



Torrington Public Schools

Packet for Regular Board of Education Meeting

November 20, 2019





**TORRINGTON PUBLIC SCHOOLS
BOARD OF EDUCATION REGULAR MEETING
Wednesday, November 20, 2019, 6:00 PM
THS Media Center, 50 Major Besse Drive**

AGENDA

1. Call to Order
2. Pledge of Allegiance
3. Roll Call
4. Approval of Agenda
5. Student Representatives:
 - A. Justin Mattiello
 - B. Julia McCarthy
6. Recognitions
7. School/Community Service/Public Participation: *The Board invites members of the community to speak on topics to be addressed in the agenda or on other topics of interest. Individuals wishing to make comments are requested to fill out the speaker sign-up sheet, including name and address, which must be stated at the beginning of your comment. The Board will not allow comments regarding specific staff members, parents, students or personal grievances. Courtesy is expected in this limited public forum. The participating time will be limited to three (3) minutes per person and ten (10) minutes overall to guarantee efficient operation of the entire meeting.*
8. Information Sharing Session:
 - A. Superintendent's Report
 - B. Monthly Financials
 - C. Elevator Project - 1430074CV
 - D. Alliance Update
 - E. TEVAL/Administration Evaluations
 - F. NEASC Update
 - G. SPED Update
 - H. Field Trip – In State Overnight
 - I. Secondary Ad Hoc Secondary Models
 - J. Hiring Personnel Policy
9. Committee Reports:
 - A. Policy Committee
 - B. School Improvement Committee
 - C. Budget Committee
 - D. Personnel Committee
 - E. Grievance Committee
 - F. Ed-Advance
 - G. Curriculum Committee
 - H. Secondary Ad-Hoc Committee
 - I. SBAC Ad-Hoc Committee
 - J. Insurance Review Ad-Hoc Committee
 - K. School Liaison Reports
10. Action Items:
 - A. Monthly Financials

- B. Elevator Project - 1430074CV
- C. Alliance
- D. TEVAL/Administration Evaluations
- E. Field Trip – In State Overnight
- F. Possible Action on Secondary Ad Hoc Secondary Models
- G. Hiring Personnel Policy
- H. Approval of Board of Education Meeting Minutes – October 23, 2019
- I. Receive Subcommittee Minutes:
 - 1. Budget Committee – October 7, 2019
 - 2. Personnel Committee – October 16, 2019
 - 3. School Improvement Committee – October 2, 2019
 - 4. Policy Committee – October 2, 2019
 - 5. Secondary Ad-Hoc – September 19, 2019
 - 6. Secondary Ad-Hoc – October 24, 2019
- J. Consent Agenda: Appointments, Retirements & Resignations
- 11. Comments for the Good of the Order
- 12. Items for Upcoming Agenda
- 13. Future Meetings:
 - Monday, December 2, 2019 (at Southwest)***
 - 6:00 p.m. – School Improvement and Community Relations Committee
 - 7:00 p.m. – Policy Committee
 - Wednesday, December 4, 2019 (at Migeon Ave.)***
 - 6:00 p.m. – Personnel Committee
 - 6:30 p.m. – Budget Committee
 - Wednesday, December 11, 2019 (at THS)***
 - 6:00 p.m. – Regular Board of Education Meeting
- 14. Adjournment



Budget Performance Report

Fiscal Year to Date 10/31/19

Include Rollup Account and Rollup to Account

Account	Account Description	Adopted Budget	Budget Amendments	Amended Budget	Current Month Transactions	YTD Encumbrances	YTD Transactions	Budget - YTD Transactions	% Used/ Rec'd	Prior Year Total
Fund 5100 - General Fund BOE										
REVENUE										
1001	Board of Education Revenue	74,663,978.00	.00	74,663,978.00	.00	.00	11,729,264.89	62,934,713.11	16	74,133,664.30
REVENUE TOTALS		\$74,663,978.00	\$0.00	\$74,663,978.00	\$0.00	\$0.00	\$11,729,264.89	\$62,934,713.11	16%	\$74,133,664.30
EXPENSE										
5111										
5111.01	Administrators Salaries	2,538,913.00	.00	2,538,913.00	195,676.87	.00	859,757.06	1,679,155.94	34	2,461,193.87
5111.07	Expulsion Program Teacher	.00	.00	.00	.00	.00	.00	.00	+++	(5.00)
5111.15	Teachers	22,132,439.00	.00	22,132,439.00	2,539,045.03	.00	7,445,443.06	14,686,995.94	34	21,708,963.63
5111.16	Administrative PD/ Education	14,500.00	.00	14,500.00	.00	.00	.00	14,500.00	0	.00
5111.18	Teachers - Interns	.00	.00	.00	.00	.00	.00	.00	+++	7,650.00
5111.31	Social Worker	646,372.00	.00	646,372.00	75,178.98	.00	230,650.10	415,721.90	36	745,229.23
5111.40	Media Specialist	417,838.00	.00	417,838.00	46,359.90	.00	140,599.22	277,238.78	34	397,168.56
5111.46	Psychologist	385,410.00	.00	385,410.00	42,855.48	.00	128,171.88	257,238.12	33	371,234.76
5111.47	Behaviorist	174,321.00	.00	174,321.00	.00	.00	28,259.72	146,061.28	16	182,206.34
5111.50	Stipends	79,507.00	.00	79,507.00	13,248.00	.00	15,313.50	64,193.50	19	60,626.60
5111.51	Stipends-Athletics Middle School	66,582.00	.00	66,582.00	17,846.50	.00	17,846.50	48,735.50	27	46,113.02
5111.52	Stipends-Athletics High School	211,900.00	.00	211,900.00	33,999.50	.00	33,999.50	177,900.50	16	199,269.59
5111.57	Stipend Arts Drama Music	24,832.00	.00	24,832.00	.00	.00	.00	24,832.00	0	19,469.00
5111.58	Stipend - Guidance	12,249.00	.00	12,249.00	.00	.00	.00	12,249.00	0	.00
5111.59	Stipend - Curriculum	23,040.00	.00	23,040.00	(13,248.00)	.00	22,728.00	312.00	99	22,992.00
5111.60	Speech Pathologist	938,660.00	.00	938,660.00	109,493.85	.00	314,343.27	624,316.73	33	869,902.57
5111.65	Guidance Counselor	521,471.00	.00	521,471.00	56,257.90	.00	197,218.89	324,252.11	38	541,341.32
5111.75	Coordinating Teacher	73,535.00	.00	73,535.00	8,484.81	.00	25,287.19	48,247.81	34	71,274.44
5111 - Totals		\$28,261,569.00	\$0.00	\$28,261,569.00	\$3,125,198.82	\$0.00	\$9,459,617.89	\$18,801,951.11	33%	\$27,704,629.93
5112										
5112.01	Paraprofessionals	3,239,660.00	.00	3,239,660.00	373,888.42	.00	737,398.94	2,502,261.06	23	3,125,451.70
5112.02	Paraprofessional - Bristol Tech	21,923.00	.00	21,923.00	2,810.60	.00	5,059.08	16,863.92	23	21,708.54
5112.03	COTA	92,781.00	.00	92,781.00	1,395.00	.00	2,092.50	90,688.50	2	10,518.75
5112.05	Non certified support staff	187,604.00	.00	187,604.00	17,790.39	.00	62,086.90	125,517.10	33	162,500.10
5112.10	Technician	264,730.00	.00	264,730.00	24,691.29	.00	83,576.46	181,153.54	32	228,883.11
5112.25	Occupational Therapy	159,643.00	.00	159,643.00	25,553.84	.00	101,198.40	58,444.60	63	355,034.48
5112.30	Clerical	1,213,891.00	.00	1,213,891.00	119,309.03	.00	424,606.35	789,284.65	35	1,367,086.14
5112.32	Board Clerk	16,880.00	.00	16,880.00	1,590.75	.00	5,726.70	11,153.30	34	16,543.80
5112.34	Drivers - Athletics	18,656.00	.00	18,656.00	2,250.00	.00	2,250.00	16,406.00	12	15,478.58
5112.36	Misc Game Personnel	35,565.00	.00	35,565.00	3,725.74	.00	3,905.74	31,659.26	11	21,705.35
5112.70	Nurses	490,894.00	.00	490,894.00	52,041.62	.00	177,316.24	313,577.76	36	535,707.79
5112.80	Custodians	1,293,525.00	.00	1,293,525.00	120,943.72	.00	444,829.77	848,695.23	34	1,310,950.91
5112.90	Longevity	107,773.00	.00	107,773.00	821.25	.00	3,015.00	104,758.00	3	126,630.00
5112 - Totals		\$7,143,525.00	\$0.00	\$7,143,525.00	\$746,811.65	\$0.00	\$2,053,062.08	\$5,090,462.92	29%	\$7,298,199.25



Budget Performance Report

Fiscal Year to Date 10/31/19

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Fund 5100 - General Fund BOE										
EXPENSE										
5120										
5120	Substitute Salaries	.00	.00	.00	750.50	.00	2,496.45	(2,496.45)	+++	.00
5120.02	Substitutes-Clerical	4,000.00	.00	4,000.00	.00	.00	.00	4,000.00	0	9,956.92
5120.03	Substitutes-Nurse	20,000.00	.00	20,000.00	8,687.50	.00	13,506.25	6,493.75	68	22,250.00
5120 - Totals		\$24,000.00	\$0.00	\$24,000.00	\$9,438.00	\$0.00	\$16,002.70	\$7,997.30	67%	\$32,206.92
5121										
5121	Tutors	25,000.00	.00	25,000.00	273.00	.00	273.00	24,727.00	1	.00
5121.01	Tutors - OLL	.00	.00	.00	(928.00)	.00	5,576.00	(5,576.00)	+++	65,152.00
5121.06	Tutors - HOMEBOUND SERVICES	5,000.00	.00	5,000.00	.00	.00	.00	5,000.00	0	32,751.41
5121.15	Tutors - Special Ed	20,000.00	.00	20,000.00	12,448.00	.00	14,353.00	5,647.00	72	55,975.50
5121.22	Tutors - Summer School Regular Ed	.00	.00	.00	.00	.00	.00	.00	+++	5,964.84
5121.25	Tutors - ELL TF	.00	.00	.00	(10,880.80)	.00	1,815.05	(1,815.05)	+++	14,722.19
5121.28	Tutors - ELL THS	.00	.00	.00	.00	.00	.00	.00	+++	12,934.20
5121.29	Tutors - ELL	.00	.00	.00	.00	.00	.00	.00	+++	20,328.00
5121.87	Tutors - Summer School Special Ed	3,000.00	.00	3,000.00	.00	.00	1,688.00	1,312.00	56	5,172.75
5121 - Totals		\$53,000.00	\$0.00	\$53,000.00	\$912.20	\$0.00	\$23,705.05	\$29,294.95	45%	\$213,000.89
5122	Substitutes-ParaProf	.00	.00	.00	104.30	.00	104.30	(104.30)	+++	.00
5123	Long Term Certified Subs	118,986.00	.00	118,986.00	17,360.00	.00	22,700.00	96,286.00	19	268,200.88
5130										
5130.30	OT Wages-Clerical	15,000.00	.00	15,000.00	1,962.20	.00	6,953.55	8,046.45	46	21,134.29
5130.80	OT Wages-Custodian	77,200.00	.00	77,200.00	10,727.32	.00	18,109.69	59,090.31	23	62,568.42
5130.82	OT Wage Labor Board Cust	1,400.00	.00	1,400.00	.00	.00	.00	1,400.00	0	.00
5130 - Totals		\$93,600.00	\$0.00	\$93,600.00	\$12,689.52	\$0.00	\$25,063.24	\$68,536.76	27%	\$83,702.71
5210										
5210	Health & Life Insurance	13,275,030.00	.00	13,275,030.00	2,688,871.97	6,771,788.55	6,735,943.35	(232,701.90)	102	14,079,779.96
5210.01	HSA Deductible	480,000.00	.00	480,000.00	2,700.00	235,649.99	229,816.68	14,533.33	97	503,666.66
5210 - Totals		\$13,755,030.00	\$0.00	\$13,755,030.00	\$2,691,571.97	\$7,007,438.54	\$6,965,760.03	(\$218,168.57)	102%	\$14,583,446.62
5211	Life/LTD Insurance	100,000.00	.00	100,000.00	22,704.56	.00	44,461.78	55,538.22	44	86,619.99
5220	Social Security/Medicare	1,141,032.00	.00	1,141,032.00	110,698.16	.00	321,472.16	819,559.84	28	1,058,690.51
5230	Early Retirement	400,000.00	.00	400,000.00	.00	.00	210,203.32	189,796.68	53	421,368.88
5231										
5231	Retirement Contributions	475,000.00	.00	475,000.00	20,848.65	.00	303,566.15	171,433.85	64	423,220.02
5231.01	Administrator Annuity union	34,996.00	.00	34,996.00	.00	.00	.00	34,996.00	0	8,650.10
5231.02	Non union Annuity	38,368.00	.00	38,368.00	.00	.00	.00	38,368.00	0	.00
5231 - Totals		\$548,364.00	\$0.00	\$548,364.00	\$20,848.65	\$0.00	\$303,566.15	\$244,797.85	55%	\$431,870.12
5250	Tuition Reimbursement	10,000.00	.00	10,000.00	6,000.00	.00	6,000.00	4,000.00	60	21,560.00
5260	Unemployment Compensation	150,000.00	.00	150,000.00	4,653.00	.00	11,082.00	138,918.00	7	48,134.00
5270	Workers Compensation	488,929.00	.00	488,929.00	.00	244,462.72	244,461.36	4.92	100	495,003.83
5280	Retiree Insurance	355,728.00	.00	355,728.00	80,272.69	.00	158,921.10	196,806.90	45	331,121.83



Budget Performance Report

Fiscal Year to Date 10/31/19

Include Rollup Account and Rollup to Account

Account	Account Description	Adopted Budget	Budget Amendments	Amended Budget	Current Month Transactions	YTD Encumbrances	YTD Transactions	Budget - YTD Transactions	% Used/ Rec'd	Prior Year Total
Fund 5100 - General Fund BOE										
EXPENSE										
5290	Severance	165,000.00	.00	165,000.00	.00	.00	.00	165,000.00	0	107,380.25
5295	Clothing Allowance	9,000.00	.00	9,000.00	.00	.00	8,625.00	375.00	96	9,000.00
5309										
5309.01	Grounds repair from insurance claims	.00	.00	.00	.00	.00	.00	.00	+++	5,067.00
5309 - Totals		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$5,067.00
5320	Prof Educ Services	115,000.00	.00	115,000.00	.00	.00	115,000.00	.00	100	110,063.00
5330	Professional Development	11,900.00	.00	11,900.00	60.00	4,305.00	780.00	6,815.00	43	18,428.16
5340										
5340	Other Professional Svcs	496,333.00	.00	496,333.00	55,575.57	175,103.00	77,515.57	243,714.43	51	556,215.64
5340.01	Legal/Consulting Fees	181,462.00	.00	181,462.00	15,927.00	527.00	29,497.50	151,437.50	17	280,683.53
5340.02	Hospitalized-Tutor Svcs	20,766.00	.00	20,766.00	.00	.00	.00	20,766.00	0	9,196.29
5340.04	Misc Professional Svcs	10,300.00	.00	10,300.00	1,078.32	1,038.73	3,169.27	6,092.00	41	17,417.16
5340.05	Translation Services	2,000.00	.00	2,000.00	.00	.00	.00	2,000.00	0	.00
5340 - Totals		\$710,861.00	\$0.00	\$710,861.00	\$72,580.89	\$176,668.73	\$110,182.34	\$424,009.93	40%	\$863,512.62
5341										
5341	Substitute Svcs-TE Kelly Services	361,802.00	.00	361,802.00	58,216.00	.00	70,582.50	291,219.50	20	359,687.77
5341.01	Substitute Svcs - DELTA T - other staff	58,688.00	.00	58,688.00	.00	.00	121.75	58,566.25	0	175,714.61
5341 - Totals		\$420,490.00	\$0.00	\$420,490.00	\$58,216.00	\$0.00	\$70,704.25	\$349,785.75	17%	\$535,402.38
5342										
5342	Substitute Svcs-Para Kelly Services	100,000.00	.00	100,000.00	20,303.70	.00	27,455.17	72,544.83	27	117,030.44
5342.01	Substitute Svcs-Para - DELTA T	50,000.00	.00	50,000.00	2,871.51	57,815.96	7,184.04	(15,000.00)	130	178,056.06
5342 - Totals		\$150,000.00	\$0.00	\$150,000.00	\$23,175.21	\$57,815.96	\$34,639.21	\$57,544.83	62%	\$295,086.50
5350	Technical Services	196,007.00	.00	196,007.00	45,496.17	120,643.03	101,266.26	(25,902.29)	113	128,402.54
5352	OthrTechSvcs-League Offl	44,493.00	.00	44,493.00	8,255.59	.00	10,935.16	33,557.84	25	28,048.52
5411										
5411	Utility-Water	53,965.00	.00	53,965.00	7,800.68	10,067.58	13,472.12	30,425.30	44	58,696.71
5411.01	Sewer	23,587.00	.00	23,587.00	.00	.00	23,196.91	390.09	98	24,469.18
5411 - Totals		\$77,552.00	\$0.00	\$77,552.00	\$7,800.68	\$10,067.58	\$36,669.03	\$30,815.39	60%	\$83,165.89
5420	Disposal Services	78,778.00	.00	78,778.00	7,855.20	70,696.80	15,710.40	(7,629.20)	110	81,768.00
5430										
5430	Repair Equipment	110,957.00	.00	110,957.00	35,376.28	21,542.13	50,802.94	38,611.93	65	127,325.22
5430.03	General Maint	459,311.00	.00	459,311.00	66,110.73	141,892.63	203,142.92	114,275.45	75	446,654.86
5430.10	Snow Plowing Contracted Services	88,911.00	.00	88,911.00	.00	.00	.00	88,911.00	0	99,900.00
5430.20	Landscaping	125,460.00	.00	125,460.00	.00	30,460.00	95,000.00	.00	100	142,500.00
5430 - Totals		\$784,639.00	\$0.00	\$784,639.00	\$101,487.01	\$193,894.76	\$348,945.86	\$241,798.38	69%	\$816,380.08
5440										
5440.02	Copier Services	170,465.00	.00	170,465.00	32,417.31	50,327.46	56,119.50	64,018.04	62	149,627.48
5440.03	Other Rental Services	6,080.00	.00	6,080.00	.00	2,615.00	255.00	3,210.00	47	2,870.00
5440.05	Athletic Rental	42,846.00	.00	42,846.00	.00	25,641.85	18,185.85	(981.70)	102	43,503.10



Budget Performance Report

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Fund 5100 - General Fund BOE										
EXPENSE										
	5440 - Totals	\$219,391.00	\$0.00	\$219,391.00	\$32,417.31	\$78,584.31	\$74,560.35	\$66,246.34	70%	\$196,000.58
5441										
5441.10	Sports Complex - Annual Maintenance Contract	6,000.00	.00	6,000.00	.00	.00	.00	6,000.00	0	5,775.00
	5441 - Totals	\$6,000.00	\$0.00	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00	0%	\$5,775.00
5510										
5510	Student Transport-	5,236,501.00	.00	5,236,501.00	301,259.60	1,532,886.60	1,984,615.46	1,718,998.94	67	4,827,115.83
5510.01	Transport-Summer School	47,641.00	.00	47,641.00	.00	.00	40,052.00	7,589.00	84	47,562.00
	5510 - Totals	\$5,284,142.00	\$0.00	\$5,284,142.00	\$301,259.60	\$1,532,886.60	\$2,024,667.46	\$1,726,587.94	67%	\$4,874,677.83
5520										
5520	Liability Insurance	240,000.00	.00	240,000.00	1,434.00	112,931.50	89,550.50	37,518.00	84	207,641.50
5520.02	Athletic Insurance	10,500.00	.00	10,500.00	.00	.00	9,984.00	516.00	95	9,984.00
	5520 - Totals	\$250,500.00	\$0.00	\$250,500.00	\$1,434.00	\$112,931.50	\$99,534.50	\$38,034.00	85%	\$217,625.50
5530										
5530	Communications	123,704.00	.00	123,704.00	9,312.31	67,360.04	32,221.96	24,122.00	81	110,716.40
5530.04	Postage	27,786.00	.00	27,786.00	46.15	14,044.65	13,809.30	(67.95)	100	28,691.93
5530.05	Licensing & Warranty Contract	267,630.00	.00	267,630.00	51,264.00	34,797.61	242,010.22	(9,177.83)	103	322,889.46
	5530 - Totals	\$419,120.00	\$0.00	\$419,120.00	\$60,622.46	\$116,202.30	\$288,041.48	\$14,876.22	96%	\$462,297.79
5540										
5540	Advertising-Recruitment	15,000.00	.00	15,000.00	.00	.00	1,711.26	13,288.74	11	6,160.93
5540.01	Video and Marketing	1,500.00	.00	1,500.00	.00	.00	.00	1,500.00	0	.00
	5540 - Totals	\$16,500.00	\$0.00	\$16,500.00	\$0.00	\$0.00	\$1,711.26	\$14,788.74	10%	\$6,160.93
5550	Printing & Binding	4,739.00	.00	4,739.00	.00	2,495.00	398.32	1,845.68	61	1,659.52
5560										
5560.15	Tuition - Vo-Ag SPED	200,000.00	.00	200,000.00	.00	133,830.22	.00	66,169.78	67	106,018.43
5560.18	Tuition - Vo-AG	846,052.00	.00	846,052.00	.00	840,043.50	.00	6,008.50	99	770,999.00
	5560 - Totals	\$1,046,052.00	\$0.00	\$1,046,052.00	\$0.00	\$973,873.72	\$0.00	\$72,178.28	93%	\$877,017.43
5561										
5561.01	Tuition - Public Sped DCF	64,271.00	.00	64,271.00	.00	.00	.00	64,271.00	0	35,896.91
5561.02	Tuition - Sped Exploration	300,000.00	.00	300,000.00	1,824.00	297,036.72	1,824.00	1,139.28	100	269,211.50
5561.15	Tuition - SPED Public	94,430.00	.00	94,430.00	.00	47,250.00	.00	47,180.00	50	94,430.00
5561.19	Tuition - Magnet School	626,630.00	.00	626,630.00	.00	569,232.00	.00	57,398.00	91	538,442.00
5561.20	Tuition - Highlander	168,710.00	.00	168,710.00	.00	167,641.76	.00	1,068.24	99	204,265.87
5561.25	Tuition - Magnet School SPED	383,277.00	.00	383,277.00	.00	.00	.00	383,277.00	0	449,874.04
5561.98	Tuition - Pre - K In District	17,292.00	.00	17,292.00	.00	1,512.00	.00	15,780.00	9	171.00
	5561 - Totals	\$1,654,610.00	\$0.00	\$1,654,610.00	\$1,824.00	\$1,082,672.48	\$1,824.00	\$570,113.52	66%	\$1,592,291.32
5563										
5563.01	Tuition-Detention Center	15,000.00	.00	15,000.00	.00	1,072.50	643.50	13,284.00	11	14,800.50
5563.04	Tuition - Private Sped DCF	304,384.00	.00	304,384.00	1,533.36	(69,767.88)	7,027.86	367,124.02	-21	13,033.80
5563.06	Tuition - Court placed	65,721.00	.00	65,721.00	.00	.00	738.39	64,982.61	1	85,190.10



Budget Performance Report

Fiscal Year to Date 10/31/19

Include Rollup Account and Rollup to Account

Account	Account Description	Adopted Budget	Budget Amendments	Amended Budget	Current Month Transactions	YTD Encumbrances	YTD Transactions	Budget - YTD Transactions	% Used/ Rec'd	Prior Year Total
Fund 5100 - General Fund BOE										
EXPENSE										
5563										
5563.15	Tuition - Private -SPED	7,505,000.00	.00	7,505,000.00	1,773,647.03	4,937,362.79	3,241,796.01	(674,158.80)	109	7,105,239.00
5563.25	Tuition - Summer Placements	30,000.00	.00	30,000.00	.00	.00	4,905.00	25,095.00	16	28,971.00
	5563 - Totals	\$7,920,105.00	\$0.00	\$7,920,105.00	\$1,775,180.39	\$4,868,667.41	\$3,255,110.76	(\$203,673.17)	103%	\$7,247,234.40
5564	TUITION	180,000.00	.00	180,000.00	.00	38,125.00	.00	141,875.00	21	.00
5580										
5580	Travel	14,982.00	.00	14,982.00	7,087.13	2,663.67	8,359.11	3,959.22	74	9,312.01
5580.01	Administrators Travel	21,600.00	.00	21,600.00	1,800.00	.00	6,700.00	14,900.00	31	21,900.00
	5580 - Totals	\$36,582.00	\$0.00	\$36,582.00	\$8,887.13	\$2,663.67	\$15,059.11	\$18,859.22	48%	\$31,212.01
5590	Other Purchased Svcs	.00	.00	.00	.00	.00	.00	.00	+++	400,000.00
5610										
5610.01	Instructional Supplies	182,558.00	.00	182,558.00	22,402.68	36,643.80	80,046.12	65,868.08	64	181,374.12
5610.02	Audio/Visual Supl-	1,000.00	.00	1,000.00	1,040.22	.00	1,040.22	(40.22)	104	1,037.44
5610.04	Cleaning Supplies	138,783.00	.00	138,783.00	27,104.54	41,990.96	50,645.81	46,146.23	67	131,984.65
5610.05	Non Instructional Supply	126,894.00	.00	126,894.00	27,717.92	18,500.83	63,229.39	45,163.78	64	110,139.22
5610.20	Program Supplies	6,791.00	.00	6,791.00	591.22	625.28	915.72	5,250.00	23	2,202.36
	5610 - Totals	\$456,026.00	\$0.00	\$456,026.00	\$78,856.58	\$97,760.87	\$195,877.26	\$162,387.87	64%	\$426,737.79
5620										
5620.02	Bus Fuel	210,000.00	.00	210,000.00	31,751.45	162,723.45	47,276.55	.00	100	192,360.09
	5620 - Totals	\$210,000.00	\$0.00	\$210,000.00	\$31,751.45	\$162,723.45	\$47,276.55	\$0.00	100%	\$192,360.09
5621	Natural Gas	362,006.00	.00	362,006.00	13,300.44	320,699.56	38,213.00	3,093.44	99	337,895.09
5622	Electricity	903,352.00	.00	903,352.00	81,650.09	677,815.96	201,852.28	23,683.76	97	880,284.10
5623	Bottled Gas	250.00	.00	250.00	.00	.00	.00	250.00	0	.00
5624	Oil	73,511.00	.00	73,511.00	.00	.00	123,001.80	(49,490.80)	167	135,094.73
5640										
5640.1	Textbooks	39,080.00	.00	39,080.00	6,848.85	6,248.91	8,428.56	24,402.53	38	6,855.88
5640.2	Library Books	10,280.00	.00	10,280.00	2,825.84	2,613.85	3,794.91	3,871.24	62	6,542.58
5640.3	Subscriptions	15,934.00	.00	15,934.00	2,482.00	2,411.00	5,817.60	7,705.40	52	8,501.21
	5640 - Totals	\$65,294.00	\$0.00	\$65,294.00	\$12,156.69	\$11,273.76	\$18,041.07	\$35,979.17	45%	\$21,899.67
5650										
5650.01	Non Instr Tech Supply	750.00	.00	750.00	.00	.00	.00	750.00	0	827.95
5650.02	East	1,000.00	.00	1,000.00	.00	.00	.00	1,000.00	0	.00
5650.03	Forbes	1,000.00	.00	1,000.00	.00	315.02	184.98	500.00	50	475.96
5650.04	Vogel	1,000.00	.00	1,000.00	135.68	364.32	135.68	500.00	50	368.96
5650.05	High School	3,500.00	.00	3,500.00	806.67	943.33	806.67	1,750.00	50	1,858.95
5650.06	Middle School	2,000.00	.00	2,000.00	.00	31.50	968.50	1,000.00	50	997.88
5650.08	Southwest	1,000.00	.00	1,000.00	.00	320.01	179.99	500.00	50	490.93
5650.09	Torrington	1,000.00	.00	1,000.00	.00	500.00	.00	500.00	50	744.95
	5650 - Totals	\$11,250.00	\$0.00	\$11,250.00	\$942.35	\$2,474.18	\$2,275.82	\$6,500.00	42%	\$5,765.58



Budget Performance Report

Fiscal Year to Date 10/31/19

Include Rollup Account and Rollup to Account

Account	Account Description	Adopted Budget	Budget Amendments	Amended Budget	Current Month Transactions	YTD Encumbrances	YTD Transactions	Budget - YTD Transactions	% Used/ Rec'd	Prior Year Total
Fund 5100 - General Fund BOE										
EXPENSE										
5743	Non Instructional Equip	53,905.00	.00	53,905.00	734.20	3,071.62	6,436.71	44,396.67	18	19,392.39
5746	Instructional Equipment	14,150.00	.00	14,150.00	1,000.00	1,985.40	2,046.50	10,118.10	28	7,363.85
5810	Dues and Fees	68,074.00	.00	68,074.00	744.00	1,258.00	41,864.00	24,952.00	63	35,014.40
5890										
5890	Miscellaneous Expenditure	936.00	.00	936.00	.00	750.00	.00	186.00	80	.00
5890.15	Mentor Stipend	.00	.00	.00	.00	.00	525.00	(525.00)	+++	443.00
5890 - Totals		\$936.00	\$0.00	\$936.00	\$0.00	\$750.00	\$525.00	(\$339.00)	136%	\$443.00
5950										
5950.1798	Donations	.00	.00	.00	702.00	.00	702.00	(702.00)	+++	.00
5950 - Totals		\$0.00	\$0.00	\$0.00	\$702.00	\$0.00	\$702.00	(\$702.00)	+++	\$0.00
EXPENSE TOTALS		\$74,663,978.00	\$0.00	\$74,663,978.00	\$9,577,652.96	\$17,974,907.91	\$27,158,659.90	\$29,530,410.19	60%	\$74,133,664.30
Fund 5100 - General Fund BOE Totals										
REVENUE TOTALS		74,663,978.00	.00	74,663,978.00	.00	.00	11,729,264.89	62,934,713.11	16%	74,133,664.30
EXPENSE TOTALS		74,663,978.00	.00	74,663,978.00	9,577,652.96	17,974,907.91	27,158,659.90	29,530,410.19	60%	74,133,664.30
Fund 5100 - General Fund BOE Totals		\$0.00	\$0.00	\$0.00	(\$9,577,652.96)	(\$17,974,907.91)	(\$15,429,395.01)	\$33,404,302.92		\$0.00
Fund 5101 - Capital										
REVENUE										
1001	Board of Education Revenue	436,113.00	.00	436,113.00	.00	.00	20,580.20	415,532.80	5	.00
REVENUE TOTALS		\$436,113.00	\$0.00	\$436,113.00	\$0.00	\$0.00	\$20,580.20	\$415,532.80	5%	\$0.00
EXPENSE										
5901	Capital-Migeon	125,000.00	.00	125,000.00	.00	17,532.00	6,816.25	100,651.75	19	.00
5905	Capital-THS	78,800.00	.00	78,800.00	9,523.00	69,277.00	9,523.00	.00	100	.00
5915	Capital Technology	232,313.00	.00	232,313.00	191,833.10	(562.25)	205,797.05	27,078.20	88	.00
EXPENSE TOTALS		\$436,113.00	\$0.00	\$436,113.00	\$201,356.10	\$86,246.75	\$222,136.30	\$127,729.95	71%	\$0.00
Fund 5101 - Capital Totals										
REVENUE TOTALS		436,113.00	.00	436,113.00	.00	.00	20,580.20	415,532.80	5%	.00
EXPENSE TOTALS		436,113.00	.00	436,113.00	201,356.10	86,246.75	222,136.30	127,729.95	71%	.00
Fund 5101 - Capital Totals		\$0.00	\$0.00	\$0.00	(\$201,356.10)	(\$86,246.75)	(\$201,556.10)	\$287,802.85		\$0.00
Grand Totals										
REVENUE TOTALS		75,100,091.00	.00	75,100,091.00	.00	.00	11,749,845.09	63,350,245.91	16%	74,133,664.30
EXPENSE TOTALS		75,100,091.00	.00	75,100,091.00	9,779,009.06	18,061,154.66	27,380,796.20	29,658,140.14	61%	74,133,664.30
Grand Totals		\$0.00	\$0.00	\$0.00	(\$9,779,009.06)	(\$18,061,154.66)	(\$15,630,951.11)	\$33,692,105.77		\$0.00



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

Associate Director

FRANCIS T. KENNEDY
781-425-7749
fkennedy@neasc.org

Associate Director

KATHLEEN A. MONTAGANO
781-425-7760
kmontagano@neasc.org

Director

GEORGE H. EDWARDS
781-425-7735
gedwards@neasc.org

Deputy Director

ALYSON M. GEARY
781-425-7736
ageary@neasc.org

Associate Director

BRUCE R. SIEVERS
781-425-7716
bsievers@neasc.org

Associate Director

WILLIAM M. WEHRLI
781-425-7718
bwehrti@neasc.org

Executive Assistant to the Director

DONNA M. SPENCER-WILSON
781-425-7719
dspencerwilson@neasc.org

October 24, 2019

Robin Ledversis
Principal
Torrington High School
50 Major Besse Drive
Torrington, CT 06790

Dear Ms. Ledversis:

On behalf of the Committee on Public Secondary Schools, I am pleased to submit the final version of the decennial report which you discussed with the chair, Anthony Gasper, in its draft form.

As the chair of the visiting team, Dr. Gasper is the one individual authorized to make changes in the report. Therefore, based on your mutual review of the draft, this final version includes all of the revisions that he judged to be appropriate. The Committee has asked that I remind you that, in accordance with its policy, no further changes will be made to the report.

Committee policy requires that the decennial report be sent to the following persons or offices within 60 days of its receipt from the CPS office:

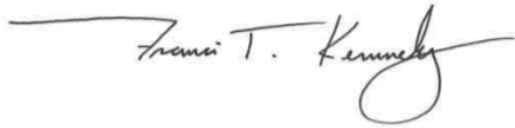
- superintendent of schools
- board of education
- members of the faculty
- state department of education
- public library or city/town office
- appropriate news media

Following the official release of the evaluation report, the Committee office will send the report to each member of the visiting team.

Robin Ledversis
October 24, 2019
Page Two

I congratulate you and the entire Torrington High School community for the time and effort you have invested in the Accreditation process. It is our sincere hope that this report will provide a valuable blueprint for school improvement.

Sincerely,

A handwritten signature in cursive script, reading "Francis T. Kennedy". The signature is written in dark ink and is positioned below the word "Sincerely,".

Francis T. Kennedy
FTK/rm

cc: Susan M. Lubomski, Superintendent, Torrington Public Schools
Anthony Gasper, Chair of the Visiting Team

New England Association of School and Colleges, Inc.

Commission on Public Schools



Committee on Public Secondary Schools

Report of the Visiting Team for Torrington High School

Torrington, CT

May 05, 2019 - May 08, 2019

Tony Gasper, Chair
Lisa Sepe, Assistant Chair
Andrew Skarzynski, Principal

STATEMENT ON LIMITATIONS

THE DISTRIBUTION, USE, AND SCOPE OF THE VISITING COMMITTEE REPORT

The Committee on Public Secondary Schools of the New England Association of Schools and Colleges considers this visiting committee report to be a privileged document submitted by the Committee on Public Secondary Schools of the New England Association of Schools and Colleges to the principal of the school and by the principal to the state department of education. Distribution of the report within the school community is the responsibility of the school principal. The final visiting committee report must be released in its entirety within sixty days (60) of its completion to the superintendent, school board, public library or town office, and the appropriate news media.

The prime concern of the visiting committee has been to assess the quality of the educational program at this school in terms of the Commission's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member but rather a professional appraisal of the school as it appeared to the visiting committee.

STANDARDS FOR ACCREDITATION

The Committee on Public Secondary School's Standards for Accreditation serve as the foundation for the accreditation process and by which accreditation decisions are made. The seven Standards are qualitative, challenging, and reflect current research and best practice. The Standards, written and approved by the membership, establish the components of schools to ensure an effective and appropriate focus on teaching and learning and the support of teaching and learning.

Teaching and Learning Standards

Core Values and Beliefs About Learning

Curriculum

Instruction

Assessment of and for Student Learning

Support Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

Teaching and Learning Standard

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based practices to identify and commit to its core values and beliefs about learning.
2. The school has challenging and measurable 21st century learning expectations for all students which address academic, social and civic competencies. Each expectation is defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement.
3. The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions and resource allocations.
4. The school regularly reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities.

CURRICULUM

Teaching and Learning Standard

The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.
2. The curriculum is written in a common format that includes:
 - units of study with essential questions, concepts, content, and skills
 - the school's 21st century learning expectations
 - instructional strategies
 - assessment practices that include the use of specific and measurable criteria for success, school-wide analytic and course-specific rubrics.
3. The curriculum emphasizes depth of understanding and application of knowledge through:
 - inquiry and problem-solving
 - higher order thinking
 - cross-disciplinary learning
 - authentic learning opportunities both in and out of school
 - informed and ethical use of technology.
4. There is clear alignment between the written and taught curriculum.
5. Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.
6. Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.
7. The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

INSTRUCTION

Teaching and Learning Standard

The quality of instruction is the single most important factor in students' achievement of the school's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

1. Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.
2. Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:
 - personalizing instruction
 - engaging students in cross-disciplinary learning
 - engaging students as active and self-directed learners
 - emphasizing inquiry, problem-solving, and higher order thinking
 - applying knowledge and skills to authentic tasks
 - engaging students in self-assessment and reflection
 - integrating technology.
3. Teachers adjust their instructional practices to meet the needs of each student by:
 - using formative assessment, especially during instructional time
 - strategically differentiating
 - purposefully organizing group learning activities
 - providing additional support and alternative strategies within the regular classroom.
4. Teachers, individually and collaboratively, improve their instructional practices by:
 - using student achievement data from a variety of formative and summative assessments
 - examining student work
 - using feedback from a variety of sources, including students, other teachers, supervisors, and parents
 - examining current research
 - engaging in professional discourse focused on instructional practice.
5. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

ASSESSMENT OF AND FOR STUDENT LEARNING

Teaching and Learning Standard

Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

1. The professional staff continuously employs a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics
2. The school's professional staff communicates:
 - individual student progress in achieving the school's 21st century learning expectations to students and their families
 - the school's progress in achieving the school's 21st century learning expectations to the school community.
3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.
4. Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.
5. Prior to summative assessments, teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement.
6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.
7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.
8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.
9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.
10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
 - student work
 - common course and common grade-level assessments
 - individual and school-wide progress in achieving the school's 21st century learning expectations
 - standardized assessments
 - data from sending schools, receiving schools, and post-secondary institutions
 - survey data from current students and alumni.
11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's

core values and beliefs about learning.

SCHOOL CULTURE AND LEADERSHIP

Support Standard

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
2. The school is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations.
3. There is a formal, on-going program(s) or process(es) through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.
4. In order to improve student learning through professional development, the principal and professional staff:
 - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
 - use resources outside of the school to maintain currency with best practices
 - dedicate formal time to implement professional development
 - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.
5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.
6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.
7. Student load and class size enable teachers to meet the learning needs of individual students.
8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.
9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.
10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.
11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

12. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

SCHOOL RESOURCES FOR LEARNING

Support Standard

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.
2. The school provides information to families, especially to those most in need, about available student support services.
3. Support services staff use technology to deliver an effective range of coordinated services for each student.
4. School counseling services have an adequate number of certified/licensed personnel and support staff who:
 - deliver a written, developmental program
 - meet regularly with students to provide personal, academic, career, and college counseling
 - engage in individual and group meetings with all students
 - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
5. The school's health services have an adequate number of certified/licensed personnel and support staff who:
 - provide preventative health services and direct intervention services
 - use an appropriate referral process
 - conduct ongoing student health assessments
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
6. Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:
 - are actively engaged in the implementation of the school's curriculum
 - provide a wide range of materials, technologies, and other information services in support of the school's curriculum
 - ensure that the facility is available and staffed for students and teachers before, during, and after school
 - are responsive to students' interests and needs in order to support independent learning
 - conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:
 - collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
 - provide inclusive learning opportunities for all students

- perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

COMMUNITY RESOURCES FOR LEARNING

Support Standard

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

1. The community and the district's governing body provide dependable funding for:
 - a wide range of school programs and services
 - sufficient professional and support staff
 - ongoing professional development and curriculum revision
 - a full range of technology support
 - sufficient equipment
 - sufficient instructional materials and supplies.
2. The school community develops, plans, and funds programs:
 - to ensure the maintenance and repair of the building and school plant
 - to properly maintain, catalogue, and replace equipment
 - to keep the school clean on a daily basis.
3. The community funds and the school implements a long-range plan that addresses:
 - programs and services
 - enrollment changes and staffing needs
 - facility needs
 - technology
 - capital improvements.
4. Faculty and building administrators are actively involved in the development and implementation of the budget.
5. The school site and plant support the delivery of high quality school programs and services.
6. The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.
7. All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.
8. The school develops productive parent, community, business, and higher education partnerships that support student learning.

School and Community Summary

School and Community Summary

SCHOOL AND COMMUNITY SUMMARY

Nestled in the Litchfield Hills, the city of Torrington maintains a small-town feeling despite being the largest city in Litchfield County and the industrial and commercial hub of northwestern Connecticut for over a century. A rich industrial history was fed by the Naugatuck River, and by the early 20th century the brass industry, among others, was firmly entrenched. Today, Torrington is a combination of manufacturing, retail, and tourist attractions and is still home to a great many manufacturers.

With a projected population growth of 0.7 percent per year anticipated into the foreseeable future, Torrington's population of 35,493 in 2015 is growing more diverse as well. The largest minority group is Hispanic, representing approximately 8.7 percent of the population; no other identified minority group comprises more than 4 percent of the population. The median household income from 2011-2015 was \$56,264, and the poverty rate for the same period was 10.7 percent. The city's major employers include Charlotte Hungerford Hospital, White Flower Farm, Walmart, and Valerie Manor. The 2015 unemployment rate was 6.3 percent, 135 families were receiving Temporary Family Assistance (TFA), and 2,914 members of the population were receiving the Supplemental Nutrition Assistance Program (SNAP).

The Torrington Public School District serves a total of 3,980 students from grades K-12. The student body is distributed throughout five elementary schools, one middle school containing grades 6-8, and one comprehensive high school containing grades 9-12. The elementary school population is distributed as follows: East School has a total of 434 students, Forbes School has a total of 347 students, Southwest School has a total of 311 students, Torrington School has a total of 542 students, and Vogel Wetmore School has a total of 442 students. Torrington Middle School serves a total of 1,039 students, and Torrington High School has a student body of 865 (as of November 30, 2017). Districtwide, 8.6 percent (367) of the total student enrollment have been identified as English language learners, 51.9 percent (2,215) of the total student enrollment are eligible for free or reduced-price meals, and 19.3 percent (822) of the total student enrollment has been identified with disabilities (students with Individualized Education Programs only). In all three of these categories, Torrington's enrollment percentages are higher than state averages.

The per-pupil expenditure is approximately \$15,986. Districtwide, 133 students with disabilities have been placed outside the district, 48 in public schools in other districts and 85 in private schools or other settings. As a percentage of special education expenditures for 2014-2015, tuition to other schools represented 31.2 percent of expenditures and special education transportation represented 6.9 percent of expenditures. Overall expenditures by revenue source in 2014-2015 were as follows: local funding accounted for 60 percent of expenditures, state funding accounted for 36.3 percent of expenditures, federal funding accounted for 3 percent of expenditures, and tuition and other funding accounted for 0.7 percent of expenditures. In 2015-2016, 126 students from Torrington attended other schools for grades 9-12 under the CT School Choice Program, including CREC, Region 6, and Region 7 schools. The cost of tuition paid by the district for these students was \$757,883.

Torrington High School (THS) is a comprehensive 9-12 school with an enrollment of 865 students divided between 393 females and 472 males. The ethnic, racial, and cultural composition includes approximately 3.8 percent Asian, 4.3 percent Black or African American, 20.9 percent Hispanic or Latino, 3.1 percent Two or More Races, and 67.5 percent White. The student body has 5.3 percent of students identified as English language learners, 43.4 percent of students eligible for free or reduced-price meals, and 17 percent of students identified with disabilities (based on 2015-2016 enrollment data). The school's 2014-2015 four-year cohort graduation rate was 87.6 percent, and the drop-out rate was 7.0 percent; that same year, only 14 students were qualified as truant under state statute, and the rate of chronic absenteeism was 15.6 percent.

THS has 71 teachers, creating a ratio of 12:1, and 100 percent of classes are taught by highly qualified teachers. The average number of FTE days absent for 2014-2015 was 11. Teachers have a 186-day calendar, while

students attend school for 181 days and for a minimum of 991 hours of instruction. Students are required to earn 22 credits for graduation, distributed as follows: 4 credits of English, 3 credits of social studies (including U.S. History and .5 credit in American Citizenship), 3 credits of mathematics, 3 credits of science, 1 credit each of applied education, health, physical education and fine arts, and 5 credits of electives (including .5 credit in computer applications). A wide variety of elective choices are available to students across the disciplinary spectrum, including several world languages. Students in grades 9 and 10 are placed in either honors or college preparatory level courses; students in grades 11 and 12 may be placed in general, college preparatory, or honors-level courses, or may choose to challenge themselves through an array of AP/UConn Early College Experience (ECE) courses. One hundred eight (108) AP exams were administered in 2017, and 40.8 percent of the students participating received a score of 3 or higher on those exams.

THS students participate in a wide range of co-curricular activities, ranging from the AFJROTC to the Ceramics Club, as well as numerous interscholastic athletic teams, a nationally-recognized Unified Sports program, and a multiple award-winning marching bands. Students' academic achievement is recognized not only through the honor roll, but also through induction into any of several active chapters of national honor societies, including Rho Kappa for social studies, Mu Alpha Theta for mathematics, Thespians for drama, and the National Honor Society. Every spring, students from all grade levels are recognized at an academic awards night, and similar recognition ceremonies occur for athletic and other achievements. In addition, seniors from the Class of 2017 were offered over \$70,000 in local scholarship monies at scholarship night.

Among the members of the Class of 2017, 36 percent chose to attend four-year colleges, 22 percent to attend two-year colleges, 4 percent to enter military service, and 27 percent to transition directly into employment or other pursuits. Graduates had a diverse selection of post-secondary educational opportunities available to them, as students were accepted into such colleges and universities as Boston College, Columbia University, Georgetown University, the University of Connecticut, and Yale University. Graduates of the Class of 2016 also displayed this tradition of excellence with acceptances to such institutions as Embry-Riddle Aeronautical University, Princeton University, and Tufts University.

THS has established a number of effective partnerships with local businesses and organizations to enhance student learning. For example, a cooperative agreement with Northwest Connecticut Community College allows students to take one-credit college courses at THS for free, providing students with an invaluable opportunity to preview the college classroom experience and engage in career exploration. THS is also involved in the Junior Leadership program in partnership with the Chamber of Commerce and hosts a Financial Reality Fair that is attended by students from several area schools in addition to THS students. In addition, THS students are active in the community, conducting a range of activities such as food drives, fundraisers, blood drives, and other volunteer opportunities. THS students participate in internships with local government and business agencies, and the Prevocational and Vocational Exploration (PAVE) program provide work experience for students with special needs.

Related Files

- [2018-02-01-09:39_neasc-jan-2018-school-and-community-summary.docx](#)

Core Values, Beliefs and Learning Expectations

Core Values and Beliefs

THS believes that a community of self-motivated individuals who exercise personal responsibility and respect, demonstrate intellectual curiosity and resiliency, and value hard work and integrity will create life-long learners and productive members of society. Students will uphold TRADITION, and bring HONOR and SUCCESS to themselves, the school and the community.

Motto

Quod facis bene fac - What you do, do well...

21st Century Learning Expectations

COMMUNICATION

- Communicate orally, visually, and in writing
- Address purpose, use evidence, organize information
- Cite sources and honor discipline-specific standards.

INQUIRY / PROBLEM SOLVING

- Demonstrate intellectual curiosity
- Creatively pose questions to identify problems
- Successfully utilize critical thinking skills to solve problems
- Reflectively analyze results

VALUE CHARACTER

- Uphold the tradition of good citizenship
- Take personal responsibility and accountability for your actions
- Show respect and tolerance for others
- Contribute to a positive school and community

INFORMATION LITERACY

- Comprehend visual and written materials
- Effectively utilize technology to obtain and generate information
- Successfully demonstrate ability to analyze and evaluate information
- Make inferences and connections

COLLABORATION

- Effectively meet common goals by sharing responsibility for learning
- Honor the input of others
- Regularly contribute information in class or group assignments

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees which supervises the work of four Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Schools which comprises the Committee on Public Secondary Schools (CPSS), the Committee on Technical and Career Institutions (CTCI), and the Committee on Public Elementary and Middle Schools (CPEMS), and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public secondary school member institutions, CPSS requires visiting teams to assess the degree to which the evaluated schools align with the qualitative Standards for Accreditation of the Committee. Those Standards are:

Teaching and Learning Standards

- Core Values, Beliefs, and Learning Expectations
- Curriculum
- Instruction
- Assessment of and for Student Learning

Support of Teaching and Learning Standards

- School Culture and Leadership
- School Resources for Learning
- Community Resources for Learning

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Committee's visiting team, and the follow-up program carried out by the school to implement the findings of its own self-study, the valid recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it show continued progress addressing identified needs.

Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Torrington High School, a steering committee of six members, including the principal, supervised all aspects of the self-study. The steering committee assigned teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people. While the self-study committees were made up of faculty members, other individuals, including students, parents, and central office personnel, were frequently consulted to provide insight and evidence to help support the committees' conclusions. The self-study of Torrington High School extended over a period of 38 school months from September 2015 to April 2019. The visiting team was pleased to note that the Torrington High School Governance Council and the Board of Education School Improvement Committee provided feedback to the professional staff in the self-study deliberations.

The Process Used by the Visiting Team

A visiting team of 16 members was assigned by the Committee on Public Secondary Schools to evaluate Torrington High School. The visiting team members spent four days in Torrington, Connecticut, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school aligns with the Committee's Standards for Accreditation. Since the members of the visiting team represented classroom teachers, school counselors, library/media specialists, school administrators, and central office administrators, diverse points of view were brought to bear on the evaluation of Torrington High School.

The visiting team built its professional judgment on evidence collected from the following sources:

- review of the school's self-study materials
- 56 hours shadowing 16 students for a half-day
- a total of 8 hours of classroom observation (in addition to time shadowing students)
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with 32 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included with each Indicator in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the visiting team's judgment will be helpful to the school as it works to improve teaching and learning and to better align with Committee Standards.

This report of the findings of the visiting team will be forwarded to the Committee on Public Secondary Schools, which will make a decision on the accreditation of Torrington High School.

Standard 1 Indicator 1

Conclusions

The school community engages in a dynamic, collaborative, and inclusive process to identify and commit to its core values and beliefs about learning.

The Torrington High School (THS) process to create the core values and beliefs included faculty, students, and parents. The slogan, *THS: Tradition, Honor, Success* was created by students in a contest run during the advisory period in the 2013-2014 school year. The next year teachers, administrators, and students worked to create the core values and beliefs statement which also included the THS slogan and the Latin phrase *Quod facis bene fac*: What you do, do well, an original element from early in the school's history. In the 2015-2016 school year teachers, parents, students, and administrators created the Communication, Inquiry/Problem Solving, Value Character, Information Literacy, Collaboration (CIVIC) learning expectations, and work on the rubrics was begun shortly thereafter. The learning expectations were approved by the school governance council.

The core values, as well as the CIVIC learning expectations, are identified in the student handbook which is also published online. Some parents, teachers, and students can identify the core values and learning outcomes; however, many are unsure of the role each plays in reference to student learning.

Because the school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning, it can have confidence that the school's guiding documents represent the broader community's priorities.

Sources of Evidence

- panel presentation
- teacher interview
- parents
- community members

Standard 1 Indicator 2

Conclusions

The school purposefully created challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies. Each expectation is defined by specific and measurable criteria for success, with school-wide rubrics which define targeted high levels of achievement.

The school created a list of Communication, Inquiry/Problem Solving, Value Character, Information Literacy, Collaboration learning expectations symbolized by the acronym CIVIC. The expectations and CIVIC acronym can be found on posters/signage in the hallways and in the classrooms in the school. Some teachers, in some departments, have begun to list the applicable CIVIC expectations at the top of student handouts. The CIVIC expectations and accompanying rubrics share the same measurable terminology, allowing students to develop a common understanding of expectations and level of achievement. To date, a few departments, such as science and English, have slowly begun to implement these documents in their practice. Implementation can be found in other areas by individual teachers.

Some posters in school highlight a single one of the CIVIC standards. The proliferation of such posters adds to students' awareness of these guiding documents. While the district mission statement identifies the adult actions that will result in the desired outcomes, the language of the school's core values implies that students are expected to come to the school already self-motivated in order to be successful, and the beliefs about the role of the school's adults in creating successful students are not identified.

Because the school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and each expectation is defined by specific and measurable criteria for success with school-wide rubrics which define targeted high levels of achievement, students, parents, and teachers have a means of understanding how to meet the expectations or learning.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- students
- parents

Standard 1 Indicator 3

Conclusions

The school's core values, beliefs, and 21st century learning expectations are not consistently reflected in the classroom; however, some examples of the use of CIVIC expectations are scattered throughout disciplines and classrooms which positively impact the school culture although the use is not widespread. Due to the sporadic implementation of the core values, beliefs, and CIVIC learning expectations, currently, they are not regularly guiding school policy, procedures, decisions, and resource allocations.

At this time, the implementation of the CIVIC rubrics has been inconsistent. There is a discrepancy between what many stakeholders believe is occurring and what can be supported with evidence. Faculty members not involved in the development of the core values, beliefs, and CIVIC learning expectations have stated that there has not been professional development on how to implement the CIVIC rubrics in their lessons. Based on student work samples and discussions with faculty and students, many faculty members are confused about how to use the rubrics and how to assess various types of assignments with fidelity.

In some disciplines, the implementation of CIVIC rubrics has resulted in changes to curriculum and instruction, but completing this work is a goal for the future. For example, in many classes, collaborative work is used as an instructional strategy; however, inquiry, another element of CIVIC, is not addressed in the many teacher-directed lessons delivered. The professional staff believes that the adoption of restorative discipline practices has the potential to support the school's core values, beliefs, and 21st century learning expectations, but they are not overtly connected at this time. Students demonstrate a strong community of caring, despite the inconsistent implementation of the core values and learning expectations.

When the school's core values, beliefs, and 21st century learning expectations are consistently actively reflected in the culture of the school, they can be better used to drive curriculum, instruction, and assessment in every classroom and to guide the school's policies, procedures, decisions, and resource allocations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- students
- parents
- school leadership
- school website
- Standard sub-committee

Standard 1 Indicator 4

Conclusions

The school does not yet have a process to regularly review and revise its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities.

The school revised its core values in 2015 through a process that involved a wide variety of stakeholders and points of data and evidence. Teachers, community members, students, and parents were all given opportunities to have input into these guiding documents.

Once Torrington High School creates and implements a process to regularly review and revise its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, and the school-wide expectations outlined in CIVIC, the school will be more assured that its guiding documents are in alignment with the district and school community priorities.

Sources of Evidence

- panel presentation
- teacher interview
- teachers
- parents
- Standard sub-committee

Standard 1 Commendations

Commendation

The posting of the core values, beliefs, and learning expectations throughout the building and online

Commendation

The design of the school-wide rubrics which target high levels of achievement

Commendation

The involvement of stakeholders such as parents, community members, students, faculty, and staff in the development of core values, beliefs, and learning expectations

Commendation

The adoption of restorative discipline which connects to the elements of the Communication, Inquiry/Problem Solving, Value Character, Information Literacy, Collaboration (CIVIC) learning expectations

Standard 1 Recommendations

Recommendation

Ensure that the school's core values, beliefs, and 21st century learning expectations are actively reflected in all aspects of school operations, such as curriculum, instruction, policies, procedures, discipline, and assessment, and resource allocations

Recommendation

Create and implement a process to regularly review and revise the core values, beliefs, and learning expectations to ensure alignment with school community expectations and student achievement

Recommendation

Recommendation

Recommendation

Recommendation

Standard 2 Indicator 1

Conclusions

Torrington High School's curriculum is not purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.

According to the Endicott survey, only 34.8 percent of teachers agree that the school's formal curriculum design ensures that all students practice and achieve all of the school's learning expectations. Some departments and teachers use a binder system to centralize their written curriculum based on each content area. In 2011 and 2013, professional development was given to some teachers in an attempt to align curriculum in the Understanding By Design (UbD) format. The English department worked extensively with this design to successfully align curriculum for its classes. In the 2013-2014 school year, the district's curriculum director promoted UbD design but, due to budget cuts, this position was eliminated. In the 2017-2018 school year, the district provided teachers professional development on creating common formative assessments. There is a plan for teachers to continue curriculum work in the summer and fall of 2019.

The majority of teachers understand the learning expectations that they are responsible for teaching but feel they are not given enough time to purposefully design curriculum along with their subjects' content. Teachers use PLC time and department meetings, alternately once a month, to meet with their teammates, e.g., the 9th grade world history teacher meets with the other 9th grade world history teacher to work on common assessments. These meetings have been recently used for other district initiatives. Teachers occasionally meet informally outside of their contractual time to create and revise classroom assessments. The science department has effectively used the Next Generation Science Standards (NGSS) to align the majority of its department's curricula. They have worked with the Capitol Region Education Council (CREC), to accomplish this. School-wide rubrics are used in classes in some departments to assess student achievement. Teachers have begun to incorporate rubrics, through their work with inspirEd, into their academic lessons in an attempt to have students practice and achieve Collaboration, Inquiry, Value Character, Information Literacy, and Communication (CIVIC) expectations.

When all curriculum is completed and purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations, students will be assured of a curriculum that prepares them for future success.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- school board
- central office personnel
- Endicott survey

Standard 2 Indicator 2

Conclusions

The Torrington High School curriculum is not yet written in a common format. The curriculum sometimes includes units of study with essential questions, concepts, content, and skills and instructional strategies. The vast majority of the curricula have measurable criteria for success, such as a school-wide analytic or course-specific rubrics. However, alignment with the school's 21st century learning expectations (CLEs) is limited in the existing curriculum documents.

According to the Endicott survey, 70 percent of teachers feel that there is a need to create a purposeful, systematic, and formal curriculum template that is used in all subject areas. Formal time was set apart for the English and math departments in the 2014-2015 school year to explicitly create curriculum maps, but the creation of a commonly formatted curriculum map across all disciplines is currently lacking. Although teachers were provided training in UbD curriculum writing in the 2014-2015 school year, the implementation is inconsistent and not systematically found across the content areas. Older pacing guides, previously written curriculum, course blueprints, NGSS curriculum, and state-released curriculum is not always explicit and deliberate across all departments. A district-wide curriculum council is planned to develop vertical articulation by grade levels K-12 to build connections, common 21st CLEs, units of study, essential questions, instructional strategies, and consistent assessment practices to support Torrington High School students to show their mastery of the 21st CLEs.

When the curriculum is written in a common format that includes units of study with essential questions, concepts, content, and skills; the school's 21st century learning expectations; instructional strategies; and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics, the learning process will be enhanced to improve student achievement.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- student work
- teacher interview
- teachers
- students
- parents
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 3

Conclusions

The curriculum at Torrington High School sometimes emphasizes the depth of understanding and application of knowledge through inquiry and problem-solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed and ethical use of technology.

According to the Endicott survey, 65.4 percent of students find the content in their courses challenges them to think critically and solve problems. The curriculum supports depth of understanding and application of knowledge in some content areas. In the Child Development course, students learn and apply their knowledge in the Torrington High School preschool. The Yearbook class designs and creates the *Torringtonian* school yearbook each year. The music department offers internationally-recognized course offerings and has students apply their knowledge in real-world applications through podcasts and other forms of media. Students who successfully complete the Emergency Medical Training (EMT) course earn a state certification endorsement. The English department curriculum uses the Currency, Relevance, Authority, Accuracy, Purpose (CRAAP) method for assessing internet source validity and MLA and Chicago citations. The Air Force Junior Reserve Officer Training Corps (AFJROTC) program allows students to access real-world experiences, such as wearing official uniforms, military customs, and leadership skills that can be applied in their future careers. The emphasis of depth of understanding and application of knowledge is inconsistent, and curricular time is seldom designated to create and enable these skills to occur in the content areas and interdisciplinary activities. Some content area and school-wide rubrics focus on how students should use technology effectively. Students and parents sign an Acceptable Use of Private Technology Device form, outlining Torrington School District's policies regarding acceptable technology usage. Teachers use various technologies to help students practice and hone their technology and academic skills. Teachers use Google Apps for Education, including Google Classroom and Google word processing programs. Infobase and Gale Virtual Reference Library are used in academic skills in tandem with the library/media center. Upon entering Torrington High School, freshmen complete a library/media unit, taught by their English teacher and library/media specialist.

When the curriculum consistently emphasizes the depth of understanding and application of knowledge through inquiry and problem-solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed and ethical use of technology, student learning will be more aligned to current real-world experiences and future academic pursuits.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students
- central office personnel
- Endicott survey

Standard 2 Indicator 4

Conclusions

Torrington High School does not yet have alignment between the written and taught the curriculum.

Due to not having a documented curriculum for many courses, the school can not establish alignment. This lack of written curriculum severely hampers the school's ability to guarantee vertical alignment across the grade span and horizontal alignment to support interdepartmental collaboration.

When the school has clear alignment between the written and taught curriculum, the content and rigor of classroom instruction will be aligned with a formal, board-approved curriculum, and all students can receive the same opportunities for growth.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- student work
- teacher interview
- teachers
- students
- parents
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 5

Conclusions

Effective curricular coordination and vertical articulation is infrequently exhibited between and among all academic areas within Torrington High School as well as with sending schools in the district.

In the 2013-2014 school year, curriculum time was designated for the English department to work on UbD. The English department curriculum has been completed, approved, and audited but needs continued time to be reviewed, revised, edited, and formatted. The science department has vertically aligned with the middle school and high school courses with the onset of the Next Generation Science Standards (NGSS). The English and science departments participated in a formal cycle to review and renew their curricula. Science teachers were also given per diem time over the summer to continue work on integrating NGSS into the science curriculum. There are some examples of limited vertical articulation in other subject areas, such as the physical education and the world languages departments: In the physical education department, the Vertical Articulation Matrix exists across sports and fitness courses, and the world languages department has aligned the Spanish Vertical Articulation Matrix.

When effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district, curriculum standards and expectations will be better met to ensure that all students achieve.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- school board
- department leaders
- central office personnel
- school leadership

Standard 2 Indicator 6

Conclusions

Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are inconsistently support the curriculum, including the co-curricular programs and other learning opportunities.

Torrington High School has begun the development and implementation of SRBI practices by hiring a reading interventionist for Tier II students. The purchase of new instructional materials for the library/media center and health/physical education is not currently a continual process but rather unpredictable in its frequency and sufficiency. Inadequate Wi-Fi, hardware, and software malfunctions disrupt the instruction and assessment requirements of the curriculum. The three computer labs in the building are not always adequate to accommodate all of the requirements of the curriculum and do not have the staffing levels necessary to ensure all equipment is working correctly.

The facility is outdated and often interferes with the effective implementation of 21st century learning expectations. The classroom temperatures are unpredictable and interfere with student learning. A recent leak on the gym floor highlights building and roof issues. The low ceilings and lack of sound treatment in the band and choral rooms affect the instruction of classes nearby. Broken windows and blinds need replacement.

Co-curricular activities are completely or partially self-funded, and, according to the Endicott survey, 90 percent of teachers indicate that co-curricular programs are not adequately funded to provide students with co-curricular activities. Eighty percent of teachers believe that they do not have sufficient instructional material to implement the curriculum, and 75 percent feel that the facilities do not support its implementation.

When staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities, students will be ensured of a sufficient curriculum to achieve 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- student work
- teacher interview
- teachers
- students
- parents

Standard 2 Indicator 7

Conclusions

The district inconsistently provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

According to the Endicott survey, over 74 percent of teachers disagree that they have or are undecided about having sufficient time to be engaged in formal curriculum evaluation, review, and revision work. The district and school leadership coordinated and provided teachers training on common formative assessments. Teachers received UbD training on curriculum development. The faculty incorporated innovative thinking and practice related to the curriculum through local, state, and national programs, such as Model UN, Mu Alpha Theta for mathematics, National Honor Society, Financial Reality Fair, Chamber of Commerce, internships, and Northwest Community College. The math and science departments have received some dedicated time for curriculum revision since 2011 that continued during the 2013, 2014, and 2015 school years, but the templates are not uniform across content areas. The English department has been able to revise its curriculum but a consistent and systematic articulation with a common template throughout the district and among different content areas at the high school has not been developed. Additional time is allocated through the district calendar, albeit inconsistently.

When the district consistently provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research, students will receive an equitable, consistent vertically-aligned educational learning experience.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- student work
- teacher interview
- teachers
- students
- parents
- school board
- community members
- department leaders
- central office personnel
- school support staff
- Endicott survey
- school website
- Standard sub-committee

Standard 2 Commendations

Commendation

The development of curriculum maps in the science, English, and math departments

Commendation

The use of school-wide and content-specific rubrics in some content areas for inquiry, problem-solving, higher order thinking, and collaboration

Commendation

The development and posting of lesson-specific essential questions to guide instruction by some teachers

Commendation

The strong relationships created by school staff with outside organizations and agencies to support learning opportunities for students

Commendation

The vertical alignment of the science curriculum focusing on the Next Generation Science Standards (NGSS) in grades 6-12

Commendation

The introduction of SRBI practices to support some students in need of academic intervention

Commendation

The emphasis on the informed and ethical use of technology through a variety of online and communication tools

Commendation

Commendation

Commendation

Standard 2 Recommendations

Recommendation

Develop and implement a plan for the district to consistently provide the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research

Recommendation

Ensure that the curriculum is written in a common format that includes units of study with essential questions, concepts, content, and skills; the school's 21st century learning expectations; instructional strategies; and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics

Recommendation

Ensure that all curriculum is completed and purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations

Recommendation

Ensure that the curriculum consistently emphasizes the depth of understanding and application of knowledge through inquiry and problem-solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed and ethical use of technology

Recommendation

Ensure that there is clear alignment between the written and taught curriculum in all courses

Recommendation

Ensure that effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district

Recommendation

Ensure that instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities

Recommendation

Ensure that the district consistently provides the school's professional staff with sufficient personnel, time, and

financial
resources for ongoing and collaborative development, evaluation, and revision of the curriculum using
assessment results and current research

Recommendation

Recommendation

Standard 3 Indicator 1

Conclusions

In some areas, teachers' instructional practices are examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.

The vast majority of teachers are familiar with the school's motto of tradition, honor, and success as well as the school's 21st century learning expectations, Communication, Inquiry, Values Character, Information Literacy, and Collaboration (CIVIC). Posters are present in hallways and classrooms throughout the school building. Various departments have adopted individual elements of CIVIC and incorporated them into their instructional practices. For example, the science department focuses on Inquiry and Values Character. Although the school's core values and beliefs about learning as well as 21st century learning expectations are clear and recognized throughout the school building, the teaching practices in all classes inconsistently use them. Some teachers have reflected upon these practices and are beginning to incorporate them into their daily teaching practice.

When teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations, students will be better able to meet them.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teachers

Standard 3 Indicator 2

Conclusions

Some teachers' instructional strategies support the achievement of the school's 21st century learning expectations by personalizing instruction, engaging students in cross-disciplinary learning, engaging students as active and self-directed learners, emphasizing inquiry, problem-solving, and higher order thinking, applying knowledge and skills to authentic tasks, engaging students in self-assessment and reflection, and integrating technology.

Teachers personalize their instruction through various strategies. The social studies department uses a layered curriculum to address student needs. The English, math, social studies and science departments have success with co-taught classes' reaching the needs of all students in their classrooms. The English department collaborates with the SRBI interventionist to make individual course recommendations using student data from NWEA-MAP and SAT tests. The SRBI interventionist coaches the English teachers on appropriate instructional strategies to meet the needs of the learners using the same data. Members of the math department spiral the curriculum and practice learning circuits in the classroom in which students can work at their own pace. Although these differentiating strategies exist, they are inconsistently employed across the school. According to the Endicott survey, only 36 percent of students feel that their instruction is personalized. Additionally, out of 59 classroom visits, personalization was observed in 27 of them, approximately 46 percent.

There have been deliberate attempts to provide cross-disciplinary learning opportunities for students. The grade 9 teams follow curricula that are designed to encourage cross-disciplinary learning between social studies and English departments and math and science departments. Most departments have special cross-disciplinary projects or connections. The music technology classes work to create a promotional commercial with marketing classes. The art classes incorporate historical background lessons to support the introduction of a new unit. Although the course of study guidebook contains cross-disciplinary-based courses such as American Studies and International Studies, these courses have not been offered in recent years.

Opportunities for students to be active and self-directed learners are inconsistent. Some departments, such as music and physical education, have designed courses that allow for student choice on projects. The English and social studies departments offer regular opportunities to peer- and self-assess using department rubrics on writing assignments. Although students have some opportunities to be self-directed, this instructional practice is not yet regularly implemented throughout the building and across all content areas.

Teachers focus students on key themes, concepts, and essential questions that encourage higher order thinking opportunities. For example, science teachers incorporate NGSS for all of their assignments. At times, essential questions are listed on the board, many lessons do not directly align with the questions posed. In 54 percent of the general and college prep classes observed, students were asked to recall and define, e.g, students answered reading comprehension questions or copied answers from a video into a graphic organizer as the most prevalent mode of instruction.

Students have multiple opportunities to apply their knowledge and skills to authentic tasks outside of the classroom and within the school community. In World History, students participate in mock trials and Model UNs. The school offers multiple opportunities that give students access to authentic tasks. For example, events such as History Day and the Financial Reality Fair allow students to develop a specific set of skills for a specific career pathway.

Teachers routinely ask students to reflect on their work and to self-critique. According to the Endicott survey, 60 percent of students agree that teachers provide opportunities to assess their learning. The World History II classes, which participate in a Model UN debate, reflect on both the event as a whole and on each other's performance. Several art assignments use a rubric on which students self-assess, and teachers use the same document to show their agreement or disagreement with the students' decisions regarding their performances.

Over 70 percent of students report that they are encouraged to use technology on their assignments. Some departments report consistent access to technology by use of multiple Chromebook carts. Students find that they

use technology 2-3 times per month. There is limited use of technology in classes due to the building Wi-Fi infrastructure not being reliable. Many teachers have broken and unusable equipment in their classrooms which inhibits making technology integration building-wide. Many teachers lack training in the use of some of equipment in their classrooms.

When teachers' instructional practices support the achievement of the school's 21st century learning expectations by personalizing instruction; engaging students in cross-disciplinary learning; engaging students as active and self-directed learners; emphasizing inquiry, problem-solving, and higher order thinking; applying knowledge and skills to authentic tasks; engaging students in self-assessment and reflection; and integrating technology, instruction will provide students with more meaningful opportunities and experiences to help demonstrate mastery in of the learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- teachers
- students
- parents

Standard 3 Indicator 3

Conclusions

Many teachers adjust their instructional practices to meet the needs of each student by using formative assessment, especially during instructional time, but this is not done in a consistent or purposeful way across the school for all students. However, the degree to which teachers consistently differentiate strategically, purposefully organize groups, and provide differentiated support and alternative strategies varies substantially from teacher to teacher and department to department.

For example, the use of various educational websites and student-led activities such as Socratic circles are used in English and social studies classes. Some teachers in the math department use a color-coded communication system for students to alert the teacher to their level of understanding as class progresses. The purpose of these assessments is improvement, but it is not always clearly communicated this way. Students desire more specific and consistent communication of expectations on all assignments.

Students sometimes receive specific and immediate teacher feedback. In some classrooms, teachers give students feedback regarding their work while circulating and during group activities, giving students a chance to reflect, ask questions, and then correct their work. However, other teachers review correct answers with the whole class, without providing specific student feedback regarding individual responses and how to improve. Some sample rubrics provide evidence of specific teacher feedback that elaborates on the rubric distinctions, while others rely on the rubric language to communicate with students.

There is no formal process in place for data collection or analysis; however, some teachers have analyzed common summative assessments to inform their decisions about curriculum and instruction. Some departments use SAT and NWEA-MAP data to recommend courses and levels to students as well as to plan on how to approach instruction, but this practice is not school-wide. Some teachers work with special education teachers and paraprofessionals to address the diverse learning abilities within their classrooms.

In most departments, students are encouraged to attend extra help sessions with the teachers during shared free periods during the school day or after school. The master schedule has been designed so that the grade 9 teams and students have common time during study halls. Students find the availability of teachers to be consistent and constant, including after school.

Teachers use purposeful group learning activities on a regular basis in core academic classes, elective classes and even outside of the classroom. According to the Endicott survey, 82 percent of students indicate that teachers use group activities in their classes.

While most teachers adjust their instructional practices to meet the needs of each student by using formative assessment, especially during instructional time, when this is done consistently and when the teachers also strategically differentiate; purposefully organize group learning activities, and provide additional support and alternative strategies within the regular classroom, teachers will be better prepared to meet the needs of each student and will provide regular and effective feedback.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers

Standard 3 Indicator 4

Conclusions

Teachers, inconsistently improve their instructional practices by using student achievement data from a variety of formative and summative assessments; examining student work; using feedback from a variety of sources, including students, other teachers, supervisors, and parents examining current research; and engaging in professional discourse focused on instructional practice.

Professional learning communities (PLCs) are scheduled once per month on an early release day for all teachers. PLCs were originally designed to collaborate and discuss current research and best practices in a formal manner. More recently, however, PLC time has not been devoted to reviewing student achievement data to drive instruction but rather for other agenda items.

The 9th grade team model implemented this year has aided teachers in meeting with their content partners to compare student work and achievement data. Additionally, these teachers are able to take this time to review lesson plans and ideas within their content areas and give constructive feedback to their colleagues. This has not only benefited the teachers themselves, but also the students in their classes. Some teachers outside of the ninth grade teams use personal and prep time to accomplish the same tasks.

Feedback to teachers from stakeholders to drive instruction has been inconsistent. Summative assessments are reviewed throughout the building. However, at this time, these summative assignments are not identical throughout the content area, making data comparisons difficult. Data from summative assessments are not formally reviewed within PLCs to close the feedback loop and change instructional practices. The school does not make widespread use of feedback from parents and families to inform instructional practices.

When all teachers, individually and collaboratively, consistently improve their instructional practices by using student achievement data from a variety of formative and summative assessments; examining student work; using feedback from a variety of sources, including students, other teachers, supervisors, and parents; examining current research; and engaging in professional discourse focused on instructional practice, instruction will be strengthened, further enhancing curricular and instructional rigor while providing more opportunities for differentiation and personalization of learning.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- teacher interview
- teachers
- parents
- community members

Standard 3 Indicator 5

Conclusions

Teachers maintain expertise in the content of their subject area on an individual basis; however, their ability to maintain expertise in content-specific instructional practices is hindered by a lack of formalized and systematic opportunities to professionally reflect.

The opportunity to share their knowledge with colleagues in a formal manner is sporadically and informally implemented due to constraints placed upon the agenda for both department and PLC meetings. Department leaders seldom use the time for the purpose of focusing on content-specific knowledge and pedagogy. Formal and consistent collaboration and some summative assessments (midterms and finals) in some departments are common throughout the content area. Current monthly department time is not allocated to sharing information obtained through individual efforts, such as journals, conferences, and research. Collaboration is limited in some departments.

When the teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices, they will be able to employ best practice for each student and enhance student performance and achievement.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- teachers

Standard 3 Commendations

Commendation

The opportunities for student self-assessment in writing assignments

Commendation

The opportunities for students to deepen and expand their learning of the curriculum through opportunities provided by partners in the community

Commendation

The current plan to enhance opportunities for cross-disciplinary student learning

Commendation

The current efforts to expand student access to educational computing devices

Commendation

The ninth grade teams' use of student data to provide students access to extra assistance during the school day

Commendation

The new implementation of interventionist staff to support the learning of students in need of academic support

Commendation

Commendation

Commendation

Commendation

Standard 3 Recommendations

Recommendation

Ensure that PLC meetings, department meetings, faculty meetings, and other available time are focused on allowing teachers to collaborate on assessing student learning needs, collaborative lesson and unit design, assessment of the written curriculum, and collaborative professional development

Recommendation

Support teachers' implementation of student computing devices in the classroom with training and equitable allocation

Recommendation

Ensure teachers' instructional practices are examined and supported to ensure consistency with the school's core values, beliefs, and 21st century learning expectations

Recommendation

Build on the current examples provided by some teachers to ensure that all teachers' instructional strategies consistently support the achievement of the school's 21st century learning expectations by personalizing instruction, engaging students in cross-disciplinary learning, engaging students as active and self-directed learners, emphasizing inquiry, problem-solving, and higher order thinking, applying knowledge and skills to authentic tasks, engaging students in self-assessment and reflection, and integrating technology

Recommendation

Build on the current examples provided by some teachers to ensure that all teachers adjust their instructional practices to meet the needs of each student through the use of regular and effective formative assessment techniques

Recommendation

Ensure that all teachers, individually and collaboratively, consistently improve their instructional practices by using student achievement data from a variety of formative and summative assessments; examining student work; using feedback from a variety of sources, including students, other teachers, supervisors, and parents; examining current research; and engaging in professional discourse focused on instructional practice

Recommendation

Ensure that all teachers, as adult learners and reflective practitioners, maintain expertise not only in their content area but also in content-specific instructional practices and provide necessary in-school and district-level structures, accountability, and support to accomplish this

Standard 4 Indicator 1

Conclusions

The professional staff is limited in their employment of a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics.

The 21st century learning expectations have been created and some staff and departments implement these expectations in the form of adapted rubrics that were developed by teachers. Some of the teachers in some of the departments are using the school-wide rubrics as is, while some have modified them in their own way to fit their assessments. Administrators recommend that individual departments choose a specific rubric to focus on in their courses; the decisions for what rubrics would be used in which department were decided during department meeting time. One example of the usage of these rubrics is the art department's modification of the communication rubric to better fit activities, and this modified rubric is used throughout the department. Although it was communicated that each department should choose a rubric, the usage of these rubrics is practiced informally across the departments, and, currently, there is a lack of a communicated formal process both for the use of individual rubrics by the departments and how data for students based on all rubrics will be tracked and used. The learning expectations of Communication, Inquiry, Value Character, Information Literacy, and Collaboration (CIVIC) have been used on some students assessments but with no formal, ongoing process to ensure that each student has regular opportunities to be assessed using these expectations. Both formatively and summatively, the determination of the achievement of these practices is not yet taking place. Additionally, according to the Endicott survey, over half of the teachers either disagree or are undecided about their using analytic school-wide rubrics when assessing student work.

When the professional staff continuously employs a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics, the school will have a better understanding of students' achievement of the learning expectations, individually and collectively.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- central office personnel

Standard 4 Indicator 2

Conclusions

The school's professional staff inconsistently communicates individual student progress in achieving the school's 21st century learning expectations to students and their families and the school's progress in achieving the school's 21st century learning expectations to the school community.

While the 21st century learning expectation rubrics have been developed and shared with the faculty, no formal process has been created for their use, along with the collection and sharing of data from these rubrics to either students or their families. However, this process occurs informally at times across departments. Teachers quantify the rubrics they use, modified or not, to provide numeric grades on assessments that have been measured with such rubrics, and this is reflected in student work. There is a lack of communication of the school's progress in achieving the school's 21st century learning expectations to the school community. Parents are aware that 21st century learning expectations exist but do not know what they are and how student progress in achieving them is tracked and communicated. Nevertheless, the professional staff feels that formal process needs to be developed, and this process is currently in the planning phase.

When the school's professional staff consistently communicates individual student progress in achieving the school's 21st century learning expectations to students and their families and the school's progress in achieving the school's 21st century learning expectations to the school community, the faculty will be able to communicate this progress to all stakeholders which in turn will support student academic achievement toward attainment of these learning expectations.

Sources of Evidence

- self-study
- panel presentation
- student work
- teacher interview
- school board
- community members

Standard 4 Indicator 3

Conclusions

In some areas, professional staff collects, disaggregates, and analyzes assessment data to identify and respond to inequities in student achievement, but no formal process for doing so currently exists.

According to the Endicott survey, only 33.7 percent of teachers agree that they collect, disaggregate, and analyze data to identify and respond to inequities in student achievement. This practice only takes place among some teachers of similar courses. The school uses the Northwest Evaluation Association Measures of Academic Progress (NWEA-MAP) as the growth model for students up to tenth grade, but there is a gap in its usage. No formal process is in place for the review of this data or changes to the curriculum as a result of the results. Furthermore, the use of standardized tests, such as the SAT, is inconsistent from teacher to teacher. Because of this, some students are benefiting more than others. Some teachers collaboratively review student outcomes on course-specific assessments and analyze this data to modify and adjust instruction, but this is not an established process school-wide.

When a formal process and system is implemented to ensure that the professional staff collects, disaggregates, and analyzes data, the school will be able to identify and respond to inequities in student achievement.

Sources of Evidence

- self-study
- student shadowing
- student work
- teacher interview

Standard 4 Indicator 4

Conclusions

Prior to each unit of study, teachers often communicate related unit-specific learning goals to be assessed but communicate connections to the school's 21st century learning expectations on a much more limited basis.

According to the Endicott survey, nearly 60 percent of students feel that the teachers communicate the 21st century learning expectations, but only 45 percent of teachers agree. The 21st century learning expectations are visible in nearly every classroom in the form of a poster using the CIVIC acronym and students and the principal references them quite often in the morning announcements. Student work reflects the use of school-wide rubrics representing the 21st century learning expectations; however, this practice is not consistent, and teachers are still developing ways to use those rubrics, as is or modified, in their assessment practices. Certain 21st century learning expectations rubrics are used based on the department, and in some departments some teachers modify the rubric to better match assignments. Teachers communicate their expectations and what will be assessed prior to each unit of study, typically in the form of course, content-specific rubrics lacking direct links to the 21st century learning expectations.

When, prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed, students will be better prepared to achieve these goals.

Sources of Evidence

- classroom observations
- self-study
- student work
- teacher interview
- Endicott survey

Standard 4 Indicator 5

Conclusions

Prior to summative assessments, most teachers provide students with specific and measurable criteria for success, such as corresponding assignment-specific rubrics, which define targeted high levels of achievement.

It is common practice for rubrics to be used on most assessments across all disciplines. Student work often contains associated rubrics outlining how a grade was developed. Parents feel that their children have a clear understanding of their learner expectations. The rubrics generally outline areas of competency to evaluate student mastery of content and associated skills. This practice ensures consistency of criteria for success. These rubrics are often provided to students and reviewed prior to the beginning of work toward assignment completion, in order for students to self-assess as they work. In a science class, a rubric is provided with the lab sheet, and students use this rubric to assess themselves as they work through the activity. In an ESL class, students consistently reference their rubrics as they conduct research and type their essay. According to the Endicott survey, 72.3 percent of students understand in advance what work they have to accomplish to meet their teachers' expectations, and 67.9 percent understand the rubrics their teachers use. Although there may not be a common practice for the use of and type of rubrics used across the school, some departments, such as the social studies department, has started work toward this practice.

As a result, many teachers' use of specific, measurable criteria for success ensures that learner expectations are clear for high levels of achievement for many students at THS.

Sources of Evidence

- self-study
- student shadowing
- student work
- teacher interview
- parents
- Endicott survey

Standard 4 Indicator 6

Conclusions

In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.

Some commonly used formative assessments include, among others, do-now work, thumbs up/thumbs down, exit ticket, pair/share, and peer review. These strategies are used by most teachers to gauge achievement. In one class observation, the class started with a do-now. After students had time to address the question, students turned to a partner and conducted a pair/share. While this was happening, the teacher circulated the class gaining an understanding of the students' level of comprehension. Teachers fully understand the importance of using multiple forms of formative assessment to check for understanding. They use formative assessments to guide instructional practices. Although it can vary from department to department, a variety of summative assessments are also used. Summative assessments can include group presentations, posters, written tests, symposiums, essays, and the creation of games and tests. For example, in a chemistry class, students are assessed on their ability to calculate and measure mass by way of a hands-on lab. In an ESL class, students show how they can use critical thinking and research skills by means of a research essay. In a World History honors class, students are assessed based on multiple indicators and skills. The use of these multiple forms of summative assessments allows for increased opportunity to show learning by various types of learners. The students like having multiple ways to show their learning, and they know that "some students are better test-takers than others and some students are just more creative." Although all teachers employ multiple forms of summative assessments throughout all courses, there are subject areas where this happens more than others. For example, science and English have been identified as subjects that have a wide range of types of assessments whereas, in some other departments, it is less so.

Because, in each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments, students have a variety of modes and opportunities to demonstrate their learning.

Sources of Evidence

- student shadowing
- teacher interview
- students

Standard 4 Indicator 7

Conclusions

Teachers infrequently collaborate in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

The school schedule allocates designated formal time for the discussion on assessment practices. This consists of monthly PLCs, during which the faculty members are provided with early release time once per month. This is in addition to monthly department meetings during which teachers have an opportunity to use some of the time to collaborate on educational practices. However, even though time is available, this time is not always effectively and efficiently used. There is no formal process for teacher collaboration, and often school and district leaders co-opt this time to focus on other initiatives. In addition to this planned time, collaboration among teachers occurs informally; however, the administrators do not take part in this practice.

When the teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments, their instructional practices will be better guided by the data those assessments provide.

Sources of Evidence

- self-study
- teacher interview
- teachers
- central office personnel
- school leadership

Standard 4 Indicator 8

Conclusions

Teachers pervasively provide specific, timely, and corrective feedback to ensure students revise and improve their work.

It is standard practice for teachers to upload a grade for at least one assessment per week per class into the PowerSchool portal. This is a formal process driven by administrators. In most cases, teachers exceed this expectation regularly. Parents are happy with the amount of timely feedback and updates provided through PowerSchool along with other platforms including Google Classroom. Teachers encourage their students to check their PowerSchool accounts regularly. This allows students and parents to receive feedback in a timely, efficient manner, so students are able to make informed decisions about their learning. Assignments are often returned to students with comments on the quality of work and suggestions for improvement. Students find that almost all of their teachers return assessments quickly with suggestions on how to improve their work, and these provided suggestions are used by students as a starting point for revisions. Parents and students believe that teachers are fair and consistent in their grading practices.

In addition to providing timely feedback on student work, an assessment correction policy is in place and practiced throughout the school. Teachers and students agree on the importance of this practice when it is taken advantage of and how it can have a positive effect on academic growth. Although this assessment corrections policy and procedure is mandated by administrators and practiced in every department, variations to this practice exist. For example, the math department has a written policy where any student who scores below 85 percent can retake the assessment as long as they fulfill certain requirements. This process is clearly defined, shared amongst the department faculty, and communicated to the students. The science department has a similar procedure for students who fail an assessment, and other departments have an assessment correction policy in place of a retake. Teachers are concerned that the students who really need to take advantage of this do not and believe that students need to be encouraged to take advantage of the corrective feedback and retake policy to allow for the equitable improvement of student learning.

Because teachers provide specific, timely, and corrective feedback using assignment-specific tools, students are given opportunities to reflect upon, revise, and improve their work which fosters improved student achievement.

Sources of Evidence

- student work
- teacher interview
- teachers
- students
- parents

Standard 4 Indicator 9

Conclusions

Throughout the school, teachers regularly use formative assessments in their instruction and occasionally this is used to inform and adapt whole-class instruction for the purpose of improving student learning and the curriculum as a whole.

Teachers at THS are using formative assessments on a consistent basis in their classes. This use allows teachers to have an improved ability to address student inequities. Many teachers use multiple formative assessments during a class period. Warm-ups, exit tickets, pair/shares, peer reviews and various forms of group work are commonly used to gauge comprehension of daily lessons; this feedback is used to guide or to modify a lesson. The use of these forms of formative assessments are visible in classrooms throughout the school and inform the remainder of the lessons. However, teachers seldom use the results from these formative assessments to revise their curriculum, and any reflection and revision is intended more for the whole class rather than for individual learners. At this time, these formative assessments are not common assessments, but a plan is in place to develop common formative assessments (CFAs) for individual courses. This will allow for a sharing of data, which could be used to improve curriculum.

While the teachers regularly use formative assessment, when they also use it to inform and adapt their instruction for the purpose of improving student learning, they will be in better positions to assist students in achieving the 21st century learning expectations.

Sources of Evidence

- classroom observations
- teacher interview
- teachers
- central office personnel

Standard 4 Indicator 10

Conclusions

Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including student work; common course and common grade-level assessments; and standardized assessments; however, there is seldom examination of individual and school-wide progress in achieving the school's 21st century learning expectations; data from sending schools, receiving schools, and post-secondary institutions; and survey data from current students and alumni.

According to the Endicott survey, 70 percent of both students and parents find that teachers use a variety of assessment methods; however, only 44 percent of teachers find that teachers and administrators examine assessments, student work, and standardized assessments. The professional staff has a plan for collaboration to revise and improve curriculum and instructional practices, but it is still in development. Some teachers use their evaluations as a catalyst to focus individually on improving instructional practices. No time has been purposefully devoted to reviewing individual and school-wide progress in achieving the 21st century learning expectations. No data from sending schools or outside institutions is typically shared with the teachers to allow for vertical alignment and articulation. The teacher evaluation process has a component of soliciting feedback from current students, and this practice regularly takes place. However, there is no formal plan, other than the teacher evaluation, to use this data to revise curriculum and to improve instructional practice. Other than individual teacher tracking and communication with former students, no plan is in place to solicit information from alumni.

While teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including student work; common course and common grade-level assessments; and standardized assessments, when they also examine individual and school-wide progress in achieving the school's 21st century learning expectations; data from sending schools, receiving schools, and post-secondary institutions; and survey data from current students and alumni, they will be able to revise curriculum more effectively and to develop their classroom practice.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- central office personnel
- Endicott survey

Standard 4 Indicator 11

Conclusions

Grading and reporting practices are currently not being reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

PLC time is allocated for initiatives other than the review and revision of grading and reporting practices. According to the Endicott survey, just only 40 percent of teachers feel that reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning, while 75 percent of parents feel that teachers grading practices are aligned. Administrators expect that teachers will upload at least one assessment per week into PowerSchool and will communicate with teachers who are not meeting this expectation. The professional staff has been discussing other grading practices such as being consistent across all subject areas, along with PLCs being better structured. Administrators intend to develop a plan to do this more regularly and to use this practice to make changes as necessary.

When grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning, parents, students, and the community can be assured that they are receiving valid and reliable information regarding student achievement.

Sources of Evidence

- self-study
- student work
- teacher interview
- central office personnel
- Endicott survey

Standard 4 Commendations

Commendation

The use of a wide range of formative assessment strategies by some individual teachers

Commendation

The provision of specific, timely, and corrective feedback to ensure students revise and improve their work

Commendation

The professional staff's regular communication of students' course-specific learning expectations

Commendation

The teachers' communicating to students the unit-specific learner outcomes to be assessed prior to each unit of study

Commendation

The development of effective rubrics to measure the school's 21st century learning expectations

Commendation

The development of effective rubrics to measure the school's 21st century learning expectations by the teaching faculty

Commendation

Commendation

Commendation

Commendation

Standard 4 Recommendations

Recommendation

Develop and implement a formal program to ensure that the professional staff collects, disaggregates, and analyzes data to identify inequalities in student achievement and to strategize for their improvement

Recommendation

Develop and implement a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics

Recommendation

Ensure that teachers communicate to students and clearly outline the school's applicable 21st century learning expectations to be assessed prior to each unit of study

Recommendation

Establish a formal process for teachers to frequently collaborate on the creation, analysis, and revision of formative and summative assessments, including common assessments when possible

Recommendation

Develop and implement a formal process to communicate individual student progress in achieving the school's 21st century learning expectations to students and their families and the school's progress in achieving the school's 21st century learning expectations to the school community

Recommendation

Implement a formal plan that ensures that all teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments

Recommendation

Recommendation

Recommendation

Recommendation

Standard 5 Indicator 1

Conclusions

Through conscious and continuous efforts, the school community has built a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all through a systematic process.

At Torrington High School, there is a palpable sense of community and caring, and this can be seen through a wide variety of examples across the school's programs. Students and families are provided with the student handbook, which outlines the policies and procedures that reflect the high expectations for all students. Students complete a verification form, signing off that they have reviewed the policies set within the handbook. Student ambassadors are volunteers who work with school counseling staff to ensure that newly enrolled students feel welcomed and a part of the school community. Students and staff members collaborated to implement a "care closet" by which any student in need can obtain personal hygiene items if they are not able to afford these on their own. THS, through various activities, continues to create opportunities to help create a positive school climate for its diverse population. The student council, which is made up of 34 students, takes active role in facilitating student activities and fundraisers. Events that students in which participate include spirit week, Raider Rally, pep rallies, and T-Fest. Additionally, students participate in multiple fundraisers, including their Empty Bowls fundraisers, to support their school and local community. Students have an opportunity to join the thirty various clubs that are offered.

Because the school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all, stakeholders are able to ensure an environment where all students can achieve success.

Sources of Evidence

- self-study
- student shadowing
- students
- parents
- Endicott survey
- school website

Standard 5 Indicator 2

Conclusions

The school is developing its ability to provide equitable and inclusive access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations.

Efforts at Torrington High School have been made to heterogeneously group students. General-level classes were phased out during the 2015-2016 and 2016-2017 school years in science and social studies. However, for the 2018-2019 school year, the general level for all grade-level English classes was reinstated. Nevertheless, as students are recommended for a level based on their grade performance in the previous leveled class, students are allowed to override a teacher recommendation with parental consent. Within the program of studies, students and families are aware of levels for each course, but for those classes that do not offer a general level, it does not state the school's goal to heterogeneously group students. There is some disparity in course enrollment data. For those enrolled in a college-preparatory US History course, students of color make up 23 percent of the population in the higher-level sections (honors and AP), while white students represent 77 percent. Those students who qualify for free or reduced-price meals make up 35 percent of honors and AP students. These ratios are somewhat out of alignment with the school's at-large population in which 32.5 percent are students of color and 52 percent receive free or reduced-price meals.

As the demographics of Torrington High School change and those students who qualify for special education increase, the school is planning to support those students who qualify for special education services opportunities to participate within the regular education curriculum. Currently, students are given the opportunity to take co-taught classes in the core areas of English, math, science, and social studies; however, neither the model of co-teaching that the school is using nor roles assumed by the co-teacher are formally defined. Additionally, those teachers do not have a common planning time to review curriculum and modifications. Torrington High School currently has 21 paraeducators to support the needs of their students in various classroom settings.

Across the classes, from academics, physical education, the arts, and career and technical education, students with special needs are welcomed and warmly integrated into the classroom culture. These students are treated as valued equals by their non-disabled peers leading to a very positive learning environment for all.

With changes in the budget over the years, some elective courses have been cut. In order to continue supporting those students who have interests outside the program of studies, students are able to apply for an independent study for which students complete an application and work in conjunction with a supervising teacher.

When Torrington High School completes its ongoing efforts to be equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations, it will be able to ensure that its core values and 21st century learning expectations can be realized equitably for all students.

Sources of Evidence

- classroom observations
- panel presentation
- teacher interview
- teachers

Standard 5 Indicator 3

Conclusions

By design, there is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

Torrington High School has an advisory program which assigns each student with an adviser. Built into the weekly schedule is a THS advisory period every Thursday for 38 minutes. During this period, all students meet with their advisor. Students can use this period as an opportunity to discuss concerns about academic, post-secondary and career planning, and social-emotional issues. There are days when students have the option to attend club meetings or have an assigned activity to complete. The advisory program has been designed to have each student remain with their same adviser throughout their high school career, but, due to staff turnover, there are students who have been reassigned to new advisers yearly.

Because there is a formal, on-going program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations, students can feel comfortable confiding in an adult because of the effective advisory program at Torrington High School.

Sources of Evidence

- student shadowing
- students
- Endicott survey
- school website

Standard 5 Indicator 4

Conclusions

In order to improve student learning through professional development, the principal and professional staff, are sometimes engaged in limited professional discourse for reflection, inquiry, and analysis of teaching and learning; use limited resources outside of the school to maintain currency with best practices; rarely have dedicated formal time to implement professional development; and make efforts to apply the skills, practices, and ideas gained in some areas in order to improve curriculum, instruction, and assessment.

Torrington High School has engaged in limited professional discourse beyond what is required through the teacher evaluation process. Through this model, teachers use data and best practices to reflect on success of their students within their classroom. Freshman teachers also have an opportunity through the team model to meet to reflect and analyze the needs of students. According to the Endicott survey, only 54 percent of teachers feel that this is supporting their instruction. Untapped potential time in the schedule for such discourse to occur is department meetings, but department leaders are not consistently dedicating monthly department meetings to this purpose.

For this school year, the faculty has participated in professional development on restorative practices, which was funded through an SBDI grant. The professional staff also participated in trainings related to the SAT assessment. Additionally, central office administration encourages faculty to work on Common Core, test scores, teacher evaluation, and bullying prevention.

In order to support instruction, faculty members rarely have any dedicated time to implement professional development. Teachers have worked in PLCs; however, this time is not allocated to support collaboration with colleagues on curriculum or best practices. Collaboration frequently occurs outside of the school day or by teachers' finding common time during their preparation periods.

Torrington High School faculty members are able to participate in self-choice professional development. With the support of the Professional Development and Evaluation Committee (PDEC) committee, sessions are presented highlighting the skills of current school and Connecticut Education Association staff. Teachers are able to choose from a variety of workshops. Some options include the use of Google Classroom, effective use of technology, school climate, CPI training and a Building Positive Relationships with At-Risk Students workshops. Teachers plan to use this information from these workshops to improve curriculum, instruction, and assessment.

When, in order to improve student learning through professional development, the principal and professional staff engage in professional discourse for reflection, inquiry, and analysis of teaching and learning; use resources outside of the school to maintain currency with best practices; dedicate formal time to implement professional development; and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment, teachers will be able to engage in professional discourse with their colleagues and administration.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- school board
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 5

Conclusions

Across the school, school leaders use research-based evaluation and supervision processes that focus on improved student learning.

All teachers at Torrington High School participate in their teacher evaluation process. The TEVAL document was updated in May 2018. Staff must participate in a goal-setting, mid-year, and end-of-year conferences. The Educator Evaluation and Development Plan is shared with teachers annually. Within this document, the expectations for certified staff and the administrators' support of the process are outlined. The supervision process reflects thoughtful design to improve instruction. The manual indicates that teachers will have professional trainings that are flexible throughout the year. However, faculty members have had inconsistent opportunities to participate in the six training components and have had limited professional development in this area. Those that evaluate members of the professional staff participate in SEED training and complete required modules prior to the school year. The plan is for these modules to have a positive impact on teaching and learning.

Because school leaders regularly use research-based evaluation and supervision processes that focus on improved student learning, teachers are able to sharpen their instructional practices and ensure improved instruction for all learners.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- Endicott survey

Standard 5 Indicator 6

Conclusions

The organization of instructional time somewhat supports research-based instruction and is making inroads in supporting professional collaboration among teachers and the learning needs of all students.

For the 2018-2019 school year, the school reverted back to a seven-period schedule, with a built-in advisory every Thursday. Additionally, this year, the school has also altered the daily time schedule. The change to a seven-period schedule was neither driven by the school's core values and beliefs about learning nor does it support collaboration. The school calendar is organized to provide one early-release day per month to provide teachers with opportunities for professional development and collaboration. Teachers do not know the long-term goals and purposes of this time, instead finding that it had been dedicated to a variety of other priorities. In general, the agendas for these days has been developed by the school district. While the district has worked hard to justify and provide this contractual time, teachers do not feel that the time has been used to provide productive professional learning. The school is in early implementation of freshman teaming. Freshmen have been scheduled into coordinated study halls that allow their teachers to meet in teams on alternating days. While these periods of collaboration are occasionally interrupted by the need for teachers to attend PPTs or to provide coverage, the professional staff sees this as a promising practice that is improving teacher-to-teacher communication. Most special education and regular education teachers who co-teach do not have common planning time during the school day to maximize supports and instruction.

When Torrington High School's organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students, the professional learning needs of teachers will be better addressed and students will benefit from instruction that is better coordinated and articulated.

Sources of Evidence

- self-study
- teacher interview
- department leaders
- central office personnel
- school support staff
- Standard sub-committee

Standard 5 Indicator 7

Conclusions

The vast majority of student loads and class size enable teachers to meet the learning needs of individual students. While class size varies due to factors such as individual student need, subject taught, and student demand, the average class size is 16.6 students. The majority of student loads for teachers are below the contractual maximum.

Because student load and class size enable teachers to meet the learning needs of individual students, teachers and students have opportunities for individual and small-group interactions that support the school's core values and beliefs.

Sources of Evidence

- classroom observations
- student shadowing
- teacher interview
- teachers
- students
- Endicott survey

Standard 5 Indicator 8

Conclusions

The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

The principal meets on a monthly basis with department heads. During this time, various topics are discussed. These include curriculum development, use of school-wide rubrics, and the development of instructional strategies. The principal, in conjunction with department heads and teachers, collaborates to create new course proposals to support the diverse needs of the student population. The principal holds class meetings at the beginning of the school year during advisory to discuss items such as policy changes, discipline, student activities, and student responsibilities that are in alignment with the foundational core values. In addition to evaluating staff, the principal assists in managerial duties about the building. Faculty meetings are held monthly and review timely matters, procedural issues, policy changes, and staying abreast of news around the school. The principal makes frequent announcements and recognitions of student performance and behavior that are linked and/or supportive of the school's core values and 21st century learning expectations. Students and teachers find that this practice has greatly increased overall awareness and understanding of these guiding documents.

Because the principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations, the school has the capacity to realize all of its goals for student learning, achievement, and well-being.

Sources of Evidence

- self-study
- teacher interview
- school leadership

Standard 5 Indicator 9

Conclusions

There are some opportunities for teachers, students, and parents to be involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

Some committees include community members, parents, students, staff members, a BOE representative, and administrators. This allows all stakeholders to work together to address issues, consider programmatic changes, and develop a school improvement plan to increase student achievement. Students have an opportunity to be involved in the decision-making process regarding proms, fundraisers, and other class-related activities. The school governance council meets to advise on school needs and concerns. During September 2018, the district had created a secondary ad hoc committee to focus on issues which include the decrease in student enrollment and structural issues of the buildings. In previous years, a teacher leadership council and teacher forum was established to discuss school issues with administrator, but is currently disbanded. A committee on school safety, culture, and climate discusses topics concerning student and faculty safety. According to the Endicott survey, 46.1 percent of students, 59.5 percent of teachers have input in the decision-making process that promotes responsibility and ownership.

When teachers, students, and parents have more opportunities to be involved in meaningful and defined roles in decision-making, the school will create a culture of trust and will promote responsibility and ownership of school programs and learning.

Sources of Evidence

- panel presentation
- teacher interview
- teachers
- students
- parents
- central office personnel
- Endicott survey
- school website

Standard 5 Indicator 10

Conclusions

Teachers, in some areas, exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.

As administrators have changed at the high school level for the past few years, committees have varied slightly. For the 2018-2019 school year, a department head position was created to support teaching and learning. Department heads support faculty teachers within their content areas, in addition to supervising monthly department meetings and monthly district professional development days. Teachers find that they do not have time available for collaboration within the schedule that is provided. Department meetings, faculty meetings, early-release days, and, for teachers of freshmen, freshman team time are available but the school and district leaders have not yet guided and organized the use of this time. The district professional development and evaluation committee, which includes THS staff, works with administrators to offer teacher development that affords them choice in an area that would support teaching and learning based on input. Teachers have made recommendations to continue work within their content area PLC, along with requests for common planning time for those teachers who co-teach with a special education teacher to support student learning. Teachers within Torrington High School are working to support students in multiple ways, regardless of any perceived instability within the district.

When teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning, the talents of the teaching staff will be more fully brought to bear to the benefit of all students.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- department leaders
- Standard sub-committee

Standard 5 Indicator 11

Conclusions

The school board, superintendent, and principal are collaborative, reflective, and constructive in some aspects in achieving the school's 21st century learning experiences.

The board of education has a scheduled meeting on the last Wednesday of every month; committees such as policy, school improvement and community relations, personnel, and budget also meet throughout the month. The school board and superintendent collaboratively work to determine policy and procedures. Meeting minutes and agendas are made available on the Torrington Public Schools' websites. However, the high turnover of the superintendent and principal positions during the past six years has negatively impacted the execution and implementation of a collaborative, reflective, and cohesive approach to leadership and governance of the school district. The frequent changes in leadership have hindered the development of a consistent long-term vision for advancement of school initiatives. Collaboration between the school and district leadership has resulted in the creation of college and career pathways to attract students to THS and shows promise for helping to organize the overall program of studies into a more understandable four-year sequence for students and parents. Also, the implementation of the current freshman teams was developed by the school leaders and staff. The principal was not included in the collaboration but given directives on how this plan will be implemented.

When the school board, superintendent, and principal are consistently collaborative, reflective, and constructive in achieving the school's 21st century learning expectations, the school community can work in concert to support student achievement of the school's learning expectations.

Sources of Evidence

- self-study
- panel presentation
- central office personnel
- school leadership

Standard 5 Indicator 12

Conclusions

The school board and superintendent provide the principal with decision-making authority to lead the school in some areas.

The building principal evaluates staff and conducts managerial aspects within the school. However, the building principal does not always have input in decisions for Torrington High School. In some instances, district-level administrators have made decisions on school-level professional learning and teacher assignments rather than by the appropriate building-level administrators.

When the board of education and superintendent provide the principal with sufficient decision-making authority to lead the school, the principal can fully promote learning, cultivate shared leadership, and engage all members of the school community in efforts to improve teaching and learning within the building.

Sources of Evidence

- self-study
- panel presentation
- school leadership

Standard 5 Commendations

Commendation

The welcoming, warm, and inclusive school culture and environment among students and adults

Commendation

The weekly advisory program that ensures each student is assigned to an adult who can assist them in achieving the school's 21st century learning expectations

Commendation

The school governance council's collaboration of community members, staff members, administrators, students, and parents that addresses issues, programmatic changes, and developing student achievement

Commendation

The school governance council that allows various members to become involved in a meaningful roles in decision-making

Commendation

The degree to which students with special needs are thoroughly and genuinely integrated into the school's climate and culture

Standard 5 Recommendations

Recommendation

Develop and implement a process to ensure that students are equitably placed in courses that are rigorous and relevant; including college-credit courses

Recommendation

Ensure that professional learning activities for teachers are driven by teacher needs, respectful of teacher preferences, and focused on serving the learning needs of the school's diverse student population

Recommendation

Create a consistent long-term vision for the advancement of school initiatives at the district and building level

Recommendation

Appropriately empower and hold accountable school and department leaders to ensure that the available time for teacher collaboration and professional learning is used effectively in support of the school's core values and the CIVIC learning expectations

Recommendation

Engage in training on appropriate roles, responsibilities, and accountabilities for the board of education, school building leaders, and department leaders to clarify each group's contribution to the success of school and district initiatives and ensure that each person or group has appropriate levels of autonomy

Standard 6 Indicator 1

Conclusions

The school has a somewhat effective timely, coordinated and directive intervention program for most students, including at-risk and identified students that support each student's achievement of the school's 21st century learning expectations.

THS provides a menu of different support strategies for students that include a freshman team, a school-wide advisory program, an attendance review board, and recently added Scientific Research-Based Intervention (SRBI) teachers to support grade 9 students in math and reading. While the math teacher uses scores to identify students in need of support, the freshman team identifies grade 9 students who need support and they are taken out of electives to attend the class with the reading interventionist. However, the school does not have a formalized and systematic process for identifying and working with all students who need support, and, according to the Endicott survey, only 30.2 percent of students feel the school meets their needs.

For students who are identified as English learners, the special education and ESL teams of teachers and staff meet regularly and collaborate to assure that students are getting the support and interventions they need from those specific teachers as well as support in their mainstream classes. There are 64 English learners, 21 of them recently arrived. Three teachers, two full-time tutors who attend classes with students, and two translators support the program and communicate with families. One-third of the EL students have IEPs; most were identified out of the district before enrolling in Torrington High School. While the ESL program at the high school is well-staffed, students with high needs and limited schooling are enrolling at a higher rate.

The district and high school have various grant and community programs to support students, such as Even Start for pregnant and parenting teens, the care closet for students in need, an alternative education program at EDAdvance, and programs with local mental health organizations, such as the Insight Group Making Better Decisions with McCall Center. The four school counselors and two social workers deal with the academic, and social-emotional needs of 836 students, as well as the plethora of programs to support each student's achievement of the school's 21st century learning expectations; however, they do so without the coordination of a director of school counseling. Special education students participate in different levels of the Pre-Vocational and Vocational Exploration program (PAVE), which gives them the opportunity to work in the school and the community.

When Torrington High School has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations, it will be able to fully ensure equitable, timely, and directed intervention services to help students meet the CIVIC expectations.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- students
- school support staff
- Standard sub-committee

Standard 6 Indicator 2

Conclusions

The school provides information to families, especially to those in need, about available student support services.

THS maintains a website that support services staff members uses to communicate services and programs. The website integrates a built-in translator, so that families of EL students may also access the information. The guidance secretary is responsible for maintaining and updating the website. While not all information is fully updated on the website, the ELL webpage and the guidance homepage are updated regularly, featuring information about school policies, events, college preparation, and links to using PowerSchool and Naviance.

THS uses regular email, email blasts, and the Remind App to distribute information to all families with access as needed. For specific issues, the staff uses various methods of communication from phone calls and emails to home visits, and, as necessary, the bi-lingual translator is used to reach out to Spanish speaking families. The school also hosts a variety of family nights such as the Welcome Back Night and 9th grade orientation to share information about courses, activities, and resources available to students and their families.

Library/media services uses its website to share links to the library/media center catalog, Destiny, the state digital library, researchIT CT, the school's online subscription databases, tools and tips for MLA style for research and writing, and library programs and promotions, such as summer reading lists.

The school makes extensive efforts to communicate with all students and families; according to the Endicott survey, 71 percent of parents agree that the school provides information about services to them.

Because Torrington High School provides information to families, especially to those most in need, about available student support services through a variety of platforms, e.g., web, email, phone, home, and on-site events, it effectively supports student's achievement of 21st century learning expectations.

Sources of Evidence

- self-study
- teacher interview
- teachers
- community members
- school support staff
- Endicott survey
- school website

Standard 6 Indicator 3

Conclusions

Torrington High School support services staff in some areas use technology to deliver an effective range of coordinated services for each student.

PowerSchool is available for support faculty and staff to input registration and other information; parents can receive information about grades using the program as well. Naviance software is also in place to facilitate the college-application process but staff report a need for training in order to better understand this tool. Special education support staff members regularly use PowerSchool and IEP Direct. School counselors use 504 Direct, and they are using Google Docs and the Remind App to communicate with students. The school website can be translated for parent access to different languages, but some of the links are outdated. School counselors publish a monthly newsletter, the Guidance Gazette, which is available online. The counselors are just beginning to use Naviance with students to prepare them to find information about colleges and to use the site to complete college applications and send off recommendations. The Odysseyware online learning platform is used for credit recovery. English as a second language (ESL) support staff members use technology in their classrooms and in the language lab, specifically Rosetta Stone. The support staff has access to classrooms, including the college and career center which has a SMARTBoard, desktop computers, and access to Chromebook carts or the computers in the library/media center where there are 25 desktop and 20 laptop computers.

When all support services staff use technology to deliver an effective range of coordinated services for each student, the school will be able to more effectively improve services for each student.

Sources of Evidence

- self-study
- teachers
- school support staff
- school website
- Standard sub-committee

Standard 6 Indicator 4

Conclusions

School counseling services have an adequate number of certified and licensed personnel and support staff who deliver a written developmental program, deliver outreach and referral to community and area mental health and social services providers as needed to ensure each student achieves the school's 21st century learning expectations; while personal, academic, career, and college counseling are provided, it is done through a mix of individual and group setting sessions.

Currently, THS employs four full-time school counselors, two full-time social workers, one full-time psychologist and one full-time secretary. While student enrollment has steadily decreased, school counseling staffing has been commensurately reduced; including the loss of a department coordinator, one .5 FTE counselor, a career specialist, and two secretaries. The counseling services secretary is responsible for all clerical support for counselors and serves as event coordinator, registrar, and maintainer of school-wide student records and entire school's website. The counseling curriculum was written in 2011 and was awarded the Connecticut School Counselor Association's Curriculum Award that year. Counselors deliver the grade 9-12 guidance curriculum according to the counseling services calendar that outlines specific times for counselors to meet with groups and individuals based on the cyclical development needs of students. Counselors shared that they spend the majority of their time with the same small numbers of students providing personal/social crisis management. Over the last ten years there has been a considerable increase of high needs students. While counselors do not engage in long-term clinical counseling, they do work collaboratively with school's health services, social workers, and school psychologists to meet the needs of students and families that are beyond the scope of their expertise. This includes making recommendations to students and families to outside resources, such as Torrington Youth Service Bureau, Center for Youth and Families, Charlotte Hungerford Hospital, The McCall Foundation, etc. to provide additional support. At this time, the counselors do not regularly use relevant assessment data or feedback from the community in systematic ways to continually improve the program.

While school counseling services have an adequate number of certified/licensed personnel and support staff who deliver a written, developmental program as well as collaborative outreach and referral to community and area mental health agencies and social service providers, when they also meet regularly and individually with all students to provide personal, academic, career, and college counseling; engage in individual and group meetings with all students; and use ongoing, relevant assessment data, including feedback from the school community, the school will be better able to ensure that each student can achieve the school's 21st century learning expectations.

Sources of Evidence

- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- students
- school support staff
- Endicott survey
- school website

Standard 6 Indicator 5

Conclusions

The school's health services have an adequate number of certified/licensed personnel and support staff who provide preventative health services and direct intervention services; use an appropriate referral process; conduct ongoing student health assessments; and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

Approximately 5,400 student visits are recorded each year, based on a daily sign-in list. Their space is sufficient with an office area, three beds, and private space. The two nurses who collaborate with THS social workers and school counselors, use a “case-by-case” referral process that varies with the needs of the students, from mental health to care for physical injury, connecting them and their families with extensive local mental health services, walk-in clinics or their primary care specialist. Some of those services are Charlotte Hungerford Hospital, The McCall Foundation, and the Susan B. Anthony project. Health services connect new families to community health organizations with an updated list of providers when they register. The health services professionals use data collected on the State Health survey and school-wide surveys to improve services on a yearly basis. The licensed personnel use a variety of internal and external data sources to refine their services. Ongoing health assessments are done in a systematic and planned way.

Because the school's health services have an adequate number of certified/licensed personnel and support staff who provide preventative health services and direct intervention services; use an appropriate referral process; conduct ongoing student health assessments; and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations, the school supports students to ensure that each one achieves the school's 21st century learning expectations.

Sources of Evidence

- self-study
- students
- school support staff
- Endicott survey
- Standard sub-committee

Standard 6 Indicator 6

Conclusions

Library/media services are somewhat integrated into some areas of the curriculum and instructional practices; provide a variety of materials, technologies and other information services to support the school's curriculum, and keep the LMC open before, during and after school; library/media services are responsive to the majority of students' interests and needs, and some assessment is conducted by the library/media specialist to gather relevant data from the school community in order to improve services. (Consider: "Library/media services are somewhat integrated into some areas of the curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who are actively engaged in the implementation of the school's curriculum; provide some updated materials, technologies, and other information services in support of the school's curriculum; ensure that the facility is available and staffed for students and teachers before, during, and after school; and are responsive to students' interests and needs in order to support independent learning; however, the library/media center staff conducts only some ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.")

THS employs one full-time library/media specialist and one full-time support staff paraprofessional, for the library/media center. The library/media paraprofessional is responsible for the daily operation of the library/media center, including material circulation, collection, shelf organization, and supervision of study hall students. The library/media specialist's role is as teacher, reference librarian, collection development specialist, and library/media program director. Within the teacher role, the library/media specialist collaborates with content teachers, primarily in the English and social studies departments, to integrate information literacy skills that align to the American Association of School Librarians (AASL) Standards as well as to the school's 21st century learning expectations. Writing and citation skills instruction follow the guidelines provided by the Modern Language Association (MLA) Style Manual. All grade 9 English classes participate in a library/media center orientation lesson that includes a tour of the library/media center and a review of library/media center procedures and materials. In addition to co-teaching and supporting research assignments, the library/media specialist coordinates a number of school-wide reading programs and incentives.

The library/media center collection provides a variety of online resources and ebooks, e.g., Scholastic GO!, CultureGrams, Classroom Video on Demand, Bloom's Literature, Today's Science, and Issues and Controversies in American History, to support 24/7 access for students' research needs. All subscription database links are accessible through the library/media center's website. The library/media center's print collection is accessible through the district online catalog, Destiny, and consists of 22,200 books (4,200 fiction and 18,000 nonfiction) and 238 audiobooks, and 710 videos. The collection is somewhat dated with an average copyright date of 1990 and budget line item reductions to zero for the library/media center print materials prevents the library/media specialist from adequately addressing this issue. Over the past two years, the library/media center has had no budget. The library/media specialist has run fundraisers and written grants to provide students with access to popular young adult literature and special programming. However, these steps do not enable the library/media specialist the ability to address maintaining the accuracy, currency, and depth and scope of the print and digital collection.

The library/media center has 25 desktop computers, a cart of 20 laptops, and a variety of somewhat dated mobile technologies, e.g., Nooks, tablets, and reclaimed Chromebooks, to assure that all students and staff have access to technology, as necessary. The library/media specialist sometimes works with the district technology team to coordinate school technology purchases and distribution. Additionally, the library/media specialist collaborates on curriculum development in a limited capacity. Sometimes students come to the library/media center with research for topics and assignments of which the library/media specialist is unaware.

Students and staff have access to the library/media center and its materials before school, during school, and after school and later, on days that a late bus is provided. An average of 1,142 students per year have taken advantage of the library/media center's extended hours; 14,411 students per year use the library/media center independently during the school day; and an average of 12,517 students use the library/media center with classes. According to the Endicott survey, 59 percent of the teachers indicate that students use the library/media

center for assignments; 71 percent of students find that the library/media center has resources they need, and 74 percent report that the library/media center staff is willing to help them find information. Since August 2016, 1,439 non-fiction, 922 fiction, 300 graphic novels, and 13 Spanish books have been checked out of the library/media center.

While library/media services have an adequate number of certified/licensed personnel and support staff who are actively engaged in the implementation of the school's curriculum; provide some updated materials, technologies, and other information services in support of the school's curriculum; ensure that the facility is available and staffed for students and teachers before, during, and after school; and are responsive to students' interests and needs in order to support independent learning, when the library/media center services are integrated into the curriculum and instructional practices, conduct ongoing assessment using relevant data, including feedback from the school community, and are more consistently funded to improve services and ensure each student achieves the school's 21st century learning expectations, students' interests, needs, and independent learning can be more completely supported.

Sources of Evidence

- self-study
- teacher interview
- school board
- department leaders
- Standard sub-committee

Standard 6 Indicator 7

Conclusions

Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations; provide inclusive learning opportunities for all students; and perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

Despite significant increases in special education (13 percent to 22 percent) and EL student populations (6 percent to 9 percent) over the last ten years, front-line support is adequate at Torrington High School. There are 3 ESL teachers, 2 tutors and 2 Spanish translators for 64 students, one-third of whom are identified as special education students. There are 10 special education teachers and 22 instructional aides to support 168 students. School counselors oversee students with 504 Plans and attend PPTs for students on their caseload, at which they collaborate with the special education case managers. While support staff often informally meet with colleagues, according to the Endicott survey, only 37.6 percent of teachers believe that support service personnel collaborate with all teachers, counselors, targeted services, and other support staff to achieve the school's learning expectations. Students find that school counselors are accessible and it is rare that they have to wait until the next day to see them. Students see their counselors from one to three times per year - or more as needed. Counselors often refer students to other services for mental health, drug, or behavioral support as needed. Language Assessment Scales (LAS) Links placement tests are used to place students in the proper level of ESL classes and to determine what other supports an English learning student might need. Annual testing and classroom performance informs program and class placement as well. Students are mainstreamed into elective classes or co-taught depending on IEPs. A music teacher works with special education students to learn how to create music on a computer, together with the speech and language specialist. There are a Unified physical education class and Unified sports and Unified drama after-school programs. Students who are identified also work in the school and the community in the Pre-vocational and Vocational Exploration program.

Because support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations; provide inclusive learning opportunities for all students; and perform ongoing assessment using relevant data, including feedback from the school community, to improve services, all students are supported in achieving the school's 21st century learning expectations.

Sources of Evidence

- self-study
- student shadowing
- teacher interview
- teachers
- students
- school support staff
- school website
- Standard sub-committee

Standard 6 Commendations

Commendation

The use of technology tools and face-to-face communication methods to share important information and updates with parents

Commendation

The school health center's support of students and collaboration with school counselors, social workers, and community health organizations

Commendation

The well-staffed ESL department that is responsive to English learner student needs

Commendation

The school's collaboration with multiple community mental health organizations and partnerships

Commendation

The collaboration among school counselors, social workers, special education and ESL teachers to support students' academic and social-emotional needs

Commendation

The collaboration among classroom teachers, ESL teachers, and Bilingual and ESL tutors that ensures that English learners receive the support they need in content area classes

Standard 6 Recommendations

Recommendation

Ensure that school counseling services faculty regularly meet individually with all students to provide personal, academic, career, and college counseling

Recommendation

Train the school counseling department faculty and staff on, and hold them accountable for their effective use of, the technology available to them

Recommendation

Ensure timely, coordinated, and directive intervention strategies school-wide, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations

Recommendation

Fully integrate library/media services into curriculum revision and instructional practices and ensure that the library/media center staff conducts ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations

Recommendation

Standard 7 Indicator 1

Conclusions

The community and the district's governing body has lacked dependable funding for a wide range of school programs and services; sufficient professional and support staff; ongoing professional development and curriculum revision; a full range of technology support, sufficient equipment, and sufficient instructional materials and supplies; nevertheless, the school has been able to make improvements in technology and on the athletic fields.

The school offers a range of programs and services for students, including 74 elective courses, 9 Advanced Placement courses, 10 University of Connecticut Early College Experience (UConn ECE) courses, a full Air Force Junior Officer Reserve Training Corps (AFJROTC), a yearbook club with an advisor, a student council with two advisors, a theatre program with a director, band and choral programs with directors, and 16 sports teams with coaches. However, programs have been eliminated due to a decline in the school budget over the last few years. Some reductions in the budget have been commensurate with the school's declining enrollment. Since the budget cuts in 2015, there has been a decrease in staffing, including the reductions of career technical education, school counseling, special education, English, science, math, and social studies. The school is currently undergoing an audit process to evaluate the needs of special education and to address disparities. Throughout the building, there have also been cuts in secretarial, custodial, and security positions, affecting the levels of management, cleanliness of the building, and assurance of the safety of the students, respectively, all of which is impacting teaching and learning on a daily basis. This has led the administrators to produce in-house professional development through peer presentations and a focus on professional learning communities (PLCs). Funds for technology throughout the district have also declined since 2015 by 30 percent in 2018. This drop left only four technical positions throughout the district to support the seven district buildings. Nevertheless, even with this reduced staffing, the daily basic repairs submitted through help tickets and any Wi-Fi issues are usually resolved within two hours of submission. The high school has been able to deploy seven Chromebook and Elite book carts throughout the building. There are plans to deploy eight more carts in the future. Materials and supplies are another component of the budget where there has been a 34 percent decrease since 2015. Each department in the building has seen significant cuts. The most detrimental cuts have been in the library/media center which lost \$14,000, special education having been reduced \$1,100, and teacher supplies being depleted by 82 percent. With these cuts in the budget, teachers have begun to purchase many supplies with their own money, however, these budget cuts have made it difficult for Torrington High School to prepare efficiently from year to year to increase student learning.

When the community and the district's governing body provide dependable funding for a wide range of school programs and services; sufficient professional and support staff; ongoing professional development and curriculum revision; a full range of technology support; sufficient equipment; and sufficient instructional materials and supplies, the school will be able to more effectively plan for the current and future needs of students and teachers.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- teacher interview
- teachers
- students

- parents
- school board
- community members
- department leaders
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 2

Conclusions

The school has no formal written course of action to develop, plan, and fund programs to ensure the maintenance and repair of the building and school plant; to properly maintain, catalogue, and replace equipment; to keep the school clean on a daily basis.

The facility director uses historical data and anticipated needs to develop an annual plan for submission to the superintendent and maintains a procedure book in his office that provides an informal outline of the procedures and schedule for annual maintenance and repairs. However, cuts in district funding have limited the ability to provide ongoing maintenance in recent years. All maintenance and repair requests are submitted by staff using an online form which is sent to the appropriate custodian by the facilities office. Funding for regular maintenance, repair, and replacement of equipment has been limited. There is no formal schedule for repair and replacement of equipment. In most cases, equipment is replaced or repaired when it breaks.

Cuts in custodial staffing have caused delays in repairs and larger maintenance projects. The custodial staff consists of two day-shift and three night-shift custodians who are responsible for the daily upkeep and cleaning of the building. Difficulty in finding acceptable substitutes for absent custodians and delays in replacing retired personnel further stretches the limits of the custodial staff. Repairs to building systems are completed by outside contractors hired on an as-needed basis. Outside grounds maintenance and snowplowing are also handled by an outside contractor.

While the custodial staff works hard on a daily basis to keep the building clean, they are not always able to get to all parts of the building every day. The building is swept, bathrooms are cleaned, and trash is removed each day; however, limited staffing and lack of supplies have impeded the ability to perform more large scale tasks and clean individual classrooms on a regular basis. According to the Endicott survey, 49 percent of students and 82 percent of teachers do not believe the building is clean and well maintained.

When the school develops, plans, and funds programs: to develop, plan, and fund programs to ensure the maintenance and repair of the building and school plant; to properly maintain, catalogue, and replace equipment; to keep the school clean on a daily basis, it it will be able to ensure the proper maintenance, safety, repair, and cleanliness of the physical plant.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- facility tour
- school support staff

Standard 7 Indicator 3

Conclusions

The community inconsistently funds and the school has frequently delayed implementation of long-range plans that address programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements.

Changes in administration and multiple years of zero-increase budgets have delayed long-range planning in the past but the newly created ad hoc secondary committee is prepared to move forward with a plan that will include a renovation plan for the facility as well as address future enrollment and program changes.

Budget decreases have limited the ability to remain up to date in technology; however, the board of education and building administrators are investigating and reviewing the effectiveness of technology services. While sufficient computers are currently available for student use, lack of a formal technology plan limits the ability of the school to advance in technology innovation.

Torrington High School has had declining enrollment for the past decade and has suffered staffing and programming cuts over that period. No formal studies have been conducted to project long-term enrollment and staffing needs and delays in adopting the annual city budget frequently result in staffing decisions being put off until June or later each year.

A 12 million dollar capital improvement plan, largely funded by the state, addressed issues of ADA compliance and was completed in the spring of 2019. A state grant provided funding for the improvements to the athletic fields and track, but community funding for capital improvements has been very limited. The need for significant capital improvements in the facility, including HVAC, windows, and roof leak repairs, as well as technology infrastructure improvements, has been recognized but no funding has been provided. Stakeholders are concerned that the school building may fall into further disrepair and negatively impact the school's ability to deliver its curriculum.

When the community consistently funds and the school implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements, the school will be able to increase the efficacy of 21st century learning outcomes for students.

Sources of Evidence

- self-study
- panel presentation
- facility tour
- teacher interview
- school board
- central office personnel
- school leadership
- school support staff
- Standard sub-committee

Standard 7 Indicator 4

Conclusions

Due to incomplete communication throughout the budget-setting process, faculty and school administrators feel that they are only minimally involved in the development and implementation of the budget.

While teachers and department coordinators are asked to submit budget requests early in the annual budget process, and building administrators submit their budgets to the central office each year, the professional staff feels increasingly removed from the budget process as it moves through its later stages with the board of education, town council, and board of finance. Once the budget is presented to the board of education, there is little opportunity for input from building administrators and staff. After the budget has been adopted, the principal is told how much has been allocated to the school and is responsible for its implementation. Because the town has adopted a zero-increase budget for a number of years, many teachers are reluctant to make budget requests that they feel will not be funded. The school has relied heavily on grants to fund programs outside of the budget process.

When faculty and building administrators are more thoroughly informed about the development and implementation of the budget, stakeholders will have a more pervasive understanding of the school, staff, and student needs and be able to support them in an informed manner.

Sources of Evidence

- school board
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 5

Conclusions

The school site and plant offer limited support for the delivery of high quality school programs and services.

While the facility provides more than adequate space for the educational needs of the student population, the age of the building and the lack of regular ongoing maintenance and upgrades have limited the ability of the school to provide up-to-date 21st century learning experiences for all students. Nevertheless, A recent project has brought the entire school in full compliance with ADA requirements including the installation of a new elevator that came online in the spring of 2019. As part of the project, science labs were recently updated as sinks, doors, and access in science labs were recently upgraded to meet ADA compliance regulations. The science labs are adequate in number to meet the needs of the students and meet all safety requirements. Despite their age, the science labs are sufficiently equipped to be able to deliver a 21st century learning experience.

The administration, guidance, and health services suites are adequate to meet the needs of the current student population. The library/media center is a large, centrally located space that is able to accommodate students and staff. It is equipped with computer access, instructional materials, and audiovisual equipment that are sufficient to provide a 21st century learning experience. The cafeteria is large enough to accommodate the student population.

While the school has a new multi-purpose turf field and track and recently upgraded the softball field, safety and drainage issues continue to plague the sub-varsity baseball field and outdoor grassy practice areas. The school has a large gymnasium, but the original gym floor, installed in 1962, is still in place and suffers from frequent warping and moisture-related issues. Moreover, an inspection has revealed that there is asbestos under the gym floor; consequently, the high cost and time-consuming process of replacing it stymies any such plans. The fitness center provides exercise equipment for student and team use but the amount of equipment, especially cardio equipment, is not sufficient to meet the school's needs.

The amount of technology available in the classrooms varies greatly from one part of the building to another. About 75 percent of the classrooms are equipped with some form of technology, such as interactive whiteboards. Other classrooms are equipped with TVs and projectors.

However, the building suffers from the symptoms of its age. Heating and air conditioning equipment is outdated. Heat pumps suffer from frequent breakdowns and heating is inconsistent throughout the building. Electrical systems are in need of upgrade. Plumbing and wiring are reaching the end of their projected life. Many classrooms have nonfunctioning clocks. Wireless access is generally good, but there are Wi-Fi dead zones in the building, and the Wi-Fi is not adequate to handle the entire school population at the same time. Windows and outside doors are in need of replacement. There is a plan to replace exterior doors during the summer of 2019. Insulation is inadequate in much of the building. Parts of the building have begun to develop leaks in the roof and there are wet ceiling tiles in some classrooms after heavy rains. Repairs to one area of the roof are planned for summer 2019. The last renovation of the building was completed 20 years ago. The district recently began a process to engage in a renovate-as-new project for the high school, and requests for quotations from architects were made in May 2019.

When the school site and plant are brought up to modern standards in all areas, they will be able to support the delivery of high quality school programs and services for all students.

Sources of Evidence

- classroom observations
- self-study

- student shadowing
- facility tour
- teacher interview
- teachers
- students
- school support staff
- Standard sub-committee

Standard 7 Indicator 6

Conclusions

The school consistently maintains documentation confirming the physical plant and facilities meet all applicable federal and state laws adhering to local fire, health, and safety regulations.

The documents concerning the physical plant and facilities' meeting all applicable federal and state laws adhering to local fire, health, and safety regulations are updated annually and biannually and can be located in the central office. However, the building lacks consistencies with air temperature due to the numerous thermostats not working and unreliable air conditioning units located in the auditorium, library/media center, guidance suite, computer rooms, main office, principal's office, and nurse's office. In other areas, the temperature will range from varying degrees of warm to cold depending upon the location of the room. With the variation of temperatures in the buildings, all lower-level classrooms are not permitted to open their windows due to safety precautions, which also does not allow ventilation and regulation of temperature. While the top floor windows do open, teachers must monitor students due to the lack of screens. These temperature and ventilation issues detract from the students' learning environment. The building is handicap accessible through its doorways, complying with 12-inch and 18-inch clearances in accordance with ADA requirements. Furniture within classrooms and cafeteria, accessories in the restrooms, installation of signage for visually impaired, assisted listening devices for the hearing impaired, the modification of casework in classrooms and offices, and the newly completed elevator are also ADA compliant.

The school has a safety plan in place for addressing conditions, situations, and equipment. Safety concerns can be reported by staff members, who contact administrators, who, in turn, evaluate the scenarios and reports them to the custodial staff or the director of facilities. There is also a committee composed of administrators, custodial staff members, teachers, students, and the nurse who meet quarterly to discuss building issues and safety concerns. The business manager, director of facilities, administrators, and custodians also meet monthly to discuss concerns, tour the building, and address any other issues which are handled in a timely fashion, based on severity and dependent upon the availability of outside contractors.

Because the school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations, parents and the community can be assured that the school is safe as defined by federal and state laws.

Sources of Evidence

- self-study
- facility tour
- teachers
- students
- parents
- Standard sub-committee

Standard 7 Indicator 7

Conclusions

The vast majority of professional staff frequently engage parents and families as partners in each student's education and consistently seek out those families who are less connected with the school.

There are many outreach efforts teachers and administrators make to engage parents and families as partners in the scholastic lives of their sons and daughters. These efforts are seen through the use of technology by means of PowerSchool, Google Translate, Google Classroom, Naviance, email and school website, which features department links, staff contacts, instructions for PowerSchool, and a calendar of events. These tools are also made available to ESL families.

A multitude of events is offered to parents, students, and teachers where all three can meet, discuss, celebrate, and work together to achieve success in students' experiences at Torrington High School. These events include freshman orientation, Back to School Night, parent meetings addressing expectations and policies, parent-teacher conferences, family-student luncheons for EL, college fairs, Diversity Day celebration, Senior College Night, concerts, play productions, Scholarship Night, awards nights, banquets, T-Fest, and AFJROTC ceremonies.

When focusing specifically on those families less connected with the school, teachers and school counselors conduct home visits, make phone calls to families and mail letters to individual houses. The district also supplies a translator or parent liaison for PPTs, 504s, and conferences. There are two translator staff members at the school and six across the district. To address individual student needs, teachers and students engage in conferences held a total of six days throughout the year, three in the fall and three in the spring, consisting of ten-minute conferences. Parents find that teachers are not only readily available to discuss their children's progress at any time but also respond back to emails within 24-hours.

Because the professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school, all students are fully supported in achieving the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- parents

Standard 7 Indicator 8

Conclusions

The school extensively develops productive parent, community, business and higher education partnerships that support student learning.

THS partners with the Chamber of Commerce in order to provide internships and job opportunities, such as job shadowing. The Financial Reality Fair sponsored by the Connecticut Credit Unions uses community volunteers to provide students with a two-and-a-half-hour financial future experience. Also, the Torrington Municipal and Teachers Federal Credit Union offers banking internships, affording students real-world applications within the building. Numerous clubs, such as the Rotary and Lion's Club, collaborate with the school's Interact and Leo Clubs. The Sullivan Senior Center and the local chapter of Friends In Service to Humanity (FISH) work alongside THS students, providing community service opportunities and recreational activities. The Empty Bowl initiative, which has 150-200 community participants and is embedded within the ceramics club, raises money for local food kitchens yearly. The Five Points Gallery and The Warner Theatre provide opportunities for student volunteers who are interested in the arts. Students with special needs are provided work experiences at local business through the Pre-vocational and Vocational Exploration program. The THS Preschool Lab, housed within the school building, allows students hands-on experiences for those enrolled in the Child Development course.

There are a number of committees in which parents are involved, including the athletic advisory committee, varsity alumni club, and the booster club. Parents are also involved in and provide resources through the PTO which hosts the Torrington District Contest of the Connecticut History Day program, organizes Project Graduation for seniors, and provides chaperones.

The guidance department partners with numerous college representatives who attend the yearly college fair, and specifically works with UCONN and the Northwest Connecticut Community College to offer internships, early college programs, and community service to all students. These higher education institutions also run ten UCONN Early College Experience (ECE) courses within the building and permit unlimited course work on the college main campus of Northwest Connecticut Community College to THS juniors and seniors, respectively.

Because the school develops productive parent, community, business, and higher education partnerships that support student learning, the students have opportunities for authentic learning through multiple connections to the world outside of their classrooms.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- teachers
- students
- parents
- school board
- community members

Standard 7 Commendations

Commendation

The many business and industry partnerships that support the CIVIC learning expectations and build relevance of learning beyond the classroom

Commendation

The creation of the ad hoc secondary committee to begin to develop a long-range plan to address the future needs of the school

Commendation

The dedication of the custodial staff who work under difficult circumstances to keep the school building safe and clean

Commendation

The numerous school programs and services offered to students, despite limited resources

Commendation

The renovations that make the building ADA compliant

Commendation

The construction of a modern multi-purpose athletic facility

Commendation

The multiple ways in which the school engages parents and families as partners in the students' education

Commendation

The positive relationships with local colleges and universities which provide opportunities for local students to obtain college credit

Standard 7 Recommendations

Recommendation

Ensure that there is a dependable source of funding and that a long-range plan is implemented that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements

Recommendation

Ensure an adequate and dependable level of custodial staffing to properly maintain, repair, and clean the physical plant

Recommendation

Provide predictable school and district funding that allows the school to construct and implement long-term improvement plans for curriculum, instruction, and assessment

Recommendation

Ensure that faculty and building administrators are appropriately involved in and informed of the development and implementation of the budget

Recommendation

Ensure that the school site and plant fully support the delivery of high quality school programs and services

Recommendation

FOLLOW-UP RESPONSIBILITIES

This comprehensive evaluation report reflects the findings of the school's self-study and those of the visiting team. It provides a blueprint for the faculty, administration, and other officials to use to improve the quality of programs and services for the students in this school. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting team recommendations.

Since it is in the best interest of the students that the citizens of the district become aware of the strengths and limitations of the school and suggested recommendations for improvement, the Commission requires that the evaluation report be made public in accordance with the Commission's Policy on Distribution, Use, and Scope of the Visiting Team Report.

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting team and others identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program, the Commission requires that the principal submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Commission in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting team recommendations by the time the Five-Year Progress Report is submitted. The Commission may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring that principals of member schools report to the Commission within sixty days (60) of occurrence any substantive change which negatively impacts the school's adherence to the Commission's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Commission office has current statistical data on the school.

The Commission urges school officials to establish a formal follow-up program at once to review and implement all findings of the self-study and valid recommendations identified in the evaluation report. An outline of the Follow-Up Program is available in the Commission's Accreditation Handbook, which was given to the school at the onset of the self-study. Additional direction regarding suggested procedures and reporting requirements is provided at Follow-Up Seminars offered by Commission staff following the on-site visit.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed an exemplary self-study that clearly identified the school's strengths and areas of need. The time and effort dedicated to the self-study and preparation for the visit ensured a successful accreditation visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Secondary Schools

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a negative impact on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

Chair: Tony Gasper - Wolcott Public Schools

Assistant Chair: Lisa Sepe - Hartford Public Schools

Team Members

Amy Bishop - Francis T. Maloney High School

Joseph Cozza - Stamford High School

Denise Earles - Daniel Hand High School

Jo Gallagher - Wilton High School

David Greenleaf - Bristol Central High School

Mrs. Amy Holt - Lyman Hall High School

Lauren Iverson - Masuk High School

Dameon Kellogg - Amity Regional Senior High School

Karen Lapuk - Connecticut River Academy

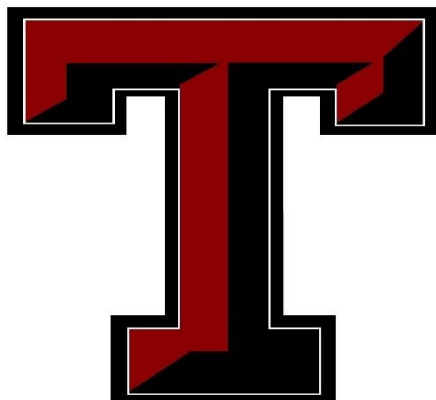
Mathew Milch - Simsbury High School

Una Park - Crosby High School

Angela Russo - Guilford High School

Sebastiana Szilagyi - Wethersfield High School

Stephanie Tom - Brien McMahon High School



TORRINGTON PUBLIC SCHOOLS

Educator & Administrator
Evaluation and Development Plan

2019-2020

Torrington Public Schools Professional Development and Evaluation Plan

The Torrington Public Schools would like to recognize the following individuals who gave their time, talents, and considerable insights to developing the narratives and forms included in this document:

Committee Members:

Mary Ann Buchanan, Principal Southwest Elementary School
Marci Chappel, Kindergarten Teacher, Vogel Wetmore Elementary School
Joanne Creedon, Principal Forbes Elementary School
Patricia Dawson, Grade 7 Science Teacher, Torrington Middle School
Andrew Deacon, Assistant Principal, Vogel Wetmore Elementary School
Mary DeMarchi, English Coordinating Teacher, Torrington High School
Susan Fergusson, Assistant Superintendent
Sandy Mangan, Kindergarten Teacher, Tarringford Elementary School
Charlie McSpiritt, Assistant Principal, Torrington High School
Peter Michelson, Principal, Vogel Wetmore Elementary School
Lisa Owens-Hicks, Bilingual Teacher, Torrington Middle School
Carrie Phillips Cassady, Grade 6 Science Teacher, Torrington Middle School
Kimberly Schulte, Director of Human Resources
Hilary Sterling, Assistant Principal, Torrington Middle School
Erin Sullivan, English Teacher, Torrington High School

Section 1

INTRODUCTION AND GUIDING ASSUMPTIONS

Educators in Torrington are committed to ensuring that students achieve and develop 21st century skills that will enable them to become lifelong learners and productive citizens in a global world. This is a shared responsibility among students, teachers, administrators, parents, the community, local boards of education, the state board of education, and local and state governments. Effective educators are among the most important school-level factors in student and teacher, learning and effective leadership is an essential component of any successful school.

To help ensure higher student performance, every board of education must have in place a collaboratively-developed, well-designed, research-based educator evaluation and professional growth system for educators at every level – teachers, student educator support specialists, building-based administrators, and central office administrators.

The Torrington Public Schools Educator Professional Development & Evaluation Plan is the structure through which teachers and administrators are supported to enhance their professional practices. As educators grow through the holistic processes used, students will benefit from enriched instruction, learn to take greater ownership for their learning, and develop and refine social skills needed to be productive workers and citizens.

The guiding principles that provide the foundation for this document are:

- When educators succeed, students succeed.
- To support educators, an evaluation plan needs to clearly define excellent practice and results, give accurate, useful feedback about educators' strengths and development areas, and provide opportunities for growth and recognition.
- The plan will:
 - utilize measures of growth based on student and educator performance
 - promote both professional judgment and consistency
 - foster dialogue about student and educator learning
 - encourage aligned professional development, coaching, and feedback to support educator growth
 - promote the development of educators as instructional leaders

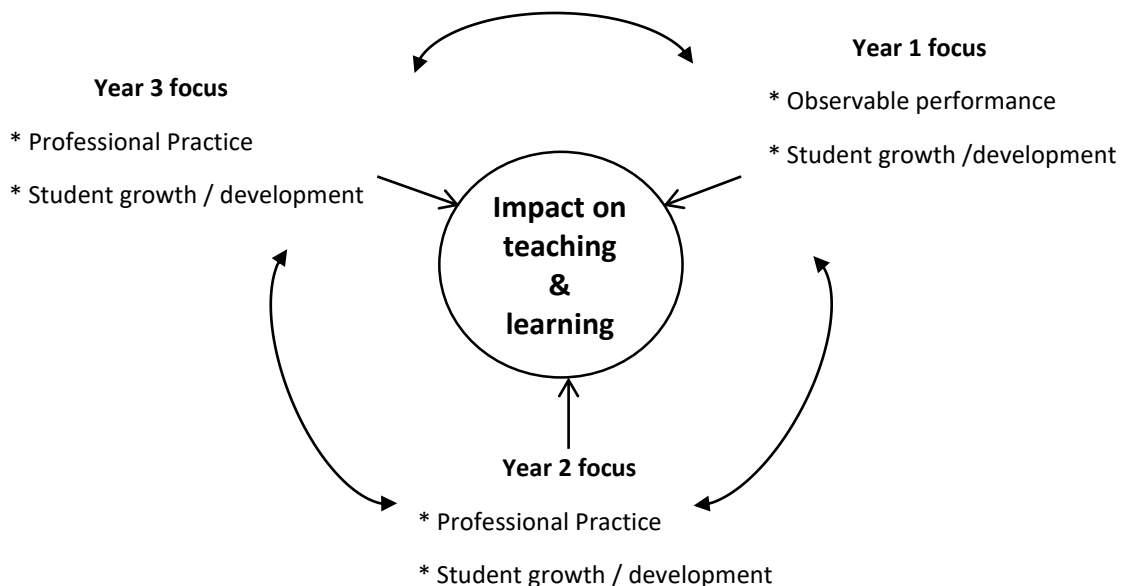
Section 2

EVALUATION SYSTEM OVERVIEW

CT Statute has laid a new framework for teacher evaluation in Connecticut. The *Connecticut Guidelines for Educator Evaluation* outline specific features that must be included in every district educator evaluation system:

1. The use of a four-level rating system to describe teacher performance as progress made over time toward reaching goals: Exemplary, Proficient, Developing, and Below Standard;
2. A yearly evaluation process that includes
 - A goal-setting conference each fall;
 - Evidence collection and review;
 - A mid-year check-in;
 - A Summative review;
 - Use of multiple indicators of student growth and development to determine 45% of a teacher's evaluation;
 - Use of observations/reviews of performance and practice to determine 40% of a teacher's evaluation;
 - Use of parent engagement strategies and whole-school measures to determine 15% of a teacher's evaluation; and
 - Local district reporting to the State Department of Education.
3. Training for evaluators
4. Orientation and training for educators on the evaluation program for teachers;
5. Professional learning based on individual or group needs identified through evaluation;
6. A process for resolving disputes regarding objectives, the evaluation period, feedback, or the professional learning offered;
7. Opportunities for career development and professional growth; and
8. A validation procedure for SDE or a SDE-approved third party entity to audit ratings of below standard or exemplary.

The Torrington Public Schools will incorporate these elements into a 3-year cyclical professional growth and evaluation model for all tenure teachers which will be described in the remainder of this document.



Section 3.**ORIENTATION PROGRAMS**

In addition to the training offered to teachers and evaluators, Torrington Public Schools will hold annual orientation programs about the Torrington Professional Development and Evaluation Plan on a school-wide basis. Orientations for teachers will take place no later than September 30, or before the evaluation process begins for any educator, whichever is earlier. Orientations for administrators will take place no later than November 15th. The purpose of the orientation is to review the evaluation process, materials and resources available to teachers and administrators, and to answer questions for clarification. An on-line version of the evaluation plan will be available so that teachers and administrators can refer back to it as needed.

Section 4.**TRAINING FOR ALL EDUCATORS**

The educators in Torrington Public Schools believe that any evaluation system is only as good as its implementation. The most important factor in sound implementation is the training that all those who use the system receive. Therefore, training will be provided to all educators.

Training will be designed in modules. For evaluators, training will begin during the summer before the new evaluation system is implemented, and continue during the year; each module will include a proficiency success measure that will indicate mastery. All evaluators are trained in Foundational Skills for Evaluation of Teachers. All evaluators of administrators are trained in Foundational Skills for Evaluation of Administrators.

Training for teachers will be offered on a flexible schedule, with sessions during the summer, on district professional development days during the first year of implementation, and during staff meetings. Training for both educators and evaluators will be specifically designed to address topics including, but not limited to:

- Understanding teaching standards
- Using data to determine learning needs & write student goals and select indicators of growth & development; Developing professional learning plans
- Selecting and analyzing classroom observation data methods
- Examining, analyzing, & synthesizing data from multiple sources
- Calibrating observations and Evaluation ratings
- Providing high quality, reflective feedback
- Discussing the planning for student needs, lessons, groups, etc.

The intention of PDEC is to develop a cadre of teachers and administrators who will conduct training within the district on an ongoing basis.

Section 5.**FOUR-LEVEL RATING SYSTEM**

The CT Guidelines for Educator Evaluation require the use of the following definitions to describe teacher performance:

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

In the Torrington Professional Development and Evaluation Plan, aligned with the CT Guidelines for Educator Evaluation, the term ‘performance’ will mean ‘progress as defined by specified indicators.’ How those indicators will be selected is outlined in another section of this plan.

In order to determine teachers’ summative evaluation ratings, evidence will be examined using a holistic approach and the district will use the following:

- A ‘Student Outcomes Rating’, based on multiple indicators of student academic growth and development (45%) and Whole school measures (5%);
- A ‘Teacher Practice Rating’, based on observations of the teacher’s performance and practice (40%) and Parent Engagement (10%)

Section 6.**TIMELINE****6.1 (a) Track A Teachers**

	Track A- Non-Tenured Teachers, Developing, Below Standard Teachers	Form used
Orientation on process	September Faculty Meeting followed by evaluator group meetings by October 1 New Hires after October 1 will receive orientation by their evaluator within 2 weeks of their start date	Group meetings with the exception of new hires after October 1 which may be individual
Goal setting conference	Teacher submits form by November 1, conference scheduled by November 15	Teacher creates Student Learning Goal and Parent Engagement Goal.
Formal Observation– Minimum of three (3) formal in-class observations (minimum 30 minutes in length); each formal observation must include a pre-conference and a post-conference.	1 st -by November 30 2 nd -by January 15 3 rd -by March 15	Evaluator completes Formal Observation form
Informal Observation (minimum 15 minutes in length)	As determined by evaluator	Evaluator completes Informal Observation form
Review of Practice (PLC, committee work, PPT Meetings, Data Team Meetings, presentations, Powerpoint presentations, leadership roles, etc.) Minimum of 1 Review of Practice each year;	By April 15	Teacher submits evidence to support.
Mid-year check-in (Scheduled meeting with evaluator and submission of forms)	January-February 1	Teacher completes Mid-year self-assessment, evaluator provides feedback.
Contract renewal meeting	By April 15	
Self-Reflection	One week prior to set summative conference	Teacher completes and sends to Evaluator with summary of evidence
Summative conference – Discuss Self-reflection, Observational Feedback, Outcome of Goals and Whole-school Indicators.	By April 15	Evaluator completes Summative Evaluation Form
Summative rating	No later than June 30 th .	Evaluator completes summative rating and provides it to teacher

6.1 (b) Track B Teachers

	Track B- Accomplished, Exemplary Tenured Teachers	Form used
Orientation on process	September Faculty Meeting followed by evaluator group meetings by October 1 New Hires after October 1 will receive orientation by their evaluator within 2 weeks of their start date	Group meetings with the exception of new hires after October 1 which may be individual
Goal setting conference	Teacher submits form by November 1, conference scheduled by November 15	Teacher completes Student Learning Goal and Parent Engagement Goal.
Formal Observation (Cycle Year 1)- Minimum of one (1) formal in-class observation (minimum 30 minutes in length) with pre- and post-observation conferences	By May 15	Evaluator completes Formal Observation form
Informal Observation (Cycle year 2 and 3) -- Minimum of three (3) Informal in-class observations (minimum 15 minutes in length)	By May 15	Evaluator completes Informal Observation form
Review of Practice (PLC, committee work, PPT Meetings, Data Team Meetings, presentations, Powerpoint presentations, leadership roles, etc.) Minimum of 1 Review of Practice each year;	By May 15	Teacher submits evidence to support.
Mid-year check-in (Scheduled meeting with evaluator and submission of forms)	January-March 1	Teacher completes Mid-year self-assessment, evaluator provides feedback.
Self-Reflection	One week prior to set summative conference	Teacher completes and sends to Evaluator with summary of evidence
Summative conference	On or about 10 days prior to the last student day.	Evaluator completes Summative Evaluation Form
Summative rating	No later than June 30 th .	Evaluator completes summative rating and provides it to teacher

6.2 Goal setting conference

The goal setting conference is one of the most important conversations that takes place between the teacher and evaluator in the fall. Prior to the conference, the teacher will examine student data from different sources to determine his/her students' learning needs, and connect those to appropriate school and district goals. Then the teacher will draft one Student Learning Goals (student growth goal) and one Parent Engagement Goal that s/he will bring to the goal setting conference. Based on a representative population, a baseline will be established and shared with the evaluator. During this conference, the teacher and evaluator will mutually agree on the following:

1. The goals for student growth and development, if applicable (for example, teachers whose primary assignment is not the direct instruction of students will write a goal that reflects the impact of their service delivery on students);
2. The teacher's performance focus area for the year, which should link to the student goal;
3. The indicators that will be used to show student growth or progress in meeting the teacher goal during the year (minimum of two (2) indicators);
4. Which indicators of the CCT will be used that year as focus areas for observations & reviews of practice;
5. The appropriate professional growth opportunities that will support the teacher's performance focus area and its link to the student goal;
6. The types and appropriate amount of evidence that the teacher and evaluator might bring into the evaluation process.

By November 15th, the teacher and evaluator will have a record of the decisions on these items, and any other appropriate forms completed, put into the teacher's evaluation file via the district data management system.

6.3 Mid-year check-in

The mid-year check-in is the formal opportunity for the teacher and evaluator to review and discuss the students' and teacher's progress to date, as it relates to the teacher's performance focus area and the student goals that were set. The teacher and evaluator will bring evidence collected to that point to the conference for discussion. At this time, any decision to adjust the focus area or indicators, their criteria for success, and/or evidence that will be used in the evaluation may be made and recorded in the teacher's evaluation file. During the mid-year check-in, the teacher and evaluator will collaboratively review the Goals and make any necessary adjustments. The educator completes the self-assessment and the evaluator provides feedback. The evaluator and the teacher will also review any other Domain 4 evidence collected. Documents are signed and entered into the teacher's evaluation file via the district data management system.

6.4 Summative conference

The summative conference gives the teacher and evaluator an opportunity to review and discuss the students' and teacher's progress over the course of the year and talk about the teacher's professional growth plan for the following year. Summative conferences will take place according to the Timeline in section 4. The teacher reviews all information and data collected during the year and completes a self-reflection for review by the evaluator. This self-reflection may focus specifically on the areas for development established in the Goal-Setting Conference. The evaluator will prepare for the conference by reviewing the evidence collected that pertains to the teacher's performance focus area and the students' progress related to the growth goal. During the conference, they'll share and discuss the evidence and links among it, review the data gathered from the student engagement and parent/peer feedback components of evaluation, and the teacher's tentative summative evaluation ratings. The teacher must be notified of the final summative rating **no later June 30th**. The final evaluation report must be written and sent to the teacher according to the Timeline in section 4.

Section 7

DETERMINING A TEACHER'S PRACTICE RATING

Component #1 Observations of Performance and Practice in Teacher Evaluation

7.1 *General Information*

The *CT Guidelines for Educator Evaluation* require that teacher evaluations encompass data from four categories, including observation of performance and practice, and that a certain number of in-class observations take place for each teacher each year. The manner in which Torrington Public Schools will meet these requirements is described in this section. Torrington Public Schools will use the Common Core of Teaching Rubric (CCT Rubric) and each domain of the rubric is weighted equally.

Torrington Public Schools Professional Development and Evaluation Plan will have two observations 'tracks,' based on the teacher's evaluation designation, as follows:

Track A – Non-Tenured teachers, teachers rated Developing or Below Standard;

Track B – Accomplished, Exemplary Tenured Teachers; teachers in this category will be placed into year 1, 2, or 3 in the evaluation cycle.

CCT Rubric for Service Delivery shall be used for School Social Workers, Speech & Language Pathologists, School Psychologists, School Counselors, Teachers of the Hearing Impaired, Teachers of the Visually Impaired, Academic Coaches and Specialists and any other teacher who does not provide direct classroom instruction to students. Educators and Evaluators may mutually agree to use the service delivery rubric during the goal setting conference.

7.2 *Formal, in-class observations (30 minutes or more)*

The purpose of formal, in-class observations is to have the evaluator and teacher take a more focused look at teaching practice, both to guide decisions for professional growth and determine the teacher's level of performance in the classroom.

Teachers in Track A will have a minimum of 3 formal, in-class observations each year. Over the course of the three formal observations, evaluators will gather evidence pertaining to all of the indicators in the domains of the CCT that speak to a teacher's performance that is directly observable in the classroom.

Teachers in Track B will have at least one formal, in-class observation no less frequently than every three years (known as Year 1 of the 3-year evaluation cycle). The indicator(s)/domains that will be the focus of the formal observation will be mutually agreed upon by the teacher and evaluator during the goal-setting conference in the fall. Teachers and evaluators may include more informal or formal, in-class observations, if they mutually agree to do so, or if the evaluator feels additional observations are necessary. The number of observations will be appropriate to the teacher's needs and/or assistance plan (for teachers with a Developing or Below Standard evaluation rating).

All formal, in-class observations will include a pre-conference to be held no more than one week prior to the observation, and will be at least 15 minutes in length. Prior to the pre-conference, the teacher will complete the Pre-Observation Form. During the pre-conference, the teacher and evaluator will review the form, especially focusing on which indicators of the CCT will be the focus of the observation; the lesson the teacher will be

conducting that day; and any control factors that may have an impact on what happens during the lesson. The evaluator will enter the Pre-Observation Form into the teacher's evaluation file via the district data management system.

All formal observations will be followed by a post-conference that takes place within 3 -5 school days, but no more than one calendar week after the observation. The teacher will receive verbal feedback during the post-conference and follow-up written feedback within 3 – 5 school days after the conference. Written feedback will be given via the Formal Observation Feedback Form, and the evaluator will enter this into the teacher's evaluation file via the district data management system.

7.3 Informal, in-class observations (15 minutes)

Teachers in Track A may have at least one informal, in-class observation each year (as determined by evaluator).

Teachers in Track B will have at least three informal, in-class observations each year in Cycle Years 2 and 3 of the 3-year evaluation cycle.

During an informal observation, which will last approximately 15 minutes, the evaluator is expected to provide feedback. Evidence collection during informal, in-class observations will focus on Domains 1 and 3. Domains 2 and 4 may only be included when evidence is present during the lesson. Evaluators will note the evidence that specifically relates to those Domains. Teachers may provide artifacts, lesson plans, or other evidence to support the lesson that was observed (especially relevant for documentation of Domains 2 and 4).

At the request of the teacher or the evaluator, an informal observation may be followed by a post-observation conference. The evaluator will use the Informal Observation Form; a copy will be given to the teacher, and a copy will be placed in the teacher's evaluation file via the district data management system.

7.4 General provisions regarding all in-class observations

To assure that any type of observation is given the attention and respect it deserves, no in-class observations used as part of the evaluation process will take place within five days of school before a holiday/vacation break, and in accordance with the Timeline in section 4.

All formal observations will be announced; informal observations will be unannounced. Evidence collected by the evaluator during any observation will become part of the teacher's evaluation file.

All written feedback given after formal and informal observations will be entered into the teacher's evaluation file.

Formal and informal observations of support specialists will occur in settings appropriate to their role in the school and may include the interaction between the teacher and students, staff and/or parents in those settings.

7.5 Reviews of practice

All teachers will participate in a minimum of one review of practice each year with their evaluators. To assure that they receive the attention deserved, a review of practice may not take place on the last day of school before a

holiday/vacation break, unless a teacher so desires, and may not take place within the last two weeks of the school year.

For all teachers in Track B, part of the 40% of the observation of performance and practice category must include a teacher's work on elements of Domain 2: Planning for Active Learning, and Domain 4: Professional Responsibilities and Teacher Leadership. Teachers and evaluators will provide evidence of the teacher's ability to plan instructional units, engage in continuous professional growth, collaborate and communicate with colleagues, and communicate with parents concerning the student's growth and any other professional behaviors.

Reviews of practice for support specialists will focus on appropriate domains of the standards applicable to their field/role in the school.

7.6 Domain 4 Professional Responsibilities and Leadership

The evaluator shall use the following process to determine an overall score for Domain 4 Professional Responsibility. This will be completed as part of the Summative/ End of Year Process:

- Review the evidence for Domain 4 from each observation and review of practice
- Review other Domain 4 evidence collected by the evaluator throughout the year, and evidence presented by the teacher
- Holistically score Domain 4 based upon collected evidence and presented evidence

7.7 Determining evaluation ratings for observations

For all teachers, observations and review of practice will be 40% based on CCT domains 1 – 4 of the teacher's summative evaluation.

During a post observation conference, (or immediately following an informal observation if there is no post-conference) the teacher and evaluator can choose to note the preliminary observation rating on the CCT domain rubric. Ratings can only be given in Domains that were observed during the informal observation. Teachers will be allowed to provide artifacts or other evidence of what was not observed by the evaluator to inform the final rating. The information can help any teacher move his or her practice to the next level; however, it must be understood that the summative observation rating might be different.

Evidence from informal, in-class observations will not independently change a teacher's overall teacher practice rating. If, however, there is evidence collected during informal observations which indicates concerns, an evaluator will schedule a formal observation. The teacher may also request a formal observation. The overall teacher practice rating related to classroom observations may only change after the formal evaluation occurs. The evidence collected during the formal observation will be used in conjunction with other evidence gathered, and ratings from all four components of the evaluation system.

At the end of the year, the evaluator will collectively review all of the observation evidence, review of practice evidence, and any preliminary ratings given for any indicators or domain, noting changes in performance, which will be considered when making the final rating for the domain. This will be discussed with the teacher during the summative conference.

7.8 *Determining evaluation ratings for reviews of practice*

Reviews of practice will be part of the 40% of the teacher's summative evaluation. This rating will be based on a preponderance of evidence collected by teacher and the evaluator, and viewed holistically. The teacher and evaluator can choose to note the preliminary review of practice rating on the rubric at the time, for either each indicator for CCT domains 2 and 4. The information can help any teacher move his or her practice to the next level; however, it must be understood that the summative rating might be different.

7.9 *Determining an overall evaluation rating for teacher performance and practice*

At the Summative Conference, the evaluator will holistically review all of the evidence and any preliminary evaluation ratings given for observations and reviews of practice that were conducted. The final 40% evaluation rating will be based on the **preponderance of evidence** from observation and reviews of practice.

Component #2 Parent Engagement

7.10 *Determining the parent engagement rating*

Parent engagement will comprise the remaining 10% of the Teacher Practice Indicators.

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

1. Administrators and teachers determine several school-level areas of improvement for parent engagement.
2. The teacher and evaluator identify one related parent engagement goal and identify specific strategies to address improvement in the identified area.
3. Evaluator and teacher measure progress towards successful implementation of strategies; and
4. Evaluator determines a teacher's summative rating, based on four performance levels.

7.11 *Determining School-Level Parent Goals*

Evaluators and teachers work together to agree on general parent engagement goals. Ideally, this goal-setting process would occur between the evaluator and teachers (possibly during faculty meetings) in August or September so agreement can be reached on two to three improvement goals for the entire school.

7.12 *Selecting a Parent Engagement Goal*

After the school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators, strategies to address improvement in an area identified. The number of strategies could vary depend on the frequency and involvement – for example, sending bi-weekly newsletters and making monthly phone calls vs. organizing and implementing a school-wide family math night.

7.14 Arriving at a Parent Feedback Rating

The Parent Feedback Rating should reflect the degree to which a teacher successfully implements the strategies identified. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Exemplary	The teacher implemented each of the strategies proposed, as well as additional strategies for improvement, in an area identified as in need for school improvement.
Proficient	The teacher implemented each of the strategies proposed for improvement in an area identified as in need for school improvement.
Developing	The teacher implemented most of the strategies proposed for improvement in an area identified as in need for school improvement.
Below Standard	The teacher implemented minimal (or few) of the strategies proposed for improvement in an area identified as in need for school improvement.

Section 8. USING MULTIPLE INDICATORS OF STUDENT ACADEMIC GROWTH AND DEVELOPMENT

Component #3 Determining a Teacher's Outcomes Rating

8.1 General Information

The *CT Guidelines for Educator Evaluation* approved by the State Board of Education state that 45% of a teacher's evaluation must be based on progress toward attaining or exceeding goals for student growth, using multiple indicators. Based on a representative population, a baseline will be established and shared with the evaluator and progress will be determined by identified growth measured. The following are specific parameters in this plan for this requirement:

For all classroom teachers

1. Teachers will set one goal for student growth and development. The goal must have two indicators of academic growth and development. Teachers with special circumstances, such as teaching only half-year courses, will mutually agree with their evaluators how many goals will be set over the course of the year. For example, they may set one goal with two indicators of academic growth and development.
2. For the first indicator, a non-standardized indicator (22.5%) must be used to show student growth over time. The teacher and evaluator will mutually agree on that indicator and the types of evidence that will be collected for the indicator(s).
3. For the second indicator (22.5%), the teacher and evaluator will mutually agree on one standardized indicator other than the state test, when available and appropriate. If a standardized indicator is not available and appropriate, the teacher and evaluator will mutually agree on the indicator and types of evidence that will be collected for the indicator(s).
4. All standardized assessments used must include interim assessments that align with the standardized assessment and be administered over time. Data from standardized assessments must be compared and analyzed collectively to determine student growth.

No standardized assessment can be used if the assessment creator has a specific policy that states the test was not designed for use in evaluating teachers.

For support specialists

Support specialists work within one of three main contexts as their primary responsibility: they provide direct support to students; they provide support primarily to teachers and may do some work directly with students; or they work primarily to support the educational program as a whole, rather than provide support directly to teachers or students. The following parameters for evaluation pertain to support specialists in all of these contexts:

1. Specialists will set one goal that reflects the instruction or support they provide, as allowed by their area of certification and based on the specialist's assigned role and responsibilities. The goal must have two indicators of academic growth and development.
2. At least one non-standardized indicator (22.5%) must be used to show growth over time. The specialist and evaluator will mutually agree on that indicator and the types of evidence that will be collected for the indicator(s).
3. For the second indicator (22.5%), the specialist and evaluator will mutually agree on one standardized indicator, if appropriate. If no standardized indicator is appropriate, a non-standardized indicator may be used, with the evaluator's approval.
4. All indicators used must be appropriate for the goal and must align with the specialist's area of certification.

8.2 *Determining multiple indicators of student academic growth and development*

In the Torrington Professional Development and Evaluation Plan, teachers or specialists and their evaluators will work collaboratively to determine an appropriate mix of indicators to use in the evaluation process. Teachers or specialists and their evaluators will mutually agree on one student goal for growth and development; all goals will be appropriate for the teacher or specialist grade and subject area, or position and role within the school. Goals will be based on an analysis of data from multiple sources mutually agree upon at the goal setting conference and include standardized assessments when appropriate. The following definitions and uses of standardized and non-standardized indicators, and evidence will guide the selection process:

Non-standardized indicator – type of task performed by students that is aligned to the curriculum and rated against a set of criteria that describes student growth and development; might include, but is not limited to, student written work; student oral work; demonstration and/or performance; constructed project; curriculum-based assessment; portfolios, exit slips, rubrics; for specialists, the tasks are aligned to the support provided by the specialist.

* *Note* : Non-standardized indicators used by specialists whose primary responsibility is not the direct support of students will reflect what their role or assignment is and what they do to show growth in reaching the goal that was set.

Standardized indicator – periodic assessment tool, including interim assessments that align with and lead to the main assessment that is administered more than once per year, with cumulative results of all assessments used to show growth over time (examples, but not limited to: tests, quizzes, district assessments, MAP testing results, DRP, phonological awareness test results, etc.)

Evidence – Each piece of work done; teachers or specialists will collect multiple pieces of evidence for each type of indicator.

All indicators selected must be fair, valid, reliable, and useful to the teacher, as described in the teacher evaluation guidelines.

8.3 *Process for setting goals and selecting indicators and evidence*

(1) Classroom teachers/ support specialists whose primary responsibility is direct support to students

During the goal-setting conference in the fall, the teacher/specialist and evaluator will use the following process to set the focus for student growth and development:

1. Examine the data the teacher/specialist has gathered about student learning/growth needs, and the draft of the teacher/specialist's student goal for growth and development; come to mutual agreement on the student goal;
2. Discuss what standardized indicator will be used, and how many times during the year it will be administered;
3. Discuss what non-standardized indicator(s) will be used, and come to mutual agreement on this; teachers/specialists and their evaluators may mutually agree that a total of more than 2 indicators will be used;

4. Discuss and mutually agree on a representative sample of students that reflects the sub groups (ELL, SPED, Socio-Economically disadvantaged, gender, ethnic background) of the class for whom the teacher/specialist will collect evidence via the indicators;
5. Discuss and mutually agree on the number of pieces of evidence that will be collected for each student in the representative sample over the course of the year;
6. Discuss and mutually agree on the student work/growth rubric that will be used to examine evidence and show growth over time;
7. Other factors, including data from the state data system, that need to be taken into account in setting goals, selecting indicators of student growth and development, and determining student success in meeting the goals.

During the conference, the teacher/specialist and evaluator will complete the Student Learning Goal Form with the above information; the teacher will enter it into his/her file via the district data management system.

(2) Education Support Specialists whose primary responsibility is not direct support to students

This category includes those professional staff members who don't provide direct continuous support to students, such as coaches, some library-media specialists, some reading specialists, guidance counselors, etc. These specialists will write one goal that is based on the specialist's position and role in working to support teachers, students, and/or the school's educational program as a whole.

Support specialists will follow the same process with their evaluators as that used by other teachers, examining other sources of data to determine the need to be met, and what their goal will be. Types of data that specialists might examine include, but are not limited to:

- Student assessment data;
- Information obtained from other teachers about student performance;
- District and school goals;
- District curriculum guides;
- Student school files;
- Information pertaining to special needs or circumstances of students, especially considering control factors;
- Information obtained from the teachers in the school about what teacher needs are that relate to student growth.

Support specialists and their evaluators will mutually agree on appropriate indicators of their support for students, teachers, and/or the school's educational program; types and sources of evidence that will be collected; what control factors, if any, will be considered when examining evidence; and what criteria will be used to examine the evidence collected.

8.4 Process for evidence collection and review/Determining evaluation ratings for student outcomes

During the course of the year, teachers and specialists will collect evidence that shows progress in meeting the goals. At the Summative Conference, the teacher/specialist will review all evidence and determine the progress toward goals. Progress will be defined as progress towards mastery and/or progress toward grade and/or course level standards. The teacher/specialist will monitor and maintain all evidence that is used to document growth via the district data management system.

At the end of the school year, the teacher should collect the evidence required by their indicators, upload artifacts to a data management software system, where available and appropriate, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the Student Learning Goal outcomes by responding to the following four statements:

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

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each Goal: Exemplary, Proficient, Developing or Below Standard. These ratings are defined as follows:

Exemplary	<p>Has performed extensive data analyses that look at data in meaningful and insightful ways to establish a baseline, set student learning objectives, determine actions steps, and assess progress towards meeting the performance targets</p> <ul style="list-style-type: none"> •Has defined clear, relevant, data-informed student learning objectives that meaningfully challenge students. •Has constructed and fully engaged in action steps throughout the school year that are informed by data and deepen the teacher's craft knowledge and instructional judgment. •Has presented compelling evidence that all performance targets have been substantially attained and a self-reflection that is especially candid and insightful.
Proficient	<ul style="list-style-type: none"> •Has defined clear, relevant, data-informed student learning objectives that meaningfully challenge students. •Has constructed and completed action steps that are informed by data and deepen the teacher's craft knowledge and instructional judgment. •Has presented persuasive evidence that all performance targets have been attained and a self-reflection that is comprehensive and thoughtful.
Developing	<ul style="list-style-type: none"> •In conjunction with structured support, has defined learning objectives that reflect some understanding of how to analyze evidence of student learning and establish a performance baseline. The objectives are relevant to school learning goals and are consistent with curricular standards. •Has been responsive to structured support aimed at deepening craft knowledge and instructional judgment. •Has presented evidence of some degree of target attainment.
Below Standard	<ul style="list-style-type: none"> •Despite intensive assistance, has struggled in the use of evidence to establish a performance baseline. •Despite intensive assistance, has struggled to define clear, relevant, data-informed student learning objectives. •Has been unable to provide compelling evidence of student learning.

The evaluator may score each indicator separately and then average those scores for the Goal score, or he/she can look at the results as a body of evidence regarding the accomplishment of the goal and score holistically.

Component #4 Whole School Measures**8.5 *Whole-School Student Learning Indicator***

The teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. This will be based on the administrator's progress on Student Learning Indicator targets, which correlate to the Student Learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

Section 9.**DETERMINING SUMMATIVE EVALUATION RATING**

In the Torrington Public Schools Professional Development and Evaluation Plan, teachers' summative evaluation ratings will be as follows:

- A 'Student Outcomes Rating' will be determined by a holistic examination of the evidence and ratings of student growth and development (45%), and the Whole School Measure (5%);
- A 'Teacher Practice Rating' will be determined by a holistic examination of the evidence and ratings of teacher performance (40%) and Parent Engagement (10%).
- The evaluator will use the Summative Matrix to determine the summative rating. (see below)

Teacher Practice Related Indicators Rating Observations – 40% Parent Feedback – 10%					
		<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>
Student Learning Goals – 45% Whole-school Measures – 5%	<i>Exemplary</i>	Exemplary	Proficient	Proficient	Developing
	<i>Proficient</i>	Proficient	Proficient	Developing	Developing
	<i>Developing</i>	Proficient	Developing	Developing	Below Standard
	<i>Below Standard</i>	Developing	Developing	Below Standard	Below Standard

The evaluator will record the rating on the Summative Rating Form to complete the year-end report. It will be signed by both the evaluator and teacher and entered into the teacher's evaluation file via the data management system.

To determine the teacher's summative ratings, the rubrics used and evidence collected will be examined and analyzed holistically for patterns and trends in performance over time. Questions such as the following are asked and answered (not an exhaustive list):

1. What changes in the teacher's behavior indicate a consistency, a growth, or a regression in practice from previous observations?
2. What types of behaviors align with the descriptors of performance on the rubrics used? How consistently were these types of behaviors shown? Are there some types of behaviors that are exhibited more or less frequently than others?
3. Within a general type of behavior (e.g., a teacher initiating a lesson and connecting it to the previous lesson), are there differences in the ways the behavior is shown? If so, what does this tell me? (e.g., teacher posts the objective on the board before class; teacher orally tells the students what they'll be doing in the lesson, and how it stems from what they did in the previous lesson; teacher holds a brief Q & A session with the students about the previous lesson and asks them to predict what the next step is)
4. How is the evidence connected? Do pieces of evidence and behaviors shown support each other? Are there extreme 'outliers'? If so, how frequently do those occur as compared to other behaviors exhibited?
5. What changes in student performance indicate growth?
6. Is some evidence more significant than other evidence? What makes it so?

In cases where the teacher's final evaluation rating is in question, there are 3 primary questions that will be discussed by the teacher and evaluator before the evaluator will make a final evaluation rating:

1. Which behavioral descriptions on the rubrics are most pertinent to the teacher's assignment?
2. Are there other mitigating factors that should be considered?
3. With these two questions in mind, how does the preponderance of evidence demonstrate the level of progress toward the goals?

Section 10. LINKING TEACHER EVALUATION TO PROFESSIONAL GROWTH AND CAREER DEVELOPMENT

The foundation of the Torrington Professional Development and Evaluation Plan is a strong, collaboratively developed professional growth program. Results from collective teacher evaluations will be part of the data that will be used to develop professional growth opportunities to be offered on a school- or district-wide basis. Team-level or school-level professional development will be differentiated to the needs of the grade-levels or subject areas of the teachers, in accordance with the school's data collections.

All educators will also use information from their own evaluations to develop growth plans to impact instruction and student learning. Growth plans may be developed on an individual or small group basis (e.g., grade 4 teachers, or high school teachers who teach biology, developing a growth plan together). Those growth plans may be used, as appropriate, as one source of data in the educator's evaluation, as they pertain to CCT domain 4 (professional responsibilities).

Professional growth for teachers in TEAM

Year 1, 2, and 3 teachers who are participating in TEAM will base most professional growth on the needs identified through the modules the teacher is working on. If a common need is also addressed through evaluation, the teacher is encouraged to develop the TEAM professional growth plan around that need. The teacher is allowed to use the TEAM reflection paper, if s/he chooses, as one piece of evidence that supports his/her professional growth, but whether or not the teacher successfully completes any TEAM module cannot be used.

Professional growth for teachers on support plans

Teachers who are rated Developing or Below Standard will be placed on a support plan that is developed collaboratively by the teacher, evaluator, and local association president (or designee). This plan will include specific activities designed to help the teacher grow professionally while addressing areas of need. The extent to which the teacher will be required to participate in other school or district professional growth activities will be determined as the support plan is being developed.

Career enhancement options

All educators will be encouraged to use their evaluations and professional growth opportunities for career enhancement. The PDEC has identified some career enhancement options, which include but are not limited to the following:

1. TEAM Mentoring – Mentor teachers and mentor administrators will be selected, in part, based on evaluation ratings. A prospective mentor must have at least 3 consecutive ratings of 'Accomplished' or higher, and meet other requirements, in order to be considered.
2. PLC Facilitators (coordinating teacher) – These teachers will receive additional training provided by the district in how to analyze and interpret both quantitative and qualitative data. They will be available to work with colleagues in their schools to help them understand how to collect, interpret, and use different types of data so as to impact instruction and other areas of student growth.
3. Group Facilitators – Teachers who are interested in learning how to facilitate a variety of types of work groups in the district (e.g., curriculum review and development committees, professional reading groups, problem-solving groups) will have the opportunity to learn skills to do such facilitation within their school or on a district-wide basis.

Section 11.**TEACHER IMPROVEMENT AND REMEDIATION PLANS****11.1 (a)** *Definition of Effective and Ineffective*

Novice teachers shall generally be deemed effective if said teacher shows a continuous pattern of growth within and across rating categories. By the end of year four a teacher should have received at least two sequential “proficient” ratings, one of which must be earned in the fourth year of a novice teacher’s career. The evaluator may make an exception of this requirement and pattern of growth taking into consideration such factors as changes in assignment, implementation of new curricular programs, the composition of a particular class of students, and/or other such factors that may be outside of a teacher’s control. Superintendents shall offer a contract to any novice teacher he/she deems effective at the end of year four.

A previously tenured teacher from another district shall be deemed effective if said teacher has received a rating of proficient by the end of the second year of teaching.

A post-tenure teacher shall be deemed effective if said teacher shows a continuous pattern of growth within and across rating categories and receives ratings of proficient or exemplary.

A post-tenure teacher shall generally be deemed ineffective if said teacher demonstrates a pattern of receiving developing or substandard ratings and fails to show improvement after the successful completion of an assistance plan. The evaluator may make an exception of this requirement and pattern of growth taking into consideration such factors as changes in assignment, implementation of new curricular programs, the composition of a particular class of students, and/or other such factors that may be outside of a teacher’s control.

After two consecutive years without achieving an “proficient” rating in professional practice or a summative rating of “below standard” or “developing” the teacher shall be deemed ineffective and subject to dismissal.

11.1 (b) *Teacher improvement and remediation plan development*

Teachers whose summative evaluation ratings are ‘Developing’ or ‘Below Standard’ will be required to work with their local association president (or designee) and evaluator to design a growth plan that addresses identified needs.

The plan must include the following components:

1. A clear description of the teacher’s area of need;
2. A clear description of the expected outcomes;
3. Criteria for success that will result in an evaluation rating of ‘accomplished’ or higher;
4. The resources and support that the local district will provide to the teacher;
5. A clear statement of who is responsible for providing each of the supports;
6. A clear timeline for activities of the plan, within the school year in which the plan will be implemented; it is required that a mid-plan conference take place among the teacher, local association president or designee, and the evaluator or designee, to determine how effective the plan is to date, and make any necessary changes to it;
7. Any extenuating circumstances that will be taken into account in the implementation of the plan.

The plan will be designed and written using the Teacher Support Plan and signed by the teacher, local association president (or designee), and evaluator. Copies will be distributed to all those involved in the implementation of the plan. The contents of the plan will be kept confidential but entered into the teacher's evaluation file by the evaluator, using the district data management system. As part of the support plan activities, the teacher and evaluator will also enter evidence they collect into the teacher's evaluation file via the data management system.

After two consecutive years without achieving an "accomplished" rating in professional practice or a summative rating of "below standard" or "developing" the teacher shall be deemed ineffective and subject to dismissal.

Section 12.**DISPUTE RESOLUTION PROCESS**

Torrington Public Schools believes that evaluation must be a collaborative process between the evaluator and teacher, drawing on the expertise and perspective of both parties. However, recognizing that disagreements may arise during the process, and in accordance with the *Connecticut Guidelines for Educator Evaluation*, a comprehensive dispute resolution process has been designed and agreed to by the PDEC, which includes the superintendent.

The teacher and evaluator should meet within ten school days of receiving verbal or written feedback in an attempt to resolve the dispute at the building level first. If on the tenth school day an impasse has occurred, teacher *must* notify the local association president (or designee) and the director of human resources.

The PDEC will have responsibility for overseeing the dispute resolution process and will establish an Appeal sub-committee. The Superintendent (or designee) and the local association president (or designee) will each select one representative to constitute this sub-committee, drawing from PDEC members first. The sub-committee in total shall be comprised of one teacher (selected by the local association president (or designee)), one administrator (selected by the Superintendent (or designee)) and one neutral third-party as mutually agreed upon by the Superintendent (or designee) and the local association president (or designee). In the event that the committee does not reach a decision, the issue shall be considered by the Superintendent whose decision shall be binding.

Section 13. PROCESS TO MONITOR AND EVALUATE IMPLEMENTATION OF THE PLAN

Torrington Public Schools will monitor implementation of the new plan on a continuing basis, seeking feedback from teachers and administrators through both short surveys and focus groups. Short surveys will be developed by the PDEC and administered to all staff in April. The survey will focus on a specific aspect of the evaluation process. In June, the PDEC will reconvene to evaluate the process, analyze the feedback, and update the plan.

Surveys will be accessible electronically, will be anonymous, and will be designed in such a way that each survey can be submitted only once by any staff member.

Section 14.**EVALUTATION RATINGS AND AUDIT AND VALIDATION**

By June 1 of each year, the superintendent will report to the local board of education the status of teacher evaluations in the district. By September 15 of each year, the superintendent will report to the State Department of Education the status of teacher evaluations, including the frequency of evaluations, number of teachers who have not been evaluated, and aggregate evaluation ratings. The district will participate in evaluation audits as required.

Glossary

Important terms in teacher evaluation

Student Outcomes related indicators:

An evaluation of a teacher's contribution to student academic progress, at the school and classroom level. There is an option in this focus area to include student feedback. This focus area is comprised of two categories:

- ***Student growth and development (45%)*** as determined by academic progress related to a teacher's student learning objectives, and
- ***Whole-school measure (5%)*** as determined by aggregate student learning indicators.

Teacher Practice related indicators

An evaluation of the core instructional practices and skills that positively affect student learning. In the SEED model, this focus area is comprised of two categories:

- ***Observation of teacher performance and practice (40%)*** as defined in the CCT Framework, which articulates four domains and components of teacher practice; and
- ***Parent Engagement (10%)*** strategies based on areas for improvement.

Review of Practice

A non-classroom observation that may include, but is not limited to: observations of meetings, observations of coaching/mentoring other teachers, reviews of lesson plans, student work or other teaching artifacts (i.e. student work, progress, rubrics, teacher feedback, documents/reports, etc.) **with evidence related to goals**.

Non-standardized indicator – type of task performed by students that is aligned to the curriculum and rated against a set of criteria that describes student growth and development; might include, but is not limited to, student written work; student oral work; demonstration &/or performance; constructed project; curriculum-based assessment; for specialists, the tasks are aligned to the support provided by the specialist.

* *Note:* Non-standardized indicators used by specialists whose primary responsibility is not the direct support of students will reflect what their role or assignment is and what they do to show growth in reaching the goal that was set.

Standardized indicator – periodic assessment tool, including interim assessments that align with and lead to the main assessment that is administered more than once per year, with cumulative results of all assessments used to show growth over time

Evidence – Each piece of work done; teachers or specialists will collect multiple pieces of evidence for each type of indicator.

CCT Rubric for Effective Teaching 2017 — At a Glance

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-Classroom/Reviews of Practice
<p>► Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</p> <p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. 1c. Maximizing instructional time by effectively managing routines and transitions. 	<p>► Domain 2: Planning for Active Learning</p> <p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. 2b. Planning instruction to cognitively engage students in the content. 2c. Selecting appropriate assessment strategies to monitor student progress.
<p>► Domain 3: Instruction for Active Learning</p> <p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 3a. Implementing instructional content for learning. 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing student learning, providing feedback to students and adjusting instruction. 	<p>► Domain 4: Professional Responsibilities and Teacher Leadership</p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ul style="list-style-type: none"> 4a. Engaging in continuous professional learning to impact instruction and student learning. 4b. Collaborating to develop and sustain a professional learning environment to support student learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

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

Teachers *promote student engagement, independence and interdependence* in learning and facilitate a positive learning community by:
INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs² of all students.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following</small>
ATTRIBUTES	Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	Fosters an environment where students proactively demonstrate positive social interactions and conflict-resolution skills.
	Respect for student diversity³	Establishes a learning environment that disregards students' cultural, social and/or developmental differences and/or does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences.	Recognizes and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
	Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from attempting tasks, responding to questions and challenges, or feeling safe to make and learn from mistakes.	Creates a learning environment in which some students are willing to attempt tasks, respond to questions and challenges, and feel safe to make and learn from mistakes.	Creates a learning environment in which most students are willing to take risks ⁴ and respond to questions and challenges, and feel safe to make and learn from mistakes.	Creates an environment in which students are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
	High expectations for student learning	Establishes expectations for student learning that are too high or too low.	Establishes appropriate expectations for learning for some, but not all students; OR inconsistently reinforces appropriate expectations for student learning.	Establishes and consistently reinforces appropriate expectations for learning for all students.	Creates an environment in which students take responsibility for their own learning.

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

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

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

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

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

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

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following</i>
ATTRIBUTES	Communicating, reinforcing, and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with student learning.	Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.	Creates opportunities in which students establish and independently maintain appropriate standards of behavior.
	Promoting social competence ⁵ and responsible behavior	Provides little to no teaching, modeling, or reinforcing of social skills and/or provides little or no opportunities for students to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, and/or reinforces social skills; and/or limits opportunities to build students' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions.	Encourages students to independently use proactive strategies ⁶ and social skills and take responsibility for their actions.

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

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

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

<p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>INDICATOR 1c: Maximizing instructional time by effectively managing routines and transitions.⁷</p>		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following</small>
ATTRIBUTES	Routines and transitions appropriate to needs of students	Does not establish or ineffectively manages routines and transitions, resulting in significant loss of instructional time.	Establishes, but inefficiently manages routines and transitions, resulting in some loss of instructional time.	Establishes and manages routines and transitions resulting in maximized instructional time.	Establishes an environment in which students independently facilitate routines and transitions.

⁷. **Routines and transitions:** Routines are non-instructional organizational activities such as taking attendance or distributing materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task, or context to another.

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: INDICATOR 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge⁸ for all students.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Content of lesson plan ⁹ is aligned with standards	Plans content that is misaligned with or does not address the <u>Connecticut Core Standards and/or other appropriate content standards</u> . ¹⁰	Plans content that partially addresses <u>Connecticut Core Standards and/or other appropriate content standards</u> .	Plans content that directly addresses <u>Connecticut Core Standards and/or other appropriate content standards</u> .	Anticipates misconceptions, ambiguities, or challenges and plans ways to address these.
	Logical sequence of lessons at an appropriate level of challenge	Plans lessons that are not appropriately sequenced or are not at an appropriate level of challenge.	Plans some lesson segments and/or lessons that are logically sequenced and at an <u>appropriate level of challenge</u> .	Plans lessons that are logically sequenced and support an <u>appropriate level of challenge</u> .	Plans lessons that challenge students to extend their learning, supports students in making connections between concepts, and/or applying skills/learning in other contexts.
	Use of data to determine students' prior knowledge and skills and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge and skills, or different learning needs.	Uses appropriate, whole class data to plan instruction with limited consideration of data, students' prior knowledge and skills, or different learning needs.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Designs opportunities to allow students to identify their own learning needs based on their own individual data.
	Literacy strategies ¹¹	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students <u>to develop literacy skills or academic vocabulary in isolation</u> .	Plans instruction that <u>integrates literacy strategies and academic vocabulary</u> .	Designs opportunities to allow students to independently select <u>literacy strategies that support their learning</u> .

Underlined text reflects Connecticut Core Standards connections.

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

9. **Lesson plan:** a purposeful planned learning experience.

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

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

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: INDICATOR 2b: Planning instruction to cognitively engage students in the content.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Strategies, tasks and questions cognitively engage students	Selects or designs instructional strategies, tasks and/or questions that limit opportunities for students' cognitive engagement ¹² <u>through problem-solving, critical or creative thinking, discourse¹³ or inquiry-based learning¹⁴ and application to other situations.</u>	Selects or designs instructional <u>strategies, tasks, and questions</u> that are primarily teacher-directed and provide some opportunities for students' cognitive engagement.	Selects or designs instructional <u>strategies, tasks, and questions</u> that promote student cognitive engagement.	Selects or designs plans to release responsibility to the students to apply and/or <u>extend learning beyond the learning expectation.</u>
	Instructional resources ¹⁵ and flexible groupings ¹⁶ support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally <u>engage students cognitively and minimally support new learning.</u>	Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.	Selects or designs resources that support students' application of concepts and/or skills in other contexts.

Underlined text reflects Connecticut Core Standards connections.

12. **Cognitive engagement:** Problem-solving, critical or creative thinking, discourse or inquiry-based learning and application to other situations
13. **Discourse:** Is defined as the purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning), or dialogue through technological or digital resources.
14. **Inquiry-based learning:** Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.

15. **Instructional resources:** Includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.
16. **Flexible groupings:** Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

Domain 2: Planning for Active Learning

		Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: INDICATOR 2c: Selecting appropriate assessment strategies ¹⁷ to monitor student progress.			
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Criteria for student success	Does not identify criteria for student success.	Identifies general criteria for student success.	Identifies observable and measurable criteria for student success.	Identifies opportunities for students to be involved in developing or interpreting criteria for student success.
	Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and/or reflect upon their own progress.

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

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

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: INDICATOR 3a: Implementing instructional content¹⁸ for learning.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Instructional purpose	Communicates learning expectations that are unclear or are misaligned with Connecticut Core Standards and/or other appropriate content standards.	Communicates learning expectations that are partially aligned to Connecticut Core Standards and/or other appropriate content standards and sets a general purpose for instruction that requires further clarification.	Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction.	Provides opportunities for students to demonstrate their understanding of the purpose of the lesson.
	Content accuracy	Presents content with significant error(s) OR uses imprecise/inaccurate language to convey ideas in the content area that leads to student misunderstanding.	Presents content with minor error(s) or uses imprecise language to convey ideas in the content area that leads to student misunderstanding.	Presents content accurately using content-specific language that leads to student understanding.	Effectively uses content-specific language that extends student understanding.
	Content progression and level of challenge	Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at an appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross curricular connections.
	Literacy strategies ¹⁹	Presents instruction with limited opportunities for students to <u>develop literacy skills and/or academic vocabulary</u> .	Presents instruction with opportunities for students to <u>develop literacy skills and/or academic vocabulary in isolation</u> .	Presents instruction that <u>integrates literacy strategies and academic vocabulary within the lesson content</u> .	Provides opportunities for students to independently select and apply <u>literacy strategies</u> .

Underlined text reflects Connecticut Core Standards connections.

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

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

Domain 3: Instruction for Active Learning

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

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

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and <u>that focus primarily on low cognitive demand or recall of information.</u>	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of <u>low cognitive demand and/or recall of information</u> with limited opportunities for <u>problem-solving, critical thinking and/or purposeful discourse or inquiry.</u>	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated <u>recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.</u>	Includes opportunities for students to <u>generate their own questions and problem-solving strategies, and synthesize and communicate information.</u>
	Instructional resources ²⁰ and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that cognitively engage some, but not all, students, and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make connections between concepts.	<u>Fosters student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.</u>
	Student responsibility and independence	Implements instruction that is teacher-directed, providing no opportunities for students to develop independence as learners.	Implements instruction that is primarily teacher directed, but provides some opportunities for students to develop independence as learners.	Implements instruction that provides multiple opportunities for students to develop independence as learners.	Provides opportunities for students to approach learning tasks in ways that will be effective for them as individuals.

Underlined text reflects Connecticut Core Standards connections.

20. **Instructional resources:** includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures,

audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: INDICATOR 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Criteria for student success	Does not communicate criteria for student success.	Communicates general criteria for student success.	Communicates specific observable and measurable criteria for student success.	Provides opportunities for students to be involved in developing or interpreting criteria for student success.
	Ongoing monitoring of student learning	Monitors student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Monitors student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' self-monitoring and self-assessment to improve their learning.
	Feedback ²¹ to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Provides opportunities for students to self-reflect and/or provide peer feedback that is specific and focuses on advancing student learning.
	Instructional adjustment ²²	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole group performance.	Adjusts instruction as necessary in response to individual and group performance.	Provides opportunities for students to independently select strategies that will be effective for them as individuals.

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

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

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by: INDICATOR 4a: Engaging in continuous professional learning to impact instruction and student learning.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following</i>
ATTRIBUTES	Teacher self-evaluation and reflection and impact on student learning	Insufficiently reflects on/analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
	Response to feedback	Does not respond to supervisor or peer feedback and recommendations for improving practice.	Responds to supervisor or peer feedback and recommendations for improving practice although changes in practice are limited.	Responds to supervisor or peer feedback and makes changes in practice based on feedback.	Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.
	Professional learning ²³	Does not engage in professional learning activities.	Engages in relevant professional learning but application to practice is limited.	Engages in relevant professional learning and applies new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

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

Domain 4: Professional Responsibilities and Teacher Leadership

		Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by: INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student learning.			
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following</i>
ATTRIBUTES	Collaboration with colleagues ²⁴	Does not collaborate with colleagues to improve teaching and learning.	Minimally collaborates with colleagues to improve teaching and learning.	Collaborates with colleagues to improve teaching and learning.	Supports and assists colleagues to adapt planning and instructional practices that support teaching and learning.
	Professional responsibility and ethics	Does not consistently exhibit professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> . ²⁵	Exhibits practices that demonstrate the need for increased awareness of the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Consistently exhibits professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.

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





25. **Connecticut Code of Professional Responsibility for Teachers:** A set of principles which the teaching profession expects its members to honor and follow; and serves as a basis for decisions on issues pertaining to licensure and employment. (Regulations of Connecticut State Agencies Section 10-145d-400a).

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by: INDICATOR 4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following.</small>
ATTRIBUTES	Positive school climate	Does not comply with efforts to develop and/or sustain a positive school climate.	Complies with efforts to develop and/or sustain a positive school climate.	Actively engages with colleagues, students and families to develop and/or sustain a positive school climate.	Leads efforts to improve and strengthen the school climate.
	Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences and/or makes some attempts to build relationships through additional communications.	Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; seeks input from families and communities to support student growth and development.
	Culturally responsive ²⁶ communications	Demonstrates lack of cultural awareness or bias in interactions with students, families and/or the community.	Interacts with students, families and community in a manner that indicates limited awareness of, or respect for, cultural differences.	Interacts with students, families and the community in a culturally respectful manner.	Leads efforts to enhance culturally respectful interactions with students, families and the community.

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

CCT Rubric for Effective Service Delivery 2017 — At a Glance

Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Reviews of Practice
<p> Domain 1: Learning Environment, Engagement and Commitment to Learning</p> <p><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> 1a. Promoting a positive learning environment that is respectful and equitable. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment. 1c. Maximizing service delivery by effectively managing routines and transition. 	<p> Domain 2: Planning for Active Learning</p> <p><i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. 2b. Developing plans to actively engage learners in service delivery. 2c. Selecting appropriate assessment strategies to identify and plan learning targets.
<p> Domain 3: Service Delivery</p> <p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 3a. Implementing service delivery for learning. 3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing learning, providing feedback and adjusting service delivery. 	<p> Domain 4: Professional Responsibilities and Leadership</p> <p><i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ul style="list-style-type: none"> 4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning. 4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

Domain 1: Learning Environment, Engagement and Commitment to Learning

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

INDICATOR 1a: Promoting a positive learning environment that is respectful and equitable.¹

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Rapport and positive social interactions	Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners.	Interactions between service provider and learners are generally positive and respectful and/or the provider inconsistently attempts to promote positive social interactions.	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions.	Fosters an environment where learners have opportunities to proactively demonstrate positive social interactions and/or conflict-resolution skills.
	Respect for learner diversity²	Establishes a learning environment that disregards learners' cultural, social and/or developmental differences, or does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of learners' cultural, social and/or developmental differences.	Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences.	Recognizes and incorporates learners' cultural, social and/or developmental diversity to enrich learning opportunities.
	Environment supportive of risk-taking³	Creates or promotes a learning environment that discourages learners from attempting tasks, responding to questions and challenges, or feeling safe to make and learn from mistakes.	Inconsistently creates or promotes a learning environment that encourages learners to attempt tasks, respond to questions and challenges, or feel safe to make and learn from mistakes.	Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes.	Creates or promotes an environment where learners are encouraged to respectfully question or challenge ideas presented.
	High expectations for learning	Does not establish expectations for learning.	Establishes expectations that are too high or too low, or inconsistently reinforces realistic expectations for learning/growth and development.	Establishes and consistently reinforces high and realistic expectations for learning/growth and development.	Creates opportunities for learners to take responsibility for their own growth and development.

1. A respectful and equitable learning environment supports whole-child development and the understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students but they also offer opportunities for equitable access, survivability, outputs and outcomes. Branson, C. & Gross, S. (Eds.). (2014). *Handbook of Ethical Educational Leadership*. New York: Routledge.

2. Respect for learner diversity means recognizing individual differences, including but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

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

Domain 1: Learning Environment, Engagement and Commitment to Learning

Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:		INDICATOR 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.			
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Communicating and reinforcing appropriate standards of behavior	Demonstrates little or no evidence of establishing and/or reinforcing appropriate standards of behavior resulting in interference with learning.	Establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with learning.	Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment.	Creates opportunities for learners to take responsibility for their own behavior and/or seamlessly responds to misbehavior.
	Promoting social and emotional competence ⁴	Provides little to no teaching, modeling or reinforcing social skills or provides little to no opportunities for learners to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, and/or reinforces social skills and/or limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.	Encourages learners to independently apply proactive strategies ⁵ and social skills and take responsibility for their actions.

4. Social competence is exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, and Rhee, 2000).

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

Domain 1: Learning Environment, Engagement and Commitment to Learning

Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:		INDICATOR 1c: Maximizing service delivery by effectively managing routines and transition.⁶			
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following</small>
ATTRIBUTES	Routines and transitions appropriate to needs of learners	Implements and manages routines and transitions resulting in significant loss of service delivery time.	Implements and manages routines and transitions resulting in some loss of service delivery time.	Implements and manages effective routines and transitions that maximize service delivery time.	Establishes an environment in which learners independently facilitate routines and transitions.

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

Domain 2: Planning for Active Learning

<p style="text-align: center;"><i>Service providers design⁷ academic, social/behavioral, therapeutic, crisis or consultative plans⁸ to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>INDICATOR 2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.</p>					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Standards alignment	Designs plans that are misaligned with or does not address the Connecticut Core Standards and/or other appropriate content standards. ⁹	Designs plans that partially align with relevant Connecticut content standards, or discipline-specific state and national guidelines.	Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.	Designs plans that encourage learners to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work.
	Evidence-based practice	Designs plans that are not evidence based.	Designs plans that are partially evidence based.	Designs plans using evidence-based practice.	Designs plans that challenge learners to apply learning to new situations.
	Use of data to determine learner needs and level of challenge	Designs plans without consideration of data.	Designs plans using limited sources of data ¹⁰ to address learner needs and to support an appropriate level of challenge.	Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge.	Proactive in obtaining, analyzing and using data to guide collaborative planning.
	Targeted and specific objectives for learners	Develops objectives that are not targeted or specific to the needs of learners.	Develops objectives that are related, but not targeted or specific to the needs of learners.	Develops objectives that are targeted and specific to the needs of learners.	Plans include opportunities for learners to inform the development of future objectives.

7. Depending upon the role of the service provider, the action verb could be design, collaborate, inform, or consult.

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

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

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

Domain 2: Planning for Active Learning

Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by: INDICATOR 2b: Developing plans to actively engage learners in service delivery.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Strategies, tasks and questions	Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement.	Selects or designs plans that are primarily service provider-directed and offer some opportunities for active learner engagement.	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.	Selects or designs plans that provide opportunities for learners to apply or extend learning to new situations.
	Resources ¹¹ and/or flexible groupings ¹² and new learning	Selects or designs resources and/or groupings that do not engage learners or support new learning.	Selects or designs resources and/or groupings that minimally engage learners.	Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning.	Selects or designs opportunities for learners to make choices about resources and/or flexible groupings that support and extend new learning.

11. Resources include, but are not limited to, available textbooks, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software kits, games, pictures, posters, artistic prints, study prints, sculptures, models, maps, motion pictures, audio and video recordings, DVDs, streaming media, multimedia, dramatic productions, performances, concerts, written and

performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

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

Domain 2: Planning for Active Learning

<p style="text-align: center;"><i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p style="text-align: center;">INDICATOR 2c: Selecting appropriate assessment strategies¹³ to identify and plan learning targets.</p>					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Selection of assessments and interpretation of results	Does not use knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.	Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.	Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.	Consults with others to enhance understanding of the assessment selection process, the information obtained, and the subsequent development of learning plans.
	Criteria for learner success	Does not identify appropriate criteria for assessing learner success.	Identifies general criteria for assessing learner success.	Identifies objective and measurable criteria for assessing learner success.	Identifies opportunities for learners and/or others to be involved in developing and/or interpreting criteria for learners' success.
	Ongoing assessment of learning	Does not plan for use of assessment strategies or methods to monitor or adjust service delivery.	Plans for use of assessment strategies or methods that provide limited opportunities to monitor and/or adjust service delivery.	Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery.	Plans to engage learners in using assessment criteria to self-monitor and reflect on learning.

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

Domain 3: Service Delivery

<p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>INDICATOR 3a: Implementing service delivery¹⁴ for learning.</p>					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Purpose of service delivery	Does not communicate academic and/or social/behavioral expectations for service delivery.	Communicates academic and/or social/behavioral expectations for service delivery in a way that requires further explanation.	Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards.	Provides opportunities for learners to communicate how academic and/or social/behavioral expectations apply to other situations.
	Precision of service delivery	Delivers services with significant error(s) and uses imprecise language to convey ideas, resulting in learning misunderstanding.	Delivers services with minor error(s) or uses imprecise language to convey ideas, resulting in the need for clarification.	Delivers services accurately, resulting in learning.	Effectively delivers services that extend learners' understanding.
	Progression of service delivery	Delivers services which lack a logical and purposeful progression.	Delivers services in a generally logical and purposeful progression, but are not sensitive to learner needs.	Delivers services in a logical and purposeful progression that meet the needs of learners.	Provides learners with opportunities that challenge them to take responsibility and extend their own learning.
	Level of challenge	Does not provide an opportunity for challenge.	Provides some challenges that align to learning needs.	Consistently delivers services at a level of challenge that aligns to learners' needs.	Provides opportunities for learners to extend learning beyond expectations.

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

Domain 3: Service Delivery

<p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>INDICATOR 3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p>					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Strategies, tasks and questions	Uses a limited combination of tasks and questions that do not result in new and meaningful learning.	Uses a limited combination of tasks or questions that result in new and meaningful learning.	Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical and creative thinking, purposeful discourse or inquiry.	Includes opportunities for learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, and synthesize and communicate information.
	Resources and flexible groupings and new learning	Limited use of available resources or groupings that do not actively engage learners and support new learning.	Uses available resources or groupings to actively engage learners and support some new learning.	Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings.	Fosters learner ownership, self-direction, and choice of available resources or flexible groupings.
	Learner responsibility and independence	Implements service delivery that is primarily provider directed, and provides little or no opportunities for learners to develop independence.	Implements service delivery that is mostly provider directed and provides some opportunities for learners to develop independence and share responsibility for the learning.	Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.	Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by: INDICATOR 3c: Assessing learning, providing feedback¹⁵ and adjusting service delivery.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Criteria for learner success	Does not communicate criteria for learner success.	Communicates general criteria for learner success.	Communicates specific observable and measurable criteria for learner success.	Provides opportunities for learners to be involved in developing and/or interpreting criteria for their own success.
	Ongoing assessment of learning	Monitors learning with focus limited to task completion and/or compliance rather than learners' achievement of purpose/objective.	Monitors learning with focus on progress toward achievement of the intended purpose/objective.	Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective.	Promotes learners' self-monitoring and self-assessment to improve their learning.
	Feedback to learner	Provides no meaningful feedback or feedback lacks specificity and/or does not support improvement toward academic or social/behavioral outcomes.	Provides feedback that partially supports improvement toward academic or social/behavioral outcomes.	Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes.	Fosters self-reflection and/or peer feedback that is specific and focused on advancing learning.
	Adjustments to service delivery ¹⁶	Makes no attempts to adjust service delivery in response to learners' performance or engagement in tasks.	Makes some attempts to adjust service delivery in response to learners' performance or engagement in tasks.	Adjusts to service delivery in response to learners' performance or engagement in tasks.	Develops differentiated methods to obtain feedback from learners in order to assist in adjustment of service delivery.

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

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

Domain 4: Professional Responsibilities and Leadership

		Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by: INDICATOR 4a: Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.			
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following</i>
ATTRIBUTES	Self-evaluation/ reflection	Insufficiently reflects and analyzes practice and impact on learners.	Self-evaluates and reflects on practice and impact on learners, but makes limited effort to improve practice.	Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
	Response to feedback	Does not accept supervisor or peer feedback and recommendations or make changes for improving practice.	Accepts supervisor or peer feedback and recommendations but changes in practice are limited or ineffective.	Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice.	Proactively seeks supervisor and peer feedback in order to improve in a range of professional practices.
	Professional learning ¹⁷	Does not engage in professional learning activities.	Engages in required professional learning opportunities, but application of learning to practice is minimal.	Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.	Facilitates professional learning with colleagues, families or community.

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

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by: INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Collaboration with colleagues ¹⁸	Does not collaborate with colleagues to improve service delivery and learning.	Collaborates with colleagues with limited impact on service delivery and learning.	Collaborates with colleagues to improve service delivery and learning.	Leads efforts to improve and strengthen the school climate.
	Professional responsibility and ethics ¹⁹	Does not consistently demonstrate professional responsibilities and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Exhibits practices that demonstrate the need for increased awareness of the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Consistently exhibits professional responsibilities and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.
	Maintenance of records	Records/data are incomplete, or confidential information is stored in an unsecured location.	Records/data are complete but may contain some inaccuracies. Confidential information is stored in a secured location.	Records/data are complete, organized and accurate. Confidential information is stored in a secured location.	Shares best practices in maintenance of records/data.

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

19. Connecticut Code of Professional Responsibility for Teachers: A set of principles which the teaching profession expects its members to honor and follow; and serves as a basis for decisions on issues pertaining to licensure and employment. (Regulations of Connecticut State Agencies Section 10-145d-400a).

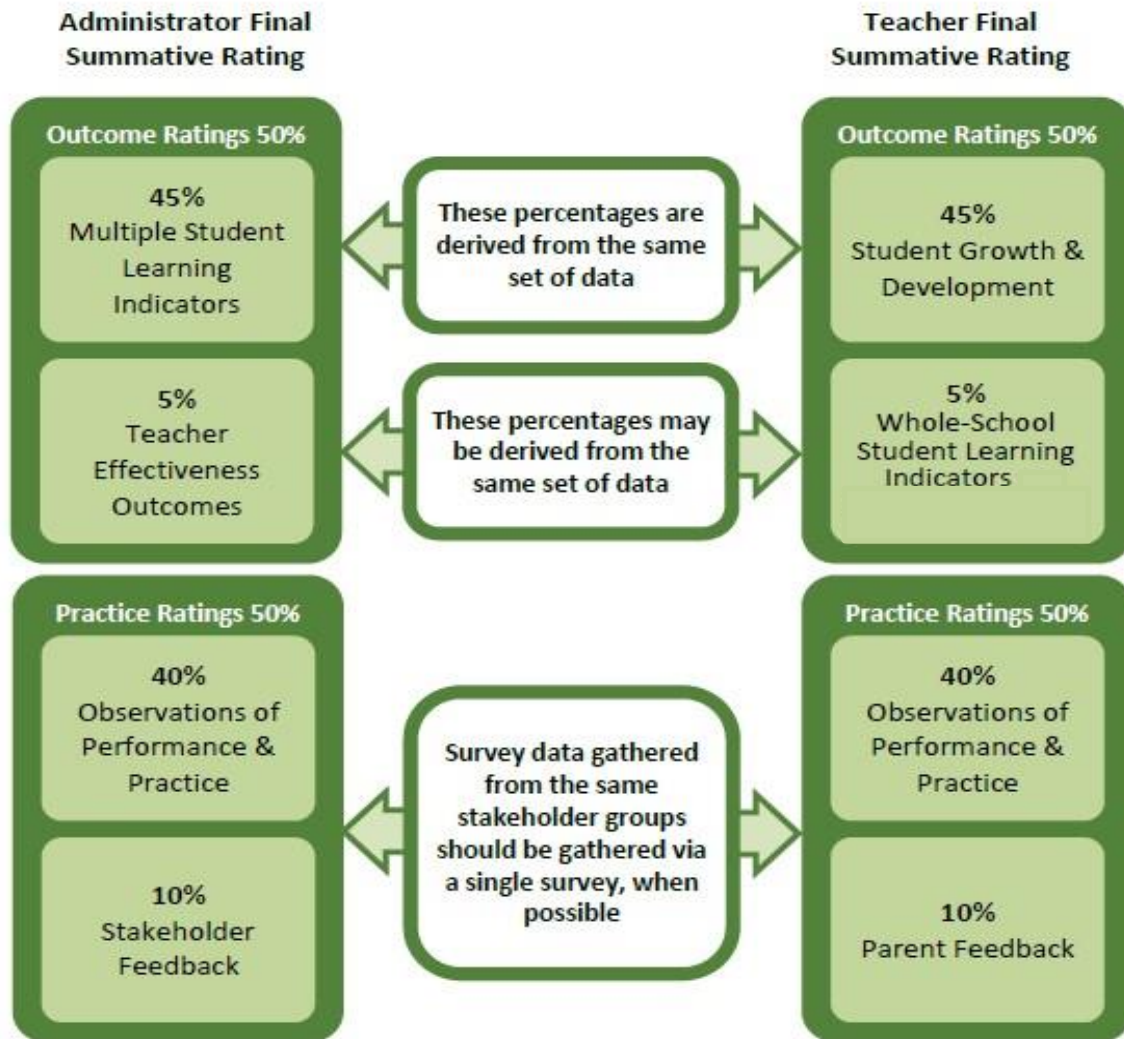
Domain 4: Professional Responsibilities and Leadership

		Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by: INDICATOR 4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.			
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Positive school climate	Does not comply with efforts to develop and sustain a positive school climate.	Complies with efforts to develop and/or sustain a positive school climate.	Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.	Leads efforts to improve and strengthen the school climate.
	Stakeholder ²⁰ engagement	Limits communication with stakeholders to required reports and conferences.	Communicates with stakeholders through required reports and conferences, and makes some attempts to build relationships with some stakeholders.	Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success.	Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders to support learner growth and development.
	Culturally responsive communications ²¹ with stakeholders	Demonstrates bias or lack of cultural competence in interactions with stakeholders.	Interacts with stakeholders in a manner that indicates limited awareness of or respect for cultural differences.	Interacts with stakeholders in a culturally responsive manner.	Leads efforts to enhance culturally responsive communications with stakeholders.

20. Stakeholders can include student/adult learners, families, colleagues, community members etc. and are determined by the role and delineated responsibilities of the service provider.

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

TPS Teacher / Administrator Evaluation Model Comparison



Section 1.**ADMINISTRATOR EVALUATION AND DEVELOPMENT***Purpose and Rationale*

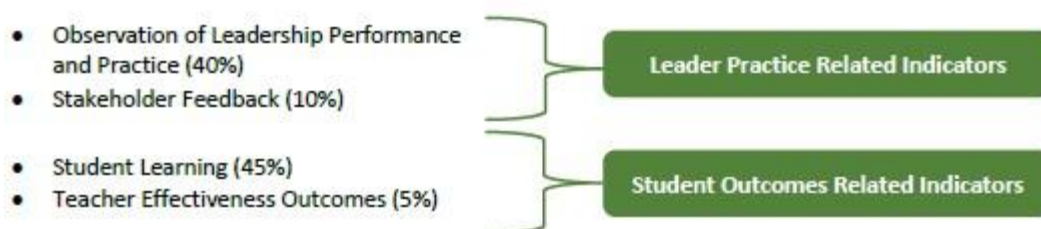
At Torrington Public Schools, every student is able to graduate with the skills and attributes that empower them to enter the college or career of their choosing because we are committed to expanding the capacity of our faculty and staff by ensuring a focus on high leverage instructional and assessment practices that build capacity for critical and creative thinking, rigorous problem solving, and making arguments based on evidence. Our evaluation process is centered on best-practices by ensuring that we are growing our leaders with timely, focused feedback that is aligned to standards. The observation process *is* professional learning as it ensures that we are intentionally having conversations around the Connecticut Leader Evaluation and Support Rubric (CLR).

The model describes four levels of performance for administrators and focuses on the practices and outcomes of **Proficient** administrators. A *proficient* rating represents fully satisfactory performance, and it is the rigorous standard expected of most experienced administrators. 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. 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 proficient leaders.

Section 2. 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 Connecticut Leader Evaluation and Support Rubric 2017. (Appendix A)
- (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%):** (a) assessed by 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 Goal's.

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

Three Evaluation Phases

There are three evaluation phases:

- Initial Phase
- Professional Phase
- Support Phase

Although each of these phases differ, all leadership practice indicators and student outcome related indicators as outlined above equally apply to all administrators regardless of phase placement.

Initial Phase

Purpose

The purpose of the Leadership for the Initial Phase is to provide administrators with opportunities to develop and demonstrate competence in the Connecticut Leader Evaluation and Support Rubric 2017 (CLR). During this 2 to 3-year time period, evaluators will:

- Closely supervise first-time or newly hired administrators into the Torrington Public Schools system.
- Ensure that first-time, newly hired administrators are displaying the identified criteria and evidence of CLR.
- Ensure that first-time or newly hired administrators receive the support and mentorship they need to be successful in a new leadership position.
- Reassess administrator strengths as they relate to the CLR for those who have successfully completed the Support Phase.

Who belongs in the Initial Phase?

The Initial Phase is a 2 to 3-year evaluation phase that includes an induction process designed to provide continuous mentoring and coaching for newly certified and practicing administrators. Beginning administrators will receive training, mentoring support and/or assistance in the key processes that are instrumental to administrator success in Torrington as delineated in the CLR.

- Leadership development in this phase will also apply to newly hired experienced administrators new to the district.
- For experienced administrators transferring to another position within the district, the Initial Phase is optional at the discretion of the evaluator.

For administrators performing at a high level in the CLR, year three of the initial evaluation phase becomes optional at the discretion of the evaluator.

Site Visits & Artifact Reviews

For the Initial Phase, there will be a minimum of four on-site observation visits, the first to occur no later than September 30th, the second to occur no later than December 1st, the third to occur no later than March 1st, and the fourth to occur no later than June 1st. Artifact reviews should also be completed to provide evidence of the administrator's work. An "artifact review" is a review of requested documents and items that are related to the administrators work and the Connecticut Leader Evaluation and Support Rubric (CLR).

Two of these observations will include both pre and post conferences that will result in written feedback from the evaluator to be completed within two weeks of the visit. The other two site visits require a post-conference with an optional pre-conference. These two site visits may be unannounced.

If deemed necessary, the evaluator may adjust timelines. These adjustments shall not be considered a procedural violation subject to the grievance process

Additional Site Visits

An evaluator may, at his/her discretion, conduct additional site visits with an administrator at any time. These site visits may be announced or unannounced and may or may not include a pre and/or post conference. The purpose of these visits may be simply to check in on progress or to give the administrator an opportunity to discuss how progress is being made.

Mentoring and Support for Beginning Administrators in the Initial Phase

Each administrator in year one of the Initial Phase will be assigned a mentor, who shall be selected by the Superintendent or his/her designee. The mentor will provide the administrator focused support in the CLR.

Administrators in year two and three of the phase may be assigned a mentor at the discretion of the Superintendent, or his/her designee.

Professional Phase

Purpose

The purpose of the Professional Phase is to provide administrators with opportunities to maintain and deepen the criteria in the Connecticut Leader Evaluation and Support Rubric (CLR). During this phase, evaluators will:

- Assess administrator competencies as defined in the CLR.
- Meet with colleagues to review district goals/objectives, and to ensure alignment with school goals and objectives.
- Provide opportunities for continuous professional growth.
- Encourage risk-taking, creativity and innovation.
- Create an environment in which administrators are reflective about their work.
- Provide opportunities for mentoring and collaborative work with other administrators, sharing staff/student work and best practices.

Who belongs in the Professional Phase?

The Professional Phase is for administrators who have demonstrated competency as measured by the CLR.

This phase encourages collaboration, innovation, professional responsibility, peer support, academic contributions to school/staff/student growth all in the spirit of improved student learning. Administrators in the Professional Phase are encouraged to:

- Share their work with their colleagues.
- Take on new leadership opportunities.
- Become mentors to new administrators.
- Explore research options that will contribute to improved student learning.
- Contribute to the TPS professional learning community.
- Become a reflective administrator practitioner.

Site Visits & Artifact Reviews

For the Professional Phase, there will be a minimum of two on-site observation visits, the first to occur no later than December 1st, the second to occur no later than March 1st. Artifact reviews should also be completed to provide evidence of the administrator's work. An "artifact review" is a review of requested documents and items that are related to the administrator's work and the CLR.

One of these observations will include both pre and post conferences that will result in written feedback from the evaluator to be completed within two weeks of the visit. The other site visits require a post-conference with an optional pre-conference. These two site visits may be unannounced.

If deemed necessary, the evaluator may adjust timelines. These adjustments shall not be considered a procedural violation subject to the grievance process.

Additional Site Visits

An evaluator may, at his/her discretion, conduct additional site visits with an administrator at any time. These site visits may be announced or unannounced and may or may not include a pre and/or post conference. The purpose of these visits may be simply to check in on progress or to give the administrator an opportunity to discuss how progress is being made.

Support Phase

Purpose

The Support Phase consists of close supervision for administrators who are experiencing difficulty demonstrating effectiveness with the Connecticut Leadership Rubric (CLR).

Who Belongs in the Support Phase?

Administrators performing below standard may be moved to Support at any time of the year. Assignment to this phase is for any administrator who is demonstrating a clear lack of effectiveness meeting the criteria in the CLR.

For any administrator experiencing difficulty demonstrating effectiveness in his/her job performance, the evaluator will document evidence of the difficulty and any attempted assistance or interventions that have been applied. The deterioration of an administrator's performance will be put in writing and discussed with the administrator. The evaluator will notify the administrator in writing. Notification of this change in phase will be given to the administrator, to the Superintendent and to the Human Resource Office.

Additionally, any administrator who is transferring from another school/department in the district and is in the Support Phase, must successfully complete his/her Support Plan in his/her new setting.

What Happens in the-Support Phase

Administrators in the Support Phase are in need of immediate assistance and close supervision. The areas of deficiency must be clearly articulated and a specific intervention and assistance plan must be created. The assistance plan must be created in consultation with the Torrington Public Schools Administrator Association representative. Upon the initiation of this process, an administrator has 90 working days to demonstrate substantial progress in the area of deficiency. An additional 90 working days may be granted if enough progress warrants this extension. If an administrator successfully completes his/her intervention plan, he/she needs to be placed in the Initial Phase for close supervision and support for an agreed upon period of time. When successful in the Initial Phase, the administrator can be placed in the Professional Phase. If an administrator is unsuccessful in the Support Phase, the administrator will be referred to the Superintendent and to the Human Resource Department for the termination process.

Planning Conference and Timeline

Administrators who are moved into the Support Phase will receive notification of this move in writing. The evaluator will schedule an initial planning conference immediately. Using the CLR, the administrator's performance will be assessed and the evaluator will establish performance criteria for areas in which improvement is needed.

Using a 90-day Improvement Plan, objectives will be identified with conditions, resources, and support necessary and available for achievement of objectives. A plan for implementing objectives will be developed with activities, evaluation criteria, and a time schedule for evaluation. The plan will include a minimum of 2 site visit observations within 90 days of placement in the Support Phase and a pre and post conference with written feedback. If evidence of growth is documented, a 90-day extension may be granted with revised objectives (if necessary) and time schedule for re-evaluation. The 90-day extension will include an additional 2 site-visit observations. Administrators in the Support Phase shall have a minimum of 4 site-visit observations for a school year.

Additional Resources and Assistance

Administrators experiencing difficulty will be given assistance for a 90 working day period, beginning no more than 10 days after entering the Support Phase. An extension of an additional 90 working days may be granted based on documentation and approved by the evaluator if there is evidence of growth. Administrators in the Support Phase may also seek support from an administrative mentor.

Outcomes of Re-Evaluation

At the end of the first 90-day period, the evaluator will recommend one of the following:

- A return to the Initial Phase.
- Further interventions with an extended 90-day intervention period (for a maximum of two 90 day periods in the Support Phase).
- Counseling out (notify HR and the Superintendent).
- Termination (notify HR and the Superintendent).

If a second 90-day period is granted, at the end of the second 90-day period, the evaluator will recommend one of the following:

- A return to the Initial Phase.
- Counseling out through HR and the Superintendent.
- Termination (notify HR and the Superintendent).

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 allows for flexibility in implementation and lends itself well to a meaningful and doable process. The model encourages two things:

1. That evaluators prioritize the evaluation process, spending more and better time 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.

Each administrator regardless of their evaluation phase participates in the entire evaluation process.



Process / Timelines at a Glance

Activity	Initial Phase	Professional Phase
School Improvement Plan Process & Objective Setting Process (Student Learning Goal & Parent Engagement Goal)	July 1 st - November 1 st	
1 st Site Observation	By September 30 th	By December 1 st
Finalize Objectives (Student Learning Goal & Parent Engagement Goal)	By November 1 st	
2 nd Site Observation	By December 1 st	By March 1 st
Mid-Year Review	By January 31 st	
3 rd Site Observation	By March 1 st	N/A
4 th Site Observation	By June 1 st	N/A
End of the Year Summative Evaluation Conference with Summative Rating & Scoring of Student Learning Goal & Parent Engagement Goal	By July 31 st	
Year End Evaluation Conference may need to be completed earlier than July 31 st based upon the work year of the evaluatee or other considerations. Any adjustments to the evaluation rating due to unavailable data must occur by September 15 th .		
If deemed necessary, the evaluator may adjust timelines. These adjustments shall not be considered a procedural violation subject to the grievance process.		

Goal-Setting and Planning

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

1. Student learning data are available for review by the administrator.
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 district has provided the administrator with this document in order to orient him/her to the evaluation process.

Before a school year starts, administrators identify three Student Learning Goals and a Stakeholder Feedback Goal drawing on available data, the superintendent's priorities, their school accountability plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice.

Administrators should start with the outcomes they want to achieve. This includes setting three Student Learning Goals and two Stakeholder Feedback targets related to parent and teacher feedback.

Then administrators identify the areas of focus for their practice ***that will help them accomplish*** their Student Learning Goals and survey targets, choosing from among the elements of the Connecticut Leadership Rubric. While administrators are rated on all four domains, 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 Domain 1 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 objectives 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 objectives 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 objectives. Together, these components – the objectives, the focus 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 objectives, supports and sources of evidence to be used.

If deemed necessary, the evaluator may adjust timelines. These adjustments shall not be considered a procedural violation subject to the grievance process.

Plan Implementation and Evidence Collection

Site Visits & Artifact Reviews

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, site visits. Periodic, purposeful visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of school leaders. Unlike visiting a classroom to observe a teacher, site visits to observe administrator practice can vary significantly in length and setting, and/or include a review of artifacts. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas, Student Learning Goals, Stakeholder Feedback Goals and district and school improvement plans.

Possible sources of evidence include the following artifacts and events:

- Data Team Meetings (agenda, minutes, reports, leadership)
- Faculty/Staff/Department Meetings (agenda, minutes, reports, presentations, leadership)
- Handbooks & Memorandums
- Newsletters & Communications (parents/families, department, staff)
- PTO Meetings (agenda, minutes, reports, presentations, leadership)
- Professional Development (PD school plan, attendance, agenda, minutes, presentations, leadership)
- Teacher Evaluation/Observations (pre/post conferences, classroom observation, reports)
- PPT (IEP, agenda, minutes, leadership, process/timelines, communication)
- Leadership Meetings (membership, agenda, minutes, reports, leadership)
- Board of Education Meetings (attendance, presentation, reports)

The number of required visits depends on the evaluation phase of the administrator. 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 the required number of site visits (see Initial Phase and Professional Phase requirements). Periodic, purposeful school visits offer critical opportunities for evaluators to observe collect evidence and analyze the work of school leaders.

Initial Phase				Professional Phase			
<u>SITE VISITS MAY BE DONE IN ANY ORDER</u>							
Site Visit	Pre - Conference	Post - Conference	Announced (A) or Unannounced (U)	Site Visit	Pre - Conference	Post - Conference	Announced (A) or Unannounced (U)
1	Yes	Yes	A	1	Yes	Yes	A
2	Yes	Yes	A	2	Optional	Yes	A or U
3	Optional	Yes	A or U				
4	Optional	Yes	A or U				

**For administrators in the Support Phase, Site Visits will be determined through mutual agreement Support Plan (see [Section 2 Support Phase](#))

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

Mid-Year Formative Review

Midway through the academic 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 and/or relevant data and considers progress towards 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 and complete the Mid-Year Evaluation Form no later than January 31st, with explicit discussion of progress toward student learning objectives and the stakeholder feedback objective, as well as any areas of performance related to standards of performance and practice. The administrator and the evaluator may modify the Student Learning Goals and the Stakeholder Feedback Goal at this time, if needed.

If deemed necessary, the evaluator may adjust timelines. These adjustments shall not be considered a procedural violation subject to the grievance process.

Year-End Reflections

At the end of the academic year, the administrator will complete all year-end reflections including the Summative Self Reflection form and those related to their Student Learning Goal's and Stakeholder Feedback Goal.

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

Summative Review and Rating

The administrator and evaluator meet by July 30th to discuss the administrator's self-reflections and all evidence collected over the course of the year. The evaluator completes the summative evaluation report, shares it with the administrator. An addendum written by the administrator may be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by July 30th. Should 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 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.

Section 3. 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 Connecticut Leader Evaluation and Support Rubric (CLR).

Domain 1: Instructional Leadership

Indicator 1.1 Shared Vision, Mission and Goals

Indicator 1.2 Curriculum, Instruction and Assessment

Indicator 1.3 Continuous Improvement

Domain 2: Talent Management

Indicator 2.1 Recruitment, Selection and Retention

Indicator 2.2 Professional Learning

Indicator 2.3 Observation and Performance Evaluation

Domain 3: Organizational Systems

Indicator 3.1 Operational Management

Indicator 3.2 Resource Management

Domain 4: Culture and Climate

Indicator 4.1 Family, Community and Stakeholder Engagement

Indicator 4.2 School Culture and Climate

Indicator 4.3 Equitable and Ethical Practice

All four domains contribute to successful schools, as such, the four domains will be equally weighted.

In order to arrive at these ratings, administrators are measured against the Connecticut Leader Evaluation and Support Rubric (CLR) which describes leadership actions across four performance levels for each of the four domains and related indicators. 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*.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the CLR. Evaluators collect evidence and observe the administrator's leadership practice across the four domains 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 at the start of the academic year 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 site observations for any administrator on the Professional Phase and should conduct at least four school site observations for administrators who are on the Initial Phase.**
2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward effectiveness 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 scores and evidence collected to date.

Component #2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessed by administration of an anonymous survey with measures that align to the Connecticut Leadership Rubric (CLR) – 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.

Parent, student, and teacher feedback data as solicited through the Torrington Public Schools’ (TPS) Climate Survey will be utilized for all building-level administrators to develop a measurable stakeholder feedback objective which include teacher and parent targets.

Administrators whose stakeholders are not reflected within the TPS School Climate Survey may use other district, office, and/or programmatic surveys. In order to minimize the burden on the district 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 Connecticut Leadership Rubric (CLR), 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.

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

Step 1: Administrator will determine focus areas based on the survey feedback.

Step 2: Administrator will identify one stakeholder feedback objective (SFO).

Step 3: For building level administrators, two of the targets must incorporate specific baseline and results of the TPS’ School Climate Survey involving teachers and parents. The targets may address subset data of the survey adults.

Step 4: A third target is encouraged.

Step 5: Surveys are administered in the spring so that data can be disaggregated and analyzed.

Step 6: Evaluator will determine a summative rating on the stakeholder feedback objective by using the four performance level ratings outlined below.

Exemplary	Proficient	Developing	Below Standard
All or most targets were met or substantially exceeded the target(s).	Most targets were met and some indicators were within a few points of the target(s).	Many targets met but a notable percentage missed the target by a significant margin. However, taken as a whole, significant progress toward the objective was made.	Some targets met but a substantial percentage did not.

80

Section 4. STUDENT OUTCOMES RELATED INDICATORS

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

Student 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 by performance and growth on locally-determined measures. They will account for 45% of the administrator's evaluation.

Locally-Determined Measures (Student Learning Goals)

Administrators establish three Student Learning Goal's on measures they select. In selecting measures, certain parameters apply:

- All measures must align to district/state/national standards and are strongly encouraged to align with Common Core State 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.

	Instructional Goal 1	Instructional Goal 2	Instructional Goal 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 or Dean	Non-tested subjects or grades	Broad Discretion: Indicators may focus on student results from a subset of teachers, grade levels or	
High School AP or Dean	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 AP or Dean	

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

- Student performance on district-adopted assessments (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.

Grade Level/Role	Student Learning Goal
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 English	78% of students will attain <i>proficient</i> or higher on the STAR Assessments
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.

The process for selecting measures and creating Student Learning Goal's 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 a school accountability plan. 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 (b) aligned with the school accountability plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable Student Learning Goal's for the chosen assessments/indicators.
- The administrator shares the Student Learning Goal's 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 process' intended outcome is for the administrator and his/her evaluator to come to mutual agreement on all three Student Learning Goal's. However, should their not be mutual agreement the evaluator would make the final determination.
- The administrator and evaluator collect interim data on the Student Learning Goal's 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.
- At the summative conference the administrator provides evidence and reflection regarding the Student Learning Goal outcomes. The evaluator scores each Student Learning Goal and then determines a student learning summative rating.
- For schools in a 'review' or 'turnaround' status, the student learning indicator's must align with the performance targets set out in the school's mandated Improvement Plan.

Scoring each Student Learning Goal

Exceeded	All or most targets were met or substantially exceeded the target(s).
Met	Most targets were met and some indicators were within a few points of the target(s).
Partially Met	Many targets met but a notable percentage missed the target by a significant margin. However, taken as a whole, significant progress toward the objective was made.
Did Not Meet	Some targets met but a substantial percentage did not.

Arriving at Student Learning Summative Rating
Use the provided rubric to determine the overall 45% score:

Exemplary	Proficient	Developing	Below Standard
Met all 3 Student Learning Goal's and exceeded at least 2 Student Learning Goal's	Met 2 Student Learning Goal's and partially met the 3rd	Met 1 Student Learning Goal and partially met at least 1 other	Met 0 Student Learning Goal's OR Met 1 Student Learning Goal and did not meet either of the other 2

Component #4: Teacher/Staff Effectiveness Outcomes (5%)

Teacher/staff effectiveness outcomes – as measured by an aggregation of teachers' Student Learning Goal's - make up 5% of an administrator's evaluation.

Improving teacher effectiveness outcomes is central to an 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 Student Learning Goal's. This is the basis for assessing administrators' contribution to teacher effectiveness outcomes. In order to maintain a strong focus on teachers setting ambitious Student Learning Goal's for their evaluation, it is imperative that evaluators of administrators discuss with the administrator their strategies in working with teachers to set Student Learning Goal's. Without attention to this issue, there is a substantial risk of administrators not encouraging teachers to set ambitious Student Learning Goal's.

For principals, the teacher effectiveness rating is calculated including all teachers assigned to the school. For assistant principals, deans and other administrators (i.e. Supervisors of Student Services), the teacher effectiveness rating is calculated including only those teachers with whom the administrator is the evaluator.

Teachers' student learning objectives not scored by the evaluator are calculated against the teacher effectiveness percentage counting as below standard unless the scoring of said student learning objectives is waived.

Exemplary	Proficient	Developing	Below Standard
95 -100% of teachers are rated <i>Proficient</i> or <i>Exemplary</i> with >50% rated as <i>Exemplary</i> on the student growth portion of their evaluation	50 - 94% of teachers are rated <i>Proficient</i> or <i>Exemplary</i> on the student growth portion of their evaluation	31-49% of teachers are rated <i>Proficient</i> or <i>Exemplary</i> on the student growth portion of their evaluation	0-30% of teachers are rated <i>Proficient</i> or <i>Exemplary</i> on the student growth portion of their evaluation

Section 5.**SUMMATIVE ADMINISTRATOR EVALUATION RATING***Determining Summative Ratings*

In the Torrington Public Schools Professional Development and Evaluation Plan, administrators' summative evaluation ratings will be as follows:

- A 'Student Outcomes Rating' will be determined by a holistic examination of the evidence and ratings of Student Learning Goals (45%), and the Teacher Effectiveness Rating (5%);
- An 'Leadership Practice Related Rating' will be determined by a holistic examination of the evidence and ratings of Leadership Performance and Practice (40%) and Stakeholder Feedback (10%).
- The evaluator will use the Summative Matrix to determine the summative rating. (see below)

Leadership Practice Related Indicators Rating Site Visits/Artifact Reviews – 40% Stakeholder Feedback – 10%					
		<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>
Student Learning Goals – 45% Teacher Effectiveness Rating – 5%	<i>Exemplary</i>	Exemplary	Proficient	Proficient	Developing
	<i>Proficient</i>	Proficient	Proficient	Developing	Developing
	<i>Developing</i>	Proficient	Developing	Developing	Below Standard
	<i>Below Standard</i>	Developing	Developing	Below Standard	Below Standard

The evaluator will record the rating on the Summative Rating Form to complete the year-end report. It will be signed by both the evaluator and administrator and entered into the administrator's evaluation file via the data management system.

Adjustment of Summative Rating

Summative ratings must be completed for all administrators by July 30 of a given school year. When the summative rating for an administrator may be significantly affected by test data, the evaluator should recalculate the administrator's final summative rating when the data is available and submit the adjusted rating not later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

The district defines administrator effectiveness and ineffectiveness as outlined in the Summative Evaluation Rating.

An administrator shall generally be deemed effective if said administrator shows a continuous pattern of growth within and across rating categories and received ratings of proficient or exemplary.

An administrator shall be deemed ineffective if said administrator demonstrates a pattern of receiving a developing or below standard rating. Administrators who receive a rating of developing or below standard will be placed on the Initial Phase. The standard for achieving tenure is excellence or the potential for excellence.

Dispute-Resolution Process

Resolution of disputes between the evaluator and administrator may be remedied through the Superintendent's designee or other established practices and procedures. In the event of a dispute, the administrator should first meet their evaluator in an attempt to resolve the dispute at the building level first. If after the meeting, an impasse has occurred, the evaluator must notify the local association president (or designee) and the director of human resources. In the event that a resolution cannot be reached, the issue shall be considered by the Superintendent whose decision shall be binding.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators will participate in on-going training professional learning on the TPS Administrator Professional Leadership and Evaluation process. 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.

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; and leading Professional Learning Communities.

Comparison of CT Leader Evaluation Rubric and CT Leader Evaluation and Support Rubric 2017

In the revised rubric, the six Performance Expectations of the CCL-CSLS have been reorganized into four domains and renamed to capture the most essential skills of a leader.

CT Leader Evaluation Rubric	CT Leader Evaluation and Support Rubric 2017
<p>Performance Expectation 1: Vision, Mission and Goals:</p> <p>Element A: High Expectations for All</p> <p>Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals</p> <p>Element C: Continuous Improvement toward the Vision, Mission and Goals</p> <p>Performance Expectation 2: Teaching and Learning</p> <p>Element A: Strong Professional Culture</p> <p>Element B: Curriculum and Instruction</p> <p>Element C: Assessment and Accountability</p> <p>Performance Expectation 3: Organizational Systems and Safety</p> <p>Element A: Welfare and Safety of Students, Faculty and Staff</p> <p>Element B: Operational Systems</p> <p>Element C: Fiscal and Human Resources</p> <p>Performance Expectation 4: Families and Stakeholders</p> <p>Element A: Collaboration with Families and Community Members</p> <p>Element B: Community Interests and Needs</p> <p>Element C: Community Resources</p> <p>Performance Expectation 5: Ethics and Integrity</p> <p>Element A: Ethical and Legal Standards of the Profession</p> <p>Element B: Personal Values and Beliefs</p> <p>Element C: High Standards for Self and Others</p> <p>Performance Expectation 6: The Education System</p> <p>Element A: Professional Influence</p> <p>Element B: The Educational Policy Environment</p> <p>Element C: Policy Engagement</p>	<p>Domain 1: Instructional Leadership</p> <p>Indicator 1.1 Shared Vision, Mission and Goals</p> <p>Indicator 1.2 Curriculum, Instruction and Assessment</p> <p>Indicator 1.3 Continuous Improvement</p> <p>Domain 2: Talent Management</p> <p>Indicator 2.1 Recruitment, Selection and Retention</p> <p>Indicator 2.2 Professional Learning</p> <p>Indicator 2.3 Observation and Performance Evaluation</p> <p>Domain 3: Organizational Systems</p> <p>Indicator 3.1 Operational Management</p> <p>Indicator 3.2 Resource Management</p> <p>Domain 4: Culture and Climate</p> <p>Indicator 4.1 Family, Community and Stakeholder Engagement</p> <p>Indicator 4.2 School Culture and Climate</p> <p>Indicator 4.3 Equitable and Ethical Practice</p>

Connecticut Leader Evaluation and Support Rubric 2017 — At a Glance

► Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

- 1.1 **Shared Vision, Mission and Goals** — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.
- 1.2 **Curriculum, Instruction and Assessment** — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.
- 1.3 **Continuous Improvement** — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

► Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

- 2.1 **Recruitment, Selection and Retention** — Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.
- 2.2 **Professional Learning** — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.
- 2.3 **Observation and Performance Evaluation** — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

► Domain 3: Organizational Systems

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

- 3.1 **Operational Management** — Strategically aligns organizational systems and resources to support student achievement and school improvement.
- 3.2 **Resource Management** — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.

► Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

- 4.1 **Family, Community and Stakeholder Engagement** — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.
- 4.2 **School Culture and Climate** — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.
- 4.3 **Equitable and Ethical Practice** — Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.1 Shared Vision, Mission and Goals						
Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient plus one or more of the following</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	High expectations for students	Does not develop, implement or sustain vision, mission and goals that convey a commitment to high expectations for all students.	Develops, implements and sustains vision, mission and goals with a limited commitment to high expectations for all students.	Develops, implements and sustains shared vision, mission and goals that articulate high expectations, including life skills and/or college- and career-readiness, for all students.	Creates a process to regularly review and renew shared vision, mission and goals that articulate high expectations, including life skills and/or college- and career-readiness, for all students.	<ul style="list-style-type: none"> • School vision and mission statement • Faculty meeting agendas, minutes, observations • Parent group agenda, minutes, observations • Student, parent, staff surveys • Professional learning plan, content, feedback • School or district improvement plan • Student learning data • Educator evaluation data • Communications (including social media, website, newsletters, public appearances, etc.) • School functions and activities • Survey data • Implementation of policies on bullying or stakeholder engagement • Implementation of policies on stakeholder engagement • Presence of IEPs or 504 plans; implementation for special education staff • Evidence of vertical teaming for curriculum staff • Evidence of intra- or inter-building communication and cooperation • School or district community collaborations • Use and organization of community or parent volunteers • Various team and committee meeting agendas, minutes, observations • Data tracking parental involvement • PBIS implementation • Parent handbook • Use of interdistrict resources and professional learning cooperative designs
	School/District Improvement Plan (SIP/DIP) <i>Plans for school and/or district may be referred to by other titles (e.g., Continuous Improvement Plan, Strategic Plan). In this document, we will use SIP/DIP to refer to plans for school and/or district improvement</i>	Does not create or implement SIP/DIP and goals to address student and staff learning needs; the plan is not aligned to the DIP or does not apply best practices of instruction and organization.	Creates and implements SIP/DIP and goals that partially address student and staff learning needs; the plan may not be fully aligned to the DIP or does not fully apply best practices of instruction and organization.	Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization.	Develops capacity of staff to create and implement cohesive SIP/DIP and goals that address student and staff learning needs; the plan is aligned to district goals, teacher goals, school or district resources, and best practices of instruction and organization.	
	Stakeholder engagement	Minimally engages with stakeholders about the school or district's vision, mission and goals.	Engages stakeholders to develop, implement and sustain the school or district's vision, mission and goals.	Engages relevant stakeholders to develop, implement and sustain the shared school or district vision, mission and goals. Identifies and addresses barriers to achieving the vision, mission and goals.	Builds capacity of staff, students and other stakeholders to collaboratively develop, implement and sustain the shared vision, mission and goals of the school and district. Builds capacity of staff to identify and address barriers to achieving the vision, mission and goals.	

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.2 Curriculum, Instruction and Assessment Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Curriculum development	Few or no processes are established to implement and/or evaluate curriculum and instruction.	Establishes inconsistent processes to implement and/or evaluate curriculum and instruction.	Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.	Builds the capacity of staff to collaboratively implement and/or evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings.	<ul style="list-style-type: none"> Professional development sessions Educator evaluation data Student learning data (formative and summative) Data team agendas, minutes, observations School or district improvement plan Curriculum guides Lesson plans Faculty meeting agendas, minutes, observations Teacher formative assessments Student learning goals or objectives and indicators of academic growth and development (IAGDs)
	Instructional strategies and practices	Does not or rarely promotes the use of instructional strategies or practices that address the diverse needs of all students ¹ .	Promotes evidence-based instructional strategies and practices that address the diverse needs of students.	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.	Builds the capacity of staff to collaboratively research, identify, and implement evidence-based instructional strategies and practices that address the diverse needs of students.	
	Assessment practices	Provides little to no support to staff in implementing and evaluating formative and summative assessments that drive instructional decisions.	Demonstrates inconsistent effort to support staff in implementing and evaluating formative and summative assessments that drive instructional decisions.	Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.	Develops the capacity of staff to implement and evaluate formative and summative assessments that drive instructional decisions.	

1. **Diverse student needs:** students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socioeconomic backgrounds, varied school readiness or other factors affecting learning.

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.3 Continuous Improvement						
Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Data-driven decision-making	Uses little to no data to guide ongoing decision-making to address student and/or adult learning needs.	Uses some data to guide ongoing decision-making to address student and/or adult learning needs.	Analyzes varied sources of data ² about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals.	Builds capacity of staff to use a wide-range of data to guide ongoing decision-making to address student and/or adult learning needs and progress toward school or district vision, mission and goals.	<ul style="list-style-type: none">• School or district improvement plan• Leadership team agendas, minutes, observations• Faculty or departmental meeting agendas, minutes, observations• Professional development plan• Data team schedule, processes and minutes• Data team agendas, minutes, observations• Educator evaluation data, including informal or formal observations• Student intervention data• Parent group agenda, minutes, observations• School governance council agendas, minutes, observations
	Analysis of instruction	Provides little guidance or support to individual staff regarding the analysis of instruction to meet the diverse needs of students.	Guides individual staff to examine and adjust instruction to meet the diverse needs of students.	Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students.	Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and district improvement goals, identify and address areas of improvement and celebrate successes.	
	Solution-focused leadership	Makes little or no attempt to solve schoolwide or districtwide challenges related to student success and achievement.	Attempts to solve schoolwide or districtwide challenges related to student success and achievement.	Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.	Builds the capacity of staff to develop and implement solutions to schoolwide or districtwide challenges related to student success and achievement.	

2. Data sources may include but are not limited to formative and summative student learning data, observation of instruction or other school processes, survey data, school climate or discipline data, graduation rates, attendance data.

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.1 Recruitment, Selection and Retention						
Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Recruitment, selection and retention practices ³	Does not have or apply recruitment, selection and retention strategy or provide support for retention.	Implements recruitment, selection and retention strategies or provides support for retention that reflect elements of the school's or district's vision, mission and goals.	Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals; influences district's policies and procedures.	<ul style="list-style-type: none">• School or district improvement plans• Educator evaluation data• Application materials and interviews• Personnel records• Leadership team agendas, minutes, observations• Professional development sessions• ED 163• Climate survey• Retention data• Faculty or departmental meeting agendas, minutes, observations
	Evidence-based personnel decisions	Does not consider evidence as a requirement for recruitment, selection and/or retention decisions.	Uses limited evidence of effective teaching or service delivery as a factor in recruitment, selection and/or retention decisions.	Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions.	Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and/or retention decisions.	
	Cultivation of positive, trusting staff relationships	Does not have positive or trusting relationships with staff or relationships have an adverse effect on staff retention.	Develops positive or trusting relationships with some school and district staff and external resources to retain highly qualified and diverse staff.	Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.	Empowers others to cultivate trusting, positive relationships with school and district staff and external resources to retain highly qualified and diverse staff.	
	Supporting early career teachers	Provides little or no support for early career teachers.	Identifies general needs and provides inconsistent support to meet the general needs of early career teachers.	Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	Builds capacity of staff to provide high-quality, differentiated support for early career teachers.	

3. If responsibilities do not include directly recruiting and selecting, then emphasize support for retention.

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.2 Professional Learning Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient plus one or more of the following</small>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Professional learning system	Provides limited opportunities for professional learning, or provides opportunities that do not result in improved practice.	Establishes or supports professional learning opportunities that address individuals' needs to improve practice.	Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school or district's vision, mission and goals.	Promotes collaborative practices and fosters leadership opportunities for a professional learning system that promotes continuous improvement.	<ul style="list-style-type: none"> School or district improvement plans Leadership team agendas, minutes, observations Professional learning plan Professional learning survey or feedback Educator evaluation data
	Reflective practice and professional growth	Does not use evidence to promote reflection or determine professional development needs.	In some instances, uses limited evidence that may or may not promote reflection to determine professional development needs and provide professional learning opportunities.	Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities.	Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.	
	Resources for high-quality professional learning	Provides minimal support, time or resources for professional learning.	Provides limited conditions, including support, time or resources for professional learning that lead to some improvement in practice.	Provides multiple conditions, including support, time or resources for professional learning, that lead to improved practice.	Collaboratively develops the conditions, including support, time and resources based on a comprehensive professional learning plan that leads to improved instruction; fosters leadership opportunities that lead to improved instruction.	

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.3 Observation and Performance Evaluation						
Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient plus one or more of the following</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Evidence-based evaluation strategies	Evaluates staff using evidence that is not aligned with educator performance standards.	Evaluates staff using evidence such as observation, review of artifacts, collegial dialogue or student-learning data that is minimally aligned to educator performance standards, which may result in improved teaching and learning.	Evaluates staff using sources of evidence such as observation, review of artifacts, collegial dialogue and student-learning data that is clearly aligned to educator performance standards, which result in improved teaching and learning.	Fosters peer-to-peer collaboration based on evidence gathered from multiple sources, including peer-to-peer observation, which results in improved teaching and learning.	<ul style="list-style-type: none">• School or district improvement plan• Educator evaluation data• Student learning goals or objectives and indicators of academic growth and development (IAGDs)• Leadership team agendas, minutes, observations• Professional development sessions• Professional learning recommendations• Teacher mentorship or peer support programming
	Feedback	<p>Provides inappropriate or inaccurate feedback, or fails to provide feedback.</p> <p>Avoids difficult conversations with staff resulting in status quo or negative impact on student learning and results.</p>	<p>Provides ambiguous or untimely feedback that may not be actionable.</p> <p>Participates in some difficult conversations with staff, only when prompted.</p>	<p>Regularly provides clear, timely and actionable feedback based on evidence.</p> <p>Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.</p>	Creates a culture that promotes collaborative conversations to strengthen teaching and enhance student learning.	

Domain 3: Organizational Systems

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

3.1 Operational Management Strategically aligns organizational systems ⁴ and resources to support student achievement and school improvement.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient plus one or more of the following</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Organizational systems	There is little or no evidence that decisions about the establishment, implementation and monitoring of organizational systems support the vision, mission and goals or orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems usually support the vision, mission and goals and orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district.	Builds staff capacity to make or inform decisions about the establishment, implementation and monitoring of organizational systems that support the vision, mission and goals and orderly operation of the school or district.	<ul style="list-style-type: none"> Schedules Student assistance team Safe school climate committee Leadership team agendas, minutes, observations Instructional improvement committees Professional development and evaluation committees (PDEC), or school-based equivalent School conditions Maintenance of facilities, playgrounds, equipment, etc. Processes for arrival and dismissal Safety procedures Use of electronic systems for student or staff data and communication Phone logs, bulletins, website Use of social media
	School site safety and security	Fails to respond to or comply with feedback regarding the school site safety and security plan. Does not enforce compliance with safety requirements. Fails to address physical plant maintenance or safety concerns.	Partially implements a school site safety and security plan. Reactively addresses safety requirements. Addresses physical plant maintenance, as needed.	Designs and implements a comprehensive school site safety and security plan. Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.	Builds staff capacity to identify, address, and/or resolve any identified safety issues and concerns in a timely manner.	
	Communication and data systems	Uses existing data systems that provide inadequate information or does not establish communication systems that encourage the exchange of information. Fails to communicate information or data. Fails to develop and/or monitor staff with regard to data and/or progress monitoring over time.	Develops communication and data systems that provide information but is not always timely and/or accurate in doing so. Inconsistently develops and/or monitors the capacity of staff to document, monitor, and access student learning progress over time.	Develops or implements communication and data systems that assure the accurate and timely exchange of information. Develops capacity of staff to document and access student learning progress over time.	Solicits input from all stakeholders to inform decisions regarding continuously improving the data and communication systems. Collaboratively develops capacity of staff to document and access student learning progress over time and continually seeks input on improving information and data systems.	

4. Including but not limited to management systems and operations, data system design and oversight, scheduling of students and staff, routines and communication.

Domain 3: Organizational Systems

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

3.2 Resource Management						
Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient plus one or more of the following</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Budgeting	Does not develop and/or monitor a budget that aligns to the school and district improvement plans or district, state and federal regulations.	Develops, monitors, and/or implements a budget that is partially aligned to the school and district improvement plans and district, state and federal regulations.	Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible.	Builds capacity of staff to play an appropriate role in the creation and monitoring of budgets within their respective areas. Advocates for financial resources for the betterment of school or district.	<ul style="list-style-type: none">• School or district budget documents or processes• School or district improvement plan• Leadership team agendas, minutes, observations• Parent group agenda, minutes, observations• School governance council agendas, minutes, observations• Technology plan
	Securing resources to support vision, mission and goals	Makes little to no attempt to identify school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Identifies school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Practices responsible resource allocation while balancing programmatic needs with district goals and continuous improvement efforts.	
	Resource allocation	Allocates resources in ways that do not promote educational equity ⁴ for diverse student, family and staff needs.	Allocates resources in ways that marginally promote educational equity for diverse student, family and staff needs.	Allocates resources to ensure educational equity for all diverse student, family and staff needs.	Engages relevant stakeholders in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.	

5. Educational equity: providing equitable resources to meet diverse student, family and staff needs

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.1 Family, Community and Stakeholder Engagement Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient plus one or more of the following</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Communications	Provides limited or ineffective communication about vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.	Communicates vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.	Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students.	Creates a schoolwide or districtwide culture in which staff make themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors.	<ul style="list-style-type: none"> Communications (including social media, website, newsletters, public appearances, etc.) Feedback from climate survey Parent group agenda, minutes, observations Committee membership Participation in community groups (Rotary, Lions Club, etc.) Participation in professional organizations Community groups (United Way, etc.) School or district improvement plan Family resource centers or outreach programs School or district community collaborations Use and organization of community or parent volunteers Data on parental involvement PBIS implementation Parent handbook Use of interdistrict resources and professional learning cooperative designs
	Inclusive decision-making	Minimal attempts to involve families or members of the community in decision-making about improving student-specific learning.	Promotes family and community involvement in decision-making that supports the improvement of student-specific learning.	Promotes and provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning.	Engages families and members of the community as leaders and partners in decision-making that improves schoolwide or districtwide student achievement or student-specific learning.	
	Relationship building	Takes few opportunities to build relationships with families, community partners and other stakeholders regarding educational issues.	Maintains professional and productive relationships with some families, community partners and other stakeholders regarding educational issues.	Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.	Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.	
	Cultural competence ^a and community diversity	Demonstrates limited awareness of cultural competence and community diversity as an educational asset.	Identifies some connections between cultural competence and community diversity that strengthen educational programs.	Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.	Integrates cultural competence and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.	

6. Cultural competence in school communities enhances the teaching and learning process and helps ensure equitable opportunities and supports for each and every student.

Cultural competence encompasses:

- An understanding of one's own cultural identity, biases, prejudices, and experiences of both privilege and marginalization;
- The continuous pursuit of skills, knowledge, and personal growth needed to establish a meaningful connection with people from various cultural backgrounds; and
- A lifelong commitment to action that supports equity within each school community.

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

		4.2 School Culture and Climate				POTENTIAL SOURCES OF EVIDENCE	
		Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient plus one or more of the following</i>		
KEY AREAS OF LEADERSHIP PRACTICE	Student conduct	Establishes limited or unclear expectations for student conduct, provides unclear communication about expectations, and/or displays inconsistent implementation of standards of conduct.	Establishes expectations for student conduct aligned to stated values for the school or district and provides some opportunities to reinforce expectations with staff and students.	Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations.	Establishes a school culture in which students monitor themselves and peers regarding the implementation of expectations for conduct.	<ul style="list-style-type: none">• Discipline data• Student surveys• Observation of students and behaviors (cafeteria, halls, unstructured areas, etc.)• Faculty or departmental meeting agendas, minutes, observations• Observations of faculty• Social media• Educator evaluation data (professional responsibilities)• Parent surveys• Participation in parent meetings or school events• Records of safety issues• Collaboration with police and fire departments (minutes from meetings)• Procedure manuals• Emergency management drills• Communication with parents and families• Safe school climate committees• Contingency plans	
	Professional conduct	Establishes limited or unclear expectations for adults or provides unclear communication about adherence to the Connecticut Code of Professional Responsibility for Administrators.	Communicates expectations about adult behavior in alignment with the Connecticut Code of Professional Responsibility for Administrators.	Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators.	Establishes a school culture in which adults monitor themselves and peers regarding adherence to the Connecticut Code of Professional Responsibility for Administrators.		
	Positive school climate for learning	Demonstrates little awareness of the link between school climate and student learning, or makes little effort to build understanding of school climate.	Maintains a school climate focused on learning and the personal well-being of students.	Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.	Supports ongoing collaboration with staff and community to strengthen a positive school climate.		

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

		4.3 Equitable and Ethical Practice Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community.				POTENTIAL SOURCES OF EVIDENCE
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient plus one or more of the following</i>	
KEY AREAS OF LEADERSHIP PRACTICE	Professional Responsibility and Ethics	Demonstrates a pattern of poor judgment in exhibiting professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	Demonstrates ability to use good judgment in exhibiting professional responsibility and ethical practices in accordance with Connecticut Code of Responsibility for School Administrators, but may fail to apply it consistently.	Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness.	<ul style="list-style-type: none"> Transparency of policies and procedures Leadership team agendas, minutes, observations Professional organizations or memberships Feedback from colleagues, parents, community members Educator evaluation data (professional responsibilities) Faculty or staff handbook Faculty or departmental meeting agendas, minutes, observations Professional development Use of technology Technology plan or acceptable use policy Social media efforts
	Equity, cultural competence and social justice	Does not recognize the need for educational equity, cultural competence and social justice, or fails to use professional influence to promote educational equity, dignity and social justice.	Identifies the need for educational equity, cultural competence and social justice, but has limited influence to improve culture and climate.	Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate.	Collaborates with all stakeholders to promote educational equity, dignity and social justice by ensuring all students have access to educational opportunities.	
	Ethical use of technology	Does not address or does not use ethical practices in the use of technology, including social media, to support the school or district's vision, mission and goals.	Recognizes but does not consistently demonstrate sound ethical practices in the use of technology, including social media, to support the school's vision, mission and goals.	<p>Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals.</p> <p>Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community.</p>	<p>Proactively addresses the potential benefits and hazards of technology and social media to support the school or district's vision, mission and goals.</p> <p>Demonstrates understanding of models and guides the legal, social and ethical use of technology among members of the school or district community.</p>	

Links

Charlotte Danielson's "Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool 1st Edition"

Linda Darling Hammond's "Getting Teacher Evaluation Right"

Holistic Scoring Approach

<http://www.cea.org/v2/assets/includes/shared%5CgetFile.cfm?type=pdf&getFile=Holistic-Approach-to-Eval-Student-Growth&loc=/professional/evaluation/>

Common Core State Standards (CCSS)

www.cea.org/commoncore

The CT Teacher Education and Mentoring (TEAM) program

<http://www.ctteam.org/>

Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014

<http://www.connecticutseed.org/wp-content/uploads/2015/08/CCT-Rubric-For-Effective-Teaching-2014.pdf>

Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015

http://www.connecticutseed.org/wp-content/uploads/2015/07/CCT_Rubric_for_Effective_Service_Delivery_2015.pdf



**TORRINGTON PUBLIC SCHOOLS
BOARD OF EDUCATION REGULAR MEETING
Wednesday, October 23, 2019, 6:00 PM
THS Media Center, 50 Major Besse Drive**

Draft Minutes

1. Call to Order: 6:08PM
2. Pledge of Allegiance
3. Roll Call: Ms. Cappabianca, Ms. Hoehne, Mr. Kissko, Mr. Eucalitto, Ms. Todor, Mr. Maniccia, Ms. Spino, Ms. Richardson, Mr. Arum, Ms. Lubomski, Ms. Fergusson, Ms. Schulte, Ms. Klimaszewski
Absent: Mr. Corey, Mr. Thibault
4. Approval of Agenda: Mr. Kissko made a motion to approve the minutes, second by Ms. Spino. All in favor.
5. Student Representatives: Justin Mattiello gave a report highlighting THS events in the month of October. Annual Empty Bowls Event celebrated their 10 year anniversary. The National Honors Society participated in a walk for cancer at White Memorial. It has been a busy month for clubs. October 26th is Homecoming weekend.
6. Recognitions: The Superintendent and the Chair presented certificates to a wide range of staff members.
7. School/Community Service/Public Participation: None
8. Information Sharing Session:
 - A. Superintendent's Report: Ms. Lubomski acknowledged and thanked Ally Herold and Ed Arum for the new microphones. She spoke about being proud of our students. Julia McCarthy broke the long standing 16 year swimming record. Student and staff members of the Class Act Council for THS participated in the restorative practice meeting to resolve any issues resulting from the THS and Derby girls' soccer game in September. The meeting went well, and everyone showed great leadership. Phase 2 for the Fitness Trail at TMS will begin soon. The district received \$50,000+ in donations to add more equipment. None of our school buses are equipped with dangerous seating. All Star Bus Company confirmed that all are busses are safe. There was positive news regarding staff attendance. There were 146 teachers, 32 para, 48 other support staff, 21 building administrators who had perfect attendance for the month of September.
 - B. Monthly Financials: We are in alignment for this time of year. Grant funds are just being received. Once the funding is deposited, the staffing will be taken out of the grant line items and not out of general budget.
 - C. Budget Development Process & Calendar for FY 2020-2021: Tentative budget development dates were passed out to the board members.
 - D. Self-Insurance Review Committee: There are several conversations during Budget that revolve around insurance costs. The Board Chair has been working with the City to create a subcommittee made up of members of the Board of Finance and the Board of Education to review the Board's insurance. This has not been successful. The City believes that this should be discussed at an OPEB Meeting. On the OPEB committee there are two members of the Board of Education and ten members of the City. It is the hope of the Board Chair that we have equal representation and that the Superintendent and Business Manager be a part of this committee. She would like the Board of

Education to establish their own self insurance committee to review insurance. Mr. Eucalitto voiced his concern that there is no bid process. He felt the Board needs to have its own review and its own bid process. All Board members agreed there is an urgency of figuring out the insurance issues before the 2020-2021 Budget Season. Everyone on the board wanted to form the committee, and as a result, the Board is officially forming a Self-Insurance Review Committee.

- E. Graduation Date: We can set and retain the Graduation Date regardless of snow days due to the new Legislation. The date is set for Friday, June 19, 2020 at 6:00PM. Project Graduation approved of this date as well.
 - F. Affordable Housing Information: Information was distributed about affordable housing. The Board felt very strongly at this point in time that the schools cannot handle another influx of students. Torrington is the most affordable place to live in Connecticut. We cannot absorb this increase in our current budget. Mr. Eucalitto said that the City needs to make education the number one priority and support the district's 5 year plan.
 - G. NEASC Update: Superintendent Lubomski and Ms. Ledversis reviewed the draft report sent by the NEASC Chair. The final NEASC report will be ready for mid-November. This will be presented at SIC or Regular Board meeting.
 - H. SPED Update: Ms. Klimaszewski presented the Department of Student Services Special Education student enrollment through 10/18/19. On a positive note, five students were brought back from outplacement, which allows students to return to their neighborhood schools. However, additionally, for every one identified child who has moved out of district, 4.33 identified children have moved in.
9. Committee Reports:
- A. Policy Committee: They are still discussing grading and hiring personnel.
 - B. School Improvement Committee: They will meet at Torrington School. We will be getting a NEASC report. We are looking at behavioral issues, test results, and educational issues.
 - C. Budget Committee: They are waiting for the grant funding deposits. They had more information about the TMS windows and will continue to discuss that issue. The 2020-2021 Budget Timeline was presented to the committee.
 - D. Personnel Committee: They went over the usual attendance and fill rates. Teacher attendance has improved. They discussed doing incentives for perfect attendance and that has been implemented. They also discussed the Superintendent Evaluation and set some dates for this review.
 - E. Grievance Committee: None.
 - F. Ed-Advance: John reported on the meeting.
 - G. Curriculum Committee: Ms. Ferguson said the committee met on October 15, and it was a productive meeting.
 - H. Secondary Ad-Hoc Committee: The meeting is tomorrow at 5:30 TMS. The architects of Kaestle Boos will be there to present their overview of all of the options. There will be a discussion on this information.
 - I. School Liaison Reports:
 - Torrington: They had bedtime stories, Berry Scary Hayride, 100 positive office referrals, and Veterans' Day Ceremony on November 8th. Each classroom is making a story book character pumpkin for display.
 - Vogel- Wetmore: The students are full of excitement. They had a harvest fest with their sister school at Southwest. They are going to schedule weekly grade level meetings.
 - Southwest: On October 11, they held a school assembly to recognize student accomplishments for the month of September. They also had Harvest Fest with Vogel.

TMS: They had a speaker who hiked the Appalachian Trail. The students were very engaged and interested. National Junior Honor Society students volunteered at the Ice-cream Social.

TMS: They had their Fall festival, Spirit week, Secondary Education Fair, and Book Fair at the end of October.

Forbes: Fifth grade students participated in the City wide multicultural celebration. On November 7th, they are having their Veterans' Day Ceremony.

THS – Justin covered everything in his report at the beginning of the meeting. Also, the THS girls volleyball team had raised 400\$ to a local Autism group.

10. Action Items:

- A. Monthly Financials: Mr. Maniccia made a motion to approve the monthly financials, second by Ms. Spino. All in favor.
- B. Self-Insurance Review Committee: Mr. Maniccia made a motion to create a Self-Insurance Review Committee, second by Ms. Spino. All in favor.
- C. Graduation Date: Mr. Maniccia made a motion to approve the graduation date for Friday, June 19, 2020 at 6:00PM, second by Ms. Spino. All in favor.
- D. Approval of Board of Education Meeting Minutes – September 25, 2019: Ms. Hoehne made a motion to approve the minutes with amendments, second by Ms. Spino. All in favor.
- E. Receive Subcommittee Minutes: Mr. Kissko made a motion to approve all of the subcommittee minutes, second by Ms. Spino. All in favor.
 - 1. Budget Committee – September 23, 2019
 - 2. Personnel Committee – September 23, 2019
 - 3. School Improvement Committee – September 4, 2019
 - 4. Policy Committee – September 4, 2019
- F. Consent Agenda: Appointments, Retirements & Resignations: Ms. Spino made a motion to approve the consent agenda, second by Mr. Maniccia. All in favor.

11. Comments for the Good of the Order:

Gary: "It is great to see all the information we are getting on a monthly basis. It's positive and transparent."

Cathy: "I echo Gary. It's a lot of hard work, and we appreciate it."

Armand: "I enjoyed hearing great things going on at all the schools."

Molly: "I echo Armand, and I am incredibly disappointed that City did not involve the BOE in this process."

Ellen: "I echo everyone."

John- "I thank the people who attended that meeting with the City."

Chair – "I attended the empty bowls event. It was amazing and our students were incredible. I would like to comment on the condition of the high school. The custodians in this building are doing an amazing job."

12. Items for Upcoming Agenda:

- A. Monthly Financials
- B. NEASC
- C. Board Evaluation
- D. TMS Windows
- E. Legal Update
- F. Electronic Timekeeping

13. Future Meetings:

Thursday, October 24, 2019 (at THS)

5:30 p.m. – Secondary Ad-Hoc Committee

Monday, November 4, 2019 (at Torrington)

6:00 p.m. – School Improvement and Community Relations Committee

7:00 p.m. – Policy Committee

Wednesday, November 6, 2019 (at Migeon Ave.)

6:00 p.m. – Personnel Committee

6:30 p.m. – Budget Committee

Monday, November 18, 2019 (at Migeon Ave.)

6:00 p.m. – BOE Special Meeting

Tuesday, November 19, 2019 (at THS)

5:30 p.m. – Secondary Ad-Hoc Committee

Wednesday, November 20, 2019 (at THS)

6:00 p.m. – Regular Board of Education Meeting

14. Adjournment: Mr. Kissko made a motion to adjourn the meeting, second by Ms. Spino. All in favor. Meeting adjourned at 7:49PM.



Torrington Public Schools

SUSAN M. LUBOMSKI
SUPERINTENDENT

SUSAN B. FERGUSON
ASSISTANT SUPERINTENDENT

Budget Committee Meeting Monday, October 7, 2018, 6:00PM Migeon Ave.

DRAFT Minutes

1. Call to Order: 6:01PM
2. Roll Call: Mr. Maniccia, Mr. Eucalitto, Mr. Lafreniere (Teacher Rep)
Also Present: Mr. Kissko, Ms. Lubomski, Mr. Arum, Ms. Fergusson, Ms. Labbe
3. Approval of Agenda: Mr. Maniccia made a motion to approve the agenda, second by Mr. Eucalitto. All in favor.
4. Approval of Minutes: Mr. Eucalitto made a motion to approve the minutes, second by Mr. Maniccia. All in favor.
5. Public Participation: None
6. Discussion/Next Steps:
 - a. Monthly Financials: Updates and clarifications were given to last months financials.
 - a. Middle School Windows: The facilities director is awaiting pertinent information as well as additional quotes.
 - b. Electronic TimeKeeping: Another company has provided an initial quote and will be making a presentation to the district.
 - c. Budget Timeline: A tentative timeline was presented to the committee and will be presented to the Full Board.
7. Comments for the Good of the Order: None
8. Topics for Future Meetings:
 - d. Monthly Financials
 - e. Middle School Windows
 - f. Electronic TimeKeeping
 - g. Budget Timeline
 - h. Activities Account
 - i. Insurance

These minutes have not yet been approved by the Torrington Board of Education.

9. Adjournment: Mr. Eucalitto made a motion to adjourn the meeting, second by Mr. Maniccia. All in favor. Meeting adjourned at 6:38PM.

Future Meeting Dates	Location
December 4, 2019	Migeon Ave.
January 15, 2020	Migeon Ave.
February 12, 2020	Migeon Ave.
March 11, 2020	Migeon Ave.
April 8, 2020	Migeon Ave.
May13, 2020	Migeon Ave.
June 10, 2020	Migeon Ave.



Torrington Public Schools

SUSAN M. LUBOMSKI
SUPERINTENDENT

SUSAN B. FERGUSON
ASSISTANT SUPERINTENDENT

Personnel Committee Meeting Wednesday, October 16, 2018, 5:30 PM 355 Migeon Ave.

Minutes

1. Call to Order: 5:30pm
2. Roll Call: Ms. Spino, Mr. Eucalitto, Ms. Mangan (Teacher Rep)
Also Present: Mr. Kissko, Ms. Richardson, Ms. Hoehne, Ms. Cappabianca, Ms. Lubomski, Ms. Fergusson, Ms. Schulte, Ms. Klimaszewski
3. Approval of Agenda: Mr. Eucalitto made a motion to approve the agenda, second by Ms. Spino. All in favor.
4. Approval of Minutes: Mr. Eucalitto made a motion to approve the minutes with the amendment to the Board Evaluations presentation of findings to the committee on October 16, 2019 which was recorded as November 6, 2019, second by Ms. Spino. All in favor.
5. Public Participation: None
6. Discussion and Next Steps
 - a. Teacher & Paraprofessional Attendance – Handout was presented to compare last September 2018 to this year. Perfect attendance was reviewed. Final numbers will be available for the Full Board meeting once the numbers have been confirmed by the principals. Significant improvement in teacher attendance from 2018-2019.
 - b. Teacher & Paraprofessional Substitute Fill Rates – Overall improvement; Ms. Schulte will check with Kelly Services to see if they can run reports on building subs.
 - c. Superintendent Evaluation – Evaluation was presented to the committee and Ms. Schulte will email the Board Members the Superintendent's evaluation in word document form. All evaluations should be completed and brought to the scheduled Executive Session Board meeting, which is set to take place on November 18th, 2019. Another meeting will then be scheduled for the Board Chair to review the results with the Superintendent. Feedback will be discussed at a Special Board meeting in Executive Session.

These minutes have not yet been approved by the Torrington Board of Education.

- d. Board Evaluations – The findings of the evaluation will be presented at the next Personnel committee meeting. Ms. Schulte will send a reminder for Board of Education members to complete the survey.
 - e. Consent Agenda - Resignations, Retirements and Appointments will be brought to the Full Board.
7. Comments for the Good of the Order: None
8. Topics for Future Meetings:
- a. Teacher & Paraprofessional Attendance
 - b. Teacher & Paraprofessional Substitute Fill Rates
 - c. Vacancies – Certified and Non-Certified
 - d. Superintendent Evaluation
 - e. Board Evaluations
 - f. Consent Agenda - Resignations, Retirements and Appointments
9. Adjournment: Mr. Eucalitto made a motion to adjourn the meeting, second by Ms. Spino. All in favor. Meeting adjourned at 6:16PM.



Torrington Public Schools

SUSAN M. LUBOMSKI
SUPERINTENDENT

SUSAN B. FERGUSON
ASSISTANT SUPERINTENDENT

Policy Committee Meeting Wednesday, October 2, 2018, 7:00PM Vogel-Wetmore School

DRAFT Minutes

1. Call to Order: 7:14PM
2. Roll Call: Ellen Hoehne, John Kissko, Cathy Todor
1. Also present: Jessica Richardson, Gary Eucalitto, Fiona Cappabianca, Sue Lubomski, Sue Fergusson,
2. Approval of Agenda: Mr. Kissko made a motion to amend the agenda to state October rather than September, second by Ms. Todor. All in favor.
3. Approval of Minutes: Ms. Todor made a motion to approve the minutes, second by Mr. Kissko. All in favor.
4. Public Participation: None
5. Discussion and Next Steps:
 - a. Grading - #6111; Ms. Fergusson reported that most districts do not have a Grading policy, instead the details of Grading are usually in a handbook or Program of Studies; She presented the CABE policy which was general and brief; The committee reviewed the current Board policy, CABE model policy and Hartford's policy. Ms. Fergusson presented a hybrid policy from all 3 documents.

Discussion:

1. Why weight for grading, but not for Honor Roll? Weight by caliber of the course-on-going discussion.
2. Notification of failure: accountability of parent and teacher-does this remain in the policy or should it be established as "administrative regulations" or site procedures aligned with Board policy which would be managed by the Superintendent;

Next meeting: bring handbook section on grading from each grade level.

These minutes have not yet been approved by the Torrington Board of Education.

- b. Hiring of Personnel - #1001 & #4010; Hiring of Staff: Prior to the meeting, Shipman and Goodwin shared that the Board only hires the Superintendent as per 10-151 statute; the committee reviewed the Shipman and Goodwin sample; To establish a template and expectations for future contracts, the Board will review the full contracts and terms of administrative personnel, including Director of Facilities. The Hiring of Staff proposed policy will be brought back next month after Shipman and Goodwin review the policy.
 - c. Processes and Procedures for Policy Update and Adoption: A sample will be brought forth next month
- 6. Comments for the Good of the Order: None
 - 7. Topics for Future Meetings
 - a. Grading
 - b. Hiring of Staff
 - c. Faculty Dress Code
 - d. Nepotism
 - e. Cell Phones
 - 8. Adjournment: Mr. Kissko made a motion to adjourn the meeting, second by Ms. Todor. All in favor. Meeting adjourned at 8:26PM.

Future Meeting Dates	Location
December 2, 2019	Southwest
January 8, 2020	Forbes
February 5, 2020	TMS
March 4, 2020	THS
April 1, 2020	Migeon Ave.
May 6, 2020	Migeon Ave.
June 3, 2020	Migeon Ave.



Torrington Public Schools

SUSAN M. LUBOMSKI
SUPERINTENDENT

SUSAN B. FERGUSON
ASSISTANT SUPERINTENDENT

School Improvement Committee Meeting Wednesday, October 2, 2018, 6:00PM Vogel-Wetmore School

DRAFT Minutes

1. Call to Order: 6:00PM
2. Roll Call: Jessica Richardson, Ellen Hoehne, John Kissko
Also present: Roni Gelormino, Gary Eucalitto, Fiona Cappabianca, Cathy Todor, Sue Fergusson, Sue Lubomski, Peter Michelson
3. Approval of Agenda: Ms. Richardson made a motion to approve the agenda, second by Ms. Hoehne. All in favor.
4. Approval of Minutes: Ms. Hoehne made a motion to approve the minutes with the amendment to add Weighted Grading as a topic for Future Meeting, second by Ms. Richardson. All in favor.
5. Public Participation: None
6. Discussion:
 - a. Communications, Informal Reports from Teachers: (Site Visits should be added to the agenda next time.) John Kissko reported on his VW visit. During his hour and a half visit, he was able to see engaging instruction, kindergarten students utilizing classroom technology (interactive smartboards, document cameras, etc.), and a positive environment for learning. He noted the analog clock and cursive writing.
Mr. Michelson added that teachers were analyzing data and how to best use RTI supports. They were learning about DIBELS and providing test prep for SBAC. The Board requested the link to the SBAC test. Ms. Fergusson will provide the link to all Board members.
 - b. Community Partner Presentation (Jessica Stewart, Fit Together): Jessica Stewart from Fit Together spoke about our partnership. Partnership started in 2011. Purpose: To develop healthy kids and families within the community. 2018-Café Yum-A chef went to THS to teach about the preparation of healthy foods and nutrition. It was a fun way to learn about healthy life styles.

Funding was provided for a Traveling Golf set which is used at all the elementary schools around district.

2019-2020-Helped to fund, support and participated in the creation of the TMS Fitness Trail; sensory hallways at Torrington; Fit Together is also sponsoring a Fitness Trail weekend in October. In September, they held a bike event along Sue Grossman Trail. Twenty-five families participated.

Tim Gaffney and Kids Marathon have partnered with the district for the last several years.

New program: Working with families who want help on maintaining a healthy weight. They have developed an intense program that meets twice a week for two and a half hours for 26 weeks. It involves meal planning, nutrition information and how to have fun while staying healthy. All families had the opportunity to participate. The organization is looking to have bilingual supports in the future.

- c. SBAC: Details and Discussions: Ms. Fergusson reviewed the SBAC info.
There is a concern that we are not achieving in comparison to our DRG, especially with other Alliance districts. The committee agreed to establish a study group (board members, teachers and administrators) to complete a data analysis to determine root causes as well as to identify the 3-5 plan. This will include an analysis of the technology and computer skills necessary to administer and take the tests.
- d. Updates, Reports, Brief Discussion:
 - i. Board Goals-Maria Horn is providing weekly legislative updates to the Board Chair. All Board members and Central Office administration will also receive this communication.
Ad Hoc Update: The next meeting is on 10/24. The Visioning Summary and any other survey information will be presented by Kaestle Boos and the Central Office administration.
Update on Sister Schools-Data will be provided at the next meeting.
 - ii. Strategic Plan-on-going
 - iii. Social Media: Suggestions: Gather more alumni input; training staff/students to help with getting a positive message out through social media; create a live feed; provide consistent press releases; be interesting and current; ensure that upcoming events are posted in a prominent place: athletic calendar and events posted on front page
 - iv. System-wide Focus Areas: Ms. Lubomski and Ms. Fergusson spoke about new ideas and the monthly monitoring process to address the focus areas.
 - 1. Attendance-Home Visits; Attendance Meetings; Attendance teams
 - 2. Engagement-PD on engagement; Instructional Rounds; Discussion of new strategies
 - 3. Building Independence-For all students so they are ready for the colleges and careers of their choosing.
- e. Topics Introduced at the September SIC Meeting:
 - i. Laws Passed in 2019 Legislative: Ms. Lubomski clarified the legislation that graduation dates can be established regardless of the number of snow days.

- ii. Branding-on-going
7. Comments for the Good of the Order: District calendar. Focus on data analysis. Ms. Gelormino will be establishing a 6th as well as 7th-8th grade production. Ms. Richardson posed the idea of using the announcements on power school and other communications on power school for other notifications on social media.
 8. Topics for Future Meetings:
 - a. School Visit: TF
 - b. Reorganization to Sister Schools
 - c. Discipline and Behavior & Restorative Practices
 - d. GPA and Weighted Grading and Honor Roll
 9. Adjournment: Ms. Hoehne made a motion to adjourn the meeting, second by Ms. Richardson. All in favor. Meeting adjourned at 7:07PM.

Future Meeting Dates	Location
December 2, 2019	Southwest
January 8, 2020	Forbes
February 5, 2020	TMS
March 4, 2020	THS
April 1, 2020	Migeon Ave.
May 6, 2020	Migeon Ave.
June 3, 2020	Migeon Ave.



Torrington Public Schools

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TPS Secondary Ad-Hoc Committee Meeting Thursday, September 19, 2019 5:30 PM Torrington High School

DRAFT MINUTES

1. Call to Order 5:34 p.m.
2. Roll Call: Patricia David, Mary DeMarchi, Susan Fergusson, Ronnie Gelormino, John Kissko, Donna Labbe, Robin Ledversis, Sandy Mangan, Andrew Marchand, Peter Michelson, Bryan Olkowski, Wendy Pataky, Kathi Peterson, Kim Petzel, Jess Richardson, Jamie Rowland, Joann Stefurak, Hilary Sterling
3. Approval of Minutes: A motion to approve the minutes was made by Mr. Olkowski, second by Mr. Michelson with the addition of Ms. Petzel to the Roll Call and minor edits made to the SWOT analysis. All in favor. Motion passed unanimously
4. Discussion/Next Steps: A power point was shared that reviewed the September 10th Visioning Session and Architectural Needs Assessment. The session was just the very beginning of the process and provided possibilities of facility layout while gathering preliminary member input. The timeline for The High School Improvement Study draft schedule was reviewed. The group discussed the need for further community outreach prior to draft being designed.
A School Climate Survey will go out to gather state mandated information with a question added that asks students and parents learning styles as well as a staff survey with a question around desired trainings that would address different learning styles.
5. Next Meeting: Scheduled for Oct. 17 5:30 however, the group would like to explore a time and date that does not conflict with Empty Bowls – News to Follow
6. A motion to adjourn was made Mr. Olkowski, second by Mr. Michelson. All in favor. Meeting adjourned at 6:48 p.m.



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TPS Secondary Ad-Hoc Committee Meeting Thursday, October 24, 2019, 5:30 PM Torrington Middle School

DRAFT MINUTES

1. Call to Order 5:34 p.m.
2. Roll Call: Ed Arum, John Barlow, Darlene Battle, Rep. Cook, Joanne Creedon, Patricia David, Mary DeMarchi, Susan Fergusson, Jenny Garcia, Ronnie Gelormino, Ellen Hoehne, John Kissko, Donna Labbe, Jason Lafreniere, Robin Ledversis, Mario Longobucco, Susan M. Lubomski, Sandy Mangan, Armand Maniccia, Andrew Marchand, Peter Michelson, Claudia Ocasio, Bryan Olkowski, Wendy Pataky, Laurene Pesce, Kathi Peterson, Jeff Putnam, Jess Richardson, Jamie Rowland, Kimberly Schulte, Jeff Shannon, Wayne Splettstoeszer, Joanne Stefurak, Hilary Sterling, Althea Therrien, Cathy Todor, Liesa Vanotti, John Sullivan, Jacque Williams, the Kaestle Boos Team, including O & G.
3. Approval of Minutes A motion to approve the minutes was made by Ms. Gelormino seconded by Ms. Mangan. All in favor. Motion passed unanimously.
4. Communications: Ms. Mangiagli from Kaestle Boos Architects reviewed the Facilities Report with Priorities for Repair/Replacement and Plan for projects outlined. Superintendent Lubomski reviewed the Visioning report. The 21st Century Skills of the 6 C's: Creativity, Character Education, Citizenship, Communications, Critical thinking and Collaboration were in alignment with THS's C.I.V.I.C Model and the Visioning Results priorities.
5. Discussion: Past renovation work was shared, state debt diet possibly impacting bonding was discussed and the timeline to submit a grant by June 30, 2020 was noted. Kaestle Boos will create options with associated costs once they receive direction for concepts and decisions on student population, grade levels, possible technical school partnership, and the layout of building (interdisciplinary, modified interdisciplinary or separate departments). The firm would need Board of Education approval by mid-March 2020 in order to make the grant deadline of June 2020.
6. Next Meeting: Scheduled for **Tuesday**, November 19, 5:30PM at Torrington High School Media Center.
7. A motion to adjourn was made Mr. Maniccia, seconded by Ms. Hoehne. All in favor. Motion passed unanimously. Meeting adjourned at 7:02 p.m.

Torrington Board of Education Consent Agenda Detail
ConsentAge191120

Employee Name	Emp. Type	Loc.	Assignment	Action	Effective
Sarah Frederick	Teacher	MS	Art	Appoint	10/31/2019
Alethea Therrien	Teacher	FB	Guidance	Resign	11/23/2019
DavidJohn Douglas	Teacher	HS	Intervention Support	Appoint	12/9/2019