
TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Regular Meeting – February 5, 2013

Long Hill Administration Building

Lorraine R. Smith Assembly Room

7:00 p.m.

AGENDA

I. CALL TO ORDER

II. PRELIMINARY BUSINESS

- A. Pledge of Allegiance
- B. Correspondence
- C. Comments and Questions
- D. Recognition – Sandy Hook Scarves Project – Mrs. Jeanne Malgioglio

III. CONSENT AGENDA

- A. Personnel – Mr. Iassogna
- B. Approval/Minutes – Regular Meeting – 1/15/2013

IV. REPORTS/ACTION ITEMS

- A. Appointment/Superintendent Search Committee – Board of Education
- B. Trumbull High School Renovate as New Project Update– Mr. Iassogna,
Mr. Barbarotta
- C. Update on Teacher Supervision, Evaluation & Professional Learning Plan
– Dr. Cialfi

V. OTHER

***It is anticipated that the Board will move into Executive Session at the conclusion of its agenda upon two-thirds (2/3) vote of the members present and voting to discuss District Security.**

**TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT**

Report to the Board of Education
Regular Meeting – February 5, 2013

Mr. Iassogna

Agenda Item II-D

Recognition
Sandy Hook Scarves Project

Madison Middle School Language Arts teacher, Mrs. Jeanne Malgioglio, initiated a project to distribute homemade green and white scarves to the Newtown community affected by their recent tragedy. Jeanne had volunteer crafters drop off scarves at various locations, collected them and will be giving them out in the upcoming week, particularly to the Newtown children and to those brave first responders. The scarves have come from 40 out of 50 states so far, as well as from New Zealand, Sweden, Canada and England.

Recommendation:

Recognize and commend.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, February 5, 2013

Mr. Iassogna

Agenda Item III-A

Personnel

Resignations - Certified

Cicero, Frank; Agriscience Biotechnology Director
since July 2001, resigning effective June 30, 2013.

Recommendation:

Accept.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – February 5, 2013

Mr. Iassogna

Agenda Item – III-B

Approval/Minutes

Regular Meeting
January 15, 2013

Administrative Recommendation:

Approve the minutes of the above noted meeting.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
Regular Meeting – January 15, 2013
Long Hill Administration Building
Lorraine R. Smith Assembly Room

The Trumbull Board of Education convened in the Long Hill Administration Building for a Regular Meeting.

Members present:

Members absent:

S. Wright, Chairperson
D. Herbst, Vice Chairperson
T. Kelly, Secretary
L. Chory, Board Member
L. Labella, Board Member (left at 7:50 p.m.)
R. Seaman, Board Member
M. Ward, Board Member

Agenda Item I – Call to Order

The meeting was called to order at 6:19 p.m.

Agenda Item II—Preliminary Business

- A. Superintendent Evaluation/Contract—It was moved (Labella) seconded (Ward) to move into Executive Session to discuss the Superintendent’s evaluation and contract and invite the Superintendent to be part of the discussion. Vote: Unanimous in favor. It was moved (Herbst) seconded (Labella) to come out of Executive Session at 7:08 p.m.
- B. Salute to the Flag - The Public Session resumed at 7:08 p.m. with a salute to the Flag.
- C. Correspondence – Mr. Kelly noted that the Board received emails from a parent regarding the homework policy and a parent who praised her children’s teachers for their handling of the Newtown tragedy.
- D. Comments –Lainie McHugh, 132 Fresh Meadow Drive, PTA Council President, stated concerns with the homework policy regarding group projects and safety with students working together outside the classroom after school hours. Jennifer Kehley, 20 Hill Circle, Daniels Farm PTA President, spoke in support of the district’s technology plan and would like the district to prioritize its technology needs at all schools, especially at the elementary level.

Agenda Item III – Consent Agenda

- A. Personnel – Superintendent Iassogna conveyed that there was a revised Personnel Report announcing his retirement as Superintendent of Trumbull Public Schools, effective June 30, 2013. Mr. Iassogna shared his humility and appreciation of his 39 years as an educator in Trumbull, 14 years as Superintendent and his wonderful experiences working with his entire staff, stressing that “it’s been like a family.” He asked Chairman Wright to read his letter of resignation. Each Board Member personally touched on their experiences working with the Superintendent, expressing their pride, gratitude and appreciation of all of the Superintendent’s efforts and accomplishments during his career with the Trumbull Public Schools, and especially his 14 years as the district’s Superintendent. They also spoke of his many achievements, his service as a great leader and role model for the staff, students

and community and that he will be truly missed. Teacher Board Representative Katie Boland, Student Board Representatives Jason Nagel, Madelaine Krahn, Justin Puzio and Erin Puglia and parent Mrs. Tesoro also shared their personal thoughts and wonderful experiences with the Superintendent and wished him well in his retirement.

At this time, it was moved (Seaman) seconded (Labella) to recess for a short time at 7:48 p.m. Vote: Unanimous in favor. The meeting resumed at 8:06 p.m. It was moved (Herbst) seconded (Chory) to take Agenda Item IV-D out of order. Vote: Unanimous in favor.

Agenda Item IV—Reports/Action Items

D. Trumbull High School Turf Fields—Superintendent Iassogna reminded the Board that Athletic Director Mike Herbst was recommending the Board approve three proposals to replace and/or enhance athletic facilities on the Trumbull High campus. The Superintendent recommended that these proposals should be put forth as a bonded capital project and not included in the Board's operating budget. Mr. Herbst reviewed proposals including the turf field for McDougall Stadium, approximate cost \$400,000 to \$665,000, noting that the existing turf is 10 years old, extremely worn and becoming a safety issue. He also shared that if the field is not replaced, it would be unusable for all sports next year and all games would have to be scheduled away. Mr. Joe Kacevich, New England Territory Manager for Shaw Sportex, reviewed the proposals and processes involved in replacing the existing turf field, repairing the track, installing a new turf field for soccer and repairing the tennis courts. Discussion ensued regarding costs, field maintenance, warranty, expected life of the fields, time involved with replacement and installation, and unsafe field conditions resulting in possible player injuries. It was noted that the cost to install turf on the varsity soccer field would be approximately \$800,000 to \$900,000. Also discussed were the track and D zones, approximate cost \$205,000 to \$231,000; the track is 10 years old, also worn and expensive to repair/patch. Home track meets have been switched to visiting teams' sites due to the disrepair. Mr. Herbst also reported that rain drains from the track onto the football field causing problems. Also discussed was the tennis court repair and resurfacing, approximate cost \$319,000, noting the tennis courts are also 10 years old with many cracked surface areas which continue to cause problems, bent posts, and court area very slippery when wet. Also noted that cost ranges were provided as many variables are involved and several options may be available as the projects proceed. It was moved (Herbst) seconded (Seaman) to move forward the designated proposals regarding the turf fields at the Trumbull High School Campus to the Town [for funding]. Vote: unanimous in favor. Trumbull High Principal Dr. Tremaglio thanked the Board for supporting this proposal.

At this time, it was moved (Herbst) seconded (Seaman) to take Agenda Item IV-F out of order. Vote: unanimous in favor.

Agenda Item IV—Reports/Action Items

F. Superintendent's Evaluation and Contract—Chairman Wright conveyed that with regard to the Superintendent's announcing his retirement, the Board needed to act on his contract for the 2012-13 school year. It was moved (Herbst) seconded (Seaman) to increase the Superintendent's salary by 5.3% or \$10,640 for the 2012-13 year, retroactive to July 1, 2012. Mr. Wright stated that he would support the motion, citing the Superintendent receives no bonus or retirement package, did not receive a salary increase for two years and in another year donated his increase to the Trumbull Scholarship Foundation. Mrs. Herbst also stated her support of the motion. Vote: Unanimous in favor.

Agenda Item III – Consent Agenda

B. Approval/Minutes – Regular Meeting 1/2/13 By unanimous consent of members present at that meeting, the minutes were approved as presented.

- A. Approval/Financial Reports as of 12/31/12 –Mr. O’Keefe reviewed his summary expense report, transfers and financial reports for the 6 months ended 12/31/12. It was moved (Chory) seconded (Herbst) to accept the Summary Expense Report as presented. Vote: Unanimous in favor. Mr. O’Keefe reviewed budget transfers for December and noted two needed Board approval. Discussion ensued regarding the transfer of monies from the Anticipated Surplus account to the various schools’ classroom furniture account, monies spent on kindergarten classroom furniture, and transfer amount for Board of Education Professional Services. It was moved (Ward) seconded (Herbst) to approve December transfers 1616x and 1617x, as recommended. Vote: Unanimous in favor. The following accounts were discussed: dues and fees, building improvements, health insurance, and professional services. It was moved (Ward) seconded (Herbst) to accept the Board of Education Expense Report for the 6 months ended 12/31/12 as presented. Vote: Unanimous in favor. It was moved (Ward) seconded (Chory) to accept the Grant Expense Report for the 6 months ended 12/31/12 as presented. Vote: Unanimous in favor. It was moved (Herbst) seconded (Chory) to accept the Consolidated Financial Statement as of and for the 6 months ended 12/31/12 as presented. Discussion ensued regarding the school lunch program expenses. Vote: Unanimous in favor. It was moved (Ward) seconded (Herbst) to accept the Board of Education Programs Detail Report as of 12/31/12 as presented. Vote: Unanimous in favor. It was moved (Chory) seconded (Seaman) to accept the Expendable Trust Detail Report as of 12/31/12 as presented. Vote: Unanimous in favor. Mrs. Chory questioned the amount of money in the Class of 2007 account and Mr. O’Keefe stated he would review it. It was moved (Ward) seconded (Seaman) to accept the Student Activity Detail Report as of 12/31/12 as presented. Vote: Unanimous in favor.

Agenda Item IV—Reports/Action Items

- A. Approval/THS Color Guard Winter Competition Trip and THS GEMB Trip—In Mr. Horton’s absence, Superintendent Iassogna reviewed the annual trip to the World Guard International Competition which takes place in Dayton, Ohio. While students would miss three days of school, the participation enables students to meet and observe other Winter Guard programs from throughout the country. He also noted that students are required to make up any school work missed. It was moved (Herbst) seconded (Chory) to approve the Winter Color Guard trip to Ohio as outlined with such approval contingent upon parent(s)/guardian signing a waiver relieving the school district of any financial obligations due to trip cancellation for any reason. Vote: Unanimous in favor.
- B. Policies—Second Reading
1. Homework, Policy Code 6154—Mrs. Tesoro conveyed that this policy was brought to the Board for a first reading on April 10, 2012. Since then, PAC has refined wording with generous input received from Principals and staff. Mrs. Tesoro reviewed wording changes. Discussion ensued regarding the assignment of homework on major religious holidays, excusing students from homework when celebrating non-major religious holidays, group projects at the high school level, and monitoring tools for group projects. Several Board wording changes were noted. It was moved (Ward) seconded (Chory) to approve Homework, Policy Code 6154 as presented with amendments. Further discussion involved high school group projects and administrator responsibility. Wording changes requested by the Board include the following: Page 1, paragraph 3, change “day” to “weekend” preceding “will be assigned for that”; Teacher [responsibilities], bullet 6, remove “both on and off campus”; and adding to Administrator, bullet 2, “monitor and” before “support” as well as “ and consistently” after “appropriately”. Mr. Ward withdrew his motion and Mrs. Chory withdrew her second. It was moved (Ward) seconded (Chory) to approve Homework, Policy Code 6154 as amended [with the noted wording changes]. Vote: unanimous in favor.

2. Student Accident Insurance Program, Policy Code 3543—[This policy was brought to the Board for a first reading on October 16, 2012. Since then, wording has been added to clarify the difference of this policy from the mandatory student athletic insurance.] It was moved (Ward) seconded (Chory) to approve Student Accident Insurance Program, Policy Code 3543 as presented. Vote: unanimous in favor.

C. Policy—First Reading

1. Interscholastic Athletic Tryout—Mrs. Fisher reviewed changes to this policy to include wording regarding mandatory student athletic insurance. A brief discussion ensued regarding the claims process when a student athlete is injured. This policy will be further reviewed by the Policy Advisory Committee and returned to the Board for a second reading.

- E. Approval/Three Year Technology Plan and Hardware Equipment Proposal—Dr. Cialfi conveyed the Three Year Technology Plan was approved by the Board in May 2012. The plan includes hardware equipment as well as instructional focus areas. The proposal requires Board approval and then will be forwarded to the Town for consideration as a bonded capital expenditure. He conveyed that the purpose of the Plan is to establish a district-wide blueprint for increasing the level of student engagement and strengthening the learning process. Technology Director Jeff Hackett reviewed all hardware equipment purchases involved in the plan. He noted that the first year purchases include iPads for middle and elementary level \$210,000; laptop/netbook replacements \$165,000; document cameras \$36,000 and Smart Board packages for middle and elementary level \$242,550 with the first year costs totaling \$653,550. He also reviewed purchases totaling \$802,200 for the second and third year of the plan which includes Smart Board packages \$331,100; replacement student computers \$164,000; server migration to Hyper-V \$37,000; replacement back-up system \$54,100; video on demand systems \$48,000; additional iPads \$168,000. The total Three Year Technology Plan cost is approximately \$1,455,750. It was moved (Ward) seconded (Kelly) to approve the Three Year Technology Plan and Hardware Equipment Proposal [\$653,550 for the first year purchases] as presented and move to the First Selectman [for approval]. Vote: Unanimous in favor.

Agenda Item V—Receive and File

These items were received and filed. Mr. Ward conveyed that the name of former Business Manager, Stephen Sirico, should be removed from the Status of Negotiations Report and replaced with [new Business Manager] Sean O’Keefe.

Agenda Item VI—Other

- A. There was no business under this agenda item.

Adjournment

Board Members gave unanimous consent to adjourn the Public Session at 10:05 p.m.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – February 5, 2013

Board of Education

Agenda Item –IV-A

Appointment/Superintendent Search Committee

With the announced retirement of the Superintendent, the district must chart its course for a successor appointment, effective 6/30/2013. The initial step in this process is to identify a committee to coordinate this task.

Action:

Review, discuss and appoint the Trumbull Board of Education as the Search Committee to coordinate its quest to fill the Superintendent of Schools vacancy.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – February 5, 2013

Mr. Iassogna, Mr. Barbarotta

Agenda Item – IV-B

Trumbull High School Renovation As New Update

Facility Manager Al Barbarotta will update the Board of Education on the status of the Trumbull High School Renovate as New Project.

Administrative Recommendation: Review and discuss.

**TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT**

Report to the Board of Education
Regular Meeting – February 5, 2013

Dr. Gary Cialfi

Agenda Item IV-C

Update on Teacher Supervision, Evaluation, and Professional Learning Plan

As reported on September 4, 2012, the *Trumbull Public Schools Teacher Supervision, Evaluation, Professional Learning Plan* is being developed for implementation in the 2013-2014 school year. This update provides a focus on one of the key components of the Plan: the Observation of Teacher Practices and Performance (40% of the evaluation). The statutory requirements primarily involve pre-and post-conferences, classroom observations, reviews of practice, and rubric assessments of those observations.

The Teacher Supervision, Evaluation, Professional Learning Committee has shared the attached rubric with teachers and administrators throughout the district. This rubric is a combination of elements taken from two sources: the rubric that is in Trumbull's existing Supervision/Evaluation Plan and the rubric included in the CT State Department of Education "model" plan. Both have been designed by Charlotte Danielson, a nationally acclaimed expert on teacher evaluation processes.

Committee Members:

John Evans, THS English Teacher
Lucinda Timpanelli, THS C House Principal
Paula Teixeira, Madison Spanish Teacher
Valerie Forshaw, Madison Principal
Tammy Baillargeon, Booth Hill Grade 3 Teacher
Jackie Norcel, Frenchtown Principal
Gary Cialfi, Ed.D, Assistant Superintendent

Recommendation:

Review and Discuss.

Domain 1: Planning for Active Learning

	Below Standard	Developing	Proficient	Exemplary
<p>1a: Ensuring that content instruction is at an appropriate level of challenge and meets student learning needs</p>	<ul style="list-style-type: none"> • Planning is informed by a general understanding of the content, not data about the students' learning needs. • The learning plan is not rigorous and only represents low levels of knowledge. • The instructional plans are generally not differentiated and/or not at an appropriate level. • The plan identifies academic or behavioral concerns without a defined plan of intervention. 	<ul style="list-style-type: none"> • Planning is informed by a general understanding of students' prior content knowledge and skills. • The learning plan includes some tasks that reach higher levels of knowledge. • Instructional plans include some differentiation in instructional strategies with questionable appropriate level. • The plan prepares the teacher to address general academic or behavioral concerns. 	<ul style="list-style-type: none"> • Planning incorporates multiple sources of data about students' prior knowledge, skills and understanding of concepts. • The learning plan includes higher levels of knowledge and scaffolds the learning appropriately. • The plan meets the grade or course level expectations for challenge and plans to address common content misconceptions. • The plan includes the selection of or design for supplemental or specialized instructional or behavioral interventions. 	<ul style="list-style-type: none"> • Planning is driven by analysis of student performance data to determine individual learning needs and the subsequent plan. • The learning plan incorporates a depth of knowledge and promotes student independence as a learner. • The plans incorporate a variety of strategies, resources and groupings that appropriately challenge all students, including differentiation of lesson content. • Planning reflects anticipated student understanding and misunderstandings or misconceptions. • Planning accounts for specialized instructional or behavioral interventions.

	Below Standard	Developing	Proficient	Exemplary
<p>1b: Developing and organizing coherent and relevant units, lessons, and learning tasks</p>	<ul style="list-style-type: none"> • Lessons are non-sequential and activities are not related to specific skills in the curriculum. • Lessons are not connected to students' interests or the real world. • No alignment exists and lessons units are not scaffolded to build knowledge and skills. • Organization does not engage students. 	<ul style="list-style-type: none"> • At times, the sequence of lessons and activities are developed using the curriculum and build upon students' prior knowledge, skills and interests. • Some questions related to students' interests or the real world are occasionally included. • Alignment exists among some of the units, lessons and learning tasks. • Organization of the learning is somewhat random and does not purposefully engage students 	<ul style="list-style-type: none"> • Often, the lessons and units of instruction incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems. • Strategic questions for discourse or inquiry based learning; making real world, career, or global connections with the content; or making interdisciplinary connections are used. • Alignment among units, lessons, learning tasks, assessments and standards is evident. • The organization of the units is purposeful. 	<ul style="list-style-type: none"> • Lessons and units of instruction provide a coherent sequence and structure. The plans challenge students, promote their independence and interdependence and consistently incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems. • Intensive use of strategic questions for discourse or inquiry-based learning; making real world, career, or global connections with the content; or making interdisciplinary connections. • Alignment among units, lessons, learning tasks and assessments enhance learning and promotes the gradual release of responsibility to students. • The organization of the units, lessons and tasks is purposeful and promotes meaning and purposeful engagement for students.

	Below Standard	Developing	Proficient	Exemplary
<p>1c: Supporting content area literacy skills and when appropriate, numeracy skills, across the curriculum</p>	<ul style="list-style-type: none"> Lesson plans do not follow local curriculum or CCSS or lesson plans do not include content area literacy or numeracy skills. Students are not encouraged to make interdisciplinary connections and literacy and numeracy are not addressed. Materials or strategies are unclear or not specified or rely solely on a singular strategy or resource. 	<ul style="list-style-type: none"> Lesson plans follow some portions of CCSS and/or the district curriculum or pacing guides. Lesson plans include the use of some strategies and materials that focus on either: literal comprehension of content, or process and structure of writing/communicating ideas. Plans include the use of some strategies and materials that focus on representing and/or solving mathematical problems within the content area. Lesson plans rely predominantly on a singular strategy or resource and does not promote higher levels of thinking represented in the standards. 	<ul style="list-style-type: none"> Lesson plans content and practice are aligned with the Common Core State Standards, district curriculum and pacing guidelines. Plans generally provide integration of literacy or numeracy skills and make interdisciplinary connections. Lesson plans usually include use of some strategies and materials (including multimodal, multimedia and interdisciplinary) to build students' ability to understand, make meaningful connections to and/or communicate about content-related text. Plans generally include the use of strategies, materials and resources (including multimodal, multimedia and interdisciplinary) to build students' ability to represent, interpret and analyze data and/or to solve mathematical problems. 	<ul style="list-style-type: none"> Lesson plans consistently include the implementation and integration of content area literacy (and numeracy) instruction that is aligned with the Connecticut Common Core State Standards, district curriculum and pacing guidelines. Plans provide meaningful integration of literacy and numeracy skills at high levels of depth of knowledge and which promote interdisciplinary connections. Lesson plans include the use of a variety of strategies, materials and resources to build students' ability to interpret, synthesize, and respond to content-related text. Plans include the use of a variety of resources to build students' ability to represent, interpret and analyze data and/or to solve mathematical problems. Plans include the use of resources to support students' understanding of concepts and application of learning to help them to make connections within and among content areas and help them to understand the importance of literacy and numeracy in the world around them.

	Below Standard	Developing	Proficient	Exemplary
<p>Planning 1d: Selecting appropriate assessment strategies to monitor student progress</p>	<ul style="list-style-type: none"> • Single measure assessments are selected that may or may not measure criteria and outcomes of the unit related to learning goals. • Assessments are not aligned with instructional goals and are lacking in criteria through which student performance will be assessed. 	<ul style="list-style-type: none"> • Some assessments are selected that are aligned to curriculum and content standards to monitor student progress. • Some strategies include providing students with information about their current progress. • Assessments are somewhat aligned with instructional goals. Assessment criteria are evident but unclear. 	<ul style="list-style-type: none"> • A variety of assessment tools and strategies aligned to curriculum and content standards are designed or selected to monitor and evaluate students' learning. Strategies are planned to engage students in using assessment criteria to assess their own work. • Assessment criteria are clearly written for all students. 	<ul style="list-style-type: none"> • A variety of assessment tools and strategies appropriate to individual students' needs are designed or selected to monitor and evaluate learning. • Strategies are planned to engage students in using assessment criteria to reflect upon and assess their own progress over time.

Domain 2: The Classroom Environment				
	Below Standard	Developing	Proficient	Exemplary
2a: Creating an environment of respect and rapport	<ul style="list-style-type: none"> Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior. 	<ul style="list-style-type: none"> Patterns of classroom interactions, both between the teacher and students and among students, somewhat appropriate but may reflect occasional inconsistencies. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. 	<ul style="list-style-type: none"> Teacher-student interactions are friendly and demonstrate general caring and respect. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds to disrespectful behavior among students. 	<ul style="list-style-type: none"> Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The teacher consistently responds successfully to behavior issues.

2b: Establishing a culture for learning	<ul style="list-style-type: none"> The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. 	<ul style="list-style-type: none"> The classroom culture is characterized by some commitment to learning by teacher or students. Students demonstrate some interest in their role as learners. Teacher commitment to learning is perfunctory. 	<ul style="list-style-type: none"> The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners. Students demonstrate their understanding by usually making revisions, adding detail and/or helping peers. 	<ul style="list-style-type: none"> The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
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	Below Standard	Developing	Proficient	Exemplary
2c: Managing classroom procedures	<ul style="list-style-type: none"> • Much instructional time is lost due to inefficient classroom routines and procedures. • There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. • There is little evidence that students know or follow established routines. 	<ul style="list-style-type: none"> • Some instructional time is lost due to only partially effective classroom routines and procedures. • The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. • With regular guidance and prompting, students follow established routines. 	<ul style="list-style-type: none"> • Instructional time is substantial due to effective and efficient classroom routines and procedures. • The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. • Routines are appropriate and understood by students. 	<ul style="list-style-type: none"> • Instructional time is maximized due to efficient classroom routines and procedures. • Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. • Routines are well understood and may be initiated by students.

	Below Standard	Developing	Proficient	Exemplary
2d: Managing student behavior	<ul style="list-style-type: none"> • Student behavior is not appropriate as students challenge the standard of conduct. • Response to students' misbehavior is disrespectful. 	<ul style="list-style-type: none"> • Student behavior is inconsistent. • Teacher attempts with uneven results, to monitor student behavior and respond to student misbehavior. • There is inconsistent implementation of the standards of conduct. 	<ul style="list-style-type: none"> • Student behavior is generally appropriate. • The teacher monitors student behavior against established standards of conduct. • Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective. 	<ul style="list-style-type: none"> • Student behavior is consistently appropriate. • Students take an active role in monitoring their own behavior and that of other students against standards of conduct. • Teachers' monitoring of student behavior is subtle and preventive. • Teacher's response to student misbehavior is sensitive to individual student needs and respects students

	Below Standard	Developing	Proficient	Exemplary
<p>2e: Organization of physical space</p>	<ul style="list-style-type: none"> • The physical environment is unsafe, or many students do not have access to learning. • There is poor alignment between the arrangement of furniture and resources, including available computer technology, and the lesson activities. 	<ul style="list-style-type: none"> • The classroom is safe, and essential learning is accessible to students. • The teacher's use of physical resources, including available computer technology, is somewhat effective. • Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success. 	<ul style="list-style-type: none"> • The classroom is safe, and learning is accessible to all students. • Teacher ensures that the physical arrangement is appropriate to the learning activities. • Teacher makes effective use of physical resources, including available computer technology. 	<ul style="list-style-type: none"> • The classroom is safe, and learning is accessible to all students including those with special needs. • Teacher ensures effective use of physical resources, including available computer technology.

Domain 3: Instruction

	Below Standard	Developing	Proficient	Exemplary
3a: Communicating with students	<ul style="list-style-type: none"> Expectations for student academic achievement are inappropriate, unclear, or not communicated to students. Does not communicate clearly or audibly; visuals and/or non-verbal cues do not support communication. Spoken and/or written language frequently contains grammatical and/or syntactical errors. 	<ul style="list-style-type: none"> Expectations for student academic achievement are communicated but may not be reinforced. Communicates clearly and audibly; visuals and/or non-verbal cues support communication. Spoken and written language is generally grammatically and syntactically correct. 	<ul style="list-style-type: none"> High expectations for student academic achievement are consistently communicated and reinforced. Communicates clearly, audibly, visual and non-verbal cues support effective communication. Spoken and written language is consistently grammatically and syntactically correct. 	<ul style="list-style-type: none"> High expectations for student academic achievement are embedded into daily classroom routines. Communicates clearly, audibly, and expressively, and anticipates possible student misunderstanding. Spoken and written language is lucid with precision and elegance, fosters active inquiry, and enriches the lesson.

	Below Standard	Developing	Proficient	Exemplary
3b: Using questioning and discussion techniques	<ul style="list-style-type: none"> Lesson activities are primarily teacher-directed and mainly engage students in completing discrete tasks. Questions are often posed in a manner which provides only targeted students an opportunity to respond. Opportunities for discourse are not evident; teacher primarily lectures or limits students to short answer responses both orally and in written form. 	<ul style="list-style-type: none"> Lesson activities are primarily teacher-directed and engage students in applying skills and comprehension of content. Questions are generally posed in a manner which provides all students an opportunity to respond. Some opportunities for discourse (oral or written) are provided but focused on students discussing comprehension of lesson content or explaining their answers. 	<ul style="list-style-type: none"> Lessons include a balance of teacher-directed and student-centered activities and engage students in critical thinking and implementation of concepts. Questions are consistently posed in a manner which provides students an opportunity to respond. Frequent opportunities for discourse (oral or written) are provided to allow students to explain ideas and concepts and to support their reasoning. 	<ul style="list-style-type: none"> Lesson activities are student centered and with teacher facilitation allow for consistent exploration of concepts. Questions are always posed in a manner which provides all students an opportunity to respond and build upon peer responses. Students assume considerable responsibility for the success of discourse, initiating topics and making unsolicited contributions in both oral and written form.

	Below Standard	Developing	Proficient	Exemplary
3c: Engaging students in learning	<ul style="list-style-type: none"> Limited standards of behavior appear to have been established however not communicated explicitly. Consequences are applied inconsistently or ineffectively or may be developmentally inappropriate for the students. Does not attempt to re-engage students who were off-task. 	<ul style="list-style-type: none"> Standards of behavior appear to have been established for most situations. Standards may be inconsistently reinforced. Consequences are generally applied consistently and are developmentally appropriate for the students. When necessary, attempts were made to re-engage students who were off-task. 	<ul style="list-style-type: none"> Standards of behavior appear to have been established. Standards are reinforced when necessary. Consequences are consistently, and are developmentally appropriate for the students. When necessary, uses a variety of strategies to attempt to re-engage students who were off-task. 	<ul style="list-style-type: none"> Standards of behavior are clear to all students and appear to have been developed with student participation. Consequences are highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. Engagement strategies are embedded.

	Below Standard	Developing	Proficient	Exemplary
3d: Using Assessment in Instruction	<ul style="list-style-type: none"> There is little or no assessment or monitoring of student learning. Feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. Limited questioning/prompts are evident. 	<ul style="list-style-type: none"> Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general. Students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions, prompts, and/or assessments are rarely used to diagnose evidence of learning. 	<ul style="list-style-type: none"> Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students. Feedback is accurate and specific. Most students appear to be aware of the assessment criteria; most of them engage in self-assessment. Questions, prompts, and/or assessments are used to diagnose evidence of learning. 	<ul style="list-style-type: none"> Assessment is fully integrated into instruction, through extensive use of formative assessment. A variety of feedback, from both teacher and peers is accurate, specific, and advances learning. Students appear to be clearly aware of, and have contributed to, the assessment criteria. All students self-assess and monitor their progress. Questions, prompts, and/or assessments are used regularly to diagnose evidence of learning by individual students.

	Below Standard	Developing	Proficient	Exemplary
<p>3e: Demonstrating flexibility and responsiveness</p>	<ul style="list-style-type: none"> Monitoring focuses on on-task behavior, little or no monitoring of student understanding of content and skills is evident. Adjustments to instruction not made although needed to ensure student understanding. Pacing of lessons is often too slow or rushed, and not appropriate for the students. 	<ul style="list-style-type: none"> Monitoring focuses on task completion, with some attention to progress related to students' understanding of content and skills. When necessary, adjustments include providing additional time for task completion or attempting to re-teach/re-explain content within the lesson. Pacing of the lessons is generally appropriate for the students. 	<ul style="list-style-type: none"> Both formal and informal monitoring strategies are used consistently and focus on students' understanding of content and skills. When necessary, adjustments include using varied strategies for re-teaching content within the lesson and/or extending content to appropriately challenge students. Pacing of the lessons is appropriate for the students. 	<ul style="list-style-type: none"> Monitoring is completely congruent with instructional goals both in content and process. When necessary, successfully makes an adjustment to a lesson with immediacy. Pacing of the lessons reflects effective approaches for students who need help, using an extensive repertoire of strategies.

Domain 4: Professional Responsibilities and Teacher Leadership

	Below Standard	Developing	Proficient	Exemplary
4a: Engaging in continuous professional growth to impact instruction	<ul style="list-style-type: none"> Analysis of student learning focuses on student behavior with little attention to students' progress toward learning objectives or goals. Makes limited connections between teaching practices and students' learning. 	<ul style="list-style-type: none"> Analysis of student learning focuses mainly on task completion, with some reflection on adjustment of future plans and instructional strategies related to time and task completion. Identifies general connections between teaching practices and students' learning. 	<ul style="list-style-type: none"> Analysis of student learning across a series of lessons focuses student strengths and/or weaknesses in learning skills and concepts with reflection on adjustment of future plans and instructional strategies to improve student learning. Identifies various connections between teaching practices and students; learning. 	<ul style="list-style-type: none"> Analysis of student learning across a series of lessons focuses mainly on how students differ in their approach to learning and the barriers that impede learning and can immediately adapt instruction to meet the diverse needs of pupils. Identifies specific connections between teaching practices and students' learning.

	Below Standard	Developing	Proficient	Exemplary
4b: Collaborating with colleagues to develop and sustain continuous improvement	<ul style="list-style-type: none"> No effort is made, or only perfunctory effort is made to participate with colleagues to develop and sustain improvement. Teacher participation may impede the collaborative process. 	<ul style="list-style-type: none"> Teacher participates in structured team activities as required in the school to develop and sustain grade level or course level improvement. Teacher learns from colleagues in collaborative settings. 	<ul style="list-style-type: none"> Teacher actively works with colleagues to develop and sustain both grade level/course level improvement as well as contribute to broaden school improvement. Teacher collaborates to meet students' learning needs. Teacher collaboration contributes to positive school climate 	<ul style="list-style-type: none"> Teacher takes leadership in developing and sustaining school improvement, engaging in problem and solution finding. Teacher collaborates with the school community to meet all students' individual learning needs. Teacher collaboration fosters positive school climate among others.

	Below Standard	Developing	Proficient	Exemplary
<p>4c: Communicating and collaborating with, and engaging appropriately with families about their students and instructional program</p>	<ul style="list-style-type: none"> Communication with families that is respectful and understanding rarely occurs. There is little or no communication with families with regard to students' performance and learning. 	<ul style="list-style-type: none"> Communication with families is somewhat evident, respectful and demonstrates understanding of difference families' home language, culture and values. Communication with families is sporadic with regard to students' performance and learning. 	<ul style="list-style-type: none"> Communication with families is appropriate, respectful, professional, and demonstrates understanding and appreciation of difference families' home language, culture, and values. Communication with families is appropriate with regard to students' performance and learning. 	<ul style="list-style-type: none"> Communication with families is consistently respectful, professional and demonstrates understanding and appreciation of different families' home language, culture, and values. Communications with families is proactive, personalized with regard to students' performance and learning.

	Below Standard	Developing	Proficient	Exemplary
<p>4d. Demonstrating other professional behaviors</p>	<ul style="list-style-type: none"> Teacher violates one or more areas of the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Certification Regulations).(Appendix 1-D) Teacher demonstrates a pattern of unprofessional behavior. 		<ul style="list-style-type: none"> Teacher acts professionally in accordance with the Code of Professional Responsibility for Teachers(Section 10-145d-400a of the Certification Regulations). (Appendix 1-D). Teacher demonstrates a pattern of appropriate professional behavior, meeting all teaching responsibilities. 	