectations.

The General Fund account history and school revenue balances over the last several years demonstrates that the Board of Education has managed to provide the required educational opportunities to the students of Newtown while operating within the budget appropriation approved by its citizens.

<u>Year-End</u>	<u>Unexpended Budget Funds</u>	<u>Unliquidated Encumbrances From the Prior Year</u>	<u>School Revenues</u>
6/30/02	\$23,322	\$961	\$42,482
6/30/03	\$32,962	\$0	(\$18,647)
6/30/04	\$26,809	\$4,723	(\$120,145)
6/30/05	\$9,000	\$15,387	\$130,634
6/30/06	\$272,100	\$27,911	\$134,370
6/30/07	\$1,474	\$18,751	\$117,800
6/30/08	\$7,688	\$1,233	\$15,485
6/30/09	\$7,773	\$432	\$51,263
6/30/10	\$155,762	\$12,696	(\$88,921)
6/30/11	\$58,670	\$74,159	\$8,659
6/30/12	\$38,167	\$33,959	\$101,024
6/30/13	\$6,035	\$222	\$51,767
6/30/14	\$47,185	\$12,195	\$6,236

TERMS AND DEFINITIONS

The Newtown Board of Education's Monthly Financial Report provides summary financial information in the following areas:

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Miscellaneous.
- Expense Category – further defines the type of expense by Object Code
- Approved Budget – indicates a town approved financial plan used by the school district to achieve its goals and objectives.
- YTD Transfers - identified specific cross object codes requiring adjustments to provide adequate funding for the fiscal period. This includes all transfers made to date.
- Current Transfers – identifies the recommended cross object codes for current month action.
- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) to the identified object codes.
- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.
- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.
- Balance – calculates object code account balances subtracting expenditures and encumbrances from the current budget amount indicating accounts with unobligated balances or shortages.

The monthly budget summary report also provides financial information on the State of Connecticut grant reimbursement programs (Excess Cost Grant and Magnet Grant Transportation). These reimbursement grants/programs are used to supplement local school district budget programs as follows:

Excess Cost Grant – this State of Connecticut reimbursement grant is used to support local school districts for education costs of identified special education students whose annual education costs exceed local prior year per pupil expenditure by 4 ½. Students placed by the

Department of Child and Family Services (DCF) are reimbursed after the school district has met the prior year's per pupil expenditure. School districts report these costs annually in December and March of each fiscal year. State of Connecticut grant calculations are determined by reimbursing eligible costs (60%-100%) based on the SDE grant allocation and all other town submittals. Current year receipts results from the state reporting done in March. Any adjustments to what was reported in March will be captured when the Town audit is done and reflected in the Town's Education Cost Share Grant.

Magnet Transportation Grant – provides reimbursement of \$1,300 for local students attending approved magnet school programs. The actual grant received for this year was \$67,600 for 52 students.

The last portion of the monthly budget summary reports school generated revenue fees that are anticipated revenue to the Town of Newtown. Fees include:

- High school fees for three identified programs with the greatest amount from high school sports participation fees,
- Building related fees for the use of the high school pool facility, and
- Miscellaneous fees

The receipts from these fees were \$1,032 less than budgeted.

8/8/2014

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JUNE 30, 2014 (Unaudited)

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2012 - 2013	APPROVED BUDGET	YTD TRANSFERS 2013 - 2014	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE
<u>GENERAL FUND BUDGET</u>									
100	SALARIES	\$ 43,732,472	\$ 45,076,226	\$ (4,800)	\$ (33,000)	\$ 45,038,426	\$ 42,381,465	\$ 2,647,661	\$ 9,300
200	EMPLOYEE BENEFITS	\$ 10,341,864	\$ 10,675,831	\$ (40,000)	\$ -	\$ 10,635,831	\$ 10,554,230	\$ 79,579	\$ 2,022
300	PROFESSIONAL SERVICES	\$ 885,059	\$ 920,517	\$ (36,200)	\$ -	\$ 884,317	\$ 778,189	\$ 85,720	\$ 20,408
400	PURCHASED PROPERTY SERV.	\$ 2,156,695	\$ 2,393,290	\$ 25,000	\$ 2,000	\$ 2,420,290	\$ 1,835,697	\$ 582,954	\$ 1,639
500	OTHER PURCHASED SERVICES	\$ 6,526,747	\$ 6,851,622	\$ (10,435)	\$ (23,000)	\$ 6,818,187	\$ 6,721,685	\$ 87,778	\$ 8,724
600	SUPPLIES	\$ 4,428,579	\$ 4,554,880	\$ 18,435	\$ 50,000	\$ 4,623,315	\$ 4,362,392	\$ 256,778	\$ 4,144
700	PROPERTY	\$ 206,463	\$ 497,748	\$ 51,000	\$ 4,000	\$ 552,748	\$ 529,780	\$ 22,766	\$ 201
800	MISCELLANEOUS	\$ 71,081	\$ 75,190	\$ (3,000)	\$ -	\$ 72,190	\$ 71,420	\$ 25	\$ 745
TOTAL GENERAL FUND BUDGET		\$ 68,348,959	\$ 71,045,304	\$ -	\$ -	\$ 71,045,304	\$ 67,234,858	\$ 3,763,261	\$ 47,185
GRAND TOTAL		\$ 68,348,959	\$ 71,045,304	\$ -	\$ -	\$ 71,045,304	\$ 67,234,858	\$ 3,763,261	\$ 47,185

(Audited)

		Difference	Actual	Received
		to Budget		
Excess Cost & Agency Placement Grant - Budgeted	\$ 1,452,304			
Final Total - May	\$ 1,699,628	\$ 247,324	1,699,628	\$ 1,699,628

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JUNE 30, 2014 (Unaudited)

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2012 - 2013	APPROVED BUDGET	YTD TRANSFERS 2013 - 2014	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE
100	SALARIES								
	Administrative Salaries	\$ 2,905,110	\$ 2,826,231	\$ 142,000	\$ 45,000	\$ 3,013,231	\$ 2,973,342	\$ 40,491	\$ (601)
	Teachers & Specialists Salaries	\$ 30,174,314	\$ 30,919,957	\$ (348,351)	\$ (12,000)	\$ 30,559,606	\$ 28,135,585	\$ 2,421,796	\$ 2,225
	Early Retirement	\$ 16,000	\$ 16,000	\$ -	\$ -	\$ 16,000	\$ 16,000	\$ -	\$ -
	Continuing Ed./Summer School	\$ 74,383	\$ 84,903	\$ 855	\$ -	\$ 85,758	\$ 85,584	\$ -	\$ 174
	Homebound & Tutors Salaries	\$ 249,524	\$ 211,664	\$ 152,245	\$ 24,000	\$ 387,909	\$ 385,069	\$ 3,103	\$ (263)
	Certified Substitutes	\$ 589,183	\$ 645,725	\$ 1,200	\$ (47,000)	\$ 599,925	\$ 599,679	\$ -	\$ 246
	Coaching/Activities	\$ 534,475	\$ 532,749	\$ -	\$ (8,000)	\$ 524,749	\$ 523,820	\$ 310	\$ 619
	Staff & Program Development	\$ 116,368	\$ 167,891	\$ -	\$ 5,000	\$ 172,891	\$ 158,672	\$ 13,685	\$ 534
	CERTIFIED SALARIES	\$ 34,659,356	\$ 35,405,120	\$ (52,051)	\$ 7,000	\$ 35,360,069	\$ 32,877,751	\$ 2,479,384	\$ 2,934
	Supervisors/Technology Salaries	\$ 612,272	\$ 622,327	\$ 6,347	\$ -	\$ 628,674	\$ 620,175	\$ 8,270	\$ 229
	Clerical & Secretarial salaries	\$ 1,913,153	\$ 1,985,904	\$ (15,000)	\$ (9,000)	\$ 1,961,904	\$ 1,923,289	\$ 38,356	\$ 259
	Educational Assistants	\$ 1,783,332	\$ 1,843,658	\$ 153,000	\$ 10,000	\$ 2,006,658	\$ 2,007,432	\$ -	\$ (774)
	Nurses & Medical advisors	\$ 665,534	\$ 683,022	\$ -	\$ (33,000)	\$ 650,022	\$ 618,675	\$ 28,740	\$ 2,607
	Custodial & Maint Salaries	\$ 2,759,414	\$ 2,898,325	\$ (85,571)	\$ -	\$ 2,812,754	\$ 2,740,095	\$ 67,560	\$ 5,099
	Bus Drivers salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Career/Job salaries	\$ 109,211	\$ 108,501	\$ 1,897	\$ -	\$ 110,398	\$ 112,160	\$ -	\$ (1,762)
	Special Education Svcs Salaries	\$ 659,495	\$ 824,820	\$ (78,422)	\$ (18,000)	\$ 728,398	\$ 711,782	\$ 15,369	\$ 1,247
	Attendance & Security Salaries	\$ 207,942	\$ 380,071	\$ -	\$ -	\$ 380,071	\$ 381,409	\$ 375	\$ (1,713)
	Extra Work - Non-Cert	\$ 76,256	\$ 71,115	\$ -	\$ 5,000	\$ 76,115	\$ 68,852	\$ 7,284	\$ (22)
	Custodial & Maint. Overtime	\$ 242,452	\$ 210,363	\$ 65,000	\$ 5,000	\$ 280,363	\$ 278,450	\$ 2,323	\$ (409)
	Civic activities/Park & Rec	\$ 44,055	\$ 43,000	\$ -	\$ -	\$ 43,000	\$ 41,394	\$ -	\$ 1,606
	NON-CERTIFIED SALARIES	\$ 9,073,115	\$ 9,671,106	\$ 47,251	\$ (40,000)	\$ 9,678,357	\$ 9,503,714	\$ 168,276	\$ 6,366
	SUBTOTAL SALARIES	\$ 43,732,472	\$ 45,076,226	\$ (4,800)	\$ (33,000)	\$ 45,038,426	\$ 42,381,465	\$ 2,647,661	\$ 9,300

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JUNE 30, 2014 (Unaudited)

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2012 - 2013	APPROVED BUDGET	YTD TRANSFERS 2013 - 2014	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE
200	EMPLOYEE BENEFITS								
	Medical & Dental Expenses	\$ 7,918,730	\$ 8,213,013	\$ (8,000)	\$ 2,000	\$ 8,207,013	\$ 8,206,261	\$ 630	\$ 123
	Life Insurance	\$ 83,605	\$ 86,226	\$ -	\$ -	\$ 86,226	\$ 87,200	\$ -	\$ (974)
	FICA & Medicare	\$ 1,305,853	\$ 1,359,593	\$ -	\$ -	\$ 1,359,593	\$ 1,304,984	\$ 52,453	\$ 2,156
	Pensions	\$ 487,540	\$ 462,466	\$ (10,000)	\$ 6,000	\$ 458,466	\$ 458,311	\$ -	\$ 155
	Unemployment & Employee Assist.	\$ 76,081	\$ 98,120	\$ (22,000)	\$ (14,000)	\$ 62,120	\$ 49,538	\$ 11,496	\$ 1,086
	Workers Compensation	\$ 470,055	\$ 456,413	\$ -	\$ 6,000	\$ 462,413	\$ 447,937	\$ 15,000	\$ (524)
	SUBTOTAL EMPLOYEE BENEFITS	\$ 10,341,864	\$ 10,675,831	\$ (40,000)	\$ -	\$ 10,635,831	\$ 10,554,230	\$ 79,579	\$ 2,022
300	PROFESSIONAL SERVICES								
	Professional Services	\$ 722,630	\$ 675,542	\$ -	\$ -	\$ 675,542	\$ 598,708	\$ 61,572	\$ 15,262
	Professional Educational Ser.	\$ 162,429	\$ 244,975	\$ (36,200)	\$ -	\$ 208,775	\$ 179,480	\$ 24,149	\$ 5,146
	SUBTOTAL PROFESSIONAL SVCS	\$ 885,059	\$ 920,517	\$ (36,200)	\$ -	\$ 884,317	\$ 778,189	\$ 85,720	\$ 20,408
400	PURCHASED PROPERTY SVCS								
	Buildings & Grounds Services	\$ 665,862	\$ 670,300	\$ (10,000)	\$ (6,000)	\$ 654,300	\$ 626,147	\$ 27,551	\$ 602
	Utility Services - Water & Sewer	\$ 107,302	\$ 117,000	\$ -	\$ -	\$ 117,000	\$ 98,673	\$ 14,648	\$ 3,679
	Building, Site & Emergency Repairs	\$ 533,970	\$ 460,850	\$ 35,000	\$ 8,000	\$ 503,850	\$ 472,397	\$ 31,212	\$ 240
	Equipment Repairs	\$ 252,231	\$ 270,975	\$ -	\$ -	\$ 270,975	\$ 229,366	\$ 45,797	\$ (4,188)
	Rentals - Building & Equipment	\$ 303,229	\$ 300,165	\$ -	\$ -	\$ 300,165	\$ 299,201	\$ 1,642	\$ (678)
	Building & Site Improvements	\$ 294,100	\$ 574,000	\$ -	\$ -	\$ 574,000	\$ 109,912	\$ 462,105	\$ 1,983
	SUBTOTAL PUR. PROPERTY SER.	\$ 2,156,695	\$ 2,393,290	\$ 25,000	\$ 2,000	\$ 2,420,290	\$ 1,835,697	\$ 582,954	\$ 1,639

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JUNE 30, 2014 (Unaudited)

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2012 - 2013	APPROVED BUDGET	YTD TRANSFERS 2013 - 2014	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE
500	OTHER PURCHASED SERVICES								
	Contracted Services	\$ 401,159	\$ 360,504	\$ (435)	\$ 4,000	\$ 364,069	\$ 331,880	\$ 31,646	\$ 543
	Transportation Services	\$ 3,607,120	\$ 3,640,547	\$ 75,000		\$ 3,715,547	\$ 3,714,217	\$ -	\$ 1,330
	Insurance - Property & Liability	\$ 291,106	\$ 299,135	\$ (1,000)		\$ 298,135	\$ 297,870	\$ -	\$ 265
	Communications	\$ 121,183	\$ 129,209	\$ (6,000)		\$ 123,209	\$ 117,732	\$ 2,760	\$ 2,717
	Printing Services	\$ 32,447	\$ 42,382	\$ -	\$ (10,000)	\$ 32,382	\$ 25,683	\$ 6,682	\$ 17
	Tuition - Out of District	\$ 1,896,112	\$ 2,152,926	\$ (70,000)	\$ (7,000)	\$ 2,075,926	\$ 2,030,410	\$ 43,620	\$ 1,896
	Student Travel & Staff Mileage	\$ 177,622	\$ 226,919	\$ (8,000)	\$ (10,000)	\$ 208,919	\$ 203,893	\$ 3,070	\$ 1,956
	SUBTOTAL OTHER PURCHASED SE	\$ 6,526,747	\$ 6,851,622	\$ (10,435)	\$ (23,000)	\$ 6,818,187	\$ 6,721,685	\$ 87,778	\$ 8,724
600	SUPPLIES								
	Instructional & Library Supplies	\$ 934,107	\$ 939,666	\$ 435	\$ (31,000)	\$ 909,101	\$ 887,103	\$ 19,645	\$ 2,353
	Software, Medical & Office Sup.	\$ 144,536	\$ 184,465	\$ -	\$ (8,000)	\$ 176,465	\$ 154,019	\$ 21,424	\$ 1,021
	Plant Supplies	\$ 337,919	\$ 376,100	\$ (15,000)	\$ (8,000)	\$ 353,100	\$ 332,408	\$ 19,092	\$ 1,599
	Electric	\$ 1,357,321	\$ 1,401,255	\$ -	\$ 5,000	\$ 1,406,255	\$ 1,283,428	\$ 123,124	\$ (297)
	Propane & Natural Gas	\$ 291,923	\$ 326,370	\$ (15,000)	\$ 8,000	\$ 319,370	\$ 309,458	\$ 10,079	\$ (167)
	Fuel Oil	\$ 619,965	\$ 575,466	\$ 33,000	\$ 54,000	\$ 662,466	\$ 630,890	\$ 31,449	\$ 127
	Fuel For Vehicles & Equip.	\$ 554,631	\$ 486,739	\$ 15,000	\$ 30,000	\$ 531,739	\$ 515,977	\$ 15,929	\$ (167)
	Textbooks	\$ 188,178	\$ 264,819	\$ -		\$ 264,819	\$ 249,108	\$ 16,035	\$ (325)
	SUBTOTAL SUPPLIES	\$ 4,428,579	\$ 4,554,880	\$ 18,435	\$ 50,000	\$ 4,623,315	\$ 4,362,392	\$ 256,778	\$ 4,144

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JUNE 30, 2014 (Unaudited)

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2012 - 2013	APPROVED BUDGET	YTD TRANSFERS 2013 - 2014	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE
700	PROPERTY								
	Capital Improvements (Sewers)	\$ 124,177	\$ 124,177	\$ -	\$ -	\$ 124,177	\$ 124,177	\$ -	\$ 0
	Technology Equipment	\$ 51,953	\$ 325,559	\$ -	\$ 4,000	\$ 329,559	\$ 320,720	\$ 8,871	\$ (33)
	Other Equipment	\$ 30,333	\$ 48,012	\$ 51,000	\$ -	\$ 99,012	\$ 84,883	\$ 13,895	\$ 234
	SUBTOTAL PROPERTY	\$ 206,463	\$ 497,748	\$ 51,000	\$ 4,000	\$ 552,748	\$ 529,780	\$ 22,766	\$ 201
800	MISCELLANEOUS								
	Memberships	\$ 71,081	\$ 75,190	\$ (3,000)	\$ -	\$ 72,190	\$ 71,420	\$ 25	\$ 745
	SUBTOTAL MISCELLANEOUS	\$ 71,081	\$ 75,190	\$ (3,000)	\$ -	\$ 72,190	\$ 71,420	\$ 25	\$ 745
	TOTAL LOCAL BUDGET	\$ 68,348,959	\$ 71,045,304	\$ -	\$ -	\$ 71,045,304	\$ 67,234,858	\$ 3,763,261	\$ 47,185

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JUNE 30, 2014 (Unaudited)

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2012 - 2013	APPROVED BUDGET	YTD TRANSFERS 2013 - 2014	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE
SCHOOL GENERATED FEES		RECEIVED 2012-2013				2013-14 APPROVED BUDGET	RECEIVED	BALANCE	% RECEIVED
<u>HIGH SCHOOL FEES</u>									
	NURTURY PROGRAM	\$8,000				\$8,000	\$8,000.00	\$0.00	100.00%
	PARKING PERMITS	\$20,000				\$20,000	\$20,000.00	\$0.00	100.00%
	PAY FOR PARTICIPATION IN SPORTS	\$84,800				\$84,800	\$84,800.00	\$0.00	100.00%
		\$112,800				\$112,800	\$112,800.00	\$0.00	100.00%
<u>BUILDING RELATED FEES</u>									
	ENERGY - ELECTRICITY	\$0				\$313	\$313.00	\$0.00	100.00%
	HIGH SCHOOL POOL - OUTSIDE USAG	\$1,100				\$1,100	\$0.00	\$1,100.00	0.00%
		\$1,100				\$1,413	\$313.00	\$1,100.00	22.15%
	MISCELLANEOUS FEES	\$185				\$75	\$143.50	(\$68.50)	191.33%
	TOTAL SCHOOL GENERATED FEES	\$114,085				\$114,288	\$113,256.50	\$1,031.50	99.10%

CASH DONATIONS 6/30/2014

<u>DONATIONS</u>	<u>BALANCE 7/1/13</u>	<u>RECEIPTS</u>	<u>EXPENDITURES</u>	<u>BALANCE 6/30/14</u>	<u>ENCUMBERED</u>	<u>AVAILABLE</u>
<u>DISTRICT</u>						
GENERAL DONATIONS	\$29,114.43	\$0.00	\$2,965.00 *	\$26,149.43		\$26,149.43
TEACHERS	\$250.00	\$0.00	\$0.00	\$250.00		\$250.00
MUSIC	\$9,500.00	\$0.00	\$0.00	\$9,500.00		\$9,500.00
SCHOOL LIBRARIES	\$450.60	\$0.00	\$0.00	\$450.60		\$450.60
BOOKS	\$1,500.00	\$0.00	\$0.00	\$1,500.00		\$1,500.00
CHARTWELLS SCHOLARSHIP	\$0.00	\$1,500.00	\$1,500.00	\$0.00		\$0.00
CHARTWELLS NUTRITION GRANT	\$1,947.41	\$4,000.00	\$0.00	\$5,947.41		\$5,947.41
CULTURAL EVENT	\$1,400.00	\$0.00	\$0.00	\$1,400.00		\$1,400.00
BUTTERFLY BUSHES	\$50.00	\$0.00	\$0.00	\$50.00		\$50.00
SOS PROGRAM	\$0.00	\$6,523.93	\$0.00	\$6,523.93		\$6,523.93
SUBTOTAL	\$44,212.44	\$12,023.93	\$4,465.00	\$51,771.37		\$51,771.37
<u>SANDY HOOK SCHOOL</u>						
GENERAL	\$31,800.79	\$10,902.24	\$0.00	\$42,703.03		\$42,703.03
TEACHERS	\$900.00	\$0.00	\$0.00	\$900.00		\$900.00
MUSIC	\$155.00	\$8,927.15	\$5,910.00	\$3,172.15		\$3,172.15
PHYSICAL ED.	\$13,003.60	\$50.00	\$275.12	\$12,778.48		\$12,778.48
LIBRARY MEDIA	\$12,472.71	\$1,400.00	\$1,008.13	\$12,864.58		\$12,864.58
CLASSROOM	\$0.00	\$1,500.00	\$0.00	\$1,500.00		\$1,500.00
CELEBRATION OF LIFE	\$500.00	\$0.00	\$0.00	\$500.00		\$500.00
SUBTOTAL	\$58,832.10	\$22,779.39	\$7,193.25	\$74,418.24		\$74,418.24
<u>OTHER DONATIONS</u>						
READERS WORKSHOP PROG	\$0.00	\$50,000.00	\$25,000.00	\$25,000.00		\$25,000.00
SUBTOTAL	\$0.00	\$50,000.00	\$25,000.00	\$25,000.00		\$25,000.00
<u>SECURITY</u>						
SECURITY	\$26,000.00	\$27,965.00 *	\$0.00	\$53,965.00	\$28,965.00	\$25,000.00
SUBTOTAL	\$26,000.00	\$27,965.00	\$0.00	\$53,965.00	\$28,965.00	\$25,000.00
TOTAL BOARD OF EDUCATION	\$129,044.54	\$112,768.32	\$36,658.25	\$205,154.61	\$28,965.00	\$176,189.61

* INCLUDES \$2,965.00 TRANSFER OF FUNDS FROM DISTRICT GENERAL TO SECURITY

SANDY HOOK SPECIAL REVENUE FUND (TOWN FUND)

SANDY HOOK SCHOOL	\$125,000.00		\$111,690.84	\$13,309.16		\$13,309.16
SHS PROJECT FACILITATOR/CONSUI	\$20,000.00		\$10,081.96	\$9,918.04		\$9,918.04
TOTAL BOARD PORTION	\$145,000.00	\$0.00	\$121,772.80	\$23,227.20	\$0.00	\$23,227.20

DONATIONS MADE PAYABLE TO THE TOWN OF NEWTOWN FOR THE SANDY HOOK SCHOOL - INCLUDED IN THE TOWN'S ESTABLISHED SANDY HOOK SPECIAL REVENUE FUND.

TOTAL CASH DONATIONS	\$274,044.54	\$112,768.32	\$158,431.05	\$228,381.81	\$28,965.00	\$199,416.81
-----------------------------	---------------------	---------------------	---------------------	---------------------	--------------------	---------------------

CASH DONATIONS 6/30/2014

<u>DONATIONS</u>	<u>BALANCE 7/1/13</u>	<u>RECEIPTS</u>	<u>EXPENDITURES</u>	<u>BALANCE 6/30/14</u>	<u>ENCUMBERED</u>	<u>AVAILABLE</u>
<u>DISTRICT</u>						
GENERAL DONATIONS	\$29,114.43	\$0.00	\$2,965.00 *	\$26,149.43		\$26,149.43
TEACHERS	\$250.00	\$0.00	\$0.00	\$250.00		\$250.00
MUSIC	\$9,500.00	\$0.00	\$0.00	\$9,500.00		\$9,500.00
SCHOOL LIBRARIES	\$450.60	\$0.00	\$0.00	\$450.60		\$450.60
BOOKS	\$1,500.00	\$0.00	\$0.00	\$1,500.00		\$1,500.00
CHARTWELLS SCHOLARSHIP	\$0.00	\$1,500.00	\$1,500.00	\$0.00		\$0.00
CHARTWELLS NUTRITION GRANT	\$1,947.41	\$4,000.00	\$0.00	\$5,947.41		\$5,947.41
CULTURAL EVENT	\$1,400.00	\$0.00	\$0.00	\$1,400.00		\$1,400.00
BUTTERFLY BUSHES	\$50.00	\$0.00	\$0.00	\$50.00		\$50.00
SOS PROGRAM	\$0.00	\$6,523.93	\$0.00	\$6,523.93		\$6,523.93
SUBTOTAL	\$44,212.44	\$12,023.93	\$4,465.00	\$51,771.37		\$51,771.37
<u>SANDY HOOK SCHOOL</u>						
GENERAL	\$31,800.79	\$10,902.24	\$0.00	\$42,703.03		\$42,703.03
TEACHERS	\$900.00	\$0.00	\$0.00	\$900.00		\$900.00
MUSIC	\$155.00	\$8,927.15	\$5,910.00	\$3,172.15		\$3,172.15
PHYSICAL ED.	\$13,003.60	\$50.00	\$275.12	\$12,778.48		\$12,778.48
LIBRARY MEDIA	\$12,472.71	\$1,400.00	\$1,008.13	\$12,864.58		\$12,864.58
CLASSROOM	\$0.00	\$1,500.00	\$0.00	\$1,500.00		\$1,500.00
CELEBRATION OF LIFE	\$500.00	\$0.00	\$0.00	\$500.00		\$500.00
SUBTOTAL	\$58,832.10	\$22,779.39	\$7,193.25	\$74,418.24		\$74,418.24
<u>OTHER DONATIONS</u>						
READERS WORKSHOP PROG	\$0.00	\$50,000.00	\$25,000.00	\$25,000.00		\$25,000.00
SUBTOTAL	\$0.00	\$50,000.00	\$25,000.00	\$25,000.00		\$25,000.00
<u>SECURITY</u>						
SECURITY	\$26,000.00	\$27,965.00 *	\$0.00	\$53,965.00	\$28,965.00	\$25,000.00
SUBTOTAL	\$26,000.00	\$27,965.00	\$0.00	\$53,965.00	\$28,965.00	\$25,000.00
TOTAL BOARD OF EDUCATION	\$129,044.54	\$112,768.32	\$36,658.25	\$205,154.61	\$28,965.00	\$176,189.61

* INCLUDES \$2,965.00 TRANSFER OF FUNDS FROM DISTRICT GENERAL TO SECURITY

SANDY HOOK SPECIAL REVENUE FUND (TOWN FUND)

SANDY HOOK SCHOOL	\$125,000.00		\$111,690.84	\$13,309.16		\$13,309.16
SHS PROJECT FACILITATOR/CONSUI	\$20,000.00		\$10,081.96	\$9,918.04		\$9,918.04
TOTAL BOARD PORTION	\$145,000.00	\$0.00	\$121,772.80	\$23,227.20	\$0.00	\$23,227.20

DONATIONS MADE PAYABLE TO THE TOWN OF NEWTOWN FOR THE SANDY HOOK SCHOOL - INCLUDED IN THE TOWN'S ESTABLISHED SANDY HOOK SPECIAL REVENUE FUND.

TOTAL CASH DONATIONS	\$274,044.54	\$112,768.32	\$158,431.05	\$228,381.81	\$28,965.00	\$199,416.81
-----------------------------	---------------------	---------------------	---------------------	---------------------	--------------------	---------------------

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
JULY 31, 2014**

SUMMARY

Information available for the first financial report in fiscal year 2014-15 is limited at this time. This is generally the case as anticipated obligations are not indicated and would be projected as the budgeted numbers until the account-by-account analysis progresses. Any event that would negatively impact our budget as the school year begins will be addressed and brought forward as soon as possible. Routine account analyses ramp up throughout the year. The first major priority is to properly encumber all regular employee salaries.

This July report correlates with the final approved budget as adjusted by the Board on June 30, 2014.

During the month of July the district spent \$4.2M for operations. The biggest area of expenditures occurred in the benefits; one for our initial self-insurance deposit of \$2.2M and the pension, workers' compensation, FICA and Medicare liability of \$570,000. The second largest expense was \$645,000 for the districts summer payroll, all other operational requirements accounted for the balance of approximately \$800,000 in expenditures.

While the 2013-2014 expended is included for reference at this early date it should be noted that these figures are currently unaudited and subject to change. The audit process continues for a number of months into the current fiscal year. You will be advised when the numbers become final. Having these numbers present helps one observe the significant lower expenses of the current budget to the year just completed. Five of the eight major object categories are lower than last year with two – Employee Benefits and Other Purchased Services representing the areas of increase in this budget. Looking further at the sub-accounts one gets a better picture of where many of the changes have occurred.

This report does not include major object code transfers, but does include sub-account recommendations for salary adjustments for non-represented employees. Adjustments for certified and non-certified balance within their respective categories. One additional transfer you may note on the detail report is for the funding of an "In School" tutors account. This \$26,000 comes from the Homebound account and is for the purpose of better categorizing the nature of required tutors.

The budget is very lean and will be monitored closely with important and or significant issues identified as quickly as we become aware of them

Providing current financial information to the Board of Education is essential in order to remain within the allotted budget while maintaining a financial spending plan that meets the mission and goals of Newtown Board of Education.

Ron Bienkowski
Director of Business
August 8, 2014

TERMS AND DEFINITIONS

The Newtown Board of Education's Monthly Financial Report provides summary financial information in the following areas:

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Miscellaneous.
- Expense Category – further defines the type of expense by Object Code
- Approved Budget – indicates a town approved financial plan used by the school district to achieve its goals and objectives.
- YTD Transfers – identified specific cross object codes requiring adjustments to provide adequate funding for the fiscal period. This includes all transfers made to date.
- Current Transfers – identifies the recommended cross object codes for current month action.
- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) to the identified object codes.
- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.
- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.
- Balance – calculates object code account balances subtracting expenditures and encumbrances from the current budget amount indicating accounts with unobligated balances or shortages.

The monthly budget summary report also provides financial information on the State of Connecticut grant reimbursement programs (Excess Cost and Agency Placement Grants and Magnet Grant Transportation). These reimbursement grants/programs are used to supplement local school district budget programs as follows:

Excess Cost Grant – this State of Connecticut reimbursement grant is used to support local school districts for education costs of identified special education students whose annual education costs exceed local prior year per pupil expenditure by 4 ½. Students placed by the Department of Child and Family Services (DCF) are reimbursed after the school district has meet the prior year's per pupil expenditure. School districts report these costs annually in December and March of each fiscal year. State of Connecticut grant calculations are determined by reimbursing eligible costs (60%-100%) based on the SDE grant allocation and all other town submittals. Current year receipts

results from the state reporting done in December. We receive notice of what we are eligible for in early April.

Magnet Transportation Grant – provides reimbursement of \$1,300 for local students attending approved Magnet school programs. The budgeted grant is \$62,400 for this year.

The last portion of the monthly budget summary reports school generated revenue fees that are anticipated revenue to the Town of Newtown. Fees include:

- High school fees for three identified programs with the highest amount of fees anticipated from the high school sports participation fees,
- Building related fees for the use of the high school pool facility, and
- Miscellaneous fees.

NEWTOWN BOARD OF EDUCATION
BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - JULY 31, 2014

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	APPROVED BUDGET	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBERED	BALANCE
<u>GENERAL FUND BUDGET</u>								
100	SALARIES	\$ 45,029,126	\$ 44,999,627	\$ -	\$ 44,999,627	\$ 645,425	\$ 9,085,128	\$ 35,269,074
200	EMPLOYEE BENEFITS	\$ 10,633,809	\$ 11,169,344	\$ -	\$ 11,169,344	\$ 2,776,084	\$ 6,548,927	\$ 1,844,333
300	PROFESSIONAL SERVICES	\$ 863,909	\$ 749,083	\$ -	\$ 749,083	\$ 16,425	\$ 98,667	\$ 633,991
400	PURCHASED PROPERTY SERV.	\$ 2,418,651	\$ 2,139,419	\$ -	\$ 2,139,419	\$ 184,185	\$ 437,398	\$ 1,517,836
500	OTHER PURCHASED SERVICES	\$ 6,809,463	\$ 7,197,647	\$ -	\$ 7,197,647	\$ 358,197	\$ 1,755,725	\$ 5,083,726
600	SUPPLIES	\$ 4,619,171	\$ 4,480,093	\$ -	\$ 4,480,093	\$ 130,633	\$ 499,105	\$ 3,850,355
700	PROPERTY	\$ 552,547	\$ 534,735	\$ -	\$ 534,735	\$ 73,851	\$ 80,232	\$ 380,653
800	MISCELLANEOUS	\$ 71,445	\$ 75,356	\$ -	\$ 75,356	\$ 35,889	\$ 1,012	\$ 38,455
TOTAL GENERAL FUND BUDGET		\$ 70,998,121	\$ 71,345,304	\$ -	\$ 71,345,304	\$ 4,220,689	\$ 18,506,193	\$ 48,618,422
GRAND TOTAL		\$ 70,998,121	\$ 71,345,304	\$ -	\$ 71,345,304	\$ 4,220,689	\$ 18,506,193	\$ 48,618,422

(Unaudited)

Excess Cost Grant Reimbursement - Budgeted	75.00%	TBD	\$ 1,278,035
--------------------------------------------	--------	-----	--------------

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JULY 31, 2014

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	APPROVED BUDGET	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBERED	BALANCE
100	SALARIES							
	Administrative Salaries	\$ 3,013,832	\$ 2,969,510	\$ 5,282	\$ 2,974,792	\$ 197,180	\$ 2,461,363	\$ 316,249
	Teachers & Specialists Salaries	\$ 30,557,381	\$ 30,434,118	\$ (7,450)	\$ 30,426,668	\$ 39,791	\$ 596,632	\$ 29,790,244
	Early Retirement	\$ 16,000	\$ 32,000		\$ 32,000	\$ -	\$ -	\$ 32,000
	Continuing Ed./Summer School	\$ 85,584	\$ 89,175	\$ 763	\$ 89,938	\$ 27,414	\$ 40,964	\$ 21,560
	Homebound & Tutors Salaries	\$ 388,172	\$ 243,875	\$ 1,405	\$ 245,280	\$ 16,355	\$ 94,877	\$ 134,048
	Certified Substitutes	\$ 599,679	\$ 641,325		\$ 641,325	\$ -	\$ -	\$ 641,325
	Coaching/Activities	\$ 524,130	\$ 529,749		\$ 529,749	\$ -	\$ -	\$ 529,749
	Staff & Program Development	\$ 172,357	\$ 199,768		\$ 199,768	\$ 27,695	\$ 2,000	\$ 170,073
	CERTIFIED SALARIES	\$ 35,357,135	\$ 35,139,520	\$ -	\$ 35,139,520	\$ 308,435	\$ 3,195,836	\$ 31,635,248
	Supervisors/Technology Salaries	\$ 628,445	\$ 634,244	\$ 10,632	\$ 644,876	\$ 40,428	\$ 578,168	\$ 26,280
	Clerical & Secretarial salaries	\$ 1,961,645	\$ 2,001,381	\$ 9,090	\$ 2,010,471	\$ 76,292	\$ 1,934,841	\$ (662)
	Educational Assistants	\$ 2,007,432	\$ 1,957,487		\$ 1,957,487	\$ 12,876	\$ -	\$ 1,944,612
	Nurses & Medical advisors	\$ 647,415	\$ 658,255		\$ 658,255	\$ 1,684	\$ 49,535	\$ 607,037
	Custodial & Maint Salaries	\$ 2,807,656	\$ 2,857,565	\$ 647	\$ 2,858,212	\$ 158,321	\$ 2,662,850	\$ 37,041
	Non Certified Salary Adjustment/Tech	\$ -	\$ 66,716	\$ (30,670)	\$ 36,046	\$ -	\$ -	\$ 36,046
	Career/Job salaries	\$ 112,160	\$ 222,898	\$ 2,258	\$ 225,156	\$ 11,667	\$ 99,158	\$ 114,330
	Special Education Svcs Salaries	\$ 727,151	\$ 928,549	\$ 7,850	\$ 936,399	\$ 17,633	\$ 377,005	\$ 541,760
	Attendance & Security Salaries	\$ 381,784	\$ 209,824	\$ 193	\$ 210,017	\$ 5,814	\$ 187,734	\$ 16,469
	Extra Work - Non-Cert	\$ 76,137	\$ 69,825		\$ 69,825	\$ 9,487	\$ -	\$ 60,338
	Custodial & Maint. Overtime	\$ 280,772	\$ 210,363		\$ 210,363	\$ 2,788	\$ -	\$ 207,575
	Civic activities/Park & Rec	\$ 41,394	\$ 43,000		\$ 43,000	\$ -	\$ -	\$ 43,000
	NON-CERTIFIED SALARIES	\$ 9,671,991	\$ 9,860,107	\$ -	\$ 9,860,107	\$ 336,990	\$ 5,889,292	\$ 3,633,825
	SUBTOTAL SALARIES	\$ 45,029,126	\$ 44,999,627	\$ -	\$ 44,999,627	\$ 645,425	\$ 9,085,128	\$ 35,269,074

NEWTOWN BOARD OF EDUCATION
BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - JULY 31, 2014

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	APPROVED BUDGET	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBERED	BALANCE
200	EMPLOYEE BENEFITS							
	Medical & Dental Expenses	\$ 8,206,890	\$ 8,736,119		\$ 8,736,119	\$ 2,171,807	\$ 6,200,481	\$ 363,831
	Life Insurance	\$ 87,200	\$ 87,337		\$ 87,337	\$ 6,909	\$ -	\$ 80,428
	FICA & Medicare	\$ 1,357,437	\$ 1,335,674		\$ 1,335,674	\$ 38,296	\$ -	\$ 1,297,378
	Pensions	\$ 458,311	\$ 441,667		\$ 441,667	\$ 421,947	\$ 5,000	\$ 14,720
	Unemployment & Employee Assist.	\$ 61,034	\$ 83,560		\$ 83,560	\$ 600	\$ -	\$ 82,960
	Workers Compensation	\$ 462,937	\$ 484,987		\$ 484,987	\$ 136,526	\$ 343,446	\$ 5,015
	SUBTOTAL EMPLOYEE BENEFITS	\$ 10,633,809	\$ 11,169,344	\$ -	\$ 11,169,344	\$ 2,776,084	\$ 6,548,927	\$ 1,844,333
300	PROFESSIONAL SERVICES							
	Professional Services	\$ 660,280	\$ 540,851		\$ 540,851	\$ 15,953	\$ 53,211	\$ 471,687
	Professional Educational Ser.	\$ 203,629	\$ 208,232		\$ 208,232	\$ 472	\$ 45,456	\$ 162,304
	SUBTOTAL PROFESSIONAL SVCS	\$ 863,909	\$ 749,083	\$ -	\$ 749,083	\$ 16,425	\$ 98,667	\$ 633,991
400	PURCHASED PROPERTY SVCS							
	Buildings & Grounds Services	\$ 653,697	\$ 651,600		\$ 651,600	\$ 76,357	\$ 235,214	\$ 340,028
	Utility Services - Water & Sewer	\$ 113,321	\$ 117,000		\$ 117,000	\$ 225	\$ -	\$ 116,775
	Building, Site & Emergency Repairs	\$ 503,610	\$ 460,850		\$ 460,850	\$ 5,829	\$ -	\$ 455,022
	Equipment Repairs	\$ 275,163	\$ 270,433		\$ 270,433	\$ 659	\$ 25,166	\$ 244,608
	Rentals - Building & Equipment	\$ 300,843	\$ 305,536		\$ 305,536	\$ 51,115	\$ 177,018	\$ 77,403
	Building & Site Improvements	\$ 572,017	\$ 334,000		\$ 334,000	\$ 50,000	\$ -	\$ 284,000
	SUBTOTAL PUR. PROPERTY SER.	\$ 2,418,651	\$ 2,139,419	\$ -	\$ 2,139,419	\$ 184,185	\$ 437,398	\$ 1,517,836

NEWTOWN BOARD OF EDUCATION
BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - JULY 31, 2014

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	APPROVED BUDGET	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBERED	BALANCE
500	OTHER PURCHASED SERVICES							
	Contracted Services	\$ 363,526	\$ 427,574		\$ 427,574	\$ 130,932	\$ 96,198	\$ 200,445
	Transportation Services	\$ 3,714,217	\$ 3,891,158		\$ 3,891,158	\$ -	\$ -	\$ 3,891,158
	Insurance - Property & Liability	\$ 297,870	\$ 319,261		\$ 319,261	\$ 84,205	\$ 208,605	\$ 26,451
	Communications	\$ 120,492	\$ 118,143		\$ 118,143	\$ 6,702	\$ 72,969	\$ 38,472
	Printing Services	\$ 32,365	\$ 39,782		\$ 39,782	\$ 1,574	\$ 1,769	\$ 36,439
	Tuition - Out of District	\$ 2,074,030	\$ 2,177,958		\$ 2,177,958	\$ 133,766	\$ 1,364,969	\$ 679,223
	Student Travel & Staff Mileage	\$ 206,963	\$ 223,771		\$ 223,771	\$ 1,018	\$ 11,215	\$ 211,537
	SUBTOTAL OTHER PURCHASED SEI	\$ 6,809,463	\$ 7,197,647	\$ -	\$ 7,197,647	\$ 358,197	\$ 1,755,725	\$ 5,083,726
600	SUPPLIES							
	Instructional & Library Supplies	\$ 906,748	\$ 911,614		\$ 911,614	\$ 52,157	\$ 237,121	\$ 622,336
	Software, Medical & Office Sup.	\$ 175,444	\$ 210,966		\$ 210,966	\$ 7,643	\$ 101,540	\$ 101,783
	Plant Supplies	\$ 351,501	\$ 375,100		\$ 375,100	\$ 51,091	\$ 50,503	\$ 273,505
	Electric	\$ 1,406,552	\$ 1,406,127		\$ 1,406,127	\$ 18,484	\$ -	\$ 1,387,643
	Propane & Natural Gas	\$ 319,537	\$ 338,737		\$ 338,737	\$ -	\$ -	\$ 338,737
	Fuel Oil	\$ 662,339	\$ 528,038		\$ 528,038	\$ -	\$ -	\$ 528,038
	Fuel For Vehicles & Equip.	\$ 531,906	\$ 452,503		\$ 452,503	\$ -	\$ -	\$ 452,503
	Textbooks	\$ 265,144	\$ 257,008		\$ 257,008	\$ 1,259	\$ 109,941	\$ 145,809
	SUBTOTAL SUPPLIES	\$ 4,619,171	\$ 4,480,093	\$ -	\$ 4,480,093	\$ 130,633	\$ 499,105	\$ 3,850,355

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JULY 31, 2014

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	APPROVED BUDGET	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBERED	BALANCE
700	PROPERTY							
	Capital Improvements (Sewers)	\$ 124,177	\$ 124,177		\$ 124,177	\$ -	\$ -	\$ 124,177
	Technology Equipment	\$ 329,592	\$ 378,900		\$ 378,900	\$ 73,851	\$ 80,232	\$ 224,818
	Other Equipment	\$ 98,778	\$ 31,658		\$ 31,658	\$ -	\$ -	\$ 31,658
	SUBTOTAL PROPERTY	\$ 552,547	\$ 534,735	\$ -	\$ 534,735	\$ 73,851	\$ 80,232	\$ 380,653
800	MISCELLANEOUS							
	Memberships	\$ 71,445	\$ 75,356		\$ 75,356	\$ 35,889	\$ 1,012	\$ 38,455
	SUBTOTAL MISCELLANEOUS	\$ 71,445	\$ 75,356	\$ -	\$ 75,356	\$ 35,889	\$ 1,012	\$ 38,455
	TOTAL LOCAL BUDGET	\$ 70,998,121	\$ 71,345,304	\$ -	\$ 71,345,304	\$ 4,220,689	\$ 18,506,193	\$ 48,618,422

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - JULY 31, 2014

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	APPROVED BUDGET	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBERED	BALANCE
<u>SCHOOL GENERATED FEES</u>								
<u>HIGH SCHOOL FEES</u>								
	NURTURY PROGRAM				\$8,000	\$0.00	\$8,000.00	0.00%
	PARKING PERMITS				\$20,000	\$0.00	\$20,000.00	0.00%
	PAY FOR PARTICIPATION IN SPORTS				\$84,800	\$0.00	\$84,800.00	0.00%
					\$112,800	\$0.00	\$112,800.00	0.00%
<u>BUILDING RELATED FEES</u>								
	ENERGY - ELECTRICITY				\$313	\$0.00	\$313.00	0.00%
	HIGH SCHOOL POOL - OUTSIDE USAGE				\$500	\$0.00	\$500.00	0.00%
					\$813	\$0.00	\$813.00	0.00%
	MISCELLANEOUS FEES				\$150	\$0.00	\$150.00	0.00%
	TOTAL SCHOOL GENERATED FEES				\$113,763	\$0.00	\$113,763.00	0.00%

Newtown Public Schools
Evaluation and Support Plan
2014-15:
Administrators
(CT SEED 2014 Model)

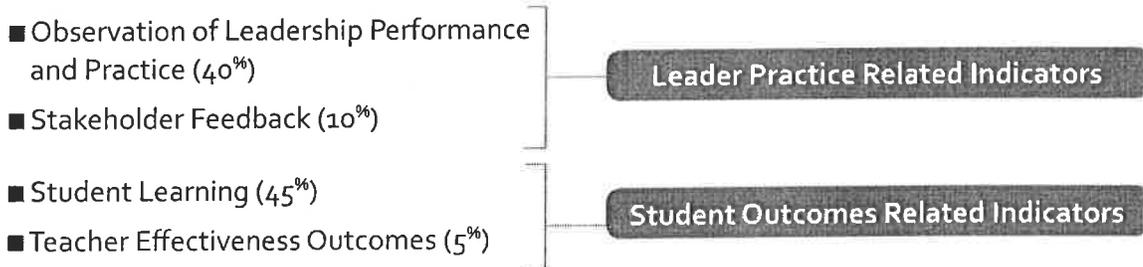


Newtown Board of Education
Approval:

Administrator Evaluation and Support

The Connecticut State Department of Education (CSDE) designed model for the evaluation and support of administrators in Connecticut is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), developed by a diverse group of educators in June 2012 and based upon best practice research from around the country. The contents of this document are meant to guide districts in the implementation of Connecticut's System for Educator Evaluation and Development (SEED) Administrator Evaluation and Support model. The CSDE, in consultation with PEAC and the SBE, may continue to refine the tools provided in this document for clarity and ease of use.

The SEED Model for administrator evaluation and support includes specific guidance for the four components of administrator evaluation:



This document includes "Points for Consideration" to assist district PDEC in developing processes or enhancing existing processes necessary for ongoing development and support of administrators for the following requirements:

- Evaluator Training
- Evaluation-Informed Professional Learning
- Improvement and Remediation Plans
- Career Development and Growth

PLEASE NOTE: In electing to implement the SEED model, your district is expected to implement the components of evaluation and support, as well as the additional requirements referenced above with fidelity as outlined in this handbook. In addition, evaluators of administrators are expected to participate in the multi-day CSDE sponsored training as described within this document. In response to requests from districts for further clarification on these requirements, we have provided "Points for Consideration" to assist districts and their PDEC in plan development.

Any variation from the components of administrator evaluation and support as outlined within this handbook is no longer the SEED model and would be considered a "district-developed" evaluation and support plan. Districts are required to submit an Educator Evaluation and Support plan annually to the CSDE.



ADMINISTRATOR EVALUATION and development

Purpose and Rationale

This section of the 2014 SEED Handbook outlines the state model for the evaluation of school and school district administrators in Connecticut. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

The model describes four levels of performance for administrators and focuses on the practices and outcomes of *Proficient* administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects⁶;
- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

The model includes an exemplary performance level for those who exceed these characteristics, but exemplary ratings are reserved for those who could serve as a model for leaders across their district or even statewide. A proficient rating represents fully satisfactory performance, and it is the rigorous standard expected of most experienced administrators.

This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

⁶ Smarter Balanced Assessments will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent upon approval of the waiver submitted to the U.S. Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link student test data to educator evaluation and support in 2014-2015 only. Additionally, due to the transition to the new state assessments, there will not be an SPI available for 2014-2015.



As noted, the model applies to all administrators holding an 092 endorsement. Because of the fundamental role that principals play in building strong schools for communities and students, and because their leadership has a significant impact on outcomes for students, the descriptions and examples focus on principals. However, where there are design differences for assistant principals and central office administrators, the differences are noted.

System Overview

Administrator Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of administrator performance. All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:
 - a) **Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.
 - b) **Stakeholder Feedback (10%)** on leadership practice through surveys.
2. **Student Outcomes Related Indicators:** An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:
 - a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures.
 - b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

Scores from each of the four components 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



Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see **Figure 1** below) allows for flexibility in implementation and lends itself well to a meaningful and doable process. Often the evaluation process can devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages two things:

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

Superintendents can determine when the cycle starts. For example, many will want their principals to start the self-assessment process in the spring in order for goal-setting and plan development to take place prior to the start of the next school year. Others may want to concentrate the first steps in the summer months.

Figure 1: This is a typical timeframe:



* Summative assessment to be finalized in August.

Step 1: Orientation and Context-Setting

To begin the process, the administrator needs five things to be in place:

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating⁷.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process. Only #5 is required by the approved Guidelines for Educator Evaluation, but the data from #1-4 are essential to a robust goal-setting process.

Step 2: Goal-Setting and Plan Development

Before a school year starts, administrators identify three Student Learning Objectives (SLOs) and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice. This is referred to as "3-2-1 goal-setting."



⁷ Smarter Balanced Assessments will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent on approval of the waiver submitted to the U.S. Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link student test data to educator evaluation and support in 2014-2015 only. Additionally, due to the transition to the new state assessments, there will not be an SPI available for 2014-2015.

Administrators should start with the outcomes they want to achieve. This includes setting three SLOs (see page 6g for details) and one target related to stakeholder feedback (see page 6z for details).

Then administrators identify the areas of focus for their practice *that will help them accomplish* their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. While administrators are rated on all six Performance Expectations, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

- Are there any assumptions about specific goals that need to be shared because of the local school context?
- Are there any elements for which proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. **The following completed form represents a sample evaluation and support plan.**

The focus areas, goals, activities, outcomes and timeline will be reviewed by the administrator's evaluator prior to beginning work on the goals. The evaluator may suggest additional goals as appropriate.

DOES THE DISTRICT HAVE A GOOD EVALUATION PLAN?

Here are some questions to consider in assessing whether an administrator's evaluation and support plan is likely to drive continuous improvement:

1. Are the goals clear and measurable so that an evaluator will know whether the administrator has achieved them?
2. Can the evaluator see a through line from district priorities to the school improvement plan to the evaluation and support plan?
3. Do the practice focus areas address growth needs for the administrator? Is at least one of the focus areas addressing instructional leadership?



Sample Evaluation AND SUPPORT Plan

Administrator's Name _____

Evaluator's Name _____

School _____

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals – 3 SLOs and 1 Survey	Leadership Practice Focus Areas (2)	Strategies	Evidence of Success	Additional Skills, Knowledge and Support Needed	Timeline for Measuring Goal Outcomes
75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	SLO 1: Increase EL cohort graduation rate by 2% and the extended graduation rate by 3%.	Focus Area 1: Use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress, close achievement gaps and communicate progress. (PE: 2, E: C)	Develop Support Service SLOs to address intervention needs and strategies.	EL graduation rate increases by 2% over last year and the extended graduation rate increases by 3%.	Support needed in reaching out to the EL student population and families to increase awareness of the graduation requirements and benefits.	Credit status will be determined after summer school.
80% of students complete 10th grade with 12 credits.	SLO 2: 90% of students complete 10th grade with 12 credits.	Focus Area 2: Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction. (PE: 2, EB) Use current data to monitor EL student progress and to target students for intervention.	Develop content teacher SLOs to address CT Common Core reading strategies and expectations.	90% of students have at least 12 credits when entering the 11th grade.	Work with school counselors to ensure students are enrolled in credit earning courses in 9th and 10th grades and that deficient students are contacted re: summer remedial offerings.	
87% of 10th graders are proficient in reading, as evidenced by CAPT scores (if available).	SLO 3: 95% of students are reading at grade level at the end of 10th grade.		Provide teacher PL experiences as needed to target skills in differentiation of instruction.	STAR assessments indicate that 95% of students are reading on grade level at the end of 10th grade		
75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	Survey 1: 90% of students report that teachers present material in a way that makes it easy for them to understand and learn.			90% of students report by survey response that teachers present material in a way they can understand and learn from.		



Step 3: Plan Implementation and Evidence Collection

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school site visits to observe administrator practice can vary significantly in length and setting. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice: see the SEED website for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit.

Besides the school site visit requirement, there are no prescribed evidence requirements. The model relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Building on the sample evaluation and support plan on page 49, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families
- Presentations at Board of Education meetings, community resource centers, parent groups etc.

Further, the evaluator may want to establish a schedule of school site visits with the administrator to collect evidence and observe the administrator's work. The first visit should take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation and support plan. Subsequent visits might be planned at two-to three-month intervals.



A note on the frequency of school site observations:

State guidelines call for an administrator's evaluation to include:

- 2 observations for each administrator.
- 4 observations for any administrator new to their district, school, the profession or who has received ratings of *developing* or *below standard*.

School visits should be frequent, purposeful and adequate for sustaining a professional conversation about an administrator's practice.

Step 4: Mid-Year Formative Review

Midway through the school year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for meeting:

- The administrator analyzes available student achievement data and considers progress toward outcome goals.
- The evaluator reviews observation and feedback forms to identify key themes for discussion.

The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could influence accomplishment of outcome goals; goals may be changed at this point. **Mid-Year Conference Discussion Prompts** are available on the SEED website.

Step 5: Self-Assessment

In the spring, the administrator takes an opportunity to assess his/her practice on all 18 elements of the CCL: Connecticut School Leadership Standards. For each element, the administrator determines whether he/she:

- Needs to grow and improve practice on this element;
- Has some strengths on this element but needs to continue to grow and improve;
- Is consistently effective on this element; or
- Can empower others to be effective on this element.

The administrator should also review his/her focus areas and determine if he/she considers him/herself on track or not.

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. In this model the administrator submits a self-assessment prior to the End-of-Year Summative Review as an opportunity for the self-reflection to inform the summative rating.



Step 6: Summative Review and Rating

The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, it is recommended that evaluators use the meeting as an opportunity to convey strengths, growth areas and their probable rating. After the meeting, the evaluator assigns a rating based on all available evidence.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete training on the SEED evaluation and support model. The purpose of training is to provide evaluators of administrators with the tools that will result in evidence-based school site observations; professional learning opportunities tied to evaluation feedback, improved teacher effectiveness and student performance.

The CSDE will provide districts with training opportunities to support district evaluators of administrators in implementation of the model across their schools. Districts can adapt and build on these tools to provide comprehensive training and support to ensure that evaluators are proficient in conducting administrator evaluations.

School districts who have adopted the SEED model will be expected to engage in the CSDE sponsored multi-day training. This comprehensive training will give evaluators the opportunity to:

- Understand the various components of the SEED administrator evaluation and support system;
- Understand sources of evidence that demonstrate proficiency on the CCL Leader Evaluation Rubric;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the CCL Leader Evaluation Rubric;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

Participants in the training will have opportunities to interact with colleagues and engage in practice and *optional* proficiency exercises to:

- Deepen understanding of the evaluation criteria;
- Define proficient leadership;
- Collect, sort and analyze evidence across a continuum of performance; and
- Determine a final summative rating across multiple indicators.



PLEASE NOTE: School districts who have a locally-developed evaluation and support plan can also choose to participate in the CSDE-sponsored training opportunities for evaluators, however if training opportunities are internally developed or contracted with a reputable vendor, the following are points for consideration:

Points for District Consideration:

- Development or selection of an evaluation framework/rubric to measure and provide feedback on leader performance and practice
- Identification of criteria to demonstrate proficiency (optional)
- Provision of ongoing calibration activities
- Determination of frequency for proficiency status renewal if applicable

The evaluator completes the summative evaluation report, shares it with the administrator and adds it to the administrator's personnel file with any written comments attached that the administrator requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

Initial ratings are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.



Support and Development

Evaluation alone cannot hope to improve leadership practice, teacher effectiveness and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move administrators along the path to exemplary practice.

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. The CSDE vision for professional learning is that each and every Connecticut educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. For Connecticut's 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.

Throughout the process of implementing Connecticut's SEED model, in mutual agreement with their evaluators all teachers will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district-wide professional learning opportunities.

Points for District Consideration:

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning.

– Learning Forward, 2014

<http://learningforward.org/standards/leadership#.Uxn-fDgdXuQ>

- **Develop Capacity for Learning and Leading-** Systems that recognize and advance shared leadership promote leaders from all levels of the organization. Leaders work collaboratively with others to create a vision for academic success and set clear goals for student achievement based on educator and student learning data.
- **Advocate for Professional Learning-** As advocates of professional learning, leaders make their own career-long learning visible to others. They participate in professional learning within and beyond their own work environment. Leaders consume information in multiple fields to enhance their practice.
- **Create Support Systems and Structures-** Skillful leaders establish organizational systems and structures that support effective professional learning and ongoing continuous improvement. They equitably distribute resources to accomplish individual, team, school and school system goals through blended learning structures and promoting teacher collaboration and professional development through social media and other technological tools.



Improvement and Remediation Plans

If an administrator's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. Districts must develop a system to support administrators not meeting the proficiency standard. Improvement and remediation plans should be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and be differentiated by the level of identified need and/or stage of development.

Districts may develop a system of stages or levels of support. For example:

- 1. Structured Support:** An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.
- 2. Special Assistance:** An administrator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
- 3. Intensive Assistance:** An administrator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

Points for District Consideration:

Well-articulated Improvement and Remediation Plans:

- Clearly identify targeted supports, in consultation with the administrator, which may include specialized professional development, collegial assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the administrator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered "proficient."
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.
- Include indicators of success, including a rating of proficient or better at the conclusion of the improvement and remediation plan.



Career Development and Growth

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

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

Points for District Consideration:

- Align job descriptions to school leadership standards.
- Identify replicable practices and inform professional development.
- Support high-quality evaluation that aligns school accountability with teacher and principal evaluation and support.
- Provide focused targeted professional learning opportunities identified through the evaluation process and school/district needs.
- Ensure that the new principal role is sustainable. Explore ways to alleviate administrative and operational duties to allow for greater focus on the role of instructional leader.
- Recognize and reward effective principals.



Leadership Practice Related Indicators

The Leadership Practice Related Indicators evaluate the administrator's knowledge of a complex set of skills and competencies and how these are applied in leadership practice. It is comprised of two components:

- Observation of Leadership Practice, which counts for 40%; and
- Stakeholder Feedback, which counts for 10%.

Component #1: Observation of Leadership Practice (40%)

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating.

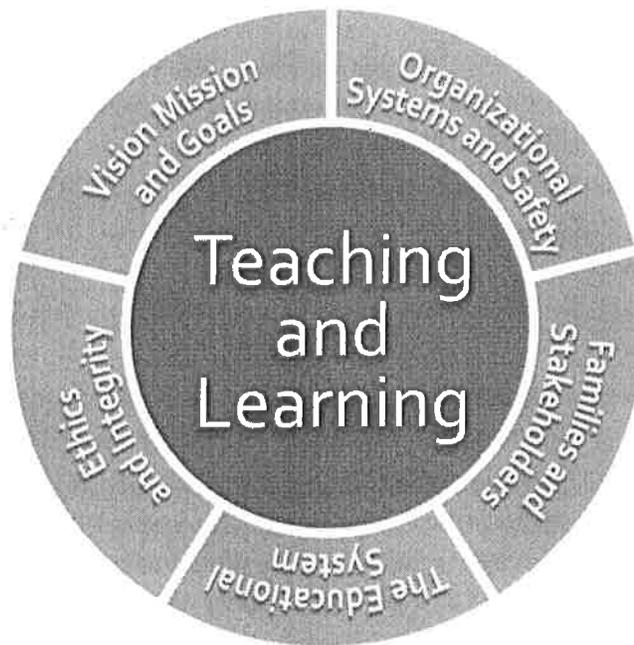
Leadership practice is described in the Common Core of Leading (CCL) Connecticut School Leadership Standards adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

- 1. Vision, Mission and Goals:** Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.
- 2. Teaching and Learning:** Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.
- 3. Organizational Systems and Safety:** Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
- 4. Families and Stakeholders:** Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.
- 5. Ethics and Integrity:** Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.
- 6. The Education System:** Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning)** comprises approximately half of the leadership practice rating and the other five performance expectations are equally weighted.



Figure 3: Leadership Practice – 6 Performance Expectations



These weightings should be consistent for all principals and central office administrators. For assistant principals and other school-based 092 certificate holders in non-teaching roles, the six performance expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

In order to arrive at these ratings, administrators are measured against the CCL Leader Evaluation Rubric which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.
- **Proficient:** The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in bold at the Proficient level.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Two key concepts, indicated by bullets, are often included as indicators. Each concept demonstrates a continuum of performance across the row, from *below standard* to *exemplary*.



Examples of Evidence are provided for each element of the rubric. While these Examples of Evidence can be a guide for evaluator training and discussion, they are only examples and should not be used as a checklist. As evaluators learn and use the rubric, they should review these Examples of Evidence and generate additional examples from their own experience that could also serve as evidence of Proficient practice.

Strategies for Using the CCL Leader Evaluation Rubric:

Helping administrators get better: The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the CCL: Connecticut School Leadership Standards in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

Making judgments about administrator practice: In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

Assigning ratings for each performance expectation: Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

Assessing the practice of administrators other than principals: All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards⁸.

⁸ Central Office Administrators have been given an additional year before being required to participate in Connecticut's new evaluation and support system while further guidance is being developed. All Central Office Administrators will be required to participate in the new system in the 2015-2016 school year.



Performance Expectation 1: Vision, Mission and Goals

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.

Element A: High Expectations for All

Leaders* ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff**.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Information & analysis shape vision, mission and goals	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students. shapes a vision and mission based on basic data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	uses a wide range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. Alignment to policies	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.

*Leader: Connecticut School Leaders who are employed under their immediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other supervisory positions.)

**Staff: All educators and non-certified staff

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the CCL Leader Evaluation Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.



This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator’s leadership practice.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of *developing* or *below standard*.**
2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *proficient*, *developing* or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Principals and Central Office Administrators:

Exemplary	Proficient	Developing	Below Standard
<i>Exemplary</i> on Teaching and Learning +	At least <i>Proficient</i> on Teaching and Learning +	At least <i>Developing</i> on Teaching and Learning +	<i>Below Standard</i> on Teaching and Learning or
<i>Exemplary</i> on at least 2 other performance expectations +	At least <i>Proficient</i> on at least 3 other performance expectations +	At least <i>Developing</i> on at least 3 other performance expectations	<i>Below Standard</i> on at least 3 other performance expectations
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		



Assistant Principals and Other School-Based Administrators:

Exemplary	Proficient	Developing	Below Standard
<i>Exemplary</i> on at least half of measured performance expectations +	At least <i>Proficient</i> on at least a majority of performance expectations +	At least <i>Developing</i> on at least a majority of performance expectations	<i>Below Standard</i> on at least half of performance expectations
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		

Component #2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessed by administration of a survey with measures that align to the CCL: Connecticut School Leadership Standards – is 10% of an administrator's summative rating.

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). If surveyed populations include students, they can provide valuable input on school practices and climate for inclusion in evaluation of school-based administrative roles.

Applicable Survey Types

There are several types of surveys – some with broader application for schools and districts – that align generally with the areas of feedback that are relevant for administrator evaluation. These include:

- Leadership practice surveys** focus directly on feedback related to a leader's performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators' practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.



- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents.
- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

To ensure that districts use effective survey instruments in the administrator evaluation process, and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of the SEED state model for administrator evaluation and support. Panorama Education developed the surveys for use in the State of Connecticut, and districts are strongly encouraged to use these state model surveys.

See the SEED website for examples of each type of survey as well as sample questions that align to the CCL: Connecticut School Leadership Standards. See the SEED website for **Panorama Education surveys**.

The survey(s) selected by a district for gathering feedback must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent overtime). In order to minimize the burden on schools and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school- or district-wide feedback and planning or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation and pursuing multiple means of soliciting responses.

Any survey selected must align to some or all of the CCL: Connecticut School Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so administrators and their evaluators are encouraged to select relevant portions of the survey's results to incorporate into the evaluation and support model.



For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:

- All family members
- All teachers and staff members
- All students

Assistant Principals and other school-based administrators:

- All or a subset of family members
- All or a subset of teachers and staff members
- All or a subset of students

CENTRAL OFFICE ADMINISTRATORS

Line managers of instructional staff (e.g., Assistant/Regional Superintendents):

- Principals or principal supervisors
- Other direct reports
- Relevant family members

Leadership for offices of curriculum, assessment, special services and other central academic functions:

- Principals
- Specific subsets of teachers
- Other specialists within the district
- Relevant family members

Leadership for offices of finance, human resources and legal/employee relations offices and other central shared services roles

- Principals
- Specific subsets of teachers
- Other specialists within the district



Stakeholder Feedback Summative Rating

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth target.

Exceptions to this include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high.
- Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

1. Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.
2. Review baseline data on selected measures, which may require a fall administration of the survey in year one.
3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).
4. Later in the school year, administer surveys to relevant stakeholders.
5. Aggregate data and determine whether the administrator achieved the established target.
6. Assign a rating, using this scale:

Exemplary	Proficient	Developing	Below Standard
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Establishing what results in having “substantially exceeded” the target or what constitutes “substantial progress” is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set. However, more than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.



Examples of Survey Applications

Example #1:

School #1 has mid-range student performance results and is working diligently to improve out-comes for all students. As part of a district-wide initiative, the school administers a climate survey to teachers, students and family members. The results of this survey are applied broadly to inform school and district planning as well as administrator and teacher evaluations. Baseline data from the previous year's survey show general high performance with a few significant gaps in areas aligned to the CCL: Connecticut School Leadership Standards. The principal, district Superintendent and the school leadership team selected one area of focus – building expectations for student achievement – and the principal identified leadership actions related to this focus area which are aligned with the CCL: Connecticut School Leadership Standards. At the end of the year, survey results showed that, although improvement was made, the school failed to meet its target.

Measure and Target	Results (Target met?)
Percentage of teachers and family members agreeing or strongly agreeing with the statement "Students are challenged to meet high expectations at the school" would increase from 71% to 77%.	No; results at the end of the year showed an increase of 3% to 74% of respondents agreeing or strongly agreeing with the statement.
Stakeholder Feedback Rating: "Developing"	

Example #2:

School #2 is a low-performing school in a district that has purchased and implemented a 360° tool measuring a principal's leadership practice which collects feedback from teachers, the principal and the principal's supervisor. The resulting scores from this tool are incorporated in the district's administrator evaluation and support system as stakeholder input.

Baseline data from the prior year reflects room for improvement in several areas and the principal, her supervisor and the school leadership team decides to focus on ensuring a safe, high performing learning environment for staff and students (aligned with Performance Expectation #3). Together, the principal and her supervisor focus on the principal's role in establishing a safe, high-performing environment and identify skills to be developed that are aligned to this growth area. They then set a target for improvement based on specific measures in the survey, aiming for an increase of 7% in the number of stakeholders who agreed or strongly agreed that that there was growth in the identified area. Results at the end of the school year show that the principal had met her target, with an increase of 9%.



Measure and Target	Results (Target met?)
Percentage of teachers, family members and other respondents agreeing or strongly agreeing that the principal had taken effective action to establish a safe, effective learning environment would increase from 71% to 78%.	Yes; results at the end of the year showed an increase of 9% to 80% of respondents agreeing or strongly agreeing.
Stakeholder Feedback Rating: "Proficient"	

The Student Outcomes Related Indicators capture the administrator’s impact on student learning and comprise half of the final rating.

Student Outcomes Related Indicators includes two components:

- Student Learning, which counts for 45%; and
- Teacher Effectiveness Outcomes, which counts for 5%.

Component #3: Student Learning (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state’s accountability system for schools and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator’s evaluation.

State Measures of Academic Learning

With the state’s new school accountability system, a school’s SPI—an average of student performance in all tested grades and subjects for a given school—allows for the evaluation of school performance across all tested grades, subjects and performance levels on state tests. The goal for all Connecticut schools is to achieve an SPI rating of 88, which indicates that on average all students are at the ‘target’ level.

Currently, the state’s accountability system⁹ includes two measures of student academic learning:

1. **School Performance Index (SPI) progress** – changes from baseline in student achievement on Connecticut’s standardized assessments.

***PLEASE NOTE:** SPI calculations will not be available for the 2014-15 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, 45% of an administrator’s rating for Student Learning will be based on student growth and performance on locally determined measures.*

2. **SPI progress for student subgroups** – changes from baseline in student achievement for subgroups on Connecticut’s standardized assessments.

⁹ All of the current academic learning measures in the state accountability system assess status achievement of students or changes in status achievement from year to year. There are no true growth measures. If the state adds a growth measure to the accountability model, it is recommended that it count as 50% of a principal’s state academic learning rating in Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.



For a complete definition of Connecticut’s measures of student academic learning, including a definition of the SPI see the SEED website.

Yearly goals for student achievement should be based on approximately 1/12 of the growth needed to reach 88, capped at 3 points per year. See below for a sample calculation to determine the SPI growth target for a school with an SPI rating of 52.

$$\frac{88 - 52}{12} = 3$$

Evaluation ratings for administrators on these state test measures are generated as follows:

Step 1: Ratings of SPI Progress are applied to give the administrator a score between 1 and 4, using the table below:

SPI Progress (all students and subgroups)

SPI ≥ 88	Did not Maintain	Maintain		
	1	4		
SPI < 88	< 50% target progress	50-99% target progress	100-125% target progress	> 125% target progress
	1	2	3	4

PLEASE NOTE: Administrators who work in schools with two SPIs will use the average of the two SPI ratings to apply for their score.

Step 2: Scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target. While districts may weigh the two measures according to local priorities for administrator evaluation, the following weights are recommended:

SPI Progress	100% minus subgroup %
SPI Subgroup Progress*	10% per subgroup; up to 50%

*Subgroup(s) must exist in year prior and in year of evaluation



Below is a sample calculation for a school with two subgroups:

Measure	Score	Weight	Summary Score
SPI Progress	3	.8	2.4
SPI Subgroup 1 Progress	2	.1	.2
SPI Subgroup 2 Progress	2	.1	.2
TOTAL			2.8

Step 3: The weighted scores in each category are summed, resulting in an overall state test rating that is scored on the following scale:

Exemplary	Proficient	Developing	Below Standard
At or above 3.5	2.5 to 3.4	1.5 to 2.4	Less than 1.5

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student’s scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator’s rating on student learning indicators is based on the locally-determined indicators described below.

Locally-Determined Measures (Student Learning Objectives)

Administrators establish three Student Learning Objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in “review” or “turnaround” status, indicators will align with the performance targets set in the school’s mandated improvement plan.



	SLO 1	SLO 2	SLO 3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion	
High School Principal	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion	
Elementary or Middle School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
High School AP	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
Central Office Administrator	(meets the non-tested grades or subjects requirement) Indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.		

Beyond these parameters, administrators have broad discretion in selecting indicators, including, but not limited to:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.



- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments. Below are a few examples of indicators, goals and SLOs for administrators:

Grade Level	SLO
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by MAP/NWEA assessments.
Middle School Science	78% of students will attain <i>proficient</i> or higher on the science inquiry strand of the CMT in May.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1, 2014, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85%. (Curriculum Coordinator)

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process follow a pre-determined timeline.

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (see the Administrator's SLO Handbook, **SLO Form** and **SLO Quality Test**).



- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
 - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this portion, as follows

Exemplary	Proficient	Developing	Below Standard
Met all 3 objectives and substantially exceeded at least 2 targets	Met 2 objectives and made at least substantial progress on the 3rd	Met 1 objective and made substantial progress on at least 1 other	Met 0 objectives OR Met 1 objective and did not make substantial progress on either of the other 2

Arriving at Student Learning Summative Rating

To arrive at an overall student learning rating, the ratings for the state assessment and the locally-determined ratings in the two components are plotted on this matrix:

		State Measures of Academic Learning			
		4	3	2	1
Locally Determined Measures of Academic Learning	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard



Component #4: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness outcomes – as measured by an aggregation of teachers’ student learning objectives (SLOs) – make up 5% of an administrator’s evaluation.

Improving teacher effectiveness outcomes is central to a administrator’s role in driving improved student learning. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional learning to feedback on performance – the administrator evaluation and support model also assesses the outcomes of all of that work.

As part of Connecticut’s teacher evaluation state model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes. In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that evaluators of administrators discuss with the administrator their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of administrators not encouraging teachers to set ambitious SLOs.

Exemplary	Proficient	Developing	Below Standard
> 80% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation	> 60% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation	> 40% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation	< 40% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation

- Central Office Administrators will be responsible for the teachers under their assigned role.
- All other administrators will be responsible for the teachers they directly evaluate.

Summative Administrator Evaluation Rating

Summative Scoring

Every educator will receive one of four performance* ratings:

1. **Exemplary:** Substantially exceeding indicators of performance
2. **Proficient:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
4. **Below standard:** Not meeting indicators of performance

*The term "performance" in the above shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence (see Appendix 2).



Newtown Public Schools
Evaluation and Support Plan
2014-15



Teacher

SDE-approved: August 4, 2014

**Newtown Board of Education
Approval:**

Table of Contents

Forward Professional Growth Plan.....	2
Acknowledgments.....	3
Introduction.....	4
Professional Growth Plan Beliefs	4
Teacher Professional Growth Plan System.....	5
Professional Growth Plan Induction.....	7
Professional Growth Plan: Evaluator Proficiency.....	8
Professional Growth Plan Phases: Introduction.....	9
Induction Phase Year One.....	10
Induction Phase Year Two	15
Induction Phase Year Three	20
Induction Phase Year Four	25
Standard Cycle	30
Portfolio Cycle.....	35
Intensive Supervision Phase.....	40
Evaluation Committee/Conflict Resolution.....	46
Surveys: Introduction.....	47
Student Surveys for Teacher.....	48-49
Professional Growth Plan Forms: Introduction.....	50
Newtown’s Vision of Good Teaching Domains	64
Professional Growth Plan Rubrics: Introduction	66
Appendices	
A. Rating Scale: Introduction.....	86
B. Reflection: Guiding Questions; CEIJ Format; Learning Domains	92-93
C. Responsibility for Evaluation of Personnel.....	94
D. Glossary of Terms.....	95
E. CT Code for Professional Responsibility for Educators.....	96

Foreword to the 2014-15 NPS Professional Growth Plan

The Newtown Public Schools Professional Growth Plan has been developed through the efforts of multiple Newtown educators in consultation with Dr. Anthony Rigazio-Digilio. When the original committee began the process four years ago, educators were determined to represent the high standards and expectations as key elements of a quality professional growth plan. It is important for all to remember that This process is about the growth of professionals, supported by a community of practice and reflective of Newtown's history of continuous improvement and high performance.

The Professional Growth Committee will continue to meet throughout this school year to review the process of professional growth through this evaluation plan. Input from all stakeholders is valuable to this process as the plan continues to be refined in an effort to make it the best representation of all that Newtown Public Schools values about best practice.

Professional Growth Committee, June 2014

Committee Members

Beverly Andracchi
Jill Beaudry
[Judith Beers]
Kathy Boettner
[Janet Calabro]
[Jay Daly]
[Charles Dumais]
[Sharon Epple]
Christopher Geissler
Linda Gejda
Michelle Hiscavich
[Dawn Hochsprung]
Erik Holst-Grubbe
Peggy Kennedy
[David Kimball]
[Joan Libby]
[Judy Liestman]
Heather Lucian
Roxanne Melaragno
[Tisha McCoy]
[David Nanavaty]
Margaret O'Callaghan
Cathy Ostar
Valerie Pagano-Hepburn
Anthony Rigazio-Digilio (CCSU)
[Janet Robinson]
[Susan Ruddock]
[Jo-Anne Sheehan]
Karin Sherman
[Jenn Sinal]
John Sullivan
Anne Uberti
Karla Vazquez

[Indicates former members]

INTRODUCTION

Growth and learning for all is of paramount importance to The Newtown Public Schools. This plan represents the balance of high expectations and high level support to reach those expectations.

Through a long-term, collaborative effort that included all stakeholders, an instrument was created that reflected our commitment to clearly defined expectations; an emphasis on reflection, feedback, and discussion; input in the evaluation process from students, parents, and peers; and a focus on improving student learning.

Following a year of research and a year of plan development, this plan was piloted in its entirety, across all levels, to ensure its consistency with the district mission and core beliefs. It represents a continuum of supports and performance expectations that we believe best advance teaching and learning in Newtown.

PROFESSIONAL GROWTH PLAN BELIEFS

Student Learning

We believe that all students will excel in a rigorous environment with targeted outcomes that reflect the unique needs of every learner.

We believe that education is a shared responsibility that requires persistence and effort of students, teachers, parents, and community.

Teaching

We believe that teachers have a responsibility to challenge students to take appropriate learning risks, to inspire students to take ownership of their learning, and to provide a variety of opportunities to support student learning both within and beyond the classroom.

We believe that continuous improvement requires critical reflection, peer collaboration, investment in student growth, and the courage to change.

Professional Growth Plan

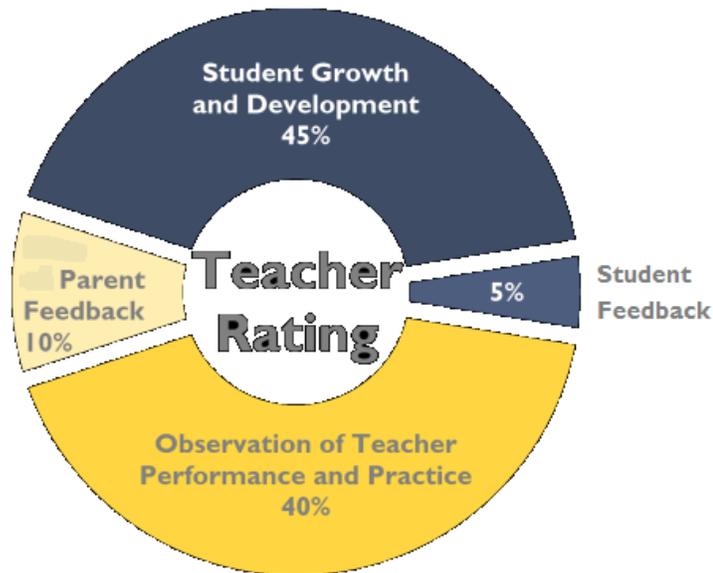
We believe that the Professional Growth Plan should meet the needs of all teachers and supervisors through clear indicators of effective professional practice, multiple measures of teaching and learning, shared accountability for student performance, and meaningful discourse among practitioners.

We believe that the systemic implementation of the Professional Growth Plan inspires and supports continuous improvement, provides opportunities for professional growth and leadership, and promotes excellence in teaching and learning.

THE TEACHER PROFESSIONAL GROWTH PLAN SYSTEM

Overview

In accordance with legislation, and as outlined in the CT SEED Handbook, the Newtown teachers' evaluation and support system also consists of multiple measures to provide an accurate and comprehensive picture of teacher performance. The following diagram from the SEED handbook illustrates the components of the professional growth and evaluation process:



All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
 - (a) Observation of teacher performance and practice (40%) as defined in the Connecticut Framework for Teacher Evaluation and Support, which articulates four domains and eighteen components of teacher practice
 - (b) Parent feedback (10%) on teacher practice through surveys (Comprehensive School Climate Inventory)
2. **Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:
 - (a) Student growth and development (45%) as determined by the teacher's student learning objectives (SLOs). (See table below).
 - (b) Student feedback (5%) through student surveys (Comprehensive School Climate Inventory)

Another summary of the NPS Professional Growth Plan responsibilities is outlined in the table below:

Components	Number of Goals	Composition of Goal	Outcome Demonstrated By
Student Performance (45%)*	1.	Student Learning Objective (SLO) #1	At least 2 Indicators of Academic Growth & Development (IAGD)
	2.	Student Learning Objective (SLO) #2	At least 2 Indicators of Academic Growth & Development (IAGD)
Student Feedback (5%)	3.	School-wide student goal set by administrator based on outcomes of previous year's spring <i>Comprehensive School Climate Inventory</i> [®]	Evidence of completed action steps
Parent Feedback (10%)	4.	School-wide parent goal set by administrator based on outcomes of previous year's spring <i>Comprehensive School Climate Inventory</i> [®]	Evidence of completed action steps

Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance designations: 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

The term “performance” in the above shall mean “progress as defined by specified indicators.

Such indicators shall be mutually agreed upon as applicable. Such progress shall be demonstrated by evidence. (*CT SBE-Adopted Revisions: Guidelines for Educator Evaluation, May 7, 2014*) See Appendix A of the Newtown Professional Growth Plan for detailed information.

*One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including state test for those teaching tested grades and subjects or another standardized indicator for the other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described on page 46, an additional non-standardized indicator.

- a) For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC’s flexibility recommendation on January 29, 2014 and the State Board of Education’s action on February 6, 2013.

For the other half (22.5%) of the indicators of academic growth and development, there may be

- a) A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute procedure.
- b) A minimum of one non-standardized indicator.

(*CT SBE-Adopted Revisions: Guidelines for Educator Evaluation, May 7, 2014*)

Support and Development

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

Process

(see *SEED* handbook)

The professional growth process between a teacher and evaluator contains three (3) conferences to clarify evaluation process, provide feedback, set goals and identify professional learning opportunities.

1. Goal-setting and Planning (by October 31): Orientation on Process and Goal-setting
2. Mid-Year Check-in (by February 15): Reflection, review of progress, opportunity for revisions of strategies or approach(es) and mutually agreed upon adjustments of student learning goals if warranted.
3. End-of-Year Summative Review (by June 1): Teacher Reflection and Self-Assessment, Summative rating (revisions by September 15), End-of-Year conference. A summative rating will be determined before June 30th which can be adjusted by September 15th, if needed.

Evaluation-Based Professional Learning

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

During goal-setting, mid-year or other conferences between teacher(s) and evaluator, recommendations or requests that are made will be accommodated through the use of several district resources. Newtown educators will have access to at least one online vendor (e.g., BloomBoard) to offer online professional learning. Likewise, for all district initiatives (Readers Workshop, NWEA, CT Core Standards, math programs, etc), in-district, as well as outside, staff developers will be provided. The district will continue to support attendance at professional organization workshops and regional conferences. The district Professional Learning Committee will continue to develop surveys to determine professional development needs across the district and organize in-district presentations (including technology integration, etc).

Improvement and Remediation Plans

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

Improvement and remediation plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

The Newtown Professional Growth Plan further delineates the steps of this process in the Intensive Supervision Phase, developed according to district philosophy and legislative requirements.

Career Development and Growth

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

PROFESSIONAL GROWTH PLAN ORIENTATION

High-quality teaching is imperative for student success. Newtown Public Schools are committed to supporting the professional growth of its educators in order to promote excellence in teacher practice as measured by research-based indicators identified with student success. As a learning community focused on continuous improvement for all, the district recognizes the importance of on-going review of classroom practice. District-wide conversations about teaching and learning must include a common understanding of best practice.

The Newtown Professional Growth Plan identifies levels of teaching performance and supports educators in attaining higher levels of practice. In order to achieve a culture of continuous improvement and the attainment of district goals, each educator must understand and adhere to the beliefs and process of the professional growth plan.

Current Staff

An overview of the Newtown Professional Growth Plan will be presented to all teachers by principals at the first or second Fall faculty meeting. Highlighted components of the educator professional growth plan will include plan beliefs, terminology, phases, and levels of performance.

New Staff

All new staff must attend a one-week induction experience during the month of August. In addition to various topics relevant to district orientation, the NPS Professional Growth Plan and educator responsibilities are an important part of the agenda. Each staff member will be trained in and familiarized with the NPS educator growth plan.

Annual Induction

At the onset of each school year, each certified staff member, with his/her evaluator, will review the appropriate phase that will direct his/her professional experience for the school year.

EVALUATOR PROFICIENCY

Newtown administrators who are designated evaluators of Newtown teachers must be trained in the Newtown Professional Growth Plan for Teachers. Each summer all administrators will review the Newtown Professional Growth Plan for Teachers during the annual administrator retreat. During the school year, administrators will regularly engage in calibration exercises. There will be an annual calibration performance activity. There will be an understanding of how rubrics are being used during observations so evaluations look the same and teachers are getting similar types of feedback.

If an administrator does not demonstrate competency, the superintendent will develop a plan for the administrator to achieve competency. Newtown administrators will employ professional development opportunities, possible including CT State Department of Education training, in addition to instructional rounds, and professionally-produced videos of classroom lessons to continually develop and improve evaluator feedback to teachers.

PHASES

INTRODUCTION

The Newtown Public Schools Professional Growth Plan recognizes that there are stages of development in the career of an educator. At different levels, different types and amount of support are needed, and some performance expectations (e.g. team participation) vary. Each level – Induction Phase Year One, Induction Phase Year Two, Induction Phase Year Three, Induction Phase Year Four, Professional Growth Phase Standard Cycle (years 1,2,3)– includes a clear description of performance expectations, a timeline for events, and a checklist for teachers and evaluators to easily keep track of required elements.

IMPLEMENTATION

All teachers will be observed a minimum of 4 (four) times, including a combination of formal, informal, announced and unannounced observations, as indicated in the table below.

Phase	Formal Observations	Informal Observations	Review of Practice
Induction Phase Year One	3	3	1
Induction Phase Year Two	3	3	1
Induction Phase Year Three	3	3	1
Induction Phase Year Four*	2	3	1
Professional Growth Phase*	1	3	1

* The observation protocol for Induction Phase Year Four and Professional Growth Phase in the chart above meets requirements IF these teachers received a prior summative rating of proficient or exemplary. If these teachers received a prior summative rating of developing or below standard, their observation protocol needs to be appropriate to their individual development plan, but no fewer than three in-class formal observations. Two of the three observations must include a pre-conference, and all of the observations must include a post-conference with timely written and verbal feedback.

The following statement includes the flexibility request submitted to the SDE and unanimously approved by the Newtown Professional Growth Committee (March 12, 2014) and the BOE (March 18, 2014):

Tenured teachers who receive and maintain an annual summative performance evaluation designation of proficient or exemplary shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations and one review of practice* conducted in all years. Non-tenured teachers shall be evaluated each year with a minimum of three formal in-class observations, three informal in-class observations and a review of practice each year with the exception of Induction Phase Year Four teachers. Induction Phase Four teachers who receive and maintain an annual summative performance evaluation designation of proficient or exemplary shall be evaluated with a minimum of two formal in-class observations and three informal in-class observations and a review of practice.

** Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts. (CT Guidelines for Educator Evaluation, June 2012, pg. 14 section e).*

INDUCTION PHASE YEAR ONE

Who: All teachers who are new to the Newtown Public Schools and have not previously earned tenure in the State of Connecticut.

Support: All new teachers will be assigned a primary evaluator and a district mentor (who will also serve as the TEAM mentor) who will help clarify and model behavior that is consistent with the Newtown Public Schools Professional Growth Plan and the Connecticut Common Core of Teaching. All teachers will participate in the Newtown Public Schools new teacher induction program within one year of hire. Three informal in-class (check-ins) will be conducted by a member of the administrative team with targeted, time-sensitive feedback to follow.

Focus: Induction Phase Year One teachers will work with their mentor, evaluator(s), and team(s) to develop their skills as a Newtown Public Schools teacher.

Process: Prior to October 31, the teacher will meet with his/her evaluator and the conference will result in an agreement between the evaluator and educator on specific student learning targets and professional development focus areas based on evidence collected by the teacher about his/her practice. Induction Phase Year One teachers will create 2 SLOs and action plans to support 2 school-wide goals focused on practice (Goal Setting & Action Plan Form) that will be due Oct. 10, with rubric for assessment. This goal should be based on the Connecticut Common Core of Teaching standards, and the goal(s) of the School Improvement Plan and/or District initiative(s). For each student learning goal, there will be at least two Indicators of Academic Growth and Development (IADG). Teachers of subject areas where an appropriate standardized test is not available will be allowed to use at least two non-standardized Indicators of Academic Growth and Development.

Induction Phase Year One teachers will have three formal in-class observations based on the foundational skills in the Connecticut Common Core of Teaching standards. Two of these observations will be completed before February 1. A third observation will occur by March 15.

Prior to *two* formal observations, the teacher will complete the Pre-Observation Form. The pre-observation conference will be held to provide information about the learning goals and strategies for the class. At the same time, the conference will determine the focus of the observation. The need for pre-observation conferences for all subsequent observations will be determined by the evaluator.

Post-observation conferences will be held to reflect on and discuss the achievement of the goals. Prior to this conference, Year One teachers will complete the Post-Observation Lesson Reflection Form to be shared with their evaluator. Written Post-Observation Reports will be completed by the evaluator within 10 school days of the post-observation conference. If needed, additional formal and informal observations may be scheduled by the evaluator.

Induction Phase Year One teachers will have three informal in-class observations (check-ins) based on the foundational skills in the Connecticut Common Core of Teaching standards and followed by timely written feedback from the evaluator.

The Induction Phase Year One teacher will conduct at least two (2) visits to classrooms of teachers in his/her team, grade level, or subject area (not including visits to mentor's classroom), complete a reflection of the observed lesson (Peer Observation Teacher Reflection), and discuss it with his/her mentor.

All Induction Phase Year One teachers will have a mid-year conference with the evaluator before February 15. This conference will be a time to discuss the teacher's role as a member of a PLC, identify any skill sets that need improvement in the future, and update goal progress. This is also an opportunity for revisions of strategies or approach(es) and mutually agreed upon adjustments of student learning goals if warranted.

All Induction Phase Year One teachers are expected to participate in Professional Learning Communities (PLCs) with his/her team as associate members. Attendance and participation at all meetings is expected, but the Induction Phase Year One teachers will have responsibility for only his/her classroom needs.

Mentors of Induction Phase Year One Teachers will conduct three observations prior to January. The Year One teacher will provide a video recording of one of their lessons to be viewed with and discussed with the mentor in the context of their goal(s). Though not required, the Induction Phase Year One teacher is encouraged to invite his/her evaluator to view and discuss the video.

Induction Phase Year One teachers will complete the Teacher Reflection Form and a review of the district rubric prior to the summative conference. The evaluator will complete a Written Summative Evaluation after completing the summative conference before April 1.

All Induction Phase Year One teachers will have a year-end conference with the evaluator before June 1. This conference will be a time to discuss the teacher's role as a member of your PLC, identify any skill sets that need improvement in the future, update goal progress, complete the Teacher Reflection form (prior to end of the year conference), and to discuss the year two goal(s).

INDUCTION PHASE YEAR ONE

By October 10	Teacher Student Learning Outcome (SLO) goals submitted to evaluator
By October 31	Goal-setting conference with evaluator
By November 1	Initial data collection and development of Action Plan
Before December 15	<ul style="list-style-type: none"> • One check-in with written feedback within 3 days (Check-In Feedback form may be used by Evaluator) • Post-check-in conference if requested by either teacher or evaluator
Before January 1	Peer observation (includes discussion with mentor)
Before February 1	<p>Formal Observations #1 and #2</p> <ul style="list-style-type: none"> • Pre-Observation Form (<i>completed by Teacher</i>); required for Observation #1 and 2, need established by evaluator for subsequent observations. • Pre-Observation Conference • Observation • Post-Observation Lesson Reflection Form (<i>completed by Teacher</i>) • Post-Observation Conference • Written Post-Observation Report (<i>completed by Evaluator</i>)
Before February 15	Mid-Year Conference
Before March 15	<p>Formal Observation #3</p> <ul style="list-style-type: none"> • If need established by evaluator: Pre-Observation Form (<i>completed by Teacher</i>) • If need established by evaluator: Pre-Observation Conference • Observation • Post-Observation Lesson Reflection Form (<i>completed by Teacher</i>) • Post-Observation Conference • Written Post-Observation Report (<i>completed by Evaluator</i>)
Before April 1	<ul style="list-style-type: none"> • Two check-ins with written feedback within 3 days (Check-In Feedback form may be used by Evaluator) • post-check-in conference if requested by either teacher or evaluator
Prior to Summative Meeting	Complete End of Year – Teacher Annual Self-Reflective Narrative and rubric review (<i>completed by Teacher</i>)
Before April 1	Summative Evaluation Conference (may be satisfied by mid-year conference by consent of teacher and evaluator)
Before April 15	Written Summative Evaluation (<i>completed by Evaluator</i>)
Before June 1	Peer observation (includes discussion with mentor) (Peer Observation Teacher Reflection form <i>completed by teacher</i>)
Before June 1	Final data collected and instructional intervention completed
Before June 1	<ul style="list-style-type: none"> • Three check-ins with written feedback within 3 days • Update End of Year – Teacher Annual Self-Reflective Narrative (<i>completed by Teacher</i>) • Draft Goal Setting & Action Plan Form (<i>completed by Teacher</i>) • End of Year Conference held with Evaluator

Note:

Informal in-class observations (check-ins) may take place prior to October 10th.

INDUCTION PHASE YEAR ONE CHECKLIST

Date		Due Date
_____	Teacher submits Student Learning Objectives (SLOs)	October 10
_____	Goal-setting conference with evaluator	October 31
_____	Initial data collection and development of Action Plan	November 1
_____	Formal Observation #1	
_____	Pre-Observation Conference	
_____	Pre-Observation Form (<i>completed by Teacher</i>)	
_____	Observation	
_____	Post-Observation Lesson Reflection (<i>completed by Teacher</i>)	
_____	Post-Observation Conference (within 5 school days)	
_____	Written Post-Observation Report <i>completed by Evaluator</i> within 10 school days of the Post-Conference	
_____	One Check-In	December 15
_____	Check-In date #1	
_____	Written feedback	Within 3 days of visit
_____	Post check-in conference (if requested by teacher or supervisor)	Within 3 days of request
_____	Peer Observation #1	January 1
_____	Peer Observation #1 Discussion with Mentor	January 1
_____	Formal Observation #2	February 1
_____	Pre-Observation Conference	
_____	Pre-Observation Form (<i>completed by Teacher</i>) (Optional – Determined by Evaluator)	
_____	Observation	
_____	Post-Observation Lesson Reflection (<i>completed by Teacher</i>)	
_____	Post-Observation Conference (within 5 school days)	
_____	Written Post-Observation Report <i>completed by Evaluator</i> within 10 school days of the Post-Conference	
_____	Mid-Year Conference	February 15
_____	Two Check-Ins	April 1
_____	Check-In date #2	
_____	Written feedback	Within 3 days of visit
_____	Post check-in conference (if requested by teacher or supervisor)	Within 3 days of request
_____	Three Check-ins	June 1
_____	Check-In date #3	
_____	Written feedback	Within 3 days of visit
_____	Post check-in conference (if requested by teacher or supervisor)	Within 3 days of request

Date		Due Date
_____	Teacher Reflection Form and rubric review (<i>completed by Teacher</i>)	Prior to Summative Evaluation Conference
_____	Summative Evaluation Conference	April 1
_____	Written Summative Evaluation Report (<i>completed by Evaluator</i>)	Within Ten School Days of Conference
_____	Formal Observation #3	May 15
_____	Pre-Observation Conference (Optional – Determined by Evaluator)	
_____	Pre-Observation Form (<i>completed by Teacher</i>) (Optional – Determined by Evaluator)	
_____	Observation	
_____	Post-Observation Lesson Reflection (<i>completed by Teacher</i>)	
_____	Post-Observation Conference (within 5 school days)	
_____	Written Post-Observation Report (<i>completed by Evaluator</i> within 10 school days of the Post-Conference)	
_____	Peer Observation #2	June 1
_____	Peer Observation #2 Discussion with Mentor	June 1
_____	Final data collected and instructional intervention Completed	June 1
_____	Update Teacher Reflection Form (<i>completed by Teacher</i>)	June 1
_____	Propose Possible Year Two Goal(s) on Goal Setting & Action Plan Form (<i>completed by Teacher</i>)	June 1
_____	End of Year Conference (with Student Data)	June 1

INDUCTION PHASE YEAR TWO

Who: All teachers who are in their second year teaching in the Newtown Public Schools and have not previously earned tenure in the State of Connecticut.

Support: All Induction Phase Year Two teachers will be assigned a primary evaluator and a district mentor (who will also serve as the TEAM mentor as appropriate) who will help clarify and model behavior that is consistent with the Newtown Public Schools Professional Growth Plan and the Connecticut Common Core of Teaching. Three informal check-ins will be conducted by a member of the administrative team with targeted, time-sensitive feedback to follow.

Focus: Induction Phase Year Two teachers will continue to focus on demonstrating behavior that is consistent with the Newtown Public Schools Professional Growth Plan and the Connecticut Common Core of Teaching. In addition, they will begin to take a greater role in their PLCs and will extend their peer observations to one level above/below their current teaching assignment.

Process*: Prior to October 31, the teacher will meet with his/her evaluator and the conference will result in an agreement between the evaluator and educator on specific student learning targets and professional development focus areas based on evidence collected by the teacher about his/her practice. Induction Phase Year Two teachers will create 2 SLOs and action plans to support 2 school-wide goals focused on practice (Goal Setting & Action Plan Form) that will be due Oct. 10, with rubric for assessment. This goal should be based on the Connecticut Common Core of Teaching standards, and the goal(s) of the School Improvement Plan and/or District initiative(s). For each student learning goal, there will be at least two Indicators of Academic Growth and Development (IADG). Teachers of subject areas where an appropriate standardized test is not available will be allowed to use at least two non-standardized Indicators of Academic Growth and Development.

Induction Phase Year Two teachers will have three formal in-class observations based on the foundational skills in the Connecticut Common Core of Teaching standards (Teachers will have the option to do “massed observations” within a single unit of study). Two of these observations will be completed before February 1. A third observation will occur by March 15. Induction Phase Year Two teachers will be required to be a full member of a PLC, including one unannounced observation with feedback.

Prior to two formal in-class observations, the teacher will complete the Pre-Observation Form. The pre-observation conference will be held to provide information about the learning goals and strategies for the class. At the same time, the conference will determine the focus of the observation. The need for pre-observation conferences for all subsequent observations will be determined by the evaluator.

There will be an option to have Massed (two or more linked) observations. The observation focus and the unit selection will be approved in advance by the evaluator. Post-observation conference will include conversation and examination of student work/data.

Post-observation conferences will be held to reflect on and discuss the achievement of the goals. Prior to this conference, Year Two teachers will complete the Post-Observation Lesson Reflection Form to be shared with their evaluator. Written Post-Observation Reports will be completed by the evaluator within 10 school days of the post-observation conference. If needed, additional formal and informal observations may be scheduled by the evaluator.

Induction Phase Year Two teachers will have three informal in-class observations (check-ins) based on the foundational skills in the Connecticut Common Core of Teaching standards and followed by timely written feedback from the evaluator.

The Induction Phase Year Two teacher will conduct at least two (2) visits to classrooms of teachers in his/her content area – one grade above and/or below (not including visits to mentor’s classroom), complete

a reflection of the observed lesson (Peer Observation Teacher Reflection), and discuss it with his/her mentor.

All Induction Phase Year Two teachers will have a mid-year conference with the evaluator before February 15. This conference will be a time to discuss the teacher's role as a member of a PLC, identify any skill sets that need improvement in the future, and update goal progress. This is also an opportunity for revisions of strategies or approach(es) and mutually agreed upon adjustments of student learning goals if warranted.

All Induction Phase Year Two teachers are expected to participate in PLCs with his/her team as full members. Attendance and participation at all meetings is expected and there will be one unannounced team observation with feedback.

Induction Phase Year Two teachers will complete the Teacher Reflection Form Teachers and a review of the district rubric prior to the summative conference. The evaluator will complete a Written Summative Evaluation after completing the summative conference before April 1.

All Induction Phase Year Two teachers will have a year-end conference with the evaluator before June 1. This conference will be a time to discuss the teacher's role as a member of a PLC; identify any skill sets that need improvement in the future, update goal progress, complete Teacher Reflection Non-Tenured form and rubric review, and to discuss the year three goal(s).

*Teachers who receive a performance rating of **below standard** or **developing** receive a number of observations appropriate to their individual plan, but no fewer than three formal in-class observations. Two of the 3 must include a pre-conference and all include a post-conference.

INDUCTION PHASE YEAR TWO

By October 10	Teacher Student Learning Outcome (SLO) goals submitted to evaluator
By October 31	Goal-setting conference with evaluator
By November 1	Initial data collection and development of Action Plan
Before December 15	<ul style="list-style-type: none"> • One check-in with written feedback within 3 days (Check-In Feedback form may be used by Evaluator) • Post-check-in conference if requested by either teacher or evaluator
Before January 1	Peer observation (includes discussion with mentor)
Before February 1	Formal Observations #1 and #2 (Massed if decided by Evaluator) <ul style="list-style-type: none"> • If need established by evaluator: Pre-Observation Form (<i>completed by Teacher</i>) • Pre-Observation Conference • Observation • Post-Observation Lesson Reflection Form (<i>completed by Teacher</i>) • Post-Observation Conference • Written Post-Observation Report (<i>completed by Evaluator</i>)
Before February 15	Mid-Year Conference
Before March 1	PLC Observation
Before March 15	Formal Observation #3 <ul style="list-style-type: none"> • If need established by evaluator: Pre-Observation Form (<i>completed by Teacher</i>) • If need established by evaluator: Pre-Observation Conference • Observation • Post-Observation Lesson reflection Form (<i>completed by Teacher</i>) • Post-Observation Conference • Written Post-Observation Report (<i>completed by Evaluator</i>)
Before April 1	<ul style="list-style-type: none"> • Two check-ins with written feedback within 3 days (Check-In Feedback form may be used by Evaluator) • post-check-in conference if requested by either teacher or evaluator
Prior to Summative Meeting	End of Year – Teacher Annual Self-Reflective Narrative and rubric review (<i>completed by Teacher</i>)
Before April 1	Summative Evaluation Conference (<i>may be satisfied by mid-year conference by consent of teacher and evaluator</i>)
Before April 15	Written Summative Evaluation (<i>completed by Evaluator</i>)
Before May 15	Analysis of survey results
Before June 1	Peer observation (includes discussion with mentor) (Peer Observation Teacher Reflection <i>completed by Teacher</i>)
Before June 1	Final data collected and instructional intervention completed
Before June 1	<ul style="list-style-type: none"> • Three check-ins with written feedback within 3 days • Update End of Year – Teacher Annual Self-Reflective Narrative (<i>completed by Teacher</i>) • Draft Goal Setting & Action Plan Form (<i>completed by Teacher</i>) • End of Year Conference held with Evaluator

Note:

Informal in-class observations (check-ins) may take place prior to October 10th.

INDUCTION PHASE YEAR TWO CHECKLIST

Date	Action	Due Date
_____	Teacher submits Student Learning Objectives (SLOs)	October 10
_____	Goal-setting conference with evaluator	October 31
_____	Initial data collection and development of Action Plan	November 1
_____	Formal Observation #1	November 1
_____	Pre-Observation Conference	
_____	Pre-Observation Form (<i>completed by Teacher</i>)	
_____	Observation	
_____	Post-Observation Lesson Reflection (<i>completed by Teacher</i>)	
_____	Post-Observation Conference (within 5 school days)	
_____	Written Post-Observation Report <i>completed by Evaluator</i> within 10 school days of the Post-Conference	
_____	One Check-In	December 15
_____	Check-In date #1	
_____	Written feedback	Within 3 days of visit
_____	Post check-in conference (if requested by teacher or supervisor)	Within 3 days of request
_____	Peer Observation #1	January 1
_____	Peer Observation #1 Discussion with Mentor	January 1
_____	Formal Observation #2	February 1
_____	Pre-Observation Conference	
_____	Pre-Observation Form (<i>completed by Teacher</i>) (Optional – Determined by Evaluator)	
_____	Observation	
_____	Post-Observation Lesson Reflection (<i>completed by Teacher</i>)	
_____	Post-Observation Conference (within 5 school days)	
_____	Written Post-Observation Report <i>completed by Evaluator</i> within 10 school days of the Post-Conference	
_____	Mid-Year Conference	February 15
_____	PLC Observation	March 1
_____	Formal Observation #3	March 15
_____	Pre-Observation Conference (Optional – Determined by Evaluator)	
_____	Pre-Observation Form (<i>completed by Teacher</i>) (Optional – Determined by Evaluator)	
_____	Observation	
_____	Post-Observation Lesson Reflection (<i>completed by Teacher</i>)	

Date	Action	Due Date
_____	Post-Observation Conference (within 5 school days)	
_____	Written Post-Observation Report <i>completed by Evaluator</i> within 10 school days of the Post-Conference	
_____	Two Check-Ins	April 1
_____	Check-In date #2	
_____	Written feedback	Within 3 days of visit
_____	Post check-in conference (if requested by teacher or supervisor)	Within 3 days of request
_____	Three Check-ins	June 1
_____	Check-In date #3	
_____	Written feedback	Within 3 days of visit
_____	Post check-in conference (if requested by teacher or supervisor)	Within 3 days of request
_____	Teacher Reflection Form and rubric review (<i>completed by Teacher</i>)	Prior to Summative Evaluation Conference
_____	Summative Evaluation Conference	April 1
_____	Written Summative Evaluation Report (<i>completed by Evaluator</i>)	Within Ten School Days of Conference
_____	Analysis of survey results	May 15
_____	Peer Observation #2	June 1
_____	Peer Observation #2 Discussion with Mentor	June 1
_____	Final data collected and instructional intervention Completed	June 1
_____	Update Teacher Reflection Form (<i>completed by Teacher</i>)	June 1
_____	Propose Possible Year Two Goal(s) on Goal Setting & Action Plan Form (<i>completed by Teacher</i>)	June 1
_____	End of Year Conference (with Student Data)	June 1

INDUCTION PHASE YEAR THREE

Who: All non-tenured third-year teachers and previously tenured teachers in their first year in the district. Teachers continuing work in the TEAM program will be responsible for completing their final module and other Year Three responsibilities.

Support: Teachers will continue to work with their assigned TEAM mentor if necessary, and an informal mentor will be assigned to teachers previously tenured in Connecticut who are new to the district. Induction Phase Year Three teachers will work with content specialists (e.g. department coordinator, language arts consultant, ...), conduct classroom visits at team level, and have teaching units reviewed by a peer. Three informal check-ins will be conducted by a member of the administrative team with targeted, time-sensitive feedback to follow. Induction Phase Year Three teachers new to the district will be given the opportunity to meet with mentor/peer groups at the building or district levels. Appropriate supervision will be provided for certified support staff (e.g. psychologists, counselors, etc.).

Focus: Induction Phase Year Three teachers will continue to focus on demonstrating behavior that is consistent with the Newtown Public Schools Professional Growth Plan and the Connecticut Common Core of Teaching. Induction Phase Year Three teachers will be required to be a full member of a PLC, including one unannounced observation with feedback. A survey will be completed by students, parents, and colleagues with results to be shared with supervisor for future planned support.

Process*: Prior to October 31, the teacher will meet with his/her evaluator and the conference will result in an agreement between the evaluator and educator on specific student learning targets and professional development focus areas based on evidence collected by the teacher about his/her practice. Induction Phase Year Three teachers will create 2 SLOs and action plans to support 2 school-wide goals focused on practice (Goal Setting & Action Plan Form) that will be due Oct. 10, with rubric for assessment. This goal should be based on the Connecticut Common Core of Teaching standards, and the goal(s) of the School Improvement Plan and/or District initiative(s). For each student learning goal, there will be at least two Indicators of Academic Growth and Development (IADG). Teachers of subject areas where an appropriate standardized test is not available will be allowed to use at least two non-standardized Indicators of Academic Growth and Development.

Induction Phase Year Three teachers will have three formal in-class observations based on the foundational skills in the Connecticut Common Core of Teaching standards. Two of these observations will be completed before February 1. A third observation will occur by March 15.

Prior to two formal in-class observations, the teacher will complete the Pre-Observation Form. The pre-observation conference will be held to provide information about the learning goals and strategies for the class. At the same time, the conference will determine the focus of the observation. The need for pre-observation conferences for all subsequent observations will be determined by the evaluator.

There will be an option to have Massed (two or more linked) observations, with unit selection established collaboratively by the teacher and the evaluator. Pre- and Post-observation conferences will include conversation and examination of student work/data.

Post-observation conferences will be held to reflect on and discuss the achievement of the goals. Prior to this conference, Year Three teachers will complete the Post-Observation Lesson Reflection Form to be shared with their evaluator. Written Post-Observation Reports will be completed by the evaluator within 10 school days of the post-observation conference. If needed additional formal and informal observations may be scheduled by the evaluator.

Induction Phase Year Three teachers will have three informal in-class observations (check-ins) based on the foundational skills in the Connecticut Common Core of Teaching standards and followed by timely written feedback from the evaluator.

The Induction Phase Year Three teacher will conduct at least two (2) visits to classrooms of teachers in his/her content area – one school above and/or below (not including visits to mentor's classroom), complete a reflection of the observed lesson (Peer Observation Teacher Reflection), and discuss it with his/her mentor.

All Induction Phase Year Three teachers will have a mid-year conference with the evaluator before February 15. This conference will be a time to discuss the teacher's role as a member of your PLC, identify any skill sets that need improvement in the future, and update goal progress. This is also an opportunity for revisions of strategies or approach(es) and mutually agreed upon adjustments of student learning goals if warranted.

All Induction Phase Year Three teachers are expected to participate in PLCs with his/her team as full members. Attendance and participation at all meetings is expected and there will be one unannounced team observation with feedback.

Induction Phase Year Three teachers will complete the Teacher Reflection Form and a review of the district rubric prior to the summative conference. The evaluator will complete a Written Summative Evaluation after completing the summative conference before April 1.

All Induction Phase Year Three teachers will have a year-end conference with the evaluator before June 1. This conference will be a time to discuss your role as a member of your PLC, identify any skill sets that need improvement in the future, update goal progress, complete Teacher Reflection form(s), review the previous two years' worth of survey results, and to discuss the year four goal(s).

*Teachers who receive a performance rating of **below standard** or **developing** receive a number of observations appropriate to their individual plan, but no fewer than three formal in-class observations. Two of the 3 must include a pre-conference and all include a post-conference.

INDUCTION PHASE YEAR THREE

By October 10	Teacher Student Learning Outcome (SLO) goals submitted to evaluator
By October 31	Goal-setting conference with evaluator
By November 1	Initial data collection and development of Action Plan
Before January 1	Peer observation (includes discussion with mentor)
Before December 15	<ul style="list-style-type: none"> • One check-in with written feedback within 3 days (Check-In Feedback form may be used by Evaluator) • Post-check-in conference if requested by either teacher or evaluator
Before February 1	Formal Observations #1 and #2 (Massed if decided by Evaluator) <ul style="list-style-type: none"> • If need established by evaluator: Pre-Observation Form (<i>completed by Teacher</i>) • Pre-Observation Conference • Observation • Post-Observation Lesson reflection Form (<i>completed by Teacher</i>) • Post-Observation Conference • Written Post-Observation Report (<i>completed by Evaluator</i>)
Before February 15	Mid-Year Conference
Before March 1	PLC Observation
Before March 15	Formal Observation #3 <ul style="list-style-type: none"> • If need established by evaluator: Pre-Observation Form (<i>completed by Teacher</i>) • If need established by evaluator: Pre-Observation Conference • Observation • Post-Observation Lesson reflection Form (<i>completed by Teacher</i>) • Post-Observation Conference • Written Post-Observation Report (<i>completed by Evaluator</i>)
Before April 1	<ul style="list-style-type: none"> • Two check-ins with written feedback within 3 days (Check-In Feedback form may be used by Evaluator) • post-check-in conference if requested by either teacher or evaluator
Prior to Summative Meeting	End of Year – Teacher Annual Self-Reflective Narrative and rubric review (<i>completed by Teacher</i>)
Before April 1	Summative Evaluation Conference (<i>may be satisfied by mid-year conference by consent of teacher and evaluator</i>)
Before April 15	Written Summative Evaluation (<i>completed by Evaluator</i>)
Before May 15	Analysis of survey results
Before June 1	Peer observation (includes discussion with mentor)
Before June 1	Final data collected and instructional intervention completed
Before June 1	<ul style="list-style-type: none"> • Three check-ins with written feedback within 3 days • Update End of Year – Teacher Annual Self-Reflective Narrative (<i>completed by Teacher</i>) • Draft Goal Setting & Action Plan Form (<i>completed by Teacher</i>) • End of Year Conference held with Evaluator

Note:

Informal in-class observations (check-ins) may take place prior to October 10th.

INDUCTION PHASE YEAR THREE CHECKLIST

Date	Action	Due Date
	Teacher submits Student Learning Objectives (SLOs)	October 10
_____	Goal-setting conference with evaluator	October 31
_____	Initial data collection and development of Action Plan	November 1
_____	Formal Observation #1	November 1
_____	Pre-Observation Conference	
_____	Pre-Observation Form (<i>completed by Teacher</i>) (Optional – Determined by Evaluator)	
_____	Observation	
_____	Post-Observation Lesson Reflection (<i>completed by Teacher</i>)	
_____	Post-Observation Conference (within 5 school days)	
_____	Written Post-Observation Report <i>completed by Evaluator</i> within 10 school days of the Post-Conference	
_____	One Check-In	December 15
_____	Check-In date #1	
_____	Written feedback	Within 3 days of visit
_____	Post check-in conference (if requested by teacher or supervisor)	Within 3 days of request
_____	Peer Observation #1	January 1
_____	Peer Observation #1 Discussion with Mentor	January 1
_____	Formal Observation #2	February 1
_____	Pre-Observation Conference	
_____	Pre-Observation Form (<i>completed by Teacher</i>) (Optional – Determined by Evaluator)	
_____	Observation	
_____	Post-Observation Lesson Reflection (<i>completed by Teacher</i>)	
_____	Post-Observation Conference (within 5 school days)	
_____	Written Post-Observation Report <i>completed by Evaluator</i> within 10 school days of the Post-Conference	
_____	Mid-Year Conference	February 15
_____	PLC Observation	March 1
_____	Formal Observation #3	March 15
_____	Pre-Observation Conference (Optional – Determined by Evaluator)	
_____	Pre-Observation Form (<i>completed by Teacher</i>) (Optional – Determined by Evaluator)	
_____	Observation	

Date	Action	Due Date
_____	Post-Observation Lesson Reflection (<i>completed by Teacher</i>)	
_____	Post-Observation Conference (within 5 school days)	
_____	Written Post-Observation Report <i>completed by Evaluator</i> within 10 school days of the Post-Conference	
_____	Two Check-Ins	April 1
_____	Check-In date #2	
_____	Written feedback	Within 3 days of visit
_____	Post check-in conference (if requested by teacher or supervisor)	Within 3 days of request
_____	Three check-ins	June 1
_____	Check-In date #3	
_____	Written feedback	Within 3 days of visit
_____	Post check-in conference (if requested by teacher or supervisor)	Within 3 days of request
_____	Teacher Reflection Form and rubric review (<i>completed by Teacher</i>)	Prior to Summative Evaluation Conference
_____	Summative Evaluation Conference	April 1
_____	Written Summative Evaluation Report (<i>completed by Evaluator</i>)	Within Ten School Days of Conference
_____	Analysis of survey results	May 15
_____	Peer Observation #2	June 1
_____	Peer Observation #2 Discussion with Mentor	June 1
_____	Final data collected and instructional intervention Completed	June 1
_____	Update Teacher Reflection Form (<i>completed by Teacher</i>)	June 1
_____	Propose Possible Year Two Goal(s) on Goal Setting & Action Plan Form (<i>completed by Teacher</i>)	June 1
_____	End of Year Conference (with Student Data)	June 1

INDUCTION PHASE YEAR FOUR

Who: All non-tenured fourth-year teachers and previously tenured teachers in their second year in the district.

Support: Induction Phase Year Four teachers will continue to work with, and have three conversations with Content Specialists (LA and Math). They will also conduct two classroom visits at different district levels and content areas. Five informal check-ins will be conducted by a member of the administrative team, with targeted, time-sensitive feedback to follow. Appropriate supervision will be provided for special area teachers who are members of professional organizations.

Focus: Induction Phase Year Four teachers will continue to focus on demonstrating behavior that is consistent with the Newtown Public Schools Professional Growth Plan and the Connecticut Common Core of Teaching. Formal classroom observations will continue and there will be an option to have one of the observations conducted by a content specialist accompanied by an administrator. Induction Phase Year Four teachers will be required to be a full member of a PLC, including one unannounced observation with feedback. A survey will be completed by students, parents, and colleagues with results to be shared with supervisor for future planned support.

Process*: Prior to October 31, the teacher will meet with his/her evaluator and the conference will result in an agreement between the evaluator and educator on specific student learning targets and professional development focus areas based on evidence collected by the teacher about his/her practice. Induction Phase Year Four teachers will create 2 SLOs and action plans to support 2 school-wide goals focused on practice (Goal Setting & Action Plan Form) that will be due Oct. 10, with rubric for assessment. This goal should be based on the Connecticut Common Core of Teaching standards, and the goal(s) of the School Improvement Plan and/or District initiative(s). For each student learning goal, there will be at least two Indicators of Academic Growth and Development (IADG). Teachers of subject areas where an appropriate standardized test is not available will be allowed to use at least two non-standardized Indicators of Academic Growth and Development.

*The observation protocol for Induction Phase Year Four meets requirements IF these teachers received a prior summative rating of proficient or exemplary. If these teachers received a prior summative rating of developing or below standard, their observation protocol needs to be appropriate to their individual development plan, but no fewer than three in-class formal observations. Two of the three observations must include a pre-conference, and all of the observations must include a post-conference with timely written and verbal feedback. Induction Phase Year Four teachers will have two formal in-class observations based on the foundational skills in the Connecticut Common Core of Teaching standards by February 15. There will be an option to have one of the observations conducted by a content specialist accompanied by an administrator.

Prior to two formal in-class observations, the teacher will complete the Pre-Observation Form. The pre-observation conference will be held to provide information about the learning goals and strategies for the class. At the same time, the conference will determine the focus of the observation. The need for pre-observation conferences for all subsequent observations will be determined by the evaluator.

There will be an option to have Massed (two or more linked observations), with unit selection determined by the teacher. Pre- and Post-observation conferences will include conversation and examination of student work/data.

Post-observation conferences will be held to reflect on and discuss the achievement of the goals. Prior to this conference, Year Four teachers will complete the Post-Observation Lesson Reflection Form to be shared with their evaluator. Written Post-Observation Reports will be written within 10 days of the post-observation conference. If needed additional formal and informal observations may be scheduled by the evaluator.

Induction Phase Year Four teachers will have three informal in-class observations (check-ins) based on the foundational skills in the Connecticut Common Core of Teaching standards and followed by timely written feedback from the evaluator.

All Induction Phase Year Four teachers will have a mid-year conference with the evaluator before February 15. This conference will be a time to discuss the teacher's role as a member of your PLC, identify any skill sets that need improvement in the future, and update goal progress. This is also an opportunity for revisions of strategies or approach(es) and mutually agreed upon adjustments of student learning goals if warranted.

Induction Phase Year Four teachers will complete the Teacher Reflection Form and a review of the district rubric prior to the summative conference. The evaluator will complete a Written Summative Evaluation after completing the summative conference before April 1.

All Induction Phase Year Four teachers will have a year-end conference with the evaluator before June 1. This conference will be a time to discuss the teacher's role as a member of a PLC, identify any skill sets that need improvement in the future, update goal progress, complete Teacher Reflection form(s), review the previous two years' worth of survey results, and to discuss the year four goal(s).

INDUCTION PHASE YEAR FOUR*

By October 10	Teacher Student Learning Outcome (SLO) goals submitted to evaluator
By October 31	Goal-setting conference with evaluator
November 1	Initial data collection and development of Action Plan
Before December 15	<ul style="list-style-type: none"> • One check-in with written feedback within 3 days (Check-In Feedback form may be used by Evaluator) • Post-check-in conference if requested by either teacher or evaluator
Before February 15	Formal Observations #1 and #2- Option to have one conducted by Content Specialist (Massed if decided by Administrator; if Massed, unit decided by Teacher) <ul style="list-style-type: none"> • Pre-Observation Form (<i>completed by Teacher</i>) • Pre-Observation Conference • Observation • Post-Observation Lesson reflection Form (<i>completed by Teacher</i>) • Post-Observation Conference • Written Post-Observation Report (<i>completed by Evaluator</i>)
Before February 15	Mid-Year Conference
Before March 1	PLC Observation
Before April 1	<ul style="list-style-type: none"> • Two check-ins with written feedback within 3 days (Check-In Feedback form may be used by Evaluator) • post-check-in conference if requested by either teacher or evaluator
Prior to Summative Meeting	End of Year – Teacher Annual Self-Reflective Narrative and rubric review (<i>completed by Teacher</i>)
Before April 1	Summative Evaluation Conference (<i>may be satisfied by mid-year conference by consent of teacher and evaluator</i>)
Before April 15	Written Summative Evaluation (<i>completed by Evaluator</i>)
Before May 15	Analysis of survey results
Before June 1	<ul style="list-style-type: none"> • Three check-ins with written feedback within 3 days (Check-In Feedback form may be used by Evaluator) • post-check-in conference if requested by either teacher or evaluator
Before June 1	Final data collected and instructional intervention completed
	<ul style="list-style-type: none"> • Update End of Year – Teacher Annual Self-Reflective Narrative (<i>completed by Teacher</i>) • Draft Goal Setting & Action Plan Form (<i>completed by Teacher</i>) • End of Year Conference held with Evaluator
	Upon successful completion of Induction Phase Year Four, the Teacher will begin the Professional Growth Phase.

Notes:

Informal in-class observations (check-ins) may take place prior to October 10th.

End-of-Year Dates to be set as follows:

- **End of April: District email indicating last day of school**
- **End of May: Completion of student testing**
- **Teacher reflections, rubric review and data due to evaluator 15 days prior to the last day of school**

* The observation protocol for Induction Phase Year Four meets requirements IF these teachers received a prior summative rating of proficient or exemplary. If these teachers received a prior summative rating of developing or below standard, their observation protocol needs to be appropriate to their individual development plan, but no fewer than three in-class formal observations. Two of the three observations must include a pre-conference, and all of the observations must include a post-conference with timely written and verbal feedback.

INDUCTION PHASE YEAR FOUR CHECKLIST
PLEASE NOTE: DATES TO BE FINALIZED BEFORE SEPT 1, 2014

Date		Due Date
	Teacher submits Student Learning Outcomes (SLOs)	October 10
_____	Goal-setting conference with evaluator	October 31
_____	Initial data collection and development of Action Plan	November 1
_____	Formal Observation #1	November 1
_____	Pre-Observation Conference	
_____	Pre-Observation Form (<i>completed by Teacher</i>)	
_____	Observation	
_____	Post-Observation Lesson Reflection (<i>completed by Teacher</i>)	
_____	Post-Observation Conference (within 5 school days)	
_____	Written Post-Observation Report <i>completed by Evaluator</i> within 10 school days of the Post-Conference	
_____	One Check-In	December 15
_____	Check-In date #1	
_____	Written feedback	Within 3 days of visit
_____	Post check-in conference (if requested by teacher or supervisor)	Within 3 days of request
_____	Check-In date #2	
_____	Written feedback	Within 3 days of visit
_____	Post check-in conference (if requested by teacher or supervisor)	Within 3 days of request
_____	Formal Observation #2	February 15
_____	Pre-Observation Conference	
_____	Pre-Observation Form (<i>completed by Teacher</i>) (Optional – Determined by Evaluator)	
_____	Observation	
_____	Post-Observation Lesson Reflection (<i>completed by Teacher</i>)	
_____	Post-Observation Conference (within 5 school days)	
_____	Written Post-Observation Report <i>completed by Evaluator</i> within 10 school days of the Post-Conference	
_____	Mid-Year Conference	February 15
_____	PLC Observation	March 1
	Three Check-ins	June 1
_____	Check-In date #3	
_____	Written feedback	Within 3 days of visit
_____	Post check-in conference (if requested by teacher or supervisor)	Within 3 days of request

Date		Due Date
_____	Teacher Reflection Form and rubric review (<i>completed by teacher</i>)	Prior to Summative Evaluation Conference
_____	Summative Evaluation Conference	April 1
_____	Written Summative Evaluation Report completed by Evaluator	Within Ten School Days of Conference
_____	Analysis of survey results	May 15
_____	Final data collected and instructional intervention Completed	
_____	Update Teacher Reflection Form	
_____	Propose Possible Year Four Goal(s) on Goal Setting Form	
_____	End of Year Conference (with Student Data)	

Notes:

Informal in-class observations (check-ins) may take place prior to October 10th.

End-of-Year Dates to be set as follows:

- **End of April: District email indicating last day of school**
- **End of May: Completion of student testing**
- **Teacher reflections, rubric review and data due to evaluator 15 days prior to the last day of school**

PROFESSIONAL GROWTH PHASE **STANDARD CYCLE YEARS 1 & 2**

Who: Teachers who have achieved tenure in the district will move into a 3-year Professional Growth Phase that encourages continued contributions to the school and district. Refer to page 9 for further implementation information.

Support: All teachers will be assigned a primary evaluator who will help monitor and support professional practices that are consistent with Connecticut Common Core of Teaching. Teachers will continue to collaborate with Professional Learning Communities at the school and/or district level.

Focus: To promote ongoing professional growth that will build Newtown Public Schools' capacity to improve student achievement.

Process*: Prior to October 31, the teacher will meet with his/her evaluator and the conference will result in an agreement between the evaluator and educator on specific student learning targets and professional development focus areas based on evidence collected by the teacher about his/her practice. Professional Growth Phase Standard Cycle Years 1 and 2 teachers will create 2 SLOs and action plans to support 2 school-wide goals focused on practice (Goal Setting & Action Plan Form) that will be due Oct. 10, with rubric for assessment. This goal should be based on the Connecticut Common Core of Teaching standards, and the goal(s) of the School Improvement Plan and/or District initiative(s). For each student learning goal, there will be at least two Indicators of Academic Growth and Development (IADG). Teachers of subject areas where an appropriate standardized test is not available will be allowed to use at least two non-standardized Indicators of Academic Growth and Development.

Professional Growth Phase Standard Cycle Years 1 and 2 teachers who previously received and maintained an annual summative performance evaluation designation of proficient or exemplary will be evaluated with a minimum of one formal in-class observation no less frequently than once every three years. *The observation protocol for the Professional Growth Phase Standard Cycle Years 1 and 2 meets requirements IF these teachers received a prior summative rating of proficient or exemplary. If these teachers received a prior summative rating of developing or below standard, their observation protocol needs to be appropriate to their individual development plan, but no fewer than three in-class formal observations. Two of the three observations must include a pre-conference, and all of the observations must include a post-conference with timely written and verbal feedback.

Prior to the formal in-class observation, the teacher will complete the Pre-Observation Form. The pre-observation conference will be held to provide information about the learning goals and strategies for the class. At the same time, the conference will determine the focus of the observation. The need for pre-observation conferences for all subsequent observations will be determined by the evaluator.

Professional Growth Phase Standard Cycle Years 1 and 2 teachers will have three informal in-class observations (check-ins) based on the foundational skills in the Connecticut Common Core of Teaching standards and followed by timely written feedback from the evaluator.

Professional Growth Phase Standard Cycle Years 1 and 2 teachers will administer targeted surveys designed by the district to students, parents, and colleagues. Survey results from the current year and the two immediately previous years will be shared with the evaluator.

Professional Growth Phase Standard Cycle Years 1 and 2 teachers will have regular, scheduled conversations about student achievement with PLCs, evaluators, or teacher leaders.

Professional Growth Phase Standard Cycle Years 1 and 2 teachers will have a mid-year conference with the evaluator before February 15. This conference will be a time to discuss the teacher's role as a member of a PLC, identify any skill sets that need improvement in the future, and update goal progress. This is also an opportunity for revisions of strategies or approach(es) and mutually agreed upon adjustments of student learning goals if warranted.

Teacher leadership will be demonstrated by completing a minimum of two of the following activities during every three-year cycle: TEAM Mentor, informal mentor, reflection paper reviewer, peer coach, classroom visits, national board certification, school or district committees, cooperating teacher, professional development presenter, curriculum writing.

Teachers will meet the supervision requirements of their appropriate professional organization.

Professional Growth Phase Standard Cycle Years 1 and 2 teachers will complete the Teacher Reflection Form and a review of the district rubric prior to the summative conference. All Professional Growth Phase teachers will have a year-end conference with the evaluator before June 10. This conference will be a time to discuss the teacher's role as a member of a PLC, identify any skill sets that need improvement in the future, update goal progress, complete Teacher Reflection form(s), review the previous two years' worth of survey results, and to discuss the next year's goal(s).

PROFESSIONAL GROWTH PHASE
STANDARD CYCLE YEARS 1 & 2

By October 10	Teacher Student Learning Outcome (SLO) goals submitted to evaluator
By October 31	Goal-setting conference with evaluator
Before October 15	Meet with evaluator for Goal Conference
Before December 15	<ul style="list-style-type: none"> • One check-in with written feedback within 3 days (Check-In Feedback form may be used by Evaluator) • Post-check-in conference if requested by either teacher or evaluator
Before February 15	Mid-Year Conference
Before March 1	PLC observation <ul style="list-style-type: none"> • observation • post-observation conference • specific, individual feedback, if indicated (within 3 days)
Before April 1	Formal Observation (if scheduled) <ul style="list-style-type: none"> • Pre-Observation Form (completed by Teacher) • Pre-Observation Conference • Observation • Post-Observation Lesson reflection Form (completed by Teacher) • Post-Observation Conference • Written Post-Observation Report (completed by Evaluator)
Before May 1	<ul style="list-style-type: none"> • Two check-ins with written feedback within 3 days (Check-In Feedback form may be used by Evaluator) • post-check-in conference if requested by either teacher or evaluator
Before May 15	Analysis of survey results
Before June 1	Final data collected and instructional intervention completed
Before June 1	<ul style="list-style-type: none"> • Three check-ins with written feedback within 3 days • post-check-in conference if requested by either teacher or evaluator
Prior to Summative Meeting	<ul style="list-style-type: none"> • End of Year – Teacher Annual Self-Reflective Narrative and rubric review (<i>completed by Teacher</i>). Must include evidence of teacher leadership and community involvement (current year and previous 2 years). • Draft Goal Setting & Action Plan Form (<i>completed by Teacher</i>)
	Summative Evaluation Conference
Within Fourteen Calendar Days of Conference	Written Summative Evaluation (<i>completed by Evaluator</i>)

Notes:

Informal in-class observations (check-ins) may take place prior to October 10th.

End-of-Year Dates to be set as follows:

- **End of April: District email indicating last day of school**
- **End of May: Completion of student testing**
- **Teacher reflections, rubric review and data due to evaluator 15 days prior to the last day of school**

The observation protocol for the Professional Growth Phase Standard Cycle Years 1 and 2 meets requirements IF these teachers received a prior summative rating of proficient or exemplary. If these teachers received a prior summative rating of developing or below standard, their observation protocol needs to be appropriate to their individual development plan, but no fewer than three in-class formal observations. Two of the three observations must include a pre-conference, and all of the observations must include a post-conference with timely written and verbal feedback.

PROFESSIONAL GROWTH PHASE
STANDARD CYCLE YEARS 1 & 2 CHECKLIST

Date		Due Date
	Teacher submits Student Learning Outcomes (SLOs)	October 10
_____	Goal-setting conference with evaluator	October 31
_____	One Check-In	December 15
_____	Check-In date #1	
_____	Written feedback	Within 3 days of visit
_____	Post check-in conference (if requested by teacher or supervisor)	Within 3 days of request
_____	Check-In date #2	
_____	Written feedback	Within 3 days of visit
_____	Post check-in conference (if requested by teacher or supervisor)	Within 3 days of request
_____	Mid-Year Conference	February 15
_____	PLC Observation	March 1
_____	Observation Date	
_____	Post- PLC observation conference	Within 5 school days of observation
_____	Specific, individual feedback if indicated	Within 3 days of conference
_____	Formal Observation #1 (if scheduled)	April 1
_____	Pre-observation Conference	
_____	Pre-observation Form (<i>completed by teacher</i>)	
_____	Observation	
_____	Post-Observation Lesson Reflection (<i>completed by Teacher</i>)	
_____	Post-Observation Conference (within 5 school days)	
_____	Written Post-Observation Report <i>completed by Evaluator</i> within 10 school days of the Post-Conference	
_____	Three Check-Ins	June 1
_____	Check-In date #3	
_____	Written feedback	Within 3 days of visit
_____	Post check-in conference (if requested by teacher or supervisor)	Within 3 days of request
_____	Analysis of survey results	May 15
_____	Teacher Reflection Form and rubric review (<i>completed by teacher</i>)	Prior to Summative Evaluation Conference
_____	Propose Possible Year Four Goal(s) on Goal Setting Form	Prior to Summative Evaluation Conference
_____	Summative Evaluation Conference	

Date		Due Date
_____	Written Summative Evaluation (<i>completed by Evaluator</i>)	Within Fourteen Calendar Days of Conference

Notes:

Informal in-class observations (check-ins) may take place prior to October 10th.

End-of-Year Dates to be set as follows:

- **End of April: District email indicating last day of school**
- **End of May: Completion of student testing**
- **Teacher reflections, rubric review and data due to evaluator 15 days prior to the last day of school**

PROFESSIONAL GROWTH PHASE **STANDARD CYCLE YEAR 3 (Portfolio)**

Who: Teachers who have achieved tenure in the district will move into a 3-year Professional Growth Phase that encourages continued contributions to the school and district. Refer to page 9 for further implementation information.

Support: All teachers will be assigned a primary evaluator who will help monitor and support professional practices that are consistent with Connecticut Common Core of Teaching. Teachers will continue to collaborate with Professional Learning Communities at the school and/or district level.

Focus: To promote ongoing professional growth that will build Newtown Public Schools' capacity to improve student achievement.

Process*: Prior to October 31, the teacher will meet with his/her evaluator and the conference will result in an agreement between the evaluator and educator on specific student learning targets and professional development focus areas based on evidence collected by the teacher about his/her practice. Professional Growth Phase Standard Cycle Year 3 teachers will create 2 SLOs and action plans to support 2 school-wide goals focused on practice (Goal Setting & Action Plan Form) that will be due Oct. 10, with rubric for assessment. This goal should be based on the Connecticut Common Core of Teaching standards, and the goal(s) of the School Improvement Plan and/or District initiative(s). For each student learning goal, there will be at least two Indicators of Academic Growth and Development (IADG). Teachers of subject areas where an appropriate standardized test is not available will be allowed to use at least two non-standardized Indicators of Academic Growth and Development.

All Professional Growth Phase Standard Cycle Year 3 teachers will be expected to be full members of PLCs at the school and/or district level. An unannounced observation by an evaluator will be conducted to provide evidence of meaningful participation. Feedback will be provided via a post-observation conference.

Professional Growth Phase Standard Cycle Year 3 teachers who previously received and maintained an annual summative performance evaluation designation of proficient or exemplary will be evaluated with a minimum of one formal in-class observation no less frequently than once every three years. *The observation protocol for the Professional Growth Phase Standard Cycle Year 3 meets requirements IF these teachers received a prior summative rating of proficient or exemplary. If these teachers received a prior summative rating of developing or below standard, their observation protocol needs to be appropriate to their individual development plan, but no fewer than three in-class formal observations. Two of the three observations must include a pre-conference, and all of the observations must include a post-conference with timely written and verbal feedback.

Prior to the formal in-class observations, the teacher will complete the Pre-Observation Form. The pre-observation conference will be held to provide information about the learning goals and strategies for the class. At the same time, the conference will determine the focus of the observation. The need for pre-observation conferences for all subsequent observations will be determined by the evaluator.

Professional Growth Phase Standard Cycle Year 3 teachers will have three informal in-class observations (check-ins) based on the foundational skills in the Connecticut Common Core of Teaching standards and followed by timely written feedback from the evaluator.

Professional Growth Phase Standard Cycle Year 3 teachers will administer targeted surveys designed by the district to students, parents, and colleagues. Survey results from the current year and the two immediately previous years will be shared with the evaluator.

Professional Growth Phase Standard Cycle Year 3 teachers will share a video of one of their lessons with their PLC that will serve as the context for a professional discussion about teaching and learning. (The

video will remain the property of the teacher.) The video will be a 10-minute segment of the teacher's choosing.

Professional Growth Phase Standard Cycle Year 3 will have regular, scheduled conversation about student achievement with PLCs, evaluators, or teacher leaders.

Professional Growth Phase Standard Cycle Year 3 teachers will have a mid-year conference with the evaluator before February 15. This conference will be a time to discuss the teacher's role as a member of a PLC, identify any skill sets that need improvement in the future, and update goal progress. This is also an opportunity for revisions of strategies or approach(es) and mutually agreed upon adjustments of student learning goals if warranted.

Teacher leadership will be demonstrated by completing a minimum of two of the following activities during every three-year cycle: TEAM Mentor, informal mentor, reflection paper reviewer, peer coach, classroom visits, national board certification, school or district committees, cooperating teacher, professional development presenter, curriculum writing.

Teachers will meet the supervision requirements of their appropriate professional organization.

All Professional Growth Phase Standard Cycle Year 3 teachers will complete the Teacher Reflection Form and a review of the district rubric prior to the summative conference. All Professional Growth Phase teachers will have a year-end conference with the evaluator before June 10. This conference will be a time to discuss the teacher's role as a member of a PLC, identify any skill sets that need improvement in the future, update goal progress, complete Teacher Reflection form(s) and rubric review, review the previous two years' worth of survey results, and to discuss the next year's goal(s).

PROFESSIONAL GROWTH PHASE
STANDARD CYCLE YEAR 3

By October 10	Teacher Student Learning Outcome (SLO) goals submitted to evaluator
By October 31	Goal-setting conference with evaluator
Between November 1 and April 1	Submit video of lesson for evaluator and PLC review
Before December 15	<ul style="list-style-type: none"> • Two check-ins with written feedback within 3 days (Check-In Feedback form may be used by Evaluator) • Post-check-in conference if requested by either teacher or evaluator
Before February 15	Mid-Year Conference
Before March 1	PLC observation <ul style="list-style-type: none"> • observation • post-observation conference • specific, individual feedback, if indicated (within 3 days)
Before April 1	Formal Observation (if scheduled) <ul style="list-style-type: none"> • Pre-Observation Form (completed by Teacher) • Pre-Observation Conference • Observation • Post-Observation Lesson reflection Form (completed by Teacher) • Post-Observation Conference • Written Post-Observation Report (completed by Evaluator)
Before May 1	<ul style="list-style-type: none"> • Two check-ins with written feedback within 3 days (Check-In Feedback form may be used by Evaluator) • post-check-in conference if requested by either teacher or evaluator
Before May 15	Analysis of survey results
Before June 1	Final data collected and instructional intervention completed
Before June 1	<ul style="list-style-type: none"> • Three check-ins with written feedback within 3 days • post-check-in conference if requested by either teacher or evaluator
Prior to Summative Meeting	<ul style="list-style-type: none"> • End of Year – Teacher Annual Self-Reflective Narrative and rubric review (<i>completed by Teacher</i>). Must include evidence of teacher leadership and community involvement (current year and previous 2 years). • Draft Goal Setting & Action Plan Form (<i>completed by Teacher</i>)
	Summative Evaluation Conference
Within Fourteen Calendar Days of Conference	Written Summative Evaluation (<i>completed by Evaluator</i>)

Notes:

Informal in-class observations (check-ins) may take place prior to October 10th.

End-of-Year Dates to be set as follows:

- **End of April: District email indicating last day of school**
- **End of May: Completion of student testing**
- **Teacher reflections, rubric review and data due to evaluator 15 days prior to the last day of school**

The observation protocol for the Professional Growth Phase Standard Cycle Year 3 meets requirements IF these teachers received a prior summative rating of proficient or exemplary. If these teachers received a prior summative rating of developing or below standard, their observation protocol needs to be appropriate to their individual development plan, but no fewer than three in-class formal observations. Two of the three observations must include a pre-conference, and all of the observations must include a post-conference with timely written and verbal feedback.

PROFESSIONAL GROWTH PHASE
STANDARD CYCLE YEAR 3 CHECKLIST

Date		Due Date
_____	Teacher submits Student Learning Objectives (SLOs)	October 10
_____	Goal-setting conference with evaluator	October 31
_____	Share video	Between November 1 and April 1
_____	One Check-In	December 15
_____	Check-In date #1	
_____	Written feedback	Within 3 days of visit
_____	Post check-in conference (if requested by teacher or supervisor)	Within 3 days of request
_____	Check-In date #2	
_____	Written feedback	Within 3 days of visit
_____	Post check-in conference (if requested by teacher or supervisor)	Within 3 days of request
_____	Mid-Year Conference	February 15
_____	PLC Observation	March 1
_____	Observation Date	
_____	Post-PLC observation conference	Within 5 school days of observation
_____	Specific, individual feedback if indicated	Within 3 days of conference
_____	Formal Observation (if scheduled)	April 1
	Pre-observation Conference	
	Pre-observation Form (completed by teacher)	
	Observation	
_____	Post-Observation Lesson Reflection (<i>completed by Teacher</i>)	
_____	Post-Observation Conference (within 5 school days)	
_____	Written Post-Observation Report <i>completed by Evaluator</i> within 10 school days of the Post-Conference	
	Three Check-ins	June 1
_____	Check-In date #3	
_____	Written feedback	Within 3 days of visit
_____	Post check-in conference (if requested by teacher or supervisor)	Within 3 days of request
_____	Analysis of survey results	May 15
_____	End of year conference	

Date		Due Date
_____	Teacher Reflection Form and rubric review (<i>completed by teacher</i>)	Prior to Summative Evaluation Conference
_____	Propose Possible Year Four Goal(s) on Goal Setting Form	Prior to Summative Evaluation Conference
_____	Summative Evaluation Conference	
_____	Written Summative Evaluation (<i>completed by Evaluator</i>)	Within Fourteen Calendar Days of Conference

Notes:

Informal in-class observations (check-ins) may take place prior to October 10th.

End-of-Year Dates to be set as follows:

- **End of April: District email indicating last day of school**
- **End of May: Completion of student testing**
- **Teacher reflections, rubric review and data due to evaluator 15 days prior to the last day of school**

INTENSIVE SUPERVISION PHASE

Who: The district must provide a plan of individual educator improvement and remediation for tenured educators whose performance is developing or below standard OR for any tenured educator experiencing performance problems, designed in consultation with such educator and his/her exclusive bargaining representative.

Support: Primary evaluator, other district professionals or members of the school-based or district team

Focus: The purpose of the Intensive Supervision Phase is to provide support and assistance to help tenured teachers meet the district's teaching standards. Tenured-teachers will be assigned to this level by their primary evaluator to correct identified performance problems. The Intensive Supervision Phase requires an Intensive Supervision Action Plan that addresses the specific performance problems of an individual teacher, clarifies performance expectations, and provides support in order to help the tenured teacher address a pattern of performance problems. The Intensive Supervision Phase offers structure, clarity of purpose, and the needed support in order to help the tenured teacher meet the mission, beliefs and goals of Newtown along with the Connecticut Common Core of Learning, Common Core of Teaching, and the K-12 Curriculum Goals and Standards. The Intensive Supervision Phase will be implemented for a period of 45 school days and may be extended for an additional 45 school days. The extension of the Intensive Supervision Phase, upon evaluator determination, will be based upon progress toward performance expectations. The plan should match the needs of the individual teacher, the school, and the district.

Prior to the initiation of the Intensive Supervision Phase, the primary evaluator will provide written notification to the teacher of specific areas of concern, resources available to the teacher to address these concerns, and a clearly defined timetable. Failure to correct the performance deficit(s) will result in placement on the Intensive Supervision Phase.

Process:

Component I: Definition of the Problem

The primary evaluator identifies the standard or standards the teacher is not meeting and for each standard describes the specific problem. Performance problems may include, but are not limited to: deficient knowledge of students, content, or pedagogy; poor lesson development, instruction, or assessment techniques; ongoing classroom management difficulties; ineffective or insufficient participation in PLCs; inability to exhibit adequate professional practice; poor attendance; survey results; or deficiencies in other aspects of the Connecticut Common Core of Teaching/job description.

For each problem, the evaluator will describe in writing the data that was used to verify the problem. Sources may include, but are not limited to: teacher observation, parent or student reports, student learning data, examination of teaching materials, poor attendance, repeated tardiness, continued lack of attention to deadlines, or being non-responsive to requests for information. The teacher may review this written summary and submit a written response to be included in his or her personnel file.

Component II: Intensive Supervision Action Plan

The teacher designs an Intensive Supervision Action Plan in collaboration with the evaluator. The plan will clearly outline the desired outcome(s) or behavior(s) and the intervention strategies designed to address the problem. The Intensive Supervision Action Plan will be in place for 45 school days.

The Intensive Supervision Action Plan will include:

- Clear statement of deficit(s)

- Record of assistance provided to date
- Statement that the teacher has the right to submit a written response for inclusion in personnel file
- Timeline
- Objectives
- Source(s) of evidence of improvement
- Resources and support

The Intensive Supervision Action Plan objectives will be clear, specific, and in response to a pattern of behavior outlined by the evaluator in the written summary. An objective will be written for each identified problem or the Connecticut Common Core of Teaching Standard(s) that is (are) identified as deficient. The evaluator, with input from the teacher, will determine the number of objectives that can be addressed simultaneously. If the defined period of the Intensive Supervision Action Plan includes the end of the school year, the plan will include a teacher reflection, an end-of-year conference, and a written summative evaluation.

For each standard in need of improvement, the teacher and evaluator will outline the data or evidence of improvement that needs to be collected. Multiple data sources will need to be collected in order to demonstrate evidence of improvement. Other professionals, such as central office staff, content specialists, department heads, and other teachers may be called upon at the request of the teacher or evaluator to provide assistance.

For each standard in need of improvement, the teacher and evaluator will identify appropriate resources and support. These supports might include, but are not limited to: peer support, professional development, professional reading, peer observations, reflective journal, videotaping of lessons, etc.

The final written Intensive Supervision Action Plan will be provided to the teacher. Copies will be provided to the Superintendent for the teacher's personnel file, and to the evaluator.

In the event that the teacher and evaluator cannot agree on the specific steps of the Intensive Supervision Action Plan, each teacher or evaluator will prepare an Intensive Supervision Action Plan and will meet within 3 school days in a final attempt to reach a collaborative agreement. If no agreement is reached, a team consisting of the teacher and a representative of the teacher's choice, the evaluator and a representative of the evaluator's choice, and the Superintendent or Assistant Superintendent will convene within 5 school days to determine the specific steps of the Intensive Supervision Action Plan.

Component III: Evaluation

Upon the end of the established timeline, the evaluator will write an Intensive Supervision Action Plan Evaluation indicating whether the teacher has met the plan's objectives and outlining the next steps in the teacher's evaluation process. There are four possible judgments:

- A. The problem is satisfactorily addressed and the teacher returns to the Professional Growth Phase.
- B. The problem has been partially addressed, but the Intensive Supervision Action Plan needs to be continued with some modifications.
- C. The initial problem is addressed, but there are other areas that need to be addressed, thus requiring a new Intensive Supervision Action Plan.
- D. Little to no improvement has been noted, and the evaluator must decide on the next steps that may include more intensive assistance or termination.

Prior to all formal observations, the teacher will complete the Pre-Observation Form. For formal observations, a pre-observation conference will be held to provide information about the learning goals and strategies for the class. At the same time the conference will determine the focus of the observation. For both formal and informal observations, a post-observation conference will be held to reflect on and discuss the achievement of goals. Prior to each conference, teachers on the Intensive Supervision Phase will complete the Post-Observation Lesson Reflection form to be shared with their evaluator. Written Post-Observation Reports will be submitted to the teacher on the day of the post-observation conference.

Additional formal and informal observations may be conducted at any time throughout the intensive supervision phase.

INTENSIVE SUPERVISION PHASE

Any time during school year	Written notification of potential placement on Intensive Supervision Phase including: <ul style="list-style-type: none"> • documentation of identified deficits • suggested resources for support
30 days after notification of potential placement on Intensive Supervision	Written notification of change of evaluation phase to Intensive Supervision if needed
Before 5 school days into the Intensive Supervision Phase	Finalize Intensive Supervision Action Plan (done collaboratively by teacher and evaluator)
Within 10 school days into the Intensive Supervision Phase	Formal observation #1 <ul style="list-style-type: none"> • pre-observation date (optional) • pre-observation form (optional) • pre-observation conference (optional) • observation • post-observation lesson reflection • post-observation conference (within 5 school days) • written post-observation report (within 5 school days of the observation; additional notes may be added during the post-observation conference)
Within 20 school days into the Intensive Supervision Phase	Formal observation #2 <ul style="list-style-type: none"> • pre-observation date (optional) • pre-observation form (optional) • pre-observation conference (optional) • observation • post-observation lesson reflection • post-observation conference (within 5 school days) • written post-observation report (within 5 school days of the observation; additional notes may be added during the post-observation conference)
Within 30 school days into the Intensive Supervision Phase	Formal observation #3 <ul style="list-style-type: none"> • pre-observation date (optional) • pre-observation form (optional) • pre-observation conference (optional) • observation • post-observation lesson reflection • post-observation conference (within 5 school days) • written post-observation report (within 5 school days of the observation; additional notes may be added during the post-observation conference)
Within 45 school days into the Intensive Supervision Phase	Decision by evaluator whether or not to extend Intensive Supervision for additional 45 days

INTENSIVE SUPERVISION PHASE CHECKLIST

Date		Due Date
_____	Written notification of potential placement on Intensive Supervision phase including documentation of identified deficits and suggested resources for support	____ / ____ / ____
_____	Written notification of change of evaluation phase to Intensive Supervision	30 school days after notification of potential placement on Intensive Supervision ____ / ____ / ____
_____	Final Intensive Supervision action plan (developed collaboratively by teacher and evaluator)	Five school days after written notification of placement on Intensive Supervision ____ / ____ / ____
_____	Formal Observation #1	20 school days after written notification of placement on Intensive Supervision ____ / ____ / ____
_____	Pre-observation date (optional, at discretion of supervisor)	
_____	Pre-observation form (optional, at discretion of supervisor)	
_____	Pre-observation conference (optional, at discretion of supervisor)	
_____	Observation	
_____	Post-observation lesson reflection	
_____	Post-observation conference	5 days after observation ____ / ____ / ____
_____	Written post-observation report	5 days after post-observation conference ____ / ____ / ____
_____	Formal Observation #2	20 school days after written notification of placement on Intensive Supervision ____ / ____ / ____
_____	Pre-observation date (optional, at discretion of supervisor)	
_____	Pre-observation form (optional, at discretion of supervisor)	
_____	Pre-observation conference (optional, at discretion of supervisor)	
_____	Observation	
_____	Post-observation lesson reflection	
_____	Post-observation conference	5 days after observation ____ / ____ / ____

Date		Due Date
_____	Written post-observation report	5 days after post-observation conference ____ / ____ / ____
_____	Formal Observation #3	30 school days after written notification of placement on Intensive Supervision ____ / ____ / ____
_____	Pre-observation date (optional, at discretion of supervisor)	
_____	Pre-observation form (optional, at discretion of supervisor)	
_____	Pre-observation conference (optional, at discretion of supervisor)	
_____	Observation	
_____	Post-observation lesson reflection	
_____	Post-observation conference	5 days after observation ____ / ____ / ____
_____	Written post-observation report	5 days after post-observation conference ____ / ____ / ____
_____	Written notification of decision of evaluator whether or not to extend Intensive Supervision Phase for additional 45 days	45 school days after written notification of placement on Intensive Supervision ____ / ____ / ____

EVALUATION COMMITTEE/CONFLICT RESOLUTION

The right of appeal is a necessary component of the evaluation process and is available to every professional educator at any point in the evaluation process. It is expected that most disagreements will be resolved informally between the evaluator and the teacher. The purpose of the appeal process is to secure fair solutions to problems or disagreements, which from time to time may arise. Problems may be related to procedural concerns within the evaluation process., such as where the evaluator and the teacher cannot agree on objectives, the evaluation period, feedback or the professional development plan. An appeal will not be considered if it relates only to the content or substance of the evaluation. An appeal must relate directly to specific areas, sections, and/or procedures of the Professional Growth Phase or Intensive Supervision Phase.

If the need for an appeal occurs, the teacher must submit a written appeal request to the Assistant Superintendent. The Assistant Superintendent will contact the evaluator and teacher within five (5) school days of receiving the appeal to arrange an Appeal Committee review. The Appeal Committee will schedule a joint meeting with both the evaluator and teacher within ten (10) school days of the receipt of the appeal.

When an appeal is submitted to the Assistant Superintendent, the following will occur:

- A. An Appeal Committee (3 members) will be formed by the Assistant Superintendent. The teacher will select one member, the evaluator will select one member and a mutually-agreed upon third member will be selected. If the teacher and evaluator cannot mutually agree on a third member, the third member will be appointed by the superintendent. A Chairperson of the Appeals Committee will be appointed.
- B. The Appeal Committee will meet with the evaluator and teacher. Both parties will have the opportunity to present concerns.
- C. Following the Appeal Committee meeting, the Appeal Committee will reach consensus regarding recommendations. The Chairperson of the Appeal Committee will prepare written recommendation(s) and present the recommendations in writing to both parties within five (5) school days of the decision.
- D. If consensus is not reached by the members of the Appeals Committee, the superintendent of schools will decide the outcome.

SURVEYS

INTRODUCTION

Surveys are used to help gather information about teaching and learning. Students and parents complete electronic surveys about educational experiences in classrooms. The primary survey used to collect student and parent feedback is the *Comprehensive School Climate Inventory*® produced by the National School Climate Center. The surveys will be administered annually and used to set and evaluate goals, drive instruction, improve communication and interactions with parents and students.

The *Comprehensive School Climate Inventory* is administered to students in grades 3-12. Teachers in grades K-2 may wish to survey students for feedback as well. The survey subcommittee of the Newtown Professional Growth Plan Committee used multiple resources in developing the sample surveys in this section. They reviewed current literature on surveys and teacher evaluation including the work of Harvard professor, Ron Ferguson. Dr. Anthony Rigazio-Digilio facilitated the conversations of this group. Surveys used for feedback will be anonymous and demonstrate fairness, reliability, validity and usefulness.

The following sample surveys may be used in addition to the required *Comprehensive School Climate Inventory*.

Newtown Public Schools Professional Growth
 Kindergarten Student Survey
(revised 3/10/14)

1. My teacher tells me what I am doing well.	  
2. My teacher tells me what to work on so I can do better in my reading and math.	  
3. My teacher makes learning fun.	  
4. I like being at school.	  

Newtown Public Schools Professional Growth Student Survey
 Grades 1 and 2
 (revised 3/10/14)

1. My teacher really cares about my learning.			
2. My teacher creates a respectful classroom (environment).			
3. In this class we learn to correct our mistakes.			
4. My teacher makes lessons interesting.			
5. My teacher respects my ideas.			
6. My teacher checks to make sure we understand what s/he is teaching us.			
7. My teacher tells me what I am doing well and what I need to improve.			

One thing I would like my teacher to know is

FORMS

INTRODUCTION

To aid in consistency throughout the district as we implement the Teacher Growth Plan, the following forms have been generated. The expectation is that these will give teachers and evaluators a common expectation and a common language as we work to demonstrate growth throughout the district. Check lists from all Professional Growth Phases were taken into consideration as these forms were developed in the hope that teachers and staff will be able to efficiently manage their time and energy knowing in advance the expectations of each component of the plan regardless of an individual's Professional Growth Phase.

Goal Setting & Action Plan – completed by all teachers regardless of their phase in the district Teacher Growth Plan.

Pre-Observation – used before Observations requiring a Pre-Observation conference based on phase and/or evaluator request.

Post Observation Teacher Reflection – used as teachers reflect on their lesson to organize their thoughts on the lesson that was observed. It is to be completed and brought to the Post Observation conversation after every observation. This form will also be used for reflection on any **video observations** for those on Professional Growth Phase Standard Cycle Year 3 and will be included as evidence in teachers file.

Post Observation Report – used by evaluators following every Post Observation to summarize conversation in post observation.

Mid-Year Review – used by evaluators to document goal progress discussed during Mid-Year Conference.

Check-In – form or a facsimile will be used by evaluators to provide feedback after each check-in. Feedback will use the language from the domain of focus during the check-in.

Peer Observation Teacher Reflection and Record – Record to be used by teachers to organize their thoughts as they view a colleague's lesson (consistent with Rounds Protocol). The Reflection will be completed based on the information recorded during the observation. It will be used based on the phase of the Teacher Growth Plan.

End of Year Teacher Annual Self-Reflection Narrative – used by all teachers as they reflect on the year based on the evidence gathered in check-ins, observations, peer observations, and DPLC's. It is to be accompanied by the rubric used for rating.

End of the Year Summative Narrative – used by evaluators to summarize the year for each teacher. This summary will include items discussed at the End of Year Conference relative to teacher performance goals and SLOs.

GOAL-SETTING FORM

Teacher: _____

Evaluator: _____

School: _____

Grade/Content: _____

Observation Date: _____

Conference Date: _____

Please respond to the following prompts for GOALS 1 and 2:

Student Learning Objective (SLO)

SLO focus statement should be a broad goal for student learning and expected student improvement. This should reflect high expectations for student improvement, targets a mastery of content or skill development, and aligned to our school goals.

Baseline / Trend Data

Identify sources of data about student performance, including pre-assessment, standardized test data (NWEA/SBAC), trend data, prior grades, feedback from parents and previous teachers (as applicable), and any other baseline data.

Indicators of Academic Growth and Development (IAGDs)/Growth Targets

Identify the quantitative targets that will demonstrate achievement of the SLOs. Growth targets are based on state test data where available.

Student Population

Identify and describe the population for your SLO. Explain why this class and/or targeted group was selected. Include necessary data to support your selection.

Standards and Learning Content

Identify standards for your goal as they connect to the learning content. Be sure to align with specific Connecticut Common Core Standards.

Interval of Instruction

Specify start and end dates for your goal.

Progress Monitors / Assessments

Identify the specific assessments used to measure the progress as well as the outcomes of your SLO (Pre /Post assessments and CFA data, etc.)

Instructional Strategies/Supports

Identify and describe key instructional strategies utilized to reach your goal. Include any professional learning supports needed to achieve this SLO.

Please respond to the following prompts for GOALS 3 and 4:

GOAL #3:

Student Feedback Goal

What is the school-wide goal set by the building administrator in response to data from the Safe School Climate Survey?

Action Steps

What steps will you take to help achieve this goal for our school?

Evidence

What types of evidence will you collect to substantiate you fulfilled the steps identified?

GOAL #4:

Parent Feedback Goal

What is the school-wide goal set by the building administrator in response to data from the Safe School Climate Survey?

Action Steps

What steps will you take to help achieve this goal for our school?

Evidence

What types of evidence will you collect to substantiate you fulfilled the steps identified?

Teacher Approval: _____ **Date:** _____

Evaluator Approval: _____ **Date:** _____

PRE-OBSERVATION FORM

To be used before Formal Observations and/or Video Observations (Professional Growth Phase Standard Cycle Year 3)

Teacher: _____

Evaluator: _____

School: _____

Grade/Content: _____

Observation Date: _____

Unit/Topic: _____

LESSON OBJECTIVE

List the instructional objective(s) of this lesson.

CONTENT ALIGNMENT

Explain how the objective(s) align with the CCSS, CCT and district curriculum.

DIFFERENTIATION

Describe how differentiation of instruction has been incorporated into your lesson plan. (To help, Newtown's Taxonomy is provided in Appendix A)

ASSESSMENT

Describe how you will assess that your students achieved the instructional objective(s) during and after the lesson.

STUDENT ENGAGEMENT/WHO'S DOING THE WORK?

List the instructional strategies that you will use to engage students.

AREA(S) FOR OBSERVATION FOCUS

List anything that you would like the observer to focus on during the observation.

POST OBSERVATION TEACHER REFLECTION

To be used following Formal Observation, or Video-Portfolio Cycle of Professional Growth Phase

Teacher: _____

Evaluator: _____

School: _____

Grade/Subject: _____

Observation Date: _____

Unit/Topic: _____

**Before completion, review the Guiding Questions, NPS Domains, and Newtown's Taxonomy in Appendix A*

**Bring relevant samples of student work*

As you reflect on your lesson, in relation to the following domains, what would you *add, keep, or delete*?

NPS DOMAINS: 1) Planning and Preparation, 2) Classroom Environment, 3) Instruction, 4) Assessment, 5) Professional Responsibility

Guiding questions: What was the single most effective element of the instruction? Why? Who did the work? What did students learn? What was the evidence of student learning? How do you know who learned well and who needs more practice? How did the lesson support differentiation? What is the next level of work?

Teacher: _____ Date: _____ Administrator: _____ Date: _____
Signature signature

**Signature indicates only that both parties have read this completed form. If after (3) working days the evaluatee has not signed this form, the unsigned form will be included in the personnel file.*

Copies for: Evaluator, Staff member, Personnel File

POST OBSERVATION REPORT

Teacher: _____

Evaluator: _____

School: _____

Grade/Content: _____

Observation Date: _____

Conference Date: _____

**Attach Post Observation Reflection form completed by teacher*

Instructional Objective(s) of Lesson

(Use CEIJ format described in Appendix A)

Commendations(s) and Recommendation(s)

(Include explanations of recommendations and agreed-upon next level of work)

Teacher Comments:

Teacher: _____ Date: _____ Evaluator: _____ Date: _____
Signature signature

**Signature indicates only that both parties have read this completed form. If after (3) working days the evaluatee has not signed this form, the unsigned form will be included in the personnel file.
Copies for: Evaluator, Staff member, Personnel File*

PEER OBSERVATION TEACHER REFLECTION

To be used following Peer Observation (see included Peer Observation Record form)

Teacher: _____

Evaluator: _____

School: _____

Grade/Subject: _____

Observation Date: _____

Unit/Topic: _____

**Before completion, review the Guiding Questions, NPS Domains, and Newtown's Taxonomy in Appendix A*

**Bring relevant samples of student work*

As you reflect on the observed lesson, in relation to the following domains, what would you *add, keep, or delete*?

NPS DOMAINS: 1) Planning and Preparation, 2) Classroom Environment, 3) Instruction, 4) Assessment, 5) Professional Responsibility

Guiding questions: What was the single most effective element of the instruction? Why? Who did the work? What did students learn? What was the evidence of student learning? How do you know who learned well and who needs more practice? How did the lesson support differentiation? What is the next level of work?

Teacher: _____

Signature

Date: _____

Administrator: _____

signature

Date: _____

**Signature indicates only that both parties have read this completed form. If after (3) working days the evaluatee has not signed this form, the unsigned form will be included in the personnel file.*

Copies for: Evaluator, Staff member, Personnel File

Peer Observation Record

To record classroom practice for inclusion in your reflection

Observation Date:	Observation Time:
Teacher:	Room:
Grade:	Course:
<u>Evidence</u>	<u>Implication</u>

MID - YEAR
TEACHER SELF-REFLECTION NARRATIVE

(To accompany rubric)

Teacher: _____

Evaluator: _____

School: _____

School Year: _____

Teacher Phase: Induction Year 1 ____ Year 2 ____ Year 3 ____ Year 4 ____ Tenure ____

Professional Growth Phase: Standard Cycle Years 1/2 ____ Standard Cycle Year 3 ____

Intensive Supervision Phase ____

**Prepare a one page self-reflective narrative or use this form to reflect on your progress to this point in the year.*

Progress on Goal(s)

Compare baseline data with current data to analyze what is working. Identify strategies employed and alternate strategies that promoted greater success.

Building and/District Contributions

Identify your contributions, including both the value you provided and the professional growth you gained as a result of your participation.

Continuous Improvement/Participation in PLCs

Identify the value you provided and the professional growth you gained and the connections you made as a result of your participation on the team. (see rubrics in Appendix A)

Proposed goals for remainder of year based upon mutually agreed upon areas of professional growth

Teacher: _____ **Date:** _____ **Administrator:** _____ **Date:** _____

Signature

signature

**Signature indicates only that both parties have read this completed form. If after (3) working days the evaluatee has not signed this form, the unsigned form will be included in the personnel file.*

Copies for: Evaluator, Staff member, Personnel File

MID YEAR REVIEW

Teacher: _____

Evaluator: _____

School: _____

School Year: _____

Teacher Phase: Induction Year 1 ____ Year 2 ____ Year 3 ____ Year 4 ____ Tenure ____

Professional Growth Phase: Standard Cycle 1/2 ____ Standard Cycle Year 3 ____ Intensive Supervision Phase ____

**The evaluator will provide a summary of the teacher's progress within the NPS Domains (See Appendix A).*

Comments by the evaluator to include teacher's self-reflection/contributions/progress on goals

Check specific job description items for improvement below

Evaluator's comments are required for checked items.

NPS Domains

- Planning and preparation Classroom environment Instruction
- Assessment Professional responsibility

Teacher Comments:

Renewal recommended
Renewal not recommended

Teacher: _____ **Date:** _____ **Administrator:** _____ **Date:** _____
Signature *signature*

**Signature indicates only that both parties have read this completed form. If after (3) working days the evaluatee has not signed this form, the unsigned form will be included in the personnel file.
Copies for: Evaluator, Staff member, Personnel File*

END OF YEAR
TEACHER ANNUAL SELF-REFLECTION NARRATIVE

(To accompany rubric)

Teacher: _____ **Evaluator:** _____

School: _____ **School Year:** _____

Teacher Phase: Induction Year 1 _____ Year 2 _____ Year 3 _____ Year 4 _____ Tenure _____

Professional Growth Phase: Standard Cycle 1/2 _____ Standard Cycle Year 3 _____ Intensive Supervision Phase

**Prepare a one page self-reflective narrative or use this form to reflect on this year. The bulk of this reflection should focus on goal progress.*

Progress on Goal(s)

Compare baseline data with end point data to analyze what worked. Identify strategies employed and alternate strategies that promoted greater success. Include percentage scores as evidence of growth.

Building and/District Contributions

Identify your contributions, including both the value you provided and the professional growth you gained as a result of your participation.

Continuous Improvement/Participation in PLCs

Identify the value you provided and the professional growth you gained and the connections you made as a result of your participation on the team. (see rubrics in Appendix A)

Proposed goals for the coming school year based upon mutually agreed upon areas of professional growth

These include two SLOs and both a parent and student goal to be set by the administration based on the results of the Safe School Climate.

Teacher: _____ **Date:** _____ **Administrator:** _____ **Date:** _____

END OF YEAR SUMMATIVE NARRATIVE

Teacher: _____

Evaluator: _____

School: _____

School Year: _____

Teacher Phase: Induction Year 1 ____ Year 2 ____ Year 3 ____ Year 4 ____ Tenure ____

Professional Growth Phase: Standard Cycle 1/2 ____ Standard Cycle Year 3 ____

Intensive Supervision Phase ____

**The evaluator will provide a summary of the teacher's progress within the NPS Domains (See Appendix A).*

Comments by the evaluator to include teacher's self-reflection/contributions

Check specific job description items for improvement below

Evaluator's comments are required for checked items.

NPS Domains

Planning and preparation Classroom environment Instruction

Assessment Professional responsibility

Teacher Comments:

Please Check One:

___ **Renewal recommended**

___ **Renewal not recommended**

Teacher: _____ **Date:** _____ **Administrator:** _____ **Date:** _____
signature *signature*

**Signature indicates only that both parties have read this completed form. If after (3) working days the evaluatee has not signed this form, the unsigned form will be included in the personnel file. Copies for: Evaluator, Staff member, Personnel File*

Check-In Feedback

Teacher: _____ Evaluator: _____ School: _____

Subject: _____ Date: _____ Feedback Due: _____

Teacher
Initial

Focus of Check In:

Check-In: Instructional Specialist

Teacher: _____

Evaluator: _____

School: _____

Subject: _____

Date: _____

Feedback Due: _____

Teacher
Initial

Focus of Check In: Domain II - CLASSROOM ENVIRONMENT

	4 Highly Effective	3 Effective	2 Needs Improvement	1 Does Not Meet Standard
Creating a Responsive and Respectful Environment	<p>The instructional specialist cultivates high levels of respect and rapport in teacher to teacher, teacher to student, student to teacher, and student to student work.</p> <p>There are clearly stated norms for professional conduct and teachers work collaboratively in a climate of mutual respect.</p> <p>The classroom environment is responsive to and respectful of students with diverse backgrounds, interests and performance levels.</p> <p>Interactions with the instructional specialist are highly respectful and open with many inquiries initiated by colleagues.</p>	<p>The instructional specialist cultivates respect and rapport: teacher to teacher, teacher to student and student to teachers with norms for professional conduct.</p> <p>The intervention environment is responsive to and respectful of students with diverse backgrounds, interests and performance levels.</p> <p>Interactions with the instructional specialist are respectful and teachers follow through on instructional specialist's recommendations.</p>	<p>The instructional specialist attempts to cultivate respect and rapport: teacher to teacher, teacher to student, and student to teacher.</p> <p>Behavioral expectations are inconsistent.</p> <p>The classroom environment is somewhat responsive to and respectful of students with diverse backgrounds, interests and performance levels.</p> <p>Resource availability and support from the instructional specialist are courteous; teachers are open to recommendations from the instructional specialist.</p>	<p>The instructional specialist does not provide an environment that cultivates respect and rapport.</p> <p>Behavioral expectations are not clear and explicitly stated.</p> <p>The instructional support environment is not responsive to or respectful of students/teachers with diverse backgrounds, interests, and performance levels.</p> <p>Teachers are hesitant to seek assistance from the instructional specialist, fearing that such a request will be treated as a deficiency.</p>
Sharing Accountability and Responsibility	<p>The instructional specialist effectively and consistently promotes student engagement and creates an environment where students take primary responsibility for their learning.</p> <p>The specialist has developed a culture of professional inquiry initiatives based on his/her leadership.</p> <p>Protocol for accessing instructional support is clear to all colleagues and has been developed in collaboration with administrators and teachers.</p>	<p>The instructional specialist promotes student engagement and shares responsibility for the learning process with students.</p> <p>The specialist promotes a culture of professional inquiry for his/her colleagues in order for all to refine their instructional repertoire.</p> <p>Specialist has established protocols for teachers in order to access support.</p>	<p>The instructional specialist attempts to promote student engagement in the learning process. Colleagues seek the guidance of the specialist inconsistently.</p> <p>Some protocols are clear to teachers but not consistently executed.</p>	<p>Instructional specialist does not promote student engagement in the learning process.</p> <p>The specialist does not utilize District and school expectations for engaging students and providing support for colleagues unique to his/her specific discipline.</p> <p>Procedures have not been clearly established by specialist.</p>
Small Group And Classroom Management	<p>The instructional specialist effectively and consistently manages, monitors, and adjusts all instructional groups, transitions, materials and supplies, volunteers and paraprofessionals, physical space, use of resources and class routines.</p> <p>The specialist works collaboratively and effectively with colleagues to assure most effective and efficient use of resources and technologies available.</p> <p>The specialist effectively and efficiently establishes a physical layout with collaboration of colleagues.</p>	<p>The instructional specialist appropriately manages, monitors, and adjusts most instructional groups, transitions, materials and supplies, volunteers and paraprofessionals, physical space, use of resources and class routines.</p> <p>The specialist utilizes the physical layout for student instruction and guidance for colleagues.</p>	<p>The instructional specialist inconsistently manages, monitors, and adjusts instructional groups, transitions, materials and supplies, volunteers and paraprofessionals, physical space, use of resources and class routines, as applicable for each individual job description.</p> <p>The physical layout does not hamper instructional progress.</p>	<p>The instructional specialist does not consistently manage, monitor and adjust instructional groups, transitions, materials and supplies, volunteers and paraprofessionals, physical space, use of resources and class routines.</p> <p>There is little correlation between the physical layout and instructional support for students and colleagues.</p>

Newtown's Vision of Good Teaching Domains

Domain I – PLANNING AND PREPARATION

- Knowledge of Students – The teacher demonstrates understanding of students' prior knowledge, as well as students' overall skills, knowledge, language proficiency, learning and special needs. Content instruction is at an appropriate level and is differentiated.
- Knowledge of Content/Pedagogy – The teacher possesses an appropriate level of content knowledge and understanding of the structure of the discipline. The teacher understands prerequisite relationships, can anticipate student misconceptions and develops effective strategies to overcome those misconceptions.
- Designing Coherent Instruction – The teacher uses district-approved materials. Units, lessons, and learning tasks are coherent and relevant. Students are engaged in the work of the discipline, have the opportunity to think critically and creatively, solve problems, and make real-world, career, or global connections.
- Designing Appropriate Assessment – The teacher selects and prepares diagnostic formative, progress monitoring, and summative assessments.

Domain II – CLASSROOM ENVIRONMENT

- Creating a responsive and respectful classroom environment – The teacher cultivates respect and rapport, teacher to student, student to teacher, and student to student. Behavioral expectations are clear and explicitly stated. The classroom environment is responsive to and respectful of students with diverse backgrounds, interests, and performance levels.
- Sharing Accountability and Responsibility – The teacher promotes student engagement in the learning process by sharing accountability with the students.
- Classroom Management (formerly Support Positive Behavioral Choices to Maximize Learning Opportunities) – The teacher appropriately manages, monitors, and adjusts instructional groups, transitions, materials and supplies, volunteers and paraprofessionals, physical space, use of resources, and class routines.

Domain III – INSTRUCTION

- Repertoire, Activities, and Assignments – The teacher orchestrates highly effective strategies, materials, and groupings to engage and motivate the students.
- Instructional Materials/Resources – The teacher uses technological and digital resources strategically.
- Expectations for Learning – The teacher shows students exactly what is expected by posting essential questions, goals, rubrics, and exemplars of proficient work.
- Discussion Techniques – The teacher encourages use of active learning strategies such as purposeful discourse and/or inquiry-based learning. The teacher demonstrates adept questioning and discussion techniques.
- Engagement, student roles, student participation – The teacher demonstrates willingness to vary student and teacher roles to develop independence and interdependence, with the gradual release of responsibility to the students.
- Differentiation – The teacher uses differentiated instruction as well as flexible groupings and creative use of instructional materials to support students with learning difficulties, disabilities, gifts, and talents.
- Structure, Pacing, Nimbleness – The teacher deftly adapts lessons to exploit teachable moments, correct misunderstandings, and to respond to student performance and engagement.
- Quality of Questioning – The teacher uses questioning techniques that encourage high-level cognitive activity among students and that capture the complexity of student learning across the hierarchy of cognitive skills.
- Communication – The teacher will support student progress by communicating academic and behavioral performance expectations and results with students, families, and other educators.
- Support – The teacher assists in the identification of students in need of additional support or evaluation and makes the necessary referrals. The teacher assists in the development and implementation of individualized plans. (cont'd)

Domain III – INSTRUCTION (cont'd)

- Clarify, Explanation of Content, Use of Oral and Written Expression – The teacher uses clear and explicit oral and written language in communicating content, directions, procedures, and formats.
- Tenacity, Persistence – The teacher demonstrates tenacity and persistence in following up with struggling students.

Domain IV – ASSESSMENT

- Monitoring of Student Learning – The teacher uses a variety of assessments that align with the learning objectives and which value the diversity of the ways in which students learn. The data thus collected will be used to monitor student progress, identify areas for reteaching, and plan future instruction.
- Feedback – The teacher provides feedback that is meaningful, appropriate, specific, timely, flexible, and responsive.
- Analysis/Reflection – The teacher works with colleagues to analyze and chart assessment data, draw conclusions, reflect on practice, and adjust teaching.

Domain V – PROFESSIONAL RESPONSIBILITY

- Continuous Improvement – The teacher engages in reflection, self-evaluation, and professional development to enhance understanding of content, pedagogy, and resources, and student learning.
- Collaboration – The teacher collaborates with colleagues, administrators, students, and families, to positively affect school climate, student learning, instructional strategies, curricula, individual student success plans, and post-secondary and career exploration. The teacher is an active and contributing member of a Professional Learning Community.
- Communication – The teacher proactively communicates with students and families in ways that are culturally respectful and sensitive, to ensure ongoing awareness of student progress and challenges. The teacher understands the legal rights of students with disabilities, their families, within the intervention, referral, and individualized educational plan process. The teacher uses communication technology in a professional and ethical manner, in keeping with school and district regulations.
- Conduct – Teachers conduct themselves as professionals in accordance with Connecticut's Code of Professional Responsibility for Educators. The teacher demonstrates honesty, ethical behavior, good judgment, accuracy, punctuality, and an awareness of the importance of the teacher's regular attendance on student achievement.

RUBRICS

INTRODUCTION

The Newtown Public Schools define effectiveness as the ability to produce a desired outcome. In order to measure effectiveness in teaching, the committee started with the task of researching available teacher evaluation tools. The goal was to decide on a common language and understanding of effective instruction, and a valid and reliable method of evaluating teachers. The most well developed rubrics included Charlotte Danielson's (2007), Kim Marshall's (2010) and the Connecticut Common Core of Teaching (2010). The committee chose rubric strands from these three sources that best matched the Newtown belief system. A subcommittee organized all the strands into "Newtown's Vision of Good Teaching Domains." The rubric subcommittee developed rubrics using the three resources to facilitate teacher evaluation, promote teacher reflection on the domains and stimulate conversation about practice.

Subsequently, the State Department of Education provided rubrics for districts to use in measuring the effectiveness of student and educators support services (SESS) personnel. These rubrics are used for special education teachers, psychologists, school counselors, OT/PT and speech and language pathologists. Appendices B and C contain alternative evaluation materials for SESS personnel.

Domain I – Planning and Preparation

	Exemplary	Proficient	Developing	Below Standard
Knowledge of Students	Teacher displays extensive and subtle understanding of individual students' skills, knowledge, language proficiencies and special needs. Content instruction is at an appropriate level and is highly differentiated.	Teacher displays understanding of individual students' skills, knowledge, language proficiencies and special needs. Content instruction is at an appropriate level and is differentiated.	Teacher displays limited understanding of individual students' skills, knowledge, language proficiencies and special needs, but displays knowledge only for the class as a whole. Whole class content instruction is at an appropriate level but not necessarily differentiated.	Teacher displays little or no understanding of individual students' skills, knowledge, language proficiencies and special needs. Content instruction is not at an appropriate level and/or differentiated.
Knowledge of Content/Pedagogy	Teacher possesses extensive content knowledge and an understanding of the scope and sequence. Teacher understands prerequisite relationship and can anticipate student misconceptions developing effective strategies to overcome those misconceptions.	Teacher possesses content knowledge and an understanding of the scope and sequence. Teacher understands prerequisite relationships and can respond to student misconceptions developing effective strategies to overcome those misconceptions.	Teacher possesses limited content knowledge but does not demonstrate an understanding of the scope and sequence.	Teacher had little or no content knowledge and does not demonstrate an understanding of the scope and sequence.
Designing Coherent Instruction	Teacher effectively uses district-approved units and materials. Lessons and learning tasks are coherent and relevant. Students are engaged in the work of the discipline, have the opportunity to think critically and creatively, solve problems and make real-world, career or global connections.	Teacher uses district-approved units and materials. Lessons and learning tasks are coherent. Students are engaged in the work of the discipline. Students have some opportunity to think critically and creatively and to solve problems.	Teacher generally uses district-approved units and materials. Lessons and learning tasks are evident but may lack coherence.	Teacher does not effectively use district-approved units and materials. Lessons and learning tasks are not coherent.
Designing Appropriate Assessment	Teacher designs and prepares diagnostic, formative, performance, and summative assessments which include student reflection on learning.	Teacher selects and prepares diagnostic, formative, performance, and summative assessments which include student reflection on learning.	Teacher inconsistently selects or prepares diagnostic, formative, performance, and/or summative assessments.	Teacher does not effectively select or prepare diagnostic, formative, performance, and/or summative assessments.

Domain II – Classroom Environment

	Exemplary	Proficient	Developing	Below Standard
Creating a Responsive and Respectful Classroom Environment	Teacher cultivates high levels of respect and rapport: teacher to student, student to teacher, and student to student. Behavioral expectations are clear and explicitly stated. The classroom environment is highly responsive to and respectful of students with diverse backgrounds, interests and performance levels.	Teacher cultivates respect and rapport: teacher to student and student to teacher. Behavioral expectations are stated. The classroom environment is responsive to and respectful of students with diverse backgrounds, interests and performance levels.	Teacher attempts to cultivate respect and rapport: teacher to student and student to teacher. Behavioral expectations are inconsistent. The classroom environment is somewhat responsive to and respectful of students with diverse backgrounds, interests and performance levels.	Teacher does not provide an environment that cultivates respect and rapport. Behavioral expectations are not clear and explicitly stated. The classroom environment is not responsive to or respectful of students with diverse backgrounds, interests and performance levels.
Sharing Accountability and Responsibility	Teacher consistently promotes student engagement and creates an environment where students take primary responsibility for their learning.	Teacher promotes student engagement and shares responsibility for the learning process with students.	Teacher attempts to promote student engagement in the learning process.	Teacher does not promote student engagement in the learning process.
Classroom Management	Teacher seamlessly manages, monitors, and adjusts transitions, all instructional groups, materials and supplies, volunteers and paraprofessionals, physical space, use of resources and class routines.	Teacher manages, monitors, and adjusts transitions, most instructional groups, materials and supplies, volunteers and paraprofessionals, physical space, use of resources and class routines.	Teacher inconsistently manages, monitors, and adjusts transitions, instructional groups, materials and supplies, volunteers and paraprofessionals, physical space, use of resources and class routines.	Teacher does not consistently manage, monitors and adjust transitions, instructional groups, materials and supplies, volunteers and paraprofessionals, physical space, use of resources and class routines.

Domain III – Instruction for Active Learning

	Exemplary	Proficient	Developing	Below Standard
Instructional Techniques	Teacher strategically uses research based best practices and materials including technological and digital tools for instruction. The teacher consistently differentiates instruction and utilizes flexible groupings to support all students with learning difficulties, disabilities, gifts, and talents.	Teacher consistently uses best practices and materials including technological and digital tools for instruction. The teacher differentiates instruction and utilizes flexible groupings to support most students with learning difficulties, disabilities, gifts, and talents.	Teacher inconsistently uses best practices and materials including technological and digital tools for instruction. The teacher occasionally differentiates instruction and utilizes flexible groupings to support students with learning difficulties, disabilities, gifts, and talents.	Teacher does not use best practices and materials including technological and digital tools for instruction. The teacher rarely differentiates instruction or utilizes flexible groupings to support students with learning difficulties, disabilities, gifts,
Discussion and Questioning Techniques	Teacher strategically uses active learning strategies such as purposeful discourse, inquiry-based learning, and questioning that encourage high-level cognitive activity among students that includes the range of Anderson's Taxonomy. Students make unsolicited contributions pertinent to discussions.	Teacher uses active learning strategies such as purposeful discourse, inquiry-based learning, and questioning that encourage high-level cognitive activity among students that includes the range of Anderson's Taxonomy.	Teacher occasionally uses active learning strategies such as purposeful discourse, inquiry-based learning, and questioning that encourage high-level cognitive activity among students that includes the range of Anderson's Taxonomy.	Teacher does not use active learning strategies such as purposeful discourse, inquiry-based learning, and questioning that encourage high-level cognitive activity among students that includes the range of Anderson's Taxonomy.
Instructional Communication	Teacher consistently and extensively uses clear and explicit oral and written language in communicating content, directions, procedures, and formats. Teacher shows students specifically what is expected by posting essential questions, goals, rubrics, and exemplars of proficient work. Teacher provides feedback that is meaningful, appropriate, specific, timely, flexible, and responsive.	Teacher uses clear and explicit oral and written language in communicating content, directions, procedures, and formats. Teacher shows students what is expected by posting essential questions, goals, rubrics, and exemplars of proficient work. Teacher provides appropriate feedback.	Teacher attempts to use clear and explicit oral and written language in communicating content, directions, procedures, and formats. Teacher attempts to show students what is expected. Teacher provides general feedback.	Teacher does not use clear and explicit oral and written language in communicating content, directions, procedures, and formats. Teacher does not show students what is expected. Teacher does not provide feedback.
Engaging Students in Learning	Teacher skillfully varies student and teacher roles to develop independence and interdependence, with the gradual release of responsibility to the students. Students are highly engaged in learning and make meaningful contributions to the success of the class.	Teacher demonstrates willingness to vary student and teacher roles to develop independence and interdependence, with the gradual release of responsibility to the students. Students participate in classroom discussions and activities.	Teacher ineffectively varies student and teacher roles. Student participation is minimal or non-substantive.	Teacher does not vary student and teacher roles. Students are disengaged.
Flexibility and Responsiveness	Teacher deftly adapts lessons to exploit teachable moments, correct misunderstandings, and respond to student performance and engagement. Teacher demonstrates tenacity and persistence in following up with all struggling students.	Teacher adapts lessons to exploit teachable moments, correct misunderstandings, and respond to student performance and engagement. Teacher follows up with struggling students.	Teacher attempts to adapt lessons to exploit teachable moments, correct misunderstandings, and respond to student performance and engagement. Teacher inconsistently follows up with struggling students.	Teacher does not adapt lessons or follow up with struggling students.

Domain IV – Assessment for Learning

	Exemplary	Proficient	Developing	Below Standard
Monitoring Student Learning	Teacher selectively administers a variety of assessments that align with the learning objectives and which value the diversity of ways in which students learn. Assessment data from multiple sources is used to monitor student progress, identify areas for re-teaching, and inform future instruction.	Teacher administers a variety of assessments that align with the learning objectives. Assessment data from multiple sources is used to monitor student progress, identify areas for re-teaching, and inform future instruction.	Teacher administers assessments that may or may not align with the learning objectives. The data collected is ineffectively used to inform future instruction.	Teacher does not effectively administer assessments to monitor student progress and/or inform future instruction.
Feedback	Teacher supports student progress by explicitly and consistently communicating academic and behavioral performance expectations and results with all students, families, and other educators. Teacher provides feedback that is meaningful, appropriate, specific, timely, flexible, and responsive to students.	Teacher supports student progress by communicating academic and behavioral performance expectations and results with students, families, and other educators. Teacher provides appropriate feedback to students.	Teacher supports student progress by inconsistently communicating academic and behavioral performance expectations and results with students, families, and other educators. Teacher provides general feedback to students.	Teacher does not provide feedback on student academic or behavioral performance with students, families, and other educators. Teacher does not provide feedback to students.
Analysis, Reflection and Support	Teacher works with colleagues to analyze and chart assessment data, draw conclusions, reflect on practice, and adjust instruction. Teacher assists in the identification of students in need of support or evaluation, makes the necessary referrals, and assists in the development and implementation of individualized plans	Teacher individually analyzes and charts assessment data, draws conclusions, reflects on practice, and adjusts instruction. Teacher assists in the identification of students in need of support or evaluation, makes the necessary referrals, and assists in the development and implementation of individualized plans	Teacher collects and reflects on assessment data. Teacher implements goals and objectives of individualized plans.	Teacher does not collect and/or reflect on assessment data or instructional practice. Inconsistently implements goals and objectives of individualized plans.

Domain V – Professional Responsibility and Teacher Leadership

	Exemplary	Proficient	Developing	Below Standard
Continuous Improvement	Teacher engages in reflection, self-evaluation, and professional development to enhance understanding of content, pedagogy, and resources, and student learning. Teacher shares expertise with colleagues.	Teacher engages in reflection, self-evaluation, and professional development to enhance understanding of content, pedagogy, and resources, and student learning	Teacher displays limited reflection and self-evaluation and occasionally participates in professional development.	Teacher does not reflect or self-evaluate and participates in limited professional development.
Collaboration	Teacher collaborates with colleagues, administrators, students, and families to positively affect school climate and student learning, e.g., instructional strategies, curricula, and individual student success plans. The teacher is an active and contributing member of a Professional Learning Community both at the school and district level.	Teacher collaborates with colleagues, administrators, students, and families, to positively affect school climate and student learning. The teacher is an active and contributing member of a Professional Learning Community.	Teacher occasionally collaborates with colleagues, administrators, students, and families, to positively affect school climate and student learning. The teacher is a member of his/her Professional Learning Community.	Teacher rarely collaborates with colleagues, administrators, students, and families, to affect school climate and student learning. The teacher is not a contributing member of his/her Professional Learning Community.
Communication	Teacher proactively communicates with students and families in ways that are culturally respectful and sensitive, to ensure ongoing awareness of student progress and challenges. The teacher regularly uses communication tools professionally and ethically in keeping with district regulations.	Teacher communicates in a timely manner with students and families in ways that are culturally respectful and sensitive, to ensure ongoing awareness of student progress and challenges. The teacher uses communication tools professionally and ethically in keeping with district regulations.	Teacher inconsistently communicates with students and families. The teacher communicates in an ethical and professional manner. The teacher inconsistently follows district communication regulations.	Teacher rarely communicates with students and families. Communication with students and families may or may not be in an ethical and professional manner, and/or does not follow district communication regulations.
Conduct	Teachers conduct themselves as role models and professionals in accordance with Connecticut's <u>Code of Professional Responsibility for Educators</u> . The teacher demonstrates ethical behavior, good judgment, accuracy, punctuality, and an awareness of the importance of the teacher's regular attendance on student achievement.	Teachers conduct themselves as professionals in accordance with Connecticut's <u>Code of Professional Responsibility for Educators</u> . The teacher demonstrates ethical behavior, good judgment, accuracy, punctuality, and an awareness of the importance of the teacher's regular attendance on student achievement.	Teachers conduct themselves as professionals in accordance with Connecticut's <u>Code of Professional Responsibility for Educators</u> .	Teacher does not consistently conduct him/herself in accordance with Connecticut's <u>Code of Professional Responsibility for Educators</u> .
Contributions	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student achievement at the district and building level.	Is a positive team player and contributes ideas, expertise, and time to improve the climate and learning environment of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Common Core of Teaching (CCT) Rubric for Effective Teaching Student and Educator Support Specialists (SESS)

The Common Core of Teaching (CCT) Instrument will be used to evaluate Student and Educator Support Specialists' (SESS) performance and practice as required in the Connecticut Guidelines for Educator Evaluation and the System for Educator Evaluation and Development (SEED). The CCT Instrument will be used to determine 40% of an educator's summative rating.

Each SESS shall be observed at a minimum as stated in the Connecticut Guidelines for Educator Evaluation. All observations should be followed by feedback, either verbal (e.g., a post-conference, comments about professional meetings/presentations, etc.) or written (e.g., via email, comprehensive write-up, etc.) or both, within days of an observation. Specific actionable feedback is also used to identify SESS' development needs and tailor support to those needs. Further guidance is provided in the Connecticut Guidelines for Educator Evaluation or in the SEED state model www.connecticutseed.org.

The CCT Instrument will be used by trained and proficient evaluators to observe an SESS, including the following processes:

- A. Pre-Conference: Before each observation, the evaluator will review planning documentation and other relevant and supporting artifacts provided by the SESS in order to understand the context for instruction, including but not limited to, the learning objectives, curricular standards alignment, differentiation of instruction for particular student(s), assessments used before or during instruction, resources and materials.
- B. Observation: The observation of practice may include formal or informal in-class observation, non-classroom observations or reviews of practice.
- C. Post-Conference: The post-observation conference gives the SESS the opportunity to reflect on and discuss the lesson/practice observed, progress of student(s), adjustments made during the lesson, further supporting artifacts as well as describe the impact on future instruction and student learning.
- D. Analysis: The evaluator analyzes the observation and other documentation for either formal or informal observations or reviews of practice and records the information as necessary and identifies the applicable performance descriptors contained in the CCT Rubric.
- E. Ratings: Based on the training guidelines and decision rules for the CCT Instrument, the evaluator will provide domain level ratings and an overall rating.

The CCT Rubric was developed with input from a team of regional educational service center (RESA) instructional experts, practitioners, and a team of CSDE assessment experts. It is based on the CCT competencies adopted by the State Board of Education in February 2010. The rubric focuses upon Domain 2 through Domain 6 of the original CCT competencies. Domain 1, Content and Essential Skills, which includes the Common Core State Standards (CCSS) and/or state and national content standards is intended for demonstration at the pre-service level, as a pre-requisite to certification, but is also reflected and embedded in this rubric in the planning, service delivery, assessment and professional responsibilities domains. Because teaching is a complex, integrated activity, to develop this rubric, the domain indicators from the original CCT have been consolidated or reorganized for purposes of describing essential and critical aspects of a specialist's performance. The CCT rubric represents the criteria in which evaluators will be trained to describe the level of performance observed.

NOTE: Accurate and reliable evaluation of these competencies and indicators can only be achieved through careful, rigorous training and demonstrated proficiency that build upon

the experience base and professional judgment of the educators who use this instrument. The CCT Rubric should never be used without the grounding provided by experience and training. As part of the training, evaluators will be provided sample performances and artifacts, and decision rules to guide their ratings. The CCT Instrument is not a checklist with predetermined points. Rather it is a tool that is combined with training to ensure consistency and reliability of the evaluation decisions.



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Common Core of Teaching (CCT) Rubric for Effective Teaching Student and Educator Support Specialists (SESS)



The CSDE will conduct pilot and validation studies of the CCT Instrument during the 2013-14 school year and thereafter to ensure technical sufficiency and legal defensibility. Data from these studies will inform further revision to the CCT Instrument and training of evaluators.

This version of the CCT Rubric was adapted for use with Student and Educator Support Specialists (SESS). Student and Educator Support Specialists are those individuals who by the nature of their job descriptions do not have traditional classrooms, but serve a “caseload” of students, staff or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students. Some disciplines that fall into this category such as library media specialists or curriculum consultants may find the original rubric most appropriate, while others such as school psychologists, school counselors, speech pathologists and social workers may find this adapted version more suitable. For additional information on evaluation of SESS, guidance documents are available to assist SESS and their evaluators in determining how to customize the SEED evaluation process to best reflect and measure their performance given their unique roles and responsibilities.

CCT DOMAIN 2: Student Educator Support Specialists: Environment, Student Engagement and Commitment to Learning

Service Providers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.a. Promoting a positive climate that is responsive, respectful, and equitable</p> <p>Attributes</p> <ul style="list-style-type: none"> ☐ Rapport and positive interactions ☐ Respectful of student(s), staff and families' diversity 	<ul style="list-style-type: none"> ☐ Limited evidence of rapport with student(s), staff and families ☐ Demonstrating some disrespectful interactions with student(s), staff and families or lack of sensitivity to diversity of student(s), staff and families 	<ul style="list-style-type: none"> ☐ Establishing rapport and positive interaction with some, but not all students, staff and families ☐ Demonstrating respectful interactions with student(s), staff and families, but does not reinforce respect for diversity among students, staff and families 	<ul style="list-style-type: none"> ☐ Building positive rapport and trusting, supportive relationships with student(s), staff and families ☐ Interacting with student(s), staff and families respectfully and creating a climate that is sensitive to cultural, developmental and learning differences 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> ☐ Involving student(s), staff and families in promoting a respectful learning environment ☐ Celebrating student(s)', staff and family differences and diversity and promoting expectations that they are respectful of one another

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.b. Promoting student engagement and shared responsibility for learning</p> <p>Attributes</p> <ul style="list-style-type: none"> ☐ Student engagement/ re-engagement ☐ Shared responsibility for positive student interaction 	<ul style="list-style-type: none"> ☐ Some students are consistently not engaged and few attempts are made to re-engage them ☐ Creating a learning environment in which student(s) are reluctant to take intellectual risks or interact with staff and other student(s) 	<ul style="list-style-type: none"> ☐ Demonstrating developing strategies to engage and re-engage student(s) ☐ Creating a safe learning environment in which student(s) take some intellectual risks and/or interact positively with each other 	<ul style="list-style-type: none"> ☐ Demonstrating effective strategies to engage and re-engage student(s) ☐ Creating a safe learning environment in which student(s) are willing to take intellectual risks, interact positively with each other and share responsibility for learning 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> ☐ Student(s) contribute to a positive learning environment and independently interact with one another

CCT DOMAIN 2: Student and Educator Support Specialists: Environment, Student Engagement and Commitment to Learning

Service Providers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.c. Promoting appropriate standards of behavior</p> <p>Attributes</p> <ul style="list-style-type: none"> ☐ Communicates and reinforces appropriate standards of behavior ☐ Promotes social competence and responsible behavior 	<ul style="list-style-type: none"> ☐ Providing limited or inconsistent communication and/or enforcement of rules, consequences and expectations resulting in interference with student learning ☐ Providing ineffective opportunities for student(s) to develop social skills and responsible behavior 	<ul style="list-style-type: none"> ☐ Communicating high standards of behavior but enforcement is inconsistent, resulting in some interference in student learning ☐ Promoting social competence with some effectiveness in building student's capacity to self-regulate and take responsibility for their actions 	<ul style="list-style-type: none"> ☐ Communicating and reinforcing high standards of behavior for all students resulting in little interference with student learning ☐ Promoting and positively reinforcing social competence by explicitly teaching and modeling social skills, building student(s)' capacity to self-regulate and take responsibility for their actions 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> ☐ Student(s) independently use proactive strategies and social skills and take responsibility for their actions

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.d. Promoting efficient routines and transitions to maximize service delivery</p> <p>Attributes</p> <ul style="list-style-type: none"> ☐ Service delivery time spent on routines and transitions appropriate to the purpose and the needs of the students 	<ul style="list-style-type: none"> ☐ Loss of significant service delivery due to ineffective management of routines, transitions, and accessing resources and materials. 	<ul style="list-style-type: none"> ☐ Losing some service delivery time by ineffectively managing routines, transitions or accessing resources or materials 	<ul style="list-style-type: none"> ☐ Maximizing service delivery time by using creative solutions to manage routines, transitions and organizing resources and materials to meet the needs of students 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> ☐ Students independently facilitate and engage in routines and transitions

CCT DOMAIN 3: Student and Educator Support Specialists: Planning for Active Learning

Service Providers plan intervention in order to engage student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3.a. Planning service delivery is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge</p> <p>Attributes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Service delivery is aligned with coherent progression <input type="checkbox"/> Service delivery is aligned with present level of knowledge and skill <input type="checkbox"/> Differentiation based on student's learning needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Planning service delivery content that lacks alignment with performances or developmental expectations or standards <input type="checkbox"/> Use of student data is insufficient to identify prior knowledge to plan service delivery or differentiate for student(s)' needs <input type="checkbox"/> Planning service delivery that is often at an inappropriate level of challenge for student(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Planning service delivery that is aligned with student need, but sometimes lacks coherent sequencing or connections to developmental expectations or standards <input type="checkbox"/> Using some assessment data to develop a general understanding of students' level of knowledge and skill to guide planning <input type="checkbox"/> Planning intervention that is at an appropriate level of challenge and depth based on student(s)' prior developmental expectation or standards 	<ul style="list-style-type: none"> <input type="checkbox"/> Planning service delivery that has a coherent progression and alignment with student developmental expectations or standards, connecting and integrating performance and participation <input type="checkbox"/> Using multiple sources of assessment data to develop a clear, detailed understanding of students' level of knowledge and skill to guide planning <input type="checkbox"/> Planning service delivery that is at an appropriate level of challenge, depth, and relevant to student(s)' developmental expectations or standards 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning anticipates content misconceptions, ambiguity, misunderstandings or challenges and considers multiple ways of how to address these in advance <input type="checkbox"/> Engaging students in identifying their own learning needs and advocating for supports
<p>3.b. Planning assessment and prevention/intervention strategies to actively engage student(s)</p> <p>Attributes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prevention/intervention strategies, tasks and questions <input type="checkbox"/> Resources, technology and flexible groupings 	<ul style="list-style-type: none"> <input type="checkbox"/> Selecting and designing strategies, tasks and questions that focus on low cognitive demand or recall of information providing students with an inappropriate level of challenge and few opportunities for problem-solving or critical thinking <input type="checkbox"/> Selecting or designing resources, technology and groupings that insufficiently support the needs of students <input type="checkbox"/> Selecting or designing resources, technology and groupings that insufficiently support access to and attainment of learning outcomes 	<ul style="list-style-type: none"> <input type="checkbox"/> Selecting and designing instructional strategies, tasks and questions that build on prior knowledge and skills and provide students with some opportunities for problem-solving and critical thinking at an appropriate level of challenge <input type="checkbox"/> Selecting or designing resources, technology and groupings to generally support access to and attainment of learning outcomes <input type="checkbox"/> Resources, technology and flexible groupings are used to enable access and attainment of student outcomes 	<ul style="list-style-type: none"> <input type="checkbox"/> Selecting and designing instructional strategies, tasks and questions that build to higher order, knowledge and skills and lead to problem-solving, critical thinking, discourse or inquiry at an appropriate level of challenge <input type="checkbox"/> Selecting or designing resources, technology and groupings to consistently support access to and attainment of learning outcomes and their application within and beyond the classroom <input type="checkbox"/> Resources, technology and flexible groupings are used to enable access and learning outcomes in and out of the setting 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Selecting and designing resources that extend learning opportunities beyond the classroom or school and provides for opportunities for interdisciplinary, real world, career or global connections

CCT DOMAIN 3: Student and Educator Support Specialists: Planning for Active Learning

Service Providers plan intervention in order to engage student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3.c. Selecting appropriate assessment and prevention/ intervention strategies to monitor ongoing student(s) progress</p> <p>Attributes</p> <ul style="list-style-type: none"> □ Formative assessment strategies aligned to developmental expectations or standards to monitor student progress 	<ul style="list-style-type: none"> □ Selecting or designing assessment strategies that insufficiently measure progress towards or attainment of learning outcomes 	<ul style="list-style-type: none"> □ Selecting or designing assessment strategies that at times do not measure progress towards or attainment of the learning outcomes 	<ul style="list-style-type: none"> □ Selecting or designing assessments strategies that are aligned with instruction and measure progress towards and contribute to attainment of the learning outcomes 	<ul style="list-style-type: none"> □ Selecting and designing performance assessments that enable student(s) to generalize learning to new contexts

CCT DOMAIN 4: Student and Educator Support Specialists: Service Delivery

Service Providers implement intervention to support student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>4.a. Delivery of services</p> <p>Attributes:</p> <ul style="list-style-type: none"> ☐ Service delivery is aligned with developmental expectations or standards ☐ Prevention/intervention activities are aligned with instructional objectives 	<ul style="list-style-type: none"> ☐ Implementing developmental expectations or standards that are ineffective based on limited clarity or connections to the instructional objectives ☐ Implementing prevention/intervention instructional content that lacks alignment with instructional objective or lacks coherent sequence of skills, or concepts ☐ Implementing prevention/intervention that is routinely at an inappropriate level of challenge 	<ul style="list-style-type: none"> ☐ Implementing developmental expectations or standards which sometimes lacks clarity or connection with the broader instructional objectives ☐ Implementing prevention/intervention instructional content that is aligned with instructional objective, but lacks a coherent progression of knowledge, skills or concepts ☐ Implementing prevention/intervention aligned with student developmental expectations or standards, but at an inappropriate level of challenge and depth for some student(s) 	<ul style="list-style-type: none"> ☐ Providing the developmental expectations or standards clearly within the broader learning context/curriculum ☐ Implementing prevention/intervention instructional content that has a coherent progression aligned with the developmental expectations or standards ☐ Implementing prevention/intervention at an appropriate level of challenge, depth and relevant to student(s) developmental expectations and standards and assists student(s) with accessing or understanding the content 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> ☐ Student(s) can explain how the learning is situated within a broader learning context/curriculum

CCT DOMAIN 4: Student and Educator Support Specialists: Service Delivery

Service Providers implement intervention to support student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>4.b. Leading students to construct new learning through use of prevention/intervention strategies</p> <p>Attributes:</p> <ul style="list-style-type: none"> ▢ Strategies, tasks, questions, discourse and inquiry ▢ Resources, technology and groupings ▢ Level of challenge ▢ Varying service provider and student roles 	<ul style="list-style-type: none"> ▢ Engaging students in strategies, tasks and questions that focus on low cognitive demand or recall of information ▢ Using resources, technology and groupings insufficiently to support student engagement with the tasks and questions ▢ Using an inappropriate balance of support and challenge ▢ Varying of student and service provider roles provides some opportunities for students to work together 	<ul style="list-style-type: none"> ▢ Engaging students in strategies, tasks and questions which lead them to build some problem-solving and critical thinking skills ▢ Using resources, technology and groupings that support student collaboration and engagement with tasks and questions ▢ Using a balance of support and challenge to help some students advance their learning ▢ Varying the student and service provider roles allows for opportunities for students to work together to solve problems 	<ul style="list-style-type: none"> ▢ Engaging students in purposeful strategies, tasks and questions which lead them to problem-solving, critical thinking, addressing misconceptions and discourse or inquiry and at times involve students in developing their own questions and problem-solving strategies ▢ Using resources, technology and groupings that support student collaboration and engagement with tasks and questions and maximizes construction or use of learning in multiple ways ▢ Using a balance of support and challenge to help students advance their learning ▢ Varying the student and service provider roles provides multiple ways for students to direct their learning, solve problems and build independence 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> ▢ Students develop their own questions and problem-solving strategies that lead to purposeful discourse, building independence and interdependence ▢ Promoting student ownership, self-direction and choice while achieving the lesson purpose ▢ Promoting opportunities for interdisciplinary, real world, career or global connections

CCT DOMAIN 4: Student and Educator Support Specialists: Service Delivery

Service Providers implement intervention to support student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>4.c. Monitoring student learning, providing feedback to students and adjusting service delivery</p> <p>Attributes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitoring student understanding during service delivery <input type="checkbox"/> Feedback to students <input type="checkbox"/> Adjustment of service delivery 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitoring is not evident <input type="checkbox"/> Providing feedback that may be limited, frequently does not help students improve skills, lacks specificity or is inaccurate <input type="checkbox"/> Adjusting service delivery that is frequently not based on effective monitoring of students' improvement of skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitoring student achievement of the lesson purpose/objective but is sometimes inconsistent or incomplete <input type="checkbox"/> Providing feedback that may lack specificity but is accurate and helps some students improve their skills <input type="checkbox"/> Adjusting service delivery during and between lessons that focuses primarily on providing more time or re-teaching of content or process 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitoring progress of individual and groups of students in order to evaluate the achievement of the lesson purpose/objective <input type="checkbox"/> Providing feedback that is accurate, specific and helps students advance their skills <input type="checkbox"/> Adjusting service delivery strategies or assessments during and between lessons that is targeted to group and/or individual needs 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Student(s) independently monitor and self-assess or assess peers and help themselves or their peers to improve their learning <input type="checkbox"/> Feedback challenges students to extend their learning and thinking

CCT DOMAIN 5: Student and Educator Support Specialists: Assessment for Service Delivery

Service Providers use multiple measures and strategies to analyze student performance and to inform subsequent planning and intervention by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>5.a. Formative and summative assessment for learning</p> <p>Attributes</p> <ul style="list-style-type: none"> ▢ Formative and summative assessment strategies aligned with developmental expectations and standards ▢ Connections between assessment results and service delivery 	<ul style="list-style-type: none"> ▢ Using formative and summative assessments that are frequently misaligned between measurement of student(s)' skills and concepts or developmental expectations or standards ▢ Insufficiently using assessment results aligned to developmental expectations or standards to inform planning and service delivery 	<ul style="list-style-type: none"> ▢ Using formative and summative assessment strategies to measure student(s)' skills and concepts or developmental expectations or standards ▢ Beginning to make connections between assessment results to inform planning and service delivery 	<ul style="list-style-type: none"> ▢ Using a variety of formative and summative assessments and strategies to provide multiple measures of student(s)' skills and concepts or developmental expectations or standards ▢ Making connections between assessment results to inform planning and service delivery 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> ▢ Modifying assessments to meet the needs of students and value the diversity of ways in which they learn
INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>5.b. Assessment criteria and feedback to improve student performance and responsibility for learning</p> <p>Attributes</p> <ul style="list-style-type: none"> ▢ Assessment criteria ▢ Student use of assessment criteria ▢ Summative or cumulative feedback for learning 	<ul style="list-style-type: none"> ▢ Developing assessment criteria that lacks sufficient clarity or descriptiveness or may not be effectively communicated to student(s) ▢ Providing insufficient opportunity for student(s) to use assessment criteria for self-assessment or to take responsibility for learning ▢ Providing feedback on summative or cumulative progress that is not individualized or descriptive 	<ul style="list-style-type: none"> ▢ Developing and using prevention/intervention and behavioral assessment criteria that are generally clear and descriptive, aligned with outcomes but may not be consistently communicated or discussed with student(s) prior to assignments/assessments ▢ Providing some opportunities for student(s) to use assessment criteria for self and peers and to assume responsibility for own learning ▢ Providing individualized feedback on summative and cumulative progress that may be general and/or overly focused on errors with some guidance toward intervention goals 	<ul style="list-style-type: none"> ▢ Developing and using prevention/intervention and behavioral assessment criteria that are clear, descriptive, aligned with outcomes and communicated and discussed with student(s) prior to assignments or assessments ▢ Providing frequent opportunities for students to apply criteria to self-assess work and assume responsibility for their own learning ▢ Providing individualized and descriptive feedback on summative and cumulative progress that guides students towards intervention 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> ▢ Involving student(s) in developing assessment criteria ▢ Student(s) provide rationale for self-assessment results ▢ Students analyze their own results and progress toward achieving learning goals

CCT DOMAIN 5: Student and Educator Support Specialists: Assessment for Service Delivery

Service Providers use multiple measures and strategies to analyze student performance and to inform subsequent planning and intervention by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>5.c. Comprehensive data analysis, interpretation and communication</p> <p>Attributes</p> <ul style="list-style-type: none"> ☐ Comprehensive data to understand student achievement at a particular point in time and over time ☐ Collaborate, analyze, interpret and communicate data/results 	<ul style="list-style-type: none"> ☐ Insufficiently collecting student prevention/intervention or behavioral data/results to develop an understanding of students' progress ☐ Insufficiently communicating or collaborating with colleagues to review, analyze and interpret assessment data to monitor and adjust prevention/intervention or behavioral instruction 	<ul style="list-style-type: none"> ☐ Collecting some student prevention/intervention behavioral, social emotional or other data/results to develop an understanding of students' progress ☐ Communicating and collaborating with colleagues to review, analyze and interpret assessment data to monitor and adjust prevention/intervention or behavioral instruction predominantly through organized structures or processes and not as needs arise 	<ul style="list-style-type: none"> ☐ Collecting comprehensive student prevention/intervention, behavioral, social emotional or other data/results to develop an understanding of students' progress ☐ Communicating and collaborating with colleagues on an ongoing basis to review, analyze and interpret assessment data to monitor and adjust prevention/intervention or behavioral instruction 	<p>NOTE: no exemplary performance descriptor is provided for this indicator</p>

CCT DOMAIN 6: Student and Educator Support Specialists: Professional Responsibility and Leadership

Service Providers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>6.a. Engaging in continuous professional growth to impact services and student progress</p> <p>Attributes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflection and self-evaluation to analyze practice and impact on student learning <input type="checkbox"/> Response to feedback <input type="checkbox"/> Learning opportunities to enhance skills and student learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflecting or self-evaluating is insufficient for analyzing practice and impact on student learning <input type="checkbox"/> Responding negatively or reluctantly to supervisor or peer feedback and recommendations for improving practice <input type="checkbox"/> Participating in required professional learning that is limited to attendance at required sessions or opportunities 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflecting on and self-evaluating practice and student learning but lacks depth of analysis <input type="checkbox"/> Responding constructively to supervisor or peer feedback and recommendations for professional growth <input type="checkbox"/> Participating in school-based professional learning but initiating few opportunities to strengthen skills and student learning or apply new learning to practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflecting and self-evaluating demonstrates depth of analysis and direct impact on practice and student learning <input type="checkbox"/> Responding constructively to supervisor or peer feedback and proactively discussing areas for growth, professional learning and collaboration <input type="checkbox"/> Taking responsibility for own professional learning and actively initiating and participating in opportunities within and beyond the school to strengthen skills for student learning and apply new learning to practice 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with colleagues to reflect upon, analyze and improve individual practices to address learning, school and professional needs
INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>6.b. Collaborating to develop and sustain a professional learning environment to support student learning</p> <p>Attributes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributing to school improvement processes <input type="checkbox"/> Collaboration with colleagues and administrators 	<ul style="list-style-type: none"> <input type="checkbox"/> Participating with colleagues and stakeholders but minimally collaborates or contributes to developing the school improvement initiatives <input type="checkbox"/> Collaborating with colleagues and stakeholders in limited ways or when required to plan and engage in professional learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Participating on school or district committees and activities as required and beginning to engage in implementation of the school improvement initiatives <input type="checkbox"/> Collaborating with colleagues and administrators to engage in professional learning that is team-based, job embedded, sustained over time and aligned with CCSS and/or appropriate standards 	<ul style="list-style-type: none"> <input type="checkbox"/> Participating proactively with colleagues, stakeholders and administrators to develop school or district improvement planning, implementation, analysis and adjustment <input type="checkbox"/> Collaborating with colleagues and administrators to proactively plan, engage in and assist others in professional learning that is team-based, job-embedded, sustained over time and aligned with CCSS and/or other appropriate standards 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Leading and facilitating colleagues in efforts to develop school and district improvement efforts <input type="checkbox"/> Facilitating or coaching others in professional learning to improve practice and provide constructive feedback

CCT DOMAIN 6: Student and Educator Support Specialists: Professional Responsibility and Leadership

Service Providers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>6.c. Communicating and collaborating with colleagues, stakeholders and families to develop and sustain a positive school climate and support student learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Collaborating with colleagues, stakeholders and families to sustain positive school climate • Communicating with families • Culturally respectful communication with families and students 	<ul style="list-style-type: none"> • Collaborating insufficiently with colleagues to develop a positive school climate and reach out to families or interactions demonstrate bias and/or negativity • Communicating with families about student progress is primarily through required reports and conferences • Communicating with student(s) and families sometimes lacks respect for culture differences 	<ul style="list-style-type: none"> • Collaborating with colleagues and stakeholders to engage student(s) and families in efforts to develop and sustain a positive school climate • Communicating with families about student progress is provided through required reports and conferences and includes attempts to build relationships • Communication with student(s) and families in a generally culturally respectful manner 	<ul style="list-style-type: none"> • Collaborating with colleagues and stakeholders proactively to engage student(s) and families to develop and sustain a positive school climate • Communicating frequently and proactively with families about the learning expectations and student progress and developing positive relationships with families to promote student success • Communicating with students and families in a consistently culturally respectful manner 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Leading efforts within and outside the school to improve and strengthen the school climate • Developing unique strategies or digital and technological resources to communicate frequently with families and students • Seeking input from families and communities to support student growth and development
<p>6.d. Conducting oneself as a professional</p> <p>Attributes</p> <ul style="list-style-type: none"> • Code of professional ethics and responsibility • Standards of practice for discipline • Consistent with certification and licensure requirements 	<p><input type="checkbox"/> Service Provider actions are consistent with the commitment to student(s), the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators and standards of professional practice for the discipline.</p> <p><input type="checkbox"/> Service Provider actions are not consistent with the commitment to student(s), the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators and standards of professional practice for the discipline.</p>			

APPENDIX A **RATING SCALE**

INTRODUCTION

(from SEED)

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 is comprised of two categories:
 - a. Observation of teacher performance and practice (40%) as defined in Newtown's good vision of teaching Domains, which articulates the five domains of teacher practice.
 - b. *Parent (10%)* on teacher practice that is informed by surveys.
2. Student Outcomes Related Indicators: An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:
 - a. Student growth and development (45%) as determined by the teacher's student learning objectives (SLOs).
 - b. Student feedback (5%) as determined by student surveys.

Scores from each of the four categories will be combined (using the template in the next section) to produce a summative performance rating of Exemplary, Proficient, Developing, or Below Standard. The performance levels are defined as: Exemplary: substantially exceeds indicators of performance; Proficient: Meeting indicators of performance; Developing: Meeting some indicators of performance but not others; Below Standard: Not meeting indicators of performance.

Effective vs Noneffective

Novice teachers shall generally be deemed "effective" if the 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 of "developing" in year two and two sequential "proficient" ratings in years three and four. The superintendent may offer a contract to any educator he/she is deeming effective at the end of year four. This shall be accomplished through the specific issuance of that effect. Any novice teacher not meeting the "effective" criteria described above shall be considered "ineffective."

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. A post-tenure teacher shall otherwise be deemed "effective".

Rating Scale

				<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>	<i>Value</i>	<i>Subtotal</i>	<i>Factor</i>	<i>Final</i>
				4	3	2	1				
Teacher Practice	10%	Parent survey	Progress toward goal on Parent Survey	Exceeded goal	Met goal	Partially met goal	Did not meet goal			0.2	
	40%	I	Knowledge of Students	4	3	2	1		0.16		
		I	Knowledge of Content/Pedagogy	4	3	2	1				
		I	Designing Coherent Instruction	4	3	2	1				
		I	Designing Appropriate Assessment	4	3	2	1				
		II	Creating a Responsive and Respectful Classroom Environment	4	3	2	1		0.16		
		II	Sharing Accountability and Responsibility	4	3	2	1				
		II	Classroom Management	4	3	2	1				
		III	Instructional Techniques	4	3	2	1		0.16		
		III	Discussion and Questioning Techniques	4	3	2	1				
		III	Instructional Communication	4	3	2	1				
		III	Engaging Students in Learning	4	3	2	1				
		III	Flexibility and Responsiveness	4	3	2	1		0.16		
		IV	Monitoring Student Learning	4	3	2	1				
		IV	Feedback	4	3	2	1				
		IV	Analysis, Reflection and Support	4	3	2	1		0.16		
		V	Continuous Improvement	4	3	2	1				
		V	Collaboration	4	3	2	1				
		V	Communication	4	3	2	1				
V	Conduct	4	3	2	1						
V	Contributions	4	3	2	1						
Student Outcomes	45%		Progress toward Student Learning Outcome (SLO) goal 1	4	3	2	1		0.9		
			Progress toward Student Learning Outcome (SLO) goal 2	4	3	2	1				
	5%	Student Survey		Progress toward goal on Student Survey	Exceeded goal	Met goal	Partially met goal	Did not meet goal		0.1	

Teacher Practice Rating Table		Student Outcome Rating Table	
Teacher Practice Points		Student Outcome Points	
1.00-1.40	Below Standard	1.00-1.40	Below Standard
1.41-2.40	Developing	1.41-2.40	Developing
2.41-3.40	Proficient	2.41-3.40	Proficient
3.41-4.00	Exemplary	3.41-4.00	Exemplary

SESS Rating Scale

			<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>	<i>Subtotal</i>	<i>Factor</i>	<i>Final</i>	
			4	3	2	1				
Teacher Practice	10%	Parent survey	Progress toward goal on Parent Survey	Exceeded goal <input type="checkbox"/>	Met goal <input type="checkbox"/>	Partially met goal <input type="checkbox"/>	Did not meet goal <input type="checkbox"/>		0.2	#####
	40%	II a	Promoting a positive climate					#DIV/0!	0.16	#####
		II b	Promoting student engagement							
		II c	Promoting appropriate standards of behavior							
		II d	Promoting efficient routines							
		IIIA	Planning service delivery is aligned with standards					#DIV/0!	0.16	
		III b	Planning assessment and prevention/intervention							
		III c	Selecting appropriate assessment and							
		IV a	Delivery of services					#DIV/0!	0.16	
		IV b	Leading students to construct new learning through							
		IV c	Monitoring Student Learning							
		V a	Formative and summative assessments for learning					#DIV/0!	0.16	
		V b	Assessment criteria and feedback							
		V c	Comprehensive data analysis, interpretation, and							
		VI a	Engaging in growth to impact service and st. progress					#####	0.16	
		VI b	Collaborating to develop and sustain prof. learning envt.							
	VI c	Communicating and collaborating with peers and								
VI d	Conducting oneself as a professional									
Student Outcomes	45%	Student Performance		All or most students met or substantially exceeded the target(s) contained in the indicators.	Most students met the target(s) contained in the indicators within a few points on either side of the target.	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.	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.		#####	
			Progress toward Student Learning Outcome (SLO) goal 1				#DIV/0!	0.9		
	5%	Student Survey	Progress toward goal on Student Survey	Exceeded goal <input type="checkbox"/>	Met goal <input type="checkbox"/>	Partially met goal <input type="checkbox"/>	Did not meet goal <input type="checkbox"/>		0.1	

Teacher Practice Rating Table		Student Outcome Rating Table	
Teacher Practice Points		Student Outcome Points	
1-1.40	Below Standard	1-1.40	Below Standard
1.4-2.40	Developing	1.4-2.40	Developing
2.4-3.40	Proficient	2.4-3.40	Proficient
3.4-4.4	Exemplary	3.4-4.4	Exemplary

Using the Rating Scale

Teacher Practice:

1. Parent Survey (10%): A summative rating on progress toward a single measurable teacher goal for growth or performance based upon a review of survey results from the previous period is established based on the following scale:

4	Exceeded the goal
3	Met the goal
2	Partially met the goal
1	Did not meet the goal

2. Observation of Teacher Performance and Practice (40%): A summative rating based on the rubrics for professional practice is developed by averaging ratings for each indicator within the domains.

Student Outcomes:

1. Student Performance (45%): A summative rating on an average of progress toward multiple measurable teacher goals based upon Student Learning Outcomes (SLOs) is established based upon the following scale:

4	All or most students met or substantially exceeded the target(s) contained in the indicators.
3	Most students met the target(s) contained in the indicators within a few points on either side of the target.
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.
1	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

2. Student Survey (5%): A summative rating on progress toward a single measurable teacher goal for growth or performance based upon a review of survey results from the previous period is established based on the following scale:

4	Exceeded the goal
3	Met the goal
2	Partially met the goal
1	Did not meet the goal

Final *Teacher Practice* Rating is calculated by multiplying each subcategory average rating by a weighting factor and summing the products. The final Teacher Practice rating is converted from a numerical score using the following table:

Teacher Practice Rating Table	
Teacher Practice Points	
1.00-1.40	Below Standard
1.41-2.40	Developing
2.41-3.40	Proficient
3.41-4.00	Exemplary

Final *Student Outcomes* Rating is calculated by multiplying each subcategory average rating by a weighting factor and summing the products. The final Student Outcome rating is converted from a numerical score using the following table:

Student Outcome Rating Table	
Student Outcome Points	
1.00-1.40	Below Standard
1.41-2.40	Developing
2.41-3.40	Proficient
3.41-4.00	Exemplary

The Summative Rating is established using the Teacher Practice rating, the Student Outcome rating, and the Summative Rating Matrix (next page).

SUMMATIVE RATING MATRIX

The Newtown Professional Growth Plan for 2014-15 includes the SEED summative rating matrix shown below. The matrix and accompanying explanation are from the 2013 SEED handbook, page 42.

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.

		<i>Teacher Practice Related Indicators Rating</i>			
		4	3	2	1
<i>Student Outcomes Related Indicators Rating</i>	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

APPENDIX B

Guiding Questions for Teacher Reflection

1. What was the single most effective element of the instruction? Why?
2. How would you modify the lesson (add, keep or delete)? What did you discover about your students' learning and how will it impact future teaching and learning?
3. How did the lesson support student metacognition? If it did not, what could you do next time to support it?
4. Who did the work?
5. What did the students learn?
6. What was the evidence of the student learning?
7. How do you know who learned well and who needs remediation?
8. How did the lesson support differentiation? If it did not, what could you do next time to support it?
9. What is the next level of work?
10. What questions do you have that might help you move forward in a meaningful way?

CEIJ Format for Post Observation

CLAIM – Generalizations about patterns of performance

EVIDENCE – Samples/examples supporting the claim (observations, student work, plans)

IMPLICATION/INTERPRETATION/IMPACT - Highlights the effect or impact of the C-E on student learning

JUDGMENT - Statements reflecting the value or worth of the performance and what might or should be done in the future to grow or remediate their performance.

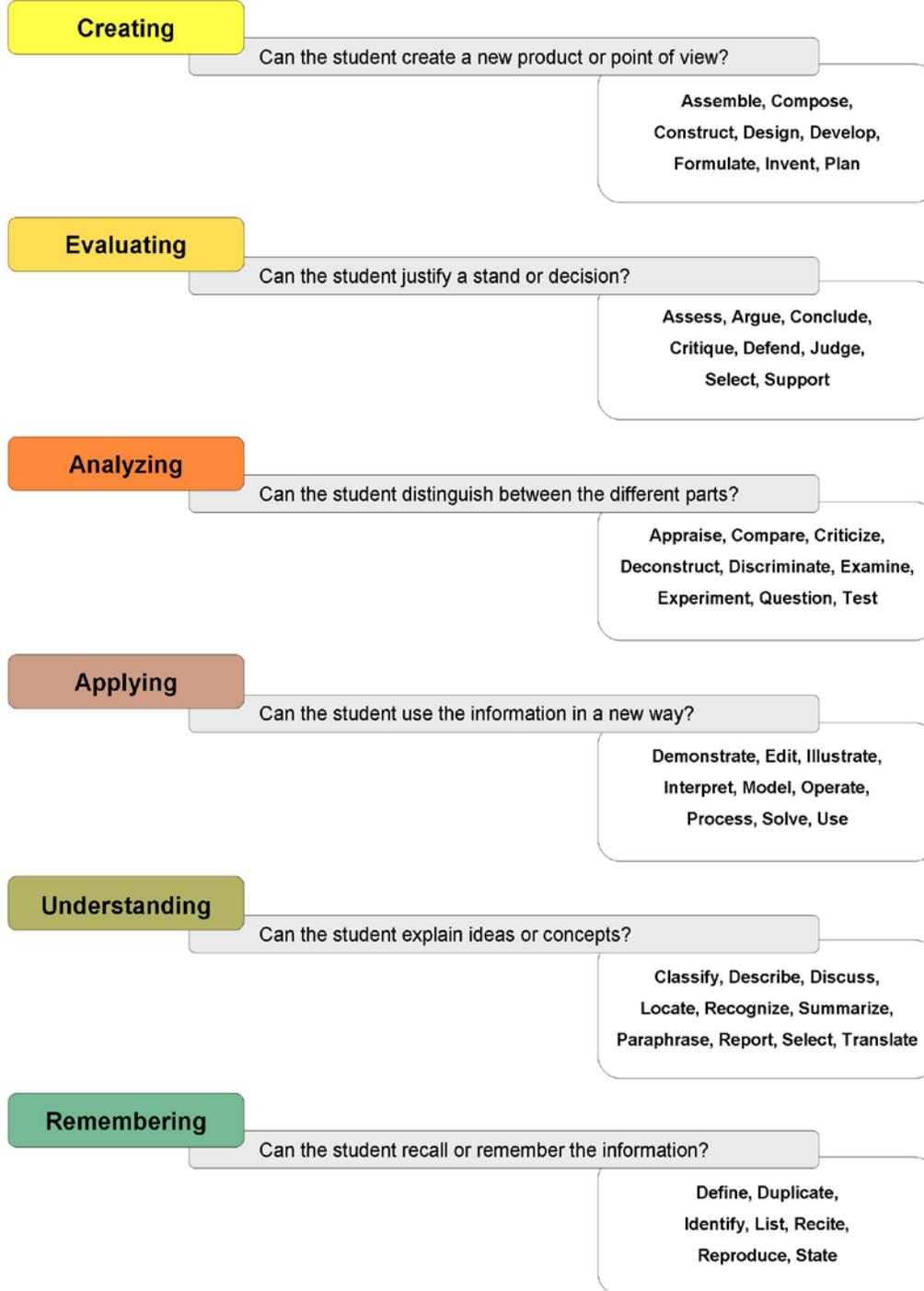
Material in this section is excerpted/paraphrased from:

Alexander D. Platt, Ed.D., Ready About Consulting, www.Ready-About.Com

Anderson's Taxonomy

1. **Remembering:** Retrieving, recalling, or recognizing knowledge from memory.
 - Producing definitions, facts or lists, or recite or retrieve material.
2. **Understanding:** Constructing meaning from different types of functions – written or graphic
 - Interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining
3. **Applying:** Carrying out or using a procedure
 - Executing or implementing
 - Learned material is used in products, like models, presentations, interviews or simulations.
4. **Analyzing:** Breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to the overall structure or purpose.
 - Actions like differentiating, organizing, and attributing and being able to distinguish between components
 - Illustrated by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.
5. **Evaluating:** Making judgments based on criteria and standards.
 - Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation.
6. **Creating:** Putting elements together to form a coherent or functional whole
 - Reorganizing elements into a new pattern or structure through generating, planning, or producing.
 - Requires putting parts together in a new way or synthesizing parts into something new; a different form or new product.

Newtown's Taxonomy of Learning Domains



APPENDIX C

Responsibility For Evaluation Of Personnel

Person	Primary Responsibility	Cooperative Responsibility
Classroom teacher, Special Education Teacher, Specialist, Reading Consultant, Pupil Services Personnel	Principal	Assistant Principal, Department Chairperson, Director of Pupil Personnel*, Director of Music, Director of Guidance
Department Chairperson	Principal	Assistant Principal
Assistant Principal	Principal	
Principal, Director of Pupil Services	Superintendent	Assistant Superintendent
Assistant Superintendent	Superintendent	
Superintendent	Board of Education	

*Director of Pupil Services may be the primary evaluator for the following positions: School Psychologist, Speech Therapist, Social Worker, District-Wide Special Education Program Teacher.

APPENDIX D

Glossary

CEIJ: Format for observing classroom. This acronym stands for

CLAIM – Generalizations about patterns of performance

EVIDENCE – Samples/examples supporting the claim (observations, student work, plans)

IMPLICATION/INTERPRETATION/IMPACT - Highlights the effect or impact of the C-E on student learning

JUDGMENT - Statements reflecting the value or worth of the performance and what might or should be done in the future to grow or remediate their performance

SLO: Student Learning Objective. A guide for development of SLOs and sample SLOs can be found at <http://www.connecticutseed.org>.

IAGD: Indicator of academic growth and development which can be classified as “standard” or “nonstandard.” Further details about IADGs can be found at <http://www.connecticutseed.org>.

Examples of standardized indicator of growth and development include CMT, CAPT, DRP, NWEA data, etc.

Examples of non-standardized indicators of growth and development include performance assessments rated against a rubric, portfolios rated against a rubric, common district-wide assessments,

Formal Observation: Minimum 30 minute in-class observation with feedback.

Informal Observation: Less than 30-minute observation of professional practice including check-ins, observations of data team meetings, PLC meetings, coaching/mentoring colleagues, review of lesson plans or other teaching artifacts. Informal observations receive feedback.

APPENDIX E

Connecticut Code of Professional Responsibility for Educators

Regulations of Connecticut State Agencies

Section 10-145d-400a

(a) PREAMBLE

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession. The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the profession, the community and the family.

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

(b) Responsibility to the Student:

(1) The professional educator, in full recognition of his or her obligation to the student, shall:

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

(c) Responsibility to the Profession:

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

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

(d) RESPONSIBILITY TO THE COMMUNITY

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

(e) **RESPONSIBILITY TO THE STUDENT'S FAMILY**

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

UNPROFESSIONAL CONDUCT*

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

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

(i) **Code revision**

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

Stefan Pryor
Commissioner of Education

Diane D. Ullman
Interim Chief Talent Officer

Page 97

Nancy L. Pugliese
Chief, Bureau of Educator Standards and Certification

**NEWTOWN BOARD OF EDUCATION
SUMMARY - CAPITAL IMPROVEMENT PLAN
2015/16 TO 2019/20**

**For Review & Approval for
the BOE meeting on 8/19/14**

CIP Item #	Location	Description of Project	underway 2014/15	Year 1	Year 2	Year 3	Year 4	Year 5	TOTALS
				2015/16	2016/17	2017/18	2018/19	2019/20	
7	Hawley Elem.	HVAC Phase II Ventilation Improvements, electrical upgrades '21, '48 and '97 sections.		\$0				\$3,700,000	
3	Hawley Elem.	Roof replacement 1948 and 1997 sections			\$0	\$800,000			\$4,500,000
*	Sandy Hook Elem	Design, engineering & construction	(\$49,250,000)						-\$49,250,000
8 4	Middle Gate Elem Middle Gate Elem	Roof replacement 1964 and 1992 sections Replace original 1964 boiler plant				\$650,000		\$1,500,000	\$2,150,000
5 5 6	Middle School Middle School Middle School	Phase 0 - Professional Services Phase I - New boilers and re-piping Phase II - Ventilation renovations				\$100,000 \$2,100,000		\$4,805,000	\$7,005,000
1 1 2	High School High School High School	Phase 0 - Professional Services Auditorium; ADA code, replace duct work, lighting, seating, rigging, fire sprinkler system Restoration of roof with replacement of lobby roof	\$100,000 \$2,200,000	\$1,300,000 **	\$1,040,000				\$2,340,000
TOTAL COSTS OF ALL PROJECTS			\$51,550,000	\$1,300,000	\$1,040,000	\$3,650,000	\$4,805,000	\$5,200,000	\$65,245,000
TOTAL TO BE BONDED			\$2,300,000	\$1,300,000	\$1,040,000	\$3,650,000	\$4,805,000	\$5,200,000	\$15,995,000
School Building Grant Eligible				\$534,000 **		\$272,000		\$510,000	\$1,316,000

Shading represents items new to the plan

**Code grant eligibility on total project costs only.

*Funding provided by the State of Connecticut. This project will not be bonded locally and will not impact Newtown's budget or tax rate.

Eligibility for project inclusion on the CIP is that the cost must exceed 0.25% of the Town Budget, \$111,066,204. For 2014-15 the threshold is \$277,666.

Town of Newtown, Connecticut
Capital Improvement Plan
 '15/'16 thru '19/'20

PROJECTS & FUNDING SOURCES BY DEPARTMENT

Department	Project#	Priority	'15/'16	'16/'17	'17/'18	'18/'19	'19/'20	Total
Board of Education								
High School Auditorium Improvements (Part 2)	BOE - 1	1	1,300,000					1,300,000
<i>Bonding</i>			766,000					766,000
<i>Grants</i>			534,000					534,000
High School Roof Restoration & Replacement	BOE - 2	1		1,040,000				1,040,000
<i>Bonding</i>				1,040,000				1,040,000
Hawley School - Roof Replacement	BOE - 3	1			800,000			800,000
<i>Bonding</i>					528,000			528,000
<i>Grants</i>					272,000			272,000
Middle Gate Boiler Replacement	BOE - 4	1			650,000			650,000
<i>Bonding</i>					650,000			650,000
Middle School Improvements	BOE - 5 & 6	1			2,200,000	4,805,000		7,005,000
<i>Bonding</i>					2,200,000	4,805,000		7,005,000
Hawley HVAC Renovations	BOE - 7	1					3,700,000	3,700,000
<i>Bonding</i>							3,700,000	3,700,000
Middle Gate - Roof Replacement	BOE - 8	1					1,500,000	1,500,000
<i>Bonding</i>							990,000	990,000
<i>Grants</i>							510,000	510,000
Board of Education Total			1,300,000	1,040,000	3,650,000	4,805,000	5,200,000	15,995,000
GRAND TOTAL			1,300,000	1,040,000	3,650,000	4,805,000	5,200,000	15,995,000

**Capital Improvement Plan
Town of Newtown, Connecticut**

'15/'16 thru '19/'20

Project # BOE - 1
Project Name High School Auditorium Improvements (Part 2)

Type Building construction/renovation **Department** Board of Education
Useful Life **Contact** RON BIENKOWSKI, DIRECTO
Category Buildings **Priority** TBD

Description

Part 1 of this project consisted of replacement of the original 1970 auditorium seating, replacement of the carpeting, replacement of house lighting, HVAC repairs, installation of LED isle lighting and repair of concrete floor.

Part 2 came about because the repair of the concrete floor was not possible if we were to meet current ADA requirements. Part 2 represents the reconstruction of the concrete floor with ramps added to meet current ADA requirements.

Justification

Part 2 was added because the auditorium floor is not properly pitched for ADA. No level cross isles exist and there is no access to the stage from the seating area. These are all not ADA compliant.

Prior	Expenditures	'15/'16	'16/'17	'17/'18	'18/'19	'19/'20	Total
2,300,000	Construction/Maintenance	1,300,000					1,300,000
Total	Total	1,300,000					1,300,000

Prior	Funding Sources	'15/'16	'16/'17	'17/'18	'18/'19	'19/'20	Total
2,300,000	Bonding	766,000					766,000
	Grants	534,000					534,000
Total	Total	1,300,000					1,300,000

Budget Impact/Other

Code compliance to meet ADA requirements which limit liability in the space. ADA Code compliance will result in a reimbursement fo \$534,000 from the State. These upgrades will enhance safety and egress for the space.

Capital Improvement Plan
Town of Newtown, Connecticut

'15/'16 thru '19/'20

Project # BOE - 2
Project Name High School Roof Restoration & Replacement

Type Building construction/renovation **Department** Board of Education
Useful Life **Contact** RON BIENKOWSKI, DIRECTO
Category Buildings **Priority** TBD

Description
 High School roof restoration consisting of a re-coat product with a 10 year warranty.
 Replacement of lobby roof section with new single-ply PVC product.

Justification
 High School roof is currently a 17 year old single ply PVC roof. Single ply PVC roof systems have a life expectancy of 20 years.

Expenditures	'15/'16	'16/'17	'17/'18	'18/'19	'19/'20	Total
Construction/Maintenance		1,040,000				1,040,000
Total		1,040,000				1,040,000

Funding Sources	'15/'16	'16/'17	'17/'18	'18/'19	'19/'20	Total
Bonding		1,040,000				1,040,000
Total		1,040,000				1,040,000

Budget Impact/Other
 Savings will be realized through a 10 year full warranty on repairs as well as mitigating new roof bonding in excess of \$3.5MM.

Capital Improvement Plan
Town of Newtown, Connecticut

'15/'16 thru '19/'20

Project #	BOE - 3
Project Name	Hawley School - Roof Replacement

Type Building construction/renovation	Department Board of Education
Useful Life	Contact RON BIENKOWSKI, DIRECTO
Category Buildings	Priority TBD

Description
Complete roof replacement for 1948 and 1997 sections.

Justification
Roof system on 1948 and 1997 sections will exceed life expectancy in requested budget year.

Expenditures	'15/'16	'16/'17	'17/'18	'18/'19	'19/'20	Total
Construction/Maintenance			800,000			800,000
Total			800,000			800,000

Funding Sources	'15/'16	'16/'17	'17/'18	'18/'19	'19/'20	Total
Bonding			528,000			528,000
Grants			272,000			272,000
Total			800,000			800,000

Budget Impact/Other
savings will be realized through savins in roof repairs as well as energy savings using better quality roof insulation.
Project eligible for state grant (reimbursement) of approximately \$272,000.

Capital Improvement Plan
Town of Newtown, Connecticut

'15/'16 thru '19/'20

Project # BOE - 4
Project Name Middle Gate Boiler Replacement

Type Building construction/renovation **Department** Board of Education
Useful Life **Contact** RON BIENKOWSKI, DIRECTOR
Category Buildings **Priority** TBD

Description
 Removal and replacement of original 1964 boiler plant

Justification
 Existing boilers and burners have exceeded life expectancy and are extremely inefficient. This project will allow new plant to use natural gas as a fuel source.

Expenditures	'15/'16	'16/'17	'17/'18	'18/'19	'19/'20	Total
Construction/Maintenance			650,000			650,000
Total			650,000			650,000

Funding Sources	'15/'16	'16/'17	'17/'18	'18/'19	'19/'20	Total
Bonding			650,000			650,000
Total			650,000			650,000

Budget Impact/Other
 This project will reduce maintenance and repair costs through new equipment warranty and life cycle of 20+ years. Project also allows use of natural gas which will reduce energy costs as well as reduce carbon emissions.

Capital Improvement Plan
Town of Newtown, Connecticut

'15/'16 thru '19/'20

Project # BOE - 5 & 6
Project Name Middle School Improvements

Type Building construction/renovation **Department** Board of Education
Useful Life **Contact** RON BIENKOWSKI, DIRECTO
Category Buildings **Priority** 1 - High

Description

Climate Control renovation and code compliance: This project consists of replacement of original boiler plant to a higher efficiency forced water system (phase I - 2017/18) as well as upgrades to existing packaged HVAC roof top units (phase II - 2018/19).

Justification

As stated in the Climate Control Committee Report, dated August 2003, and the air quality retesting done in the spring of 2010, there is a need to upgrade the HVAC system at the MS. The upgrade will address the age of the boilers, the ineffectiveness of the system as a whole and the improvement of the air quality. The boiler plant is currently 60 years old and two of the four boilers have been de-commissioned due to failure. The building is also being heated through a hybrid system of steam and forced hot water. A High efficiency boiler plant along with re-piping the facility to forced hot water will ensure continued operation and a tremendous financial and energy savings to our town/district.

Expenditures	'15/'16	'16/'17	'17/'18	'18/'19	'19/'20	Total
Planning/Design			100,000			100,000
Construction/Maintenance			2,100,000	4,805,000		6,905,000
Total			2,200,000	4,805,000		7,005,000

Funding Sources	'15/'16	'16/'17	'17/'18	'18/'19	'19/'20	Total
Bonding			2,200,000	4,805,000		7,005,000
Total			2,200,000	4,805,000		7,005,000

Budget Impact/Other

This project will reduce repair/maintenance costs through new equipment warranty & life cycle of 20+ years. It will also meet current air quality codes. This project will also allow us to use natural gas which will reduce energy costs as well as reduce carbon monoxide emissions.

Capital Improvement Plan

Town of Newtown, Connecticut

'15/'16 thru '19/'20

Project #	BOE - 7
Project Name	Hawley HVAC Renovations

Type Building construction/renovation	Department Board of Education
Useful Life	Contact RON BIENKOWSKI, DIRECTO
Category Buildings	Priority 1 - High

Description
<p>In response to your request to update the cost estimates for Proposed Phases Two and Three for the Hawley School, please be advised that my estimate for Phase Two includes the HVAC work that was deleted from Phase One. Please recall that the Town directed the B & S C to modify Phase One to include only the following:</p> <ul style="list-style-type: none">• <input type="checkbox"/> The replacement of the boilers in the 1948 Boiler Room.• <input type="checkbox"/> Related Boiler Room modifications.• <input type="checkbox"/> The replacement of the steam radiation and related classroom modifications in the 1948 section of the building. <p>The revised estimate for Phase Two will be comprised of the original Phase Two work combined with the work that was eliminated from the original Phase One. For clarity, the tasks are for both the 1948 & 1997 sections of the building. Therefore, the following is the revised scope of work for Phase Two:</p> <p>MECHANICAL TASKS:</p> <ul style="list-style-type: none">• <input type="checkbox"/> The provision of new roof top HVAC equipment.• <input type="checkbox"/> Install new horizontal ductwork in 1948 section.• <input type="checkbox"/> Modify ductwork in the 1997 section.• <input type="checkbox"/> Extend new gas service to roof top equipment.• <input type="checkbox"/> Install vertical duct risers.• <input type="checkbox"/> Extend energy management system.• <input type="checkbox"/> Install new fire service.• <input type="checkbox"/> Install new fire suppression system. <p>ELECTRICAL TASKS:</p> <ul style="list-style-type: none">• <input type="checkbox"/> Replace existing electrical service.• <input type="checkbox"/> Relocate Electrical Service Room.• <input type="checkbox"/> Replace/modify existing electrical distribution panels.• <input type="checkbox"/> Modify existing addressable fire alarm Panel in renovated areas.• <input type="checkbox"/> Modify existing emergency lighting, signage and detection devices.• <input type="checkbox"/> Provide new lighting in areas renovated.• <input type="checkbox"/> Provide new emergency generator (alternate). <p>RELATED RENOVATION TASKS:</p> <ul style="list-style-type: none">• <input type="checkbox"/> Replace existing ceilings to accommodate new ductwork.• <input type="checkbox"/> Provision of gypsum board enclosures and ceiling drops as required to accommodate new ductwork.• <input type="checkbox"/> Replace existing roof on 1948 section.• <input type="checkbox"/> Repair existing roof on 1997 section.• <input type="checkbox"/> Reinforce existing roof on 1948 section to accommodate new roof equipment.• <input type="checkbox"/> Repair distressed masonry at window select heads.• <input type="checkbox"/> Repair of ceiling, floor and wall penetrations related to new ductwork, fire piping and electrical distribution.• <input type="checkbox"/> Repair finishes and fixtures affected by renovations.• <input type="checkbox"/> Temporary relocation of furnishings affected by renovations.• <input type="checkbox"/> Final cleaning. <p>Our revised estimate for Phase Two tasks as described above is \$4,500,000.00 if constructed in the summer of 2015. In revising the CIP, the facilities committee reduced this amount by \$800,000 for the roof replacement which will be done in 2017-18.</p> <p>The previous estimate(s) for Phase Three should be escalated by about 3 % if the work is constructed in 2016:</p> <ul style="list-style-type: none">• <input type="checkbox"/> Phase Three A, HVAC and Related Work only, \$2,650,000.00.

Capital Improvement Plan

'15/'16 thru '19/'20

Town of Newtown, Connecticut

- Phase Three B, HVAC and Related Work plus ADA Improvements to 1921 Section. \$6,990,000.00

None of the above estimates factor in potential state reimbursement. Please note that the construction duration for Phase Three A is estimated to be four (4) months. The construction duration for Phase Three B is estimated to be twelve (12) months.

Justification

The purpose of this project is to comply with current building code requirements for fresh air exchange and ventilation in classrooms and to replace aging equipment which exceeds its useful life.

Built in 3 sections, 1921, 1948 and 1997, this facility is currently heated by 2 boiler plants. The 1921 section is served by 2 steam boilers and the 1997 section is served by one hot water boiler which is located in the 1948 boiler room. The 1948 section has old cast iron radiators, while the 1921 section has been largely upgraded to fin-tube heaters. Problems with poor temperature control capabilities and long system-response time for temperature regulation create many rooms that are either too cold or too hot during the winter season.

The steam boilers in the 1921 section are relatively new (1993), but the 1948 section is operating with the original equipment and is coming to the end of its useful life. The hot water boiler was installed in 1997. Mechanical ventilation exists in all rooms, but requires windows to be opened to provide 'make-up' or fresh air. This is a particular problem in the 1921 portion, where road noise and auto/truck emissions are introduced to the classrooms when windows are opened. The 1997 section has some air-conditioned spaces, but the addition has six classrooms that are not air-conditioned. The computer room, nurse's room, library, gym and office are air-conditioned.

Expenditures	'15/'16	'16/'17	'17/'18	'18/'19	'19/'20	Total	Future
Construction/Maintenance					3,700,000	3,700,000	2,650,000
Total					3,700,000	3,700,000	Total

Funding Sources	'15/'16	'16/'17	'17/'18	'18/'19	'19/'20	Total	Future
Bonding					3,700,000	3,700,000	2,650,000
Total					3,700,000	3,700,000	Total

Budget Impact/Other

Operating and maintenance costs estimated at \$9,500/year.

- * New boiler will have a 20+ year life cycle.
- * New HVAC will have a 20+ year life cycle.
- * Lower maintenance costs

A new boiler plant and HVAC systems will afford the BOE much needed longevity of 20+ years on these systems, lower maintenance and repair costs, energy savings and better air quality in the building.

Capital Improvement Plan
Town of Newtown, Connecticut

'15/'16 thru '19/'20

Project #	BOE - 8
Project Name	Middle Gate - Roof Replacement

Type	Building construction/renovation	Department	Board of Education
Useful Life		Contact	RON BIENKOWSKI, DIRECTO
Category	Buildings	Priority	TBD

Description
Complete roof replacement.

Justification
Roof system on 1964 building last reroofed in 1998 will exceed life expectancy in requested budget year. The 1992 section was last reroofed in 1992 and restored in 2012 will also exceed life expectancy.

Expenditures	'15/'16	'16/'17	'17/'18	'18/'19	'19/'20	Total
Construction/Maintenance					1,500,000	1,500,000
Total					1,500,000	1,500,000

Funding Sources	'15/'16	'16/'17	'17/'18	'18/'19	'19/'20	Total
Bonding					990,000	990,000
Grants					510,000	510,000
Total					1,500,000	1,500,000

Budget Impact/Other
savings will be realized through savins in roof repairs as well as energy savings using better quality roof insulation.
Project eligible for state grant (reimbursement) of approximately \$510,000.

2014-15 PROJECTED CLASS SIZES K-4

HAW	KINDER	FIRST	SECOND	THIRD	FOURTH	TOTALS
ENROLLED	50	64	60	69	80	323
CLASS SIZES	16, 17, 17	16, 16, 16, 16	20, 20, 20	23, 23, 23	20, 20, 20, 20	17
SHS						
ENROLLED	63	79	62	68	94	366
CLASS SIZES	15, 16, 16, 16	19, 20, 20, 20	15, 15, 16, 16	17, 17, 17, 17	18, 19, 19, 19, 19	21
MG						
ENROLLED	66	64	83	84	93	390
CLASS SIZES	16, 16, 17, 17	16, 16, 16, 16	20, 21, 21, 21	21, 21, 21, 21	23, 23, 23, 24	20
HOM						
ENROLLED	54	43	75	75	62	309
CLASS SIZES	18, 18, 18	14, 14, 15	18, 19, 19, 19	25, 25, 25	20, 21, 21	16

8/11/2014

1388

HAW	KINDER	FIRST	SECOND	THIRD	FOURTH	TOTALS
ENROLLED	50	64	60	69	80	323
CLASS SIZES	16, 17, 17	16, 16, 16, 16	20, 20, 20	23, 23, 23	20, 20, 20, 20	17
SHS						
ENROLLED	63	78	61	65	93	360
CLASS SIZES	15, 16, 16, 16	19, 19, 20, 20	15, 15, 15, 16	16, 16, 16, 17	18, 18, 19, 19, 19	21
MG						
ENROLLED	67	64	84	84	94	393
CLASS SIZES	16, 17, 17, 17	16, 16, 16, 16	21, 21, 21, 21	21, 21, 21, 21	23, 23, 24, 24	20
HOM						
ENROLLED	52	43	75	74	62	306
CLASS SIZES	17, 17, 18	14, 14, 15	18, 19, 19, 19	24, 25, 25	20, 21, 21	16

7/14/2014

HAW	KINDER	FIRST	SECOND	THIRD	FOURTH	TOTALS
ENROLLED	49	64	61	72	80	326
CLASS SIZES	16, 16, 17	16, 16, 16, 16	20, 20, 21	24, 24, 24	20, 20, 20, 20	
SHS						
ENROLLED	61	77	62	65	94	359
CLASS SIZES	15, 15, 15, 16	19, 19, 19, 20	15, 15, 16, 16	16, 16, 16, 17	18, 19, 19, 19, 19	
MG						
ENROLLED	68	64	83	84	94	393
CLASS SIZES	17, 17, 17, 17	16, 16, 16, 16	20, 21, 21, 21	21, 21, 21, 21	23, 23, 24, 24	
HOM						
ENROLLED	55	44	76	74	61	310
CLASS SIZES	18, 18, 19	14, 15, 15	19, 19, 19, 19	24, 25, 25	20, 20, 21	

6/27/2014

HAW	KINDER	FIRST	SECOND	THIRD	FOURTH	TOTALS
ENROLLED	48	63	61	72	80	324
CLASS SIZES	16, 16, 16	15, 16, 16, 16	20, 20, 21	24, 24, 24	20, 20, 20, 20	
SHS						
ENROLLED	65	78	65	63	93	364
CLASS SIZES	16, 16, 16, 17	19, 19, 20, 20	16, 16, 16, 17	15, 16, 16, 16	18, 18, 19, 19, 19	
MG						
ENROLLED	65	64	82	88	94	393
CLASS SIZES	16, 16, 16, 17	16, 16, 16, 16	19, 19, 19, 20	22, 22, 22, 22	23, 23, 24, 24	
HOM						
ENROLLED	51	44	69	74	64	302
CLASS SIZES	17, 17, 17	14, 15, 15	17, 17, 17, 18	24, 25, 25	21, 21, 22	

6/3/2014

Superintendent's Goals for the 2014-2015 School Year

1. To provide focused, systematic, and sustainable funding for the improvement of student learning:

- On or before August 1st meet with the newly reconstituted curriculum subcommittee of the NBOE to establish goals and priorities for the 2014-2015 school year:
 - Examine both horizontal and vertical alignment of instruction paying close attention to transition grades 4/5, 6/7, 8/9.
 - Review recently established (2013-2014) all-day kindergarten.
 - Review recently established pedagogy with Columbia's Readers and Writers Workshop.
 - Explore and recommend to the NBOE findings pertaining to K-12 world language.
 - Review present framework for homebound instruction.
 - Continue to monitor and review the K-12 GATES program.
 - Explore the virtual learning framework at NHS in both a personalized and blended protocol.
 - Review present alternative programming and report back to the NBOE with findings on or before February 1, 2015.
 - Recommend to the NBOE a complete professional development needs assessment prior to the adoption of the 2015-2016 school calendar.
- On or before October 1st complete the design and the membership of the district's long term planning committee with a target date to report findings back to the NBOE on or before May 2015.
- On or before December 1, 2014 report back to the Newtown Board of Education with the results of the ongoing enrollment study.
- On or before January 1, 2015 report back to the NBOE with an update of the joint facility study in partnership with the Board of Selectmen and the Board of Finance.

2. To enhance educational partnerships throughout the Newtown community.

- On or before October 1, 2014 establish partnerships with senior citizens and the Senior Citizen Center.
- On or before September 1, 2014 produce a monthly broadcast on the local access station to better inform the community about its school system.
- Throughout the 2014-2015 school year meet and speak to civic organizations in Newtown to better inform their membership of the mission / vision / philosophy of the Newtown Board of Education.
- On or before September 1, 2014 establish a strong partnership with police and fire to ensure safe schools:
 - Maintain a positive relationship with the Newtown and Monroe Police Department
 - Facilitate the Newtown Safety Committee.
 - Monitor the recently established retired officer armed security program.
 - Meet monthly with the district's security director.
- On or before September 1, 2014 meet with all stakeholders that will continue to support the recovery process for the NBOE staff, students and their parents:
 - Establish a weekly meeting with the SERV grant director to fully understand and support all mental health recovery issues.
 - On or before December 1, 2014 report to the NBOE the ongoing recovery of the district as supported by the Department of Justice and Department of Education.

- On or before September 1, 2014 create a mentoring program for the district's at-risk children.
- Throughout the 2014-2015 school year regularly attend school PTA meetings to support administration and the parents of the Newtown Public Schools.
- Hold quarterly "town meetings" for the community to fully understand the opinion and the pulse of all stakeholders pertaining to teaching, learning, safety, and security.

3. To enhance the district's Technology Plan for students and staff.

- On or before the submission of the 2015-2016 proposed operational plan present to the NBOE a three year technology phase-in program that would move the district forward for optimal teaching and learning.

4. To create a student / staff *Celebration of Excellence* program throughout the district.

- The Newtown Board of Education will recognize outstanding student and staff achievement at its monthly meetings.
- The Board of Education office will showcase exceptional work created by K-12 students.
- A quarterly newsletter will be shared with staff recognizing outstanding contributions within the Newtown Public Schools' community.
- Develop an annual end-of-year *Profiles in Professionalism* program for all certified and non-certified staff which will recognize a dozen hard working employees who simply do outstanding work with little fanfare or recognition.
- Honor the Top 10 Scholars at Newtown High School with a recognition luncheon sponsored by the superintendent.

New Program Application
NEWTOWN PUBLIC SCHOOLS

What will the program be called? Give a brief description of the program.

This program is **Advanced Auto**, which is currently offered as an independent study to students who have completed Auto 1, and Auto 2. This course involves more difficult/complex projects, and includes teaching and assisting other students from levels 1 and 2.

Planning

1. What is the documented need for the program?
Students do not have advanced automotive offered as a class, nor does it count in their GPA, or count toward their 5 classes per semester class load.
2. What research is available about the effectiveness of this program or others like it?
Automotive technology cannot be outsourced. It will always be a need for our society as long as people drive cars.
3. How does the program align with the mission and beliefs of the Newtown Public Schools?
Yes, this curriculum promotes the civic/social aspect of students teaching other students, and provides opportunity for students to solve complex problems.
4. Who have you communicated with about the program and what are the responses? Catherine Ostar brought this to my attention, and we have discussed this with Steve George, the automotive teacher, as well as Lorrie Rodrigue, principal. Linda Gejda was also approached. All were accepting to the idea as long as we provided written curriculum to participants, which will be started this summer with Steve George providing the necessary curriculum.
5. Was the program critiqued by a curriculum committee? What were their comments?
No, this was not reviewed by the curriculum committee, but it was reviewed by the Department Chairs/Leadership team on two occasions.
6. Which staff and students will participate in the first year of the program? How will they be selected?
Steve George will provide the course, write the curriculum, and implement the curriculum. Students will select this course offering on an as-needed basis.
7. What are the staffing implications? No additional cost.
8. Do you anticipate that this will become a mandated program? No.
9. When and how will the initial, start-up curriculum be written prior to initiation of the program?
We have 4 hours of curriculum allotted for the summer. Additional hours will be needed as we hone the curriculum.
10. What is the plan for pre-implementation training and follow-up training?
Steve has deep content knowledge, and a great understanding of his students. He will custom design experiences for individual students to provide a quality program.
11. What other costs are involved? None.

Measuring Effects

12. How will you measure the program effectiveness?
Steve George will develop curriculum, which measures CT Technology Education standards of using technology to solve problems, and make informed decisions based on research. Students will also develop strategies to employ in solving real world problems.
13. Who will use the information to decide if the program will be continued?
This program works by students arranging this opportunity to learn with the teacher, and having a plan ahead of time, which is carried out the following semester.

Introduction to Western Philosophy

This course will examine the evolution of philosophy in the western world, focusing on the evolution of two important areas: (1) the meaning of human existence and perceiving our world; metaphysics and epistemology, and (2) the development of the perfect society and its moral implications; moral and political philosophy. Through the works of western philosophers from Socrates to Nietzsche, students will explore these questions through history, literature, and the arts.

Units of Study:

Unit 1: Truth and Experience – Skepticism, Rationalism and Empiricism.

Unit 2: Morality, Justice and Duty in the Ancient World - Socrates, Plato and Aristotle

Unit 3: An analysis of Ethical Principles: Deontology vs. Utilitarianism

Unit 4: Modern Conceptions of Justice and the Role of the State – Rawls vs Nozick

Unit 5: Evolution of Existential Thought - Nietzsche to Sartre

Unit 1: Truth and Experience – Skepticism, Rationalism and Empiricism.**Unit Focus: Origins**

Lens: Origins, Truth and Reason

Topic Generalizations:

Generalization #1**Truth is objective and can only be reached through simple reasoning and questioning.**

- Guiding Questions:
 - Was Plato a skeptic?
 - Did Descartes allow for the fact that our mind can deceive us when he famously stated “ I think therefore I am”

Generalization #2**Truth leads us to confront our origins so that we have an idea of where to go.**

- Guiding Questions:
 - Is Hume correct when he posits that the self is unknowable, therefore the truth about the self can never be attained?
 - Does Locke’s idea of the *tabula rasa* destroy any chance that he could be a skeptic?
 - Is Plato a rationalist or a skeptic? Are these ideas mutually exclusive?

Generalization #3**Questioning all things allows for further learning and self-improvement.**

- Guiding Questions:
 - Does the fact that questions with regards to the origin of knowledge cannot be answered make asking them a waste of time?
 - What makes these different positions about the origin of knowledge more credible?
 - How can we use these ideas to improve our own lives?

Unit Assessment #1:**Student Film**

- Form small student groups (two to five) to collaborate in the development of a short film (approximately three to five minutes). Each film will explain either one (or more) approach to epistemology or relevant issues in epistemology.

Unit Assessment #2:**Persuasive Essay**

- Students will write a persuasive essay on the prompt – *What is the origin of knowledge?* – this will be linked to the written performance rubric.

Common Core Standards:**Reading Standards for Literacy in History**

- Integration of Knowledge and Ideas – Integrate and evaluate multiple ideas of information presented in diverse formats in order to address a question or solve a problem.
- Craft and Structure – Integrate information from diverse sources both primary and secondary into a coherent understanding of an idea or an event noting discrepancies among sources.

Writing Standards for Literacy in History

- Introduce precise knowledgeable claims establish the significance of that claim from alternate or opposing claims distinguish from alternate or opposing claims and create an organization that logically sequences those claims, counter claims, reasons and evidence.

Unit 2: Morality, Justice and Duty in the Ancient World - Socrates, Plato and Aristotle

Unit Focus: Morality

Lens: Truth

Topic Generalizations:

Generalization #1:

Morality is always subjective

- Guiding Questions
 - Is morality determined by geography and culture only?
 - Are there any moral absolutes? For instance is stealing always wrong?
 - How do different societies evaluate competing rights claims?

Generalization #2

The duty of the political state is to determine what is moral and implement and enforce moral laws.

- Guiding Questions
 - In Plato's Republic, does the philosopher king determine morality?
 - Is lying necessary in the maintenance of the political state?
 - Should a just political state advocate for equal distribution of wealth?

Generalization #3

A just state will act in the best interests of the majority.

- Guiding Questions
 - Is the adoption of democratic principles the best way to maintain justice and morality?
 - Is Aristotle correct in his position that a state must provide a pathway to fulfillment for all citizens?
 - Should the rights of the minority be sacrificed for the benefit of the majority?

Unit Assessment #1

In Class Debate

Resolved: Universal moral standards exist. Students will be assigned both one side of the resolution and write a speech in support of their position.

Unit Assessment #2

Develop a Utopia

In the spirit of Plato's Republic – students will develop an economic and political system that is free from injustice then defend their idea under class scrutiny.

Common Core Standards:

Reading Standards for Literacy in History

- Integration of Knowledge and Ideas – Integrate and evaluate multiple ideas of information presented in diverse formats in order to address a question or solve a problem.
- Craft and Structure – Integrate information from diverse sources both primary and secondary into a coherent understanding of an idea or an event noting discrepancies among sources.

Writing Standards for Literacy in History

- Introduce precise knowledgeable claims establish the significance of that claim from alternate or opposing claims distinguish from alternate or opposing claims and create an organization that logically sequences those claims, counter claims, reasons and evidence.

Unit 3: An Analysis of Ethical Principles: Deontology vs. Utilitarianism**Unit Focus: Truth**

Lens: Truth

Topic Generalizations

Generalization #1**Individual acts are moral based on the intent of the act.**

- Guiding Questions:
 - Can Kant's ideas on intention ever be verified?
 - If a person is used as a means to achieve a greater societal good – is the action moral?
 - Should consequences of an action be considered when determining its morality?
 - Is it possible to reach a moral maxim through the use of reason?

Generalization #2**Individual acts are moral based on the consequences of the action.**

- Guiding Questions:
 - Is a utilitarian calculus the best way to determine the morality of an act?
 - Should the morality of the act itself be elevated over the wider social consequences of the action?
 - Is there any conflict between the utilitarian ideals of Jeremy Bentham and John Stuart Mill?

Generalization #3**Social conditioning and biological proclivities prevent moral autonomy.**

- Guiding Questions:
 - Based on social conditioning is it ever possible to be truly free?
 - How does Kant propose that we move from heteronomy to autonomy?
 - How does the use of reason and self-reflection impact the search for freedom?

Unit Assessment #1

Construct a critical analysis of which of the ethical approaches is most similar to your own beliefs. When writing your summary try to provide an example of where you have faced a dilemma and how you decided upon your actions, as a result of your beliefs. Please include: What would happen if everyone in the world followed this theory? How does this theory compare to the others you have studied?

Unit Assessment #2**Ethics Championship:**

This will be a set of debate-like competitions in which groups try to make the strongest case in discussing a moral issue using a prescribed ethical system.

Common Core Reading Standards for Literacy/Social Studies:**Key Ideas and Details:**

- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Craft and Structure:

- Evaluate authors differing points of view on the same historical event or issue by assessing author's claims reasoning and evidence.

Writing Standards for History/Social Studies:**Research to Build and Present Knowledge:**

- Conduct short as well as more sustained research project to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Unit 4: Modern Conceptions of Justice and the Role of the State – Rawls vs Nozick

Unit Focus: Justice

Lens: Justice

Topic Generalizations:

Generalization #1

Economic inequalities will always exist.

- Guiding Questions:
 - Is it just for the government to try to rectify economic inequalities?
 - Are libertarian ideals practical in the 21st century?
 - What should the role of the wealthy be in relation to those who are least well off?

Generalization #2

Individuals are not fully responsible for their success.

- Guiding Questions:
 - Is geography a predictor of financial success?
 - What is the relationship between genetics and work ethic?
 - Should highly successful people be able to keep most of the fruits of their labor even though genetics and geography played a huge part in their success?

Generalization #3

Class system is fair as long as the least well off in society benefit from financial inequality

- Guiding Questions:
 - Is the application of Marx's idea from each according to ability to each according to need plausible in today's society?
 - What are the benefits and drawbacks of a socialist economy?
 - What should the role of philanthropy be in a just economic system?

Unit Assessment #1

In Class Debate:

Liberalism v Libertarianism - Students will be assigned both one side of the resolution and write a speech in support of their position.

Unit Assessment #2

Video

Create a video of what life would be like if we strictly applied the ideals of Nozick and Rawls to today's society.

Common Core Standards:

Reading Standards for Literacy in History

- Integration of Knowledge and Ideas – Integrate and evaluate multiple ideas of information presented in diverse formats in order to address a question or solve a problem.
- Craft and Structure – Integrate information from diverse sources both primary and secondary into a coherent understanding of an idea or an event noting discrepancies among sources.

Writing Standards for Literacy in History

- Introduce precise knowledgeable claims establish the significance of that claim from alternate or opposing claims distinguish from alternate or opposing claims and create an organization that logically sequences those claims, counter claims, reasons and evidence.

Unit 5: Evolution of Existential Thought - Nietzsche to Sartre**Unit Focus: Freedom**

Lens: Freedom

Topic Generalizations:

- Meaning is found in and through life not through religion.
 - Guiding Questions
 - Which comes first, our essence or existence?
 - How can life have meaning without religion?
- Overcoming moral constraints will lead to freedom.
 - Guiding Questions
 - What can we learn from Nietzsche's Superman?
 - How does morality inhibit human progress?
- Embracing the pain and agony in life is the only way to experience freedom.
 - Guiding Questions
 - How can we find meaning in suffering?
 - Is suffering a prerequisite to human freedom?

Assessment #1

Applying Existentialist Thought - students will analyze real world scenarios and determine how an existentialist thinker (Sartre, Camus, Nietzsche) might deal with the problems.

Assessment #2

Construct a Dialogue: Students will choose two existentialist thinkers and construct a dialogue that centers around the similarities and differences in their ideas.

Common Core Standards:**Writing Standards for Literacy in History**

- Introduce precise knowledgeable claims establish the significance of that claim from alternate or opposing claims distinguish from alternate or opposing claims and create an organization that logically sequences those claims, counter claims, reasons and evidence.

Reading Standards for Literacy in History

- Integration of Knowledge and Ideas – Integrate and evaluate multiple ideas of information presented in diverse formats in order to address a question or solve a problem.
- Craft and Structure – Integrate information from diverse sources both primary and secondary into a coherent understanding of an idea or an event noting discrepancies among sources.

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut
TEXTBOOK ADOPTION REQUEST

Title: Stats In Your World

Copyright: 2013

Author: D. Bock and T. Marino

Cost: \$113.97 each (total \$8,547.75)

Publisher: Addison Wesley

+ shipping and handling

For which course: College Prep Statistics

Grades(s): 11 and 12

Number of Students: 75

Why the adoption at this time?

The text currently being used is based on skill building rather than problem-solving. We need to offer our students the necessary tools to be able to apply their learning to any real world problem, not just a canned situation. The CCSM practices students have been using in Algebra and Geometry stress problem solving and the ability for students to be able to model with mathematics.

Describe the review process used to select this book.

The committee looked at all available Statistics texts and the ancillaries available. We reviewed 5 texts for:

- Content Flexibility
- Student friendly (readable)
- Updated TI84 + apps
- Online prompts for up to date data analysis

Each committee member researched all 5 texts and ranked them. The committee as a whole met and each member reported out why they chose the text they did. Three committee members chose the same text as their first choice. We then discussed pros and cons of that text and the others ranked first.

List the reasons for selecting this book.

This text is:

- Adaptable to a semester course, should we have a need for one once 4 years of math are required.
- User friendly. Students will find it easy to read and understand
- Content is organized.
- Current data is used and it is suggested that this be updated as necessary
- Uses latest Apps for the TI 84+ as well as the TI89 or TI-nspire
- Uses online stats package, Statcrunch

Reviewed and submitted by:

Name: _____

Date: _____

Name: _____

Date: _____

Newtown, Connecticut

TEXTBOOK ADOPTION REQUEST

Title: Culinary Essentials

Author: Johnson & Wales University

Copyright: 2010

Publisher: Glencoe

Cost: \$58.23 per student copy ISBN : 9780078883590

MHID: 0078883598

\$159.00 per teacher copy ISBN : 9780078884467

MHID: 0078884462

For which course(s): Culinary One and Two, Baking and Pastry, Advanced Culinary

Grade(s): 9-12

Number of Students: 200+

Number of Textbooks requested: 24

Number of Teacher Copies requested: 2

Why is an adoption being requested at this time? Current textbooks are outdated with a copyright of 2002.

Describe the review process used to select this book: Requested and reviewed sample text from publisher. Recommendation from CT Tech High Culinary Program Coordinator

List reasons for selecting this book: Updated version of the text we are presently using. Current version aligns with National Common Core Standards.

Name: Lori Hoagland/Brian Neumeyer, Chef Instructors NHS Culinary Arts Program

Date: April 28, 2014

Name:

Est. Holt-Gubhe

Date:

6/11/14

auxiliary materials online

JUN 10 2014

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

TEXTBOOK ADOPTION REQUEST

Title: Marketing Essentials

Copyright: 2012 McGraw-Hill

Publisher: Glencoe/McGraw-Hill

Cost: \$3,762.52

For which course/courses: Marketing 1 and 2

Grade(s): 9-12

Number of Students: Forty per semester.

Why is an adoption being requested at this time?

Because our current books do not reflect recent massive changes in the way marketers do business due to the use of the internet and social media. The selling, promotion, and distribution of products and services has had a major shift since 2006, which was when our current text was published. Marketing has become much more global in scope due to technology.

Describe the review process used to select this book.

Jolene Swann is the only teacher currently teaching the marketing classes, therefore she did all of the research comparing this text to others. She did discuss the need for updating with me, and Vivian Sheen who has taught the course in the past.

List reasons for selecting this book.

This book directly correlates to key curriculum, and industry standards. It reflects current trends in contemporary issues in a real-world manner. Not only does the book include workplace skills, but goes beyond that to reflect the importance of ethics. It's pages provide an international perspective, and it's suggested activities are meaningful, and flexible.

Reviewed and submitted by (two signatures required):

Name

Date

Name

Date

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

TEXTBOOK ADOPTION REQUEST

Title Chemistry: The Central Science (13th Edition) eText with Mastering Chemistry (6-year access) (ISBN: 9781269514934)

Author Brown/Lemay

Copyright : 2014

Publisher Pearson

Cost 48 @ 129.97 + S&H = \$6,363.63

For which course(s) Advanced Placement Chemistry

Grade(s) 11 and 12

Number of Students 48

Why is an adoption being requested at this time? The College Board requires the AP Chemistry course to use a text that is less than 10 years old; our current text (an earlier edition of the text being requested) is from 2003.

Describe the review process used to select this book. Two other texts were reviewed: *Chemistry* (Zumdahl and Zumdahl-9th edition), and *Chemistry: Structure and Dynamics* (Spencer, et al.-3rd edition).

List reasons for selecting this book. The requested text was chosen because it is the latest edition of our current text, one that has served AP Chemistry students well for the past several years. It is listed among recommended texts on the College Board AP Audit website and will fit seamlessly into our current curriculum as outlined in the AP Audit submitted last year by our school.

The e-text version is being requested because it can be accessed by students through a variety of devices, will provide them with a web-based homework, tutorial, and assessment system correlated to the textbook, and it will obviate the need to purchase replacement copies or rebinds. It is also less expensive per student than the print edition.

The textbook market is changing in such a way that public education is likely to see a proliferation of electronic textbooks in the coming years, and this is an opportunity for Newtown High School to be a leader in this trend.

Reviewed and submitted by (two signatures required):



Name

8/8/14

Date

Name

Date