

CRANSTON SCHOOL COMMITTEE MEETING

MONDAY, MARCH 18, 2013

WESTERN HILLS MIDDLE SCHOOL

400 PHENIX AVENUE, CRANSTON, RI 02920

EXECUTIVE SESSION 6:00 P.M.

IMMEDIATELY FOLLOWED BY PUBLIC SESSION

AGENDA

1. Call to Order – 6:00 p.m. – Convene to Executive Session pursuant to RI State Laws –

2. PL 42-46-5(a)(1) Personnel

a. (Discussion of Termination of Non-certified Employees, A, B and C)

3. PL 42-46-5(a)(2) Collective Bargaining and Litigation:

a. (Contract Negotiations' Update – Secretaries)

b. (Teachers)

c. (Bus Drivers)

d. (Potential Litigation – Integrated Preschool Program)

4. Executive Session

5. Call to Order – Public Session

6. Roll Call – Quorum

7. Executive Session Minutes Sealed – March 18, 2013

8. Minutes of Previous Meetings Approved – February 14 and 26, 2013.

- 9. Public Acknowledgements/Communications**
- 10. Chairperson's Communications**
- 11. Superintendent's Communications**
- 12. School Committee Member Communications**
- 13. Public Hearing**
 - a. Students (Agenda/Non-Agenda Matters)**
 - b. Members of the Public (Agenda Matters Only)**
- 14. Consent Calendar/Consent Agenda**
- 15. Action Calendar/Action Agenda**

RESOLUTIONS

SPONSORED BY THE SCHOOL COMMITTEE

NO. 13-3-1 – WHEREAS, Arthur Charles D'Arezzo, a teacher at Cranston High School West, has earned the prestigious National Board of Professional Teaching Standards Certification, and

WHEREAS, Arthur has demonstrated by earning National Board Certification that he has met the high and rigorous standards for what accomplished teachers should know and be able to do. NBPTS Certification is a national voluntary system certifying teachers who meet these rigorous standards through intensive study, expert evaluation, self-assessment, peer review, and

WHEREAS, as part of the process, Arthur Charles D'Arezzo built a

portfolio that included student work samples, assignments, videotapes and a thorough analysis of his classroom teaching. Additionally, Arthur was assessed on his knowledge of the subjects he teaches, and

WHEREAS, Arthur is committed to the five core propositions of National Board Certification in his commitment to students and learning, knowing the subjects he teaches and how to teach them; is responsible for managing and monitoring student learning, think systematically about his practice and learning from experience; and is a member of a learning community.

Be it RESOLVED, that Arthur Charles D'Arezzo be recognized by the Cranston School Committee for his outstanding accomplishments in earning certification from the National Board of Professional Teaching Standards.

Be it further RESOLVED, that Arthur be presented with a copy of this Resolution signed by the members of the Cranston School Committee.

SPONSORED BY THE SCHOOL COMMITTEE

NO. 13-3-2 – WHEREAS, Steven R. Krous, a teacher at Cranston High School West, has earned the prestigious National Board of

Professional Teaching Standards Certification, and

WHEREAS, Steven has demonstrated by earning National Board Certification that he has met the high and rigorous standards for what accomplished teachers should know and be able to do. NBPTS Certification is a national voluntary system certifying teachers who meet these rigorous standards through intensive study, expert evaluation, self-assessment, peer review, and

WHEREAS, as part of the process, Steven R. Krous built a portfolio that included student work samples, assignments, videotapes and a thorough analysis of his classroom teaching. Additionally, Steven was assessed on his knowledge of the subjects he teaches, and

WHEREAS, Steven is committed to the five core propositions of National Board Certification in his commitment to students and learning, knowing the subjects he teaches and how to teach them; is responsible for managing and monitoring student learning, think systematically about his practice and learning from experience; and is a member of a learning community.

Be it RESOLVED, that Steven R. Krous be recognized by the Cranston School Committee for his outstanding accomplishments in earning certification from the National Board of Professional Teaching Standards.

Be it further RESOLVED, that Steven be presented with a copy of this Resolution signed by the members of the Cranston School Committee.

SPONSORED BY THE SCHOOL COMMITTEE

NO. 13-3-3 – WHEREAS, Holly E. Meyer, a teacher at Cranston High School West, has earned the prestigious National Board of Professional Teaching Standards Certification, and

WHEREAS, Holly has demonstrated by earning National Board Certification that she has met the high and rigorous standards for what accomplished teachers should know and be able to do. NBPTS Certification is a national voluntary system certifying teachers who meet these rigorous standards through intensive study, expert evaluation, self-assessment, peer review, and

WHEREAS, as part of the process, Holly E. Meyer built a portfolio that included student work samples, assignments, videotapes and a thorough analysis of her classroom teaching. Additionally, Holly was assessed on her knowledge of the subjects she teaches, and

WHEREAS, Holly is committed to the five core propositions of National Board Certification in her commitment to students and learning, knowing the subjects she teaches and how to teach them; is responsible for managing and monitoring student learning, think

systematically about her practice and learn from experience; and is a member of a learning community.

Be it RESOLVED, that Holly E. Meyer be recognized by the Cranston School Committee for her outstanding accomplishments in earning certification from the National Board of Professional Teaching Standards.

Be it further RESOLVED, that Holly be presented with a copy of this Resolution signed by the members of the Cranston School Committee.

SPONSORED BY THE SCHOOL COMMITTEE

NO. 13-3-4 – WHEREAS, Wendy Lynn Pacheco, a teacher at Western Hills Middle School, has earned the prestigious National Board of Professional Teaching Standards Certification, and

WHEREAS, Wendy has demonstrated by earning National Board Certification that she has met the high and rigorous standards for what accomplished teachers should know and be able to do. NBPTS Certification is a national voluntary system certifying teachers who meet these rigorous standards through intensive study, expert evaluation, self-assessment, peer review, and

WHEREAS, as part of the process, Wendy Lynn Pacheco built a portfolio that included student work samples, assignments, videotapes and a thorough analysis of her classroom teaching. Additionally, Wendy was assessed on her knowledge of the subjects she teaches, and

WHEREAS, Wendy is committed to the five core propositions of National Board Certification in her commitment to students and learning, knowing the subjects she teaches and how to teach them; is responsible for managing and monitoring student learning, think systematically about her practice and learn from experience; and is a member of a learning community.

Be it RESOLVED, that Wendy Lynn Pacheco be recognized by the Cranston School Committee for her outstanding accomplishments in earning certification from the National Board of Professional Teaching Standards.

Be it further RESOLVED, that Wendy be presented with a copy of this Resolution signed by the members of the Cranston School Committee.

SPONSORED BY THE SCHOOL COMMITTEE

The Rhode Island Art Education Association (RIAEA)

Art Educator of the Year 2012

NO. 13-3-5 – Whereas, Barbara Voccola is an art teacher at Cranston High School West and has been with the Cranston Public Schools for almost 18 years, and

Whereas, Barbara has been recognized as the winner of The Rhode Island Art Education Association (RIAEA) Art Educator of the Year 2012, and

Whereas, the RIAEA recognizes Barbara for her exemplary teaching and leadership in art education,

Be it resolved that Barbara receive a copy of this resolution signed by the members of the Cranston School Committee.

SPONSORED BY THE SCHOOL COMMITTEE

Golden Apple Award

NO. 13-3-6 - Whereas, NBC 10, the Rhode Island Department of Education and Hasbro have teamed up to recognize outstanding teachers in our community and

Whereas The Golden Apple Award honors those who believe in the true spirit of teaching by making classrooms a creative and safe place to learn

Be it resolved, that Nancy Sisti, Mark Colozzi and Holly Meyer be recognized for being outstanding teachers in our community and

recipients of this award and

Be it further resolved that they receive a copy of this resolution signed by the members of the Cranston School Committee in honor of this recognition.

SPONSORED BY THE SCHOOL COMMITTEE

2012 Providence Journal First Team All-State Selections -

NO. 13-3-7 - Whereas, EJ Isom did an outstanding job as a member of the Cranston High School East football team during the 2012 fall sports' season and

Whereas, being described by the Providence Journal as one of the top all-around players in the state over this past season and

Whereas, as a two-way player, he rushed for over 800 yards and scored seven touchdowns on offense and was recognized as one of the best defensive players in the state of Rhode Island this past season and

Whereas, because of his outstanding personal accomplishments throughout the entire football season has been recognized as a 2012 Providence Journal First Team All-State selection, and

Be it RESOLVED, that EJ Isom be congratulated for his hard work and dedication to the sport of football by the Cranston School Committee,

and

Be it further resolved that EJ be presented with a copy of this resolution signed by the members of the Cranston School Committee.

NO. 13-3-8 - Whereas, Marquem Monroe did an outstanding job as a member of the Cranston High School East football team during the 2012 fall sports' season and

Whereas, being described by the Providence Journal as one of the top all-around players in the state over this past season and

Whereas, as a two-way player, he scored fourteen touchdowns, had over 600 yards in punt and kickoff returns, intercepted four passes and was considered as the top sophomore football player in the state of Rhode Island and,

Whereas, because of his outstanding personal accomplishments throughout the entire football season has been recognized as a 2012 Providence Journal First Team All-State selection, and

Be it RESOLVED, that Marquem Monroe be congratulated for his hard work and dedication to the sport of football by the Cranston School Committee, and

Be it further resolved that Marquem be presented with a copy of this

resolution signed by the members of the Cranston School Committee.

NO. 13-3-9 - Whereas, Marven Beauvais did an outstanding job as a member of the Cranston High School East football team during the 2012 fall sports' season and

Whereas, being described by the Providence Journal as one of the top all-around players in the state over this past season and

Whereas, as a wide-receiver caught 35 passes including over 600 yards receiving and scored 10 touchdowns and was considered as the premier wide-receiver in the state of Rhode island this past season even though he is only in his junior year and

Whereas, because of his outstanding personal accomplishments throughout the entire football season has been recognized as a 2012 Providence Journal First Team All-State selection, and

Be it RESOLVED, that Marven Beauvais be congratulated for his hard work and dedication to the sport of football by the Cranston School Committee, and

Be it further resolved that Marven be presented with a copy of this resolution signed by the members of the Cranston School Committee.

NO. 13-3-10 – Whereas, Anthony St. Laurent did an outstanding job as

a member of the Cranston High School West football team during the 2012 fall sports' season and

Whereas, being described by the Providence Journal as a major concern for every Division I opposing quarterback, Anthony was one of the top defensive players in the state and

Whereas, as a Defensive Lineman, he demonstrated his versatility by lining up at multiple positions on the line, making it difficult for opposing teams to block him, he made 31 sacks, 127 tackles, 2 forced fumbles and 47 tackles for losses and,

Whereas being voted the Providence Grid Iron, 2012 Division I Lineman of the Year and

Whereas because of Anthony's outstanding personal accomplishments throughout the entire football season has been recognized as a 2012 Providence Journal First Team All-State selection, and

Be it RESOLVED, that Anthony St. Laurent be congratulated for his hard work and dedication to the sport of football by the Cranston School Committee, and

Be it further resolved that Anthony be presented with a copy of this resolution signed by the members of the Cranston School Committee.

RESOLUTIONS

PERSONNEL

NO. 13-3-11 – RESOLVED, that at the recommendation of the Superintendent, the following certified personnel be appointed as substitutes on a temporary basis as needed:

Heather Place, Art, K-12

Kerrienne Lockett, Special Ed/Elementary/Middle

Michaela Salois, Secondary/Middle/Math

NO. 13-3-12 - RESOLVED, that at the recommendation of the Superintendent, the retirement of the following certified personnel be accepted:

Anita Lemos, School Psychologist

Itinerant

Effective Date: June 30, 2013

Patricia Otrando, Speech & Language Pathologist

Itinerant

Effective Date: June 30, 2013

Karen Zuromski, School Psychologist

Itinerant

Effective Date: June 30, 2013

NO. 13-3-13 - RESOLVED, that at the recommendation of the Superintendent, the resignation of the following certified personnel be accepted:

Christine Mignanelli, Teacher

Western Hills Middle School

Effective Date: June 30, 2013

Ann Mary DiBiase Pezzullo, Teacher

Cranston High School East

Effective Date: March 16, 2013

NO. 13-3-14 - RESOLVED, that at the recommendation of the Superintendent, the following individual(s) be appointed as an athletic coach:

Kara Scanlon, Head Coach Girls' Lacrosse

CHSW

Step-4

Class-B

Playing Competition-High School

Experience- Assistant Coach Cranston West Girls' Lacrosse

Certification-RI Coaches Certification; CPR/AED/First Aid

James Creamer, Head Coach Boys' Lacrosse

CHSE

Step-7

Class-B

Playing Competition-High School

Experience-Assistant Coach Cranston East Tennis

Certification-RI Coaches Certification; CPR\AED\First Aid

Carl Bishop, Assistant Coach Boys' Track

CHSE

Step-7

Class-C

Playing Competition-College

Experience-Assistant Coach Cranston East Boys' Indoor Track

Certification-RI Coaches Certification; CPR\AED\First Aid

Jared Zimmer, Head Coach Boys' Lacrosse

CHSW

Step-4

Class-B

Playing Competition-College

Experience-None

Certification-RI Coaches Certification; CPR\AED\First Aid

NO. 13-3-15- RESOLVED, that at the recommendation of the

Superintendent, the following individual(s) be reappointed as an athletic coach:

Cranston High School East:

Raymond Rotondo Assistant Coach Baseball

Robert Bouchard Head Coach Boys' Outdoor Track

Robert LaBanca Head Coach Girls' Outdoor Track

Dina Cesana Assistant Coach Girls' Outdoor Track

Richard Perrotta Head Coach Boys' Tennis

Thomas Ferri Head Coach Boys' Volleyball

Ron Lee Assistant Coach Boys' Volleyball

Paul Bessette Head Coach Girls' Softball

Lloyd Bochner Assistant Coach Girls' Softball

John Palumbo Head Coach Golf

Howard Chun Head Coach Girls' Lacrosse

Scott Maynard Assistant Coach Girls' Lacrosse

Cranston High School West:

Rob Malo Head Coach Baseball

Corey Capirchio Assistant Coach Baseball

Shelia Lagasse Head Coach Girls' Outdoor Track

Clem Soscia Assistant Coach Girls' Outdoor Track

Jeff Smith Head Coach Girls' Softball

David Kenneally Assistant Coach Girls' Softball

Steven Matzner Head Coach Boys' Tennis

James Lucas Assistant Head Coach Boys' Tennis

Roger Tow Head Coach Boys' Volleyball

Ralph Sacco Assistant Coach Boys' Volleyball

Chris Sullivan Head Coach Golf

Joseph Salimeno Assistant Coach Golf

Keith Croft Head Coach Boys' Outdoor Track

Thomas Aronne Assistant Coach Boys' Outdoor Track

NO. 13-3-16- RESOLVED, that at the recommendation of the Superintendent, the resignation of the following coach(es) be accepted:

Richard Glover, Head Coach Girls' Basketball

Cranston High School East

Effective Date: February 19, 2013

NO. 13-3-17- RESOLVED, that at the recommendation of the Superintendent, the following non-certified employee(s) be appointed:

Kimberly Moulton, Teacher Assistant

Orchard Farms Elementary School

Effective Date: March 4, 2013

Authorization: Replacement

Fiscal Note: 13646020 51110

Katherine DeCesare, Secretary

MIS/Payroll

Effective Date: March 4, 2013

Authorization: Replacement

Fiscal Note: 19652120 51110

**Howard Inman, 5hr Custodian
Plant**

Effective Date: March 19, 2013

Authorization: Replacement

Fiscal Note: 12447050 51110

**Rita Bina, Bus Monitor
Transportation**

Effective Date: March 11, 2013

Authorization: Replacement

Fiscal Note: 13445090 51110

**Debra Polce, CNA Instructor
AEP**

Effective Date: March 12, 2013

Authorization: Replacement

Fiscal Note: 40235127 51110

**Diana Kohler, Teacher Assistant/PCA
Gladstone Street School**

Effective Date: March 18, 2013

Authorization: New

Fiscal Note: 11946050 51110

Rhonda Podmaska, Teacher Assistant/PCA

Gladstone Street School

Effective Date: March 13, 2013

Authorization: New

Fiscal Note: 11946050 51110

NO. 13-3-18- RESOLVED, that at the recommendation of the Superintendent, the following non-certified personnel be appointed as substitutes on a temporary basis as needed:

Alyssa Padula, Secretary

Denise Williams, Secretary

Michael McDonald, Teacher Assistant

Gina Ginolfi, Secretary

Agueda Flaherty, Teacher Assistant

John Gallagher, Bus Driver

Michele Bergantino, Secretary

NO. 13-3-19 – RESOLVED, that at the recommendation of the Superintendent, the resignation(s) of the following non-certified personnel be accepted:

Gail Chiaverini, Bus Monitor

Transportation

Effective Date: February 13, 2013

Brian Medbery, Copy/Mail Room

Human Resources

Effective Date: March 22, 2013

NO. 13-3-20- RESOLVED, that at the recommendation of the Superintendent, the termination of non-certified employee A be accepted.

NO. 13-3-21- RESOLVED, that at the recommendation of the Superintendent, the termination of non-certified employee B be accepted.

NO. 13-3-22- RESOLVED, that at the recommendation of the Superintendent, the termination of non-certified employee C be accepted.

BUSINESS

POLICIES AND PROGRAMS

NO. 13-3-23- RESOLVED, that at the recommendation of the School Committee, the following conference be approved:

1. Joseph Balducci, Chief Financial Officer, to travel to Denver, Colorado from May 16, 2013 through May 18, 2013 to attend the

NLC-RISC Trustee Conference at no cost to the School Department. All expenses will be paid by RI Inter-Local Risk Management Trust. Please see the attached Conference form and back-up information.

2. Kelly B. Whaley, Program Manager of Bain +2 and Kid Venture, to travel to Austin, TX from June 17, 2013 through June 19, 2013 to attend the U.S. STEM Solutions 2013 – National Conference, at no cost to the School Department. All expenses to be covered by 21st Century funding. Please see the attached Conference Form and back-up information.

3. Lori Velino, Guidance Counselor at Cranston West and School to Career Coordinator at the Cranston Area Career & Technical Center and David Bizier, teacher at Cranston High School West and the Cranston Area Career & Technical Center, to travel to Anaheim, CA from April 23, 2013 – April 28, 2013 to attend the DECA – International Career Development Conference, at no cost to the School Department. All Funding sources will come from the Perkins Grant. Please see attached Conference Form and back-up information

4. Steven Krous, teacher at Cranston High School West, and five (5) students to travel to Milwaukee, WI from April 18, 2013 – April 21, 2013 to attend and participate in the National Ocean Science Bowl National Finals, at no cost to the School Department. All travel costs paid by Consortium for Ocean Leadership (COL); students will be responsible for personal expenses only. Please see the attached

Field Trip of Long Duration Form.

NO. 13-3-24- RESOLVED, that at the recommendation of the Superintendent, the 2013-2014 School Calendar be adopted.

NO. 13-3-25- RESOLVED, that at the recommendation of the Superintendent, the Cranston Public Schools Evaluation Handbook and Policy Agreement For Educators and Non-classroom/Related Service Providers be approved for first reading (see policy attached).

NO. 13-3-26- RESOLVED, that at the recommendation of the Superintendent, the Educator Code of Professional Responsibility be adopted for first reading (see policy attached).

NO. 13-3-27- RESOLVED, that at the recommendation of the Superintendent, the Program of Studies Update for 2013-2014 be approved (see attached).

PURCHASES AND PURCHASED SERVICES

NO. 13-3-28- RESOLVED, that the following purchase(s) be approved: Physical Therapy Services in the yearly amount of \$145,713.75 through the West Bay Collaborative for the 2013-2014 academic school year.

**NO. 13-3-29- RESOLVED, that the following purchase(s) be approved:
Student Planners (funded by Middle School annual order allocation)
in the amount of \$6,251.00. (Purchase pending the availability of
funding 2013-2014 budget)**

Number of bids issued 4

Number of bids received 4

**NO. 13-3-30- RESOLVED, that the following purchase(s) be approved:
Subscriptions on the amount of \$4,983.07 (Purchase pending the
availability of funding 2013-2014 budget)**

Number of bids issued 5

Number of bids received 5

**NO. 13-3-31- RESOLVED, that the following purchase(s) be approved:
Aquaculture supplies in the amount of \$4,794.78. (Funded through
the Perkins Grant)**

Number of bids issued 4

Number of bids received 2

**NO. 13-3-32- RESOLVED, that the following purchase(s) be approved:
Modifications to the HVAC system at the CACTC (Funding provided
through RI Dept. of Education as provided by the property transfer
agreement)**

Number of bids issued 4

Number of bids received 2

**NO. 13-3-33- RESOLVED, that the following purchase(s) be approved:
Resolved, approval of the understanding between the Cranston Public Schools and Sodexo effective in the 2012-2013 contract year; Sodexo shall purchase a vehicle for the Food Service Operation in the amount not to exceed \$40,000. In consideration of the foregoing investment to Sodexo for securing such purchase shall reduce the guarantee to the District to Three Hundred Thirty Two thousand, Seven Hundred Twenty Five dollars (\$332,725.00)**

16. Public Hearing on Non-Agenda Items

17. Announcement of Future Meetings – March 27, April 10 and April 22, 2013.

18. Adjournment

**School Committee Members who are unable to attend this meeting are asked
to notify the Chairperson in advance.**

Interested persons and the public at large, upon advance notice, will be given a fair opportunity to be heard at said meeting on the items proposed on the Agenda.

Any changes in the agenda pursuant to RIGL 42-46-6(e) will be posted on the school district's website at www.cpsed.net, Cranston Public Schools' Administration Building, 845 Park Avenue, Cranston, RI; and Cranston City Hall, 869 Park Avenue, Cranston, RI and will be electronically filed with the Secretary of State at least forty-eight (48) hours in advance of the meeting.

Individuals requesting interpreter services for the hearing impaired must notify the Superintendent's Office at 270-8170 72 hours in advance of the meeting date.

Notice Posted: March 15, 2013

Educator Code of Professional Responsibility

The Rhode Island Department of Education has enacted The Rhode Island Code of Professional Responsibility and the revised Basic Education Plan (BEP). The Cranston School Committee and Administration has a statutory responsibility to follow and implement the Department of Education's rules and regulations. Under the BEP the management and evaluation of the Educator is "essential to the mission of implementing a statewide system of public education."

The Cranston School Department adopts this policy as its own and incorporates its contents into the educational mission of the Cranston School Department. The following policy outlines the expectations and professional responsibilities of Educators in the Cranston School District.

Preamble

Working with students in Cranston schools necessitates a public trust and a level of responsibility to our citizens that requires the highest level of professionalism from our educators. Bringing all Cranston students to proficiency so they can lead fulfilling and productive lives, succeed in academic and employment settings, and contribute to society demands a profession that exists primarily to meet student needs. The development of professional standards for educators, the enforcement of certification requirements, and the regular evaluation of educators address the standards of performance for our profession. As educators who accept the public trust to work in our schools, we also accept the responsibility for professional practice that demonstrates ethical conduct and responsibility. The Cranston Educator Code of Professional Responsibility establishes a set of principles to guide the conduct of Cranston's certified educators and the assessment of conduct in situations that have professional and ethical implications.

As educators, our first responsibility is to our students and to assuring that all students achieve at high levels. As professionals, we also have personal responsibility for establishing high personal standards and monitoring our attainment of these standards. As members of school, district, and professional communities, we are responsible for working collaboratively with others to pursue

collective goals. Parents and community members are also important partners in pursuing educational goals. As educators we are also responsible for supporting the policies and procedures of the Board of Regents in assuring that only qualified teachers are entrusted with our state's classrooms.

The Code contains five core principles that govern the responsibilities and commitments of Cranston Educators. Consistent with applicable law, the Cranston School Department's Educator Code of Professional Responsibility shall serve as a basis for decisions on issues pertaining to employment in the Cranston School Department.

Note: for the purpose of this section, "educator" means a person: who is applying for, who holds or who is employed under a teaching certificate, administrator certificate, support personnel certificate or other related permit or endorsement issued by the Board of Regents of Elementary and Secondary Education; other public school employees who may be licensed through other professional bodies (e.g., occupational therapists, physical therapists) and are responsible for the education of children; and anyone who is applying for or is employed as a teacher assistant in a Cranston public school.

Educator Code of Professional Responsibility

The Cranston School Department's Code of Professional Responsibility is a set of commitments which the Cranston educational community expects all members to honor and practice. These commitments guide professional conduct in all situations with professional and ethical implications. The Code embraces the fundamental belief that the student is the foremost reason for the existence of the profession.

1. Responsibility to Students

Cranston Educators' first commitment is to ensure that all students achieve at the high levels needed to lead fulfilling and productive lives, to succeed in academic and employment settings, and to contribute to society. Cranston Educators:

- Respect the inherent dignity and worth of each student.**
- Act upon the belief that all students can learn.**
- Establish high expectations and provide instruction that challenges all students.**
- Recognize the differences among students and provide the appropriate educational supports and instructional differentiation responsive to individual needs.**
- Address the uniqueness of each student and endeavor to maximize learning through personalization of the educational experience for each student.**
- Promote the right and responsibility of students to explore ideas, to develop skills, and to acquire knowledge necessary to be**

contributing members to society.

- **Endeavor to present facts and provide access to all points of view without deliberate distortion, bias, or personal prejudice.**
- **Assure that their classrooms are environments characterized by respect for and equal opportunity for all students, regardless of race, ethnicity, national origin, language, gender, religion, economic status, disability or sexual orientation.**
- **Promote the development of character and civic responsibility in their students.**
- **Maintain confidentiality of all student information and dispense that information only when required by professional practice or state or federal law.**
- **Maintain a professional relationship with students at all times, both in and outside the classroom.**

2. Responsibility to Self

Cranston Educators are committed to establishing high professional standards for their practice and striving to meet these standards through their individual performance. Cranston Educators:

- **Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and currency in both subject matter knowledge and teaching skills.**
- **Develop personal and professional goals with attention to professional standards, student achievement, and school district initiatives and implement a course of professional development to**

support attaining the goals.

- **Actively engage in professional learning communities and seek feedback in order to improve their performance.**
- **Examine their practice on a regular basis to expand their knowledge base, broaden their skills, and incorporate new ideas.**
- **Pursue only those educational positions or assignments for which they have the appropriate educational certification and credentials and for which they have appropriate professional qualification.**
- **Strive to exercise the highest level of professional judgment.**
- **Refrain from using institutional or professional privileges for personal advantage.**

3. Responsibility to Colleagues and the Profession

Cranston Educators are committed to work with school and district colleagues and as members of professional communities to establish and implement initiatives that will further students learning, Cranston Educators:

- **Work effectively with other professionals on curriculum development, instructional initiatives, assessment programs, and professional development.**
- **Assume responsibility for working with colleagues to assure their school meets local and state educational objectives.**
- **Encourage and support staffing decisions that are made based on the best interests of students.**
- **Collaborate with others to improve student learning.**
- **Support colleagues in developing and maintaining a work**

environment that allows all educators to maintain their individual professional integrity free of pressure to act in ways that are not in the best interests of students.

- **Encourage the participation of teachers in the process of educational decision making.**

- **Encourage promising candidates who are interested in education to learn about the opportunities and the challenges of a career in education and**

support those who pursue careers through informal induction into the profession as they develop the competence and qualifications to become effective educators.

- **Maintain integrity regarding the acceptance of any gratuity, gift or other compensation that might impair or influence professional decisions or actions.**

4. Responsibility to Parents and the Community

Cranston Educators are committed to collaborate with families and communities to offer a quality education to all students. Cranston Educators:

- **Make concerted efforts to communicate with parents and families in a way that shares all information necessary to become meaningful partners in the child's education.**

- **Endeavor to understand and respect the values and traditions of the diverse cultures represented in their community and in their classrooms.**

- **Endeavor to assure equal educational opportunities for all children**

in the community.

- **Cooperate with community agencies that provide resources and services to support students.**
- **Maintain a positive and active relationship with students' parents, families, and other members of the community.**
- **Distinguish between their personal opinion and official policies of the school or educational organization when communicating with parents, families, and the community.**

5. Responsibility to Rhode Island Board of Regents

Rhode Island Educators demonstrate a commitment to Rhode Island standards for educator quality through certification requirements and support for the implementation of state initiatives within their districts. Rhode Island Educators:

- **Provide accurate, truthful, and complete information to the Rhode Island Department of Education concerning all certification matters.**
- **Recognize that meeting certification requirements is a pre-condition to any contractual agreement for a position that requires certification in Rhode Island schools.**
- **Engage in ongoing appropriate professional development for all certificates they intend to maintain.**
- **Accept only those assignments for which they are professionally qualified and hold appropriate certification unless the educator and the district have agreed to the assignment and the district has secured prior approval from RIDE.**
- **Develop an understanding of state initiatives and support the**

implementation of these initiatives within their schools and districts.

- Maintain the security of standardized testing materials that comprise state assessment programs.
- Further the mission, policies, and regulations of the Rhode Island Board of Regents.

Source: Rhode Island Department of Elementary and Secondary Education

Deborah A. Gist, Commissioner

CRANSTON PUBLIC SCHOOLS

Resolution No. 13-3-24
2013-2014

CALENDAR FOR

At the discretion of the Superintendent of Schools, and with School Committee approval, this calendar may be altered during the scheduled recess periods or at the end of the school year, due to emergencies affecting the health and safety of our students and/or operation of our schools.

MONTH M T W T F DAYS MONTH M T W T F DAYS

Aug. 21* 22* 23* Feb.

26** 27 28 29 30 (4) 3 4 5 6 7

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Sept. X 3 4 X X X X X X 9 10 11 12 13 24 25 26 27 28 (15)

16 17 18 19 20

23 24 25 26 27 (18) Mar.

30 3 4 5 6 7

Oct. 1 2 3 4 10 11 12 13 14

7 8 9 10 11 17 18 19 20 21

X 15 16 17 18 24 25 26 27 28 (21)

21 22 23 24 25 31

28 29 30 31 (22) Apr. 1 2 3 4

7 8 9 10 11

Nov. 1 X X X X X

4 5 6 7 8 21 22 23 24 25

X 12 13 14 15 28 29 30 (17)

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25 26 27 X X (18) May 1 2

5 6 7 8 9

Dec. 2 3 4 5 6 12 13 14 15 16

9 10 11 12 13 19 20 21 22 23

16 17 18 19 20 X 27 28 29 30 (21)

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X (15) June 2 3 4 5 6

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New Teacher Orientation – August 21, 22 & 23, 2013** *All**

Professional Staff Orientation – Aug. 26, 2013

First Day of School for Students – Tuesday, August 27, 2013 – ALL

GRADES REPORT

SCHOOLS WILL BE CLOSED (X=no school)

Sept. 2, 2013 Labor Day

Sept. 5 and 6, 2013 Rosh Hashanah

Oct. 14, 2013 Columbus Day Observed

Nov. 11, 2013 Veterans' Day Observed

Nov. 28 and 29, 2013 Thanksgiving Recess

Dec. 23 to Jan. 1, 2014 Holiday Recess (includes Christmas Day/Dec. 25 & New Year's Day/Jan 1)

Jan. 20, 2014 Martin Luther King, Jr. Day

Feb. 17 to Feb. 21, 2014 Mid-Winter Recess (includes Presidents' Day / Feb. 17)

April 14 to April 18, 2014 Spring Recess (Includes Good Friday, April 18)

May 26, 2014 Memorial Day Observed

Schools close June 11, 2014 or the 180th day (June 12th to June 18th = make-up days for inclement weather)

First term – Aug. 27 to Nov. 1, 2013 = Inclusive 45 days **Second**

term – Nov. 4 to Jan. 21, 2014 = Inclusive 45 days

Third term – Jan. 22 to April 1, 2014 = Inclusive 45 days **Fourth term –**

April 2 to June 11, 2014 = Inclusive 45 days

GRADUATION DATES

**Cranston High School East and Cranston High School West –
Saturday, June 7, 2014. NEL/CPS Construction Career Academy –
Friday, June 6, 2014.**

**Cranston East, Cranston West, and NEL/CPS Construction Career
Academy Seniors' Last Day of Instruction – May 28, 2014.**

Gm

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Cranston Public Schools

Evaluation Handbook and Policy Agreement

For Educators and

Non-Classroom/Related Service Providers

Cranston Public Schools

Evaluation Handbook and Policy Agreement

For Educators and Non-Classroom/Related Service Providers

School Committee Members

Andrea M. Iannazzi, Esq., Chairman

Trent Colford

Stephanie Culhane

Jeffrey Gale

Paula McFarland

Janice Ruggieri

Michael A. Traficante

Cranston Public Schools Administration

Judith Lundsten, Superintendent

Jeannine Nota-Masse, Asst. Superintendent

Joe Balducci, Chief Financial Officer

Raymond Votto, Chief Operating Officer

Joseph Rotz, Executive Director of Education Programs and Services

Cheryl Coogan, Executive Director of Pupil Personnel Services

**James Dillon, Executive Director of Student Information Services &
Data Management**

Cranston Teachers' Alliance

Lizbeth A. Larkin, President

John A. Santangelo, Jr., Vice President

Kathleen A. Torregrossa, Secretary

Amy S. Misbin, Treasurer

Evaluation Design Team

Thomas Barbieri,

Frank Flynn

Lizbeth Larkin

Peter Nero

Kathleen Torregrossa

District Evaluation Committee (DEC)

The DEC serves as a governing body to support the educator evaluation system. It is representative body comprised of central

office administrators, building administrators, a program supervisor, and educators. Selection is determined through Central Administration and the Cranston Teachers' Alliance (CTA). The following five members of the DEC are selected by the Superintendent or designee: central office administrator, Human Resources representative, high school administrator, middle school administrator, and elementary school administrator. The following five members are selected by the CTA President or designee: program supervisor, high school educator, middle school educator, elementary school educator, and CTA Executive Board Member. Additionally, the Educator Evaluation Coordinator serves on this committee as the Committee Chairperson. Each committee member serves a two-year term. All representatives of the DEC complete evaluator training, with the exception of the representative from Human Resources.

DEC Members

Katrina Pillay - Chairman, Evaluation Coordinator

Karen Altieri - Teacher, Orchard Farms

Don Cowart, Principal, Hope Highlands

Cheryl Anderson - Assistant Principal, Cranston High School West

Michael Crudale - Principal, Park View Middle School

Brian Flinn - Teacher, Cranston High School East

Kim LeBrun - Teacher, Bain Middle School

David Regine – Program Supervisor

Joseph Rotz – Executive Director of Educational Programs and Services

John Santangelo – Vice President, Cranston Teachers' Alliance

Raymond Votto – Chief Operating Officer

A Message From:

Lizbeth Larkin

President, Cranston Teachers' Alliance

The Cranston Teachers' Alliance played a vital role in the development and design of the new teacher evaluation process. It is the union's position that all teachers who are to be reviewed have the appropriate professional development to understand the format and, therefore, be better able to participate in the process.

It is also imperative that all administrators have the appropriate training so they can effectively evaluate and support their staff. The Alliance supports all efforts to make the teacher evaluation a meaningful experience for all concerned. It is important to note that this initiative was accomplished through a labor management agreement between the Cranston Teachers' Alliance and the administration of the Cranston Public Schools. We are grateful for

the financial and professional support we have received from the American Federation of Teachers' Innovation Grants and the continued professional support from the Rhode Island Federation of Teachers and Health Professionals. The union will be available to assist the district to insure the success of this evaluation process.

Lizbeth A. Larkin, President

Cranston Teachers' Alliance

American Federation of Teachers, Local 1704

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A Message From

Dr. Judith A. Lundsten

Superintendent, Cranston Public Schools

Developing an effective, fair and accurate evaluation system for teachers and administrators is hard work. Cranston Public Schools in collaboration with the Cranston Teachers' Alliance has worked collaboratively to develop such a system. We appreciate the support of additional resources provided through the I3 grant to be part of this important work in developing a system where teachers and administrators receive feedback, have time for reflection and be

involved in professional conversations that strengthen their practices. The effort to improve teaching and learning through a new teacher evaluation system has pushed us to think about our policies, and practices and will provide us with data to help shape professional development and other initiatives. Supporting teachers and administrators is a priority as well as support student achievement. We look forward to continuing this demanding work with the Cranston Teachers' Alliance.

Judith A. Lundsten, Ed.D.

Superintendent

Cranston Public Schools

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History/Rationale/Purpose

Over a decade ago, Cranston Public Schools (CPS) recognized a need to redesign the evaluation process for educators. That new model, based on work by Charlotte Danielson, addressed the need to have a better, more accurate picture of what constitutes good teaching practice in order to serve two purposes – to both inform and guide educators on improving their practice through focused professional development, and to see that improvement in practice translated into improved student achievement. While that system was successful for the time in which it was implemented, more current research on educator evaluation, as well as the current political climate, have illuminated the need to record and review multiple measures of a educator’s practice in order to gain a more comprehensive understanding of effective practice in a world that is rapidly changing.

In 2009, Cranston was invited to join a consortium with five other districts (Central Falls, Pawtucket, Providence, West Warwick, and Woonsocket) to develop a high quality educator evaluation and support system. The RIIC, Rhode Island Innovation Consortium, was formed. In May of 2010, an educator contract was approved for Cranston that included the creation of a new educator evaluation system. The eventual model is fully aligned with the RI Educator Evaluation System Standards and the RI Professional Teaching

Standards, and adapted from Charlotte Danielson's Framework for Teaching (2007).

The RI Innovation Initiative on Educator Evaluation was a collaborative effort led by the RI Federation of Educators and Health Professionals, the districts' superintendents and union presidents. Administrative and union teams worked side by side, along with national experts to create a research based system that is focused on professional growth, based on multiple measures of evidence, and provides meaningful feedback and to support continuous improvement in professional practice.

In 2011, the RIIC model was approved for gradual implementation. Over the course of the 2011-2012 school year the model underwent a rigorous restructuring, based on feedback from all constituents involved that year. In May of 2012, a new, redesigned RIIC model gained approval from the Rhode Island Department of Education (RIDE) for full implementation in the fall of 2012.

The Innovation Evaluation and Support System is focused on educator growth and student achievement. It relies on multiple measures of educator effectiveness, including impact on student growth and achievement. Educator effectiveness will be rated on the following domains:

- **Planning & Preparation**
- **The Classroom Environment**
- **Instruction**
- **Professional Growth & Responsibilities**
- **Student Growth Measures**

The following processes frame the system:

- **Goal setting and reflection**
- **Formal observations, announced observations, and unannounced observations by highly trained evaluators**
- **Review of additional evidence of effectiveness**
- **RIDE's student growth measures**
- **High quality, timely feedback**
- **Personalized professional development plans**
- **Intensive support with timelines for improvement for personnel identified as ineffective or developing**

Educator Evaluation Components

In accordance with Article XVIII and any and all relevant sections of the collective bargaining agreement, all educators will be required to participate in the evaluation process, in which a rating will be produced each year. All non-tenured educators and educators new to the Cranston Public Schools will be evaluated on an annual basis for three consecutive years. A teaching year shall consist of a minimum of 135 days worked.

Prior to the end of September, Human Resources will provide each building principal a list of faculty members. The building principal is then required to notify educators, in writing of their official evaluation status for that academic year. This will serve as the educator's official notification of the pending evaluation.

In the event that an educator should obtain an overall rating of Developing or Ineffective, an Intervention Plan will be created. Human Resources will coordinate the District Educator Intervention Plan.

Suggested Educator Evaluation Yearly Schedule

Month	Tenured Educators	Non Tenured Educators	Evaluators
September &			
October			

1st Self Assessment

Design PGG

Review Student Data

Design two SLOs 1st Self Assessment

Design PGG

Review Student Data

Design two SLOs Review &

Approve PGGs

Review &

Approve SLOs

November & December Suggested

1st Observation Suggested

3 Unannounced

Observations

Suggested

Observe all Non tenured 3 times

**Observe all Tenured once, 1/3 with a Formal or Announced
Observation**

January & February Suggested

2nd Observation,

Review goals with Evaluator Suggested

Formal Observation, write Reflection

Review goals with Evaluator Suggested

Observe all Non Tenured once,

**Observe all Tenured once, 1/3 with a Formal or Announced
Observation**

Review educator's goals

March & April Suggested

3rd Observation Suggested

1 additional

Observation

Suggested

Observe all Non Tenured again

Observe Tenured once, 1/3 with a Formal or Announced Observation

Month Tenured Educators Non Tenured Educators Evaluators

May 2nd Self Assessment, prior to Summative Conference

Prepare for & participate in Summative Conference 2nd Self Assessment, prior to Summative Conference

Prepare for & participate in Summative Conference Prepare for & hold Summative Conferences

Educator Self Assessment & Reflection

Educators will begin each school year by rating themselves on the CPS Professional Practice Rubric prior to designing that year's Professional Growth Goal (PGG). Again, prior to the summative conference, educators will rate their practice. In addition, after either a formal or announced observation, educators will review the evidence, write a brief reflection, and can rerate themselves on those targeted areas should they choose. Over the course of a school year,

educators may discover patterns and note areas of increasing strength as well as continuing areas for growth.

Purpose: Review for patterns of practice, note areas of strength and growth

Types:

- 1. Rubric Rating**
- 2. Evidence Reflection**

Commence:

- 1. Prior to designing PGG**
- 2. After evidence from a formal or announced observation**
- 3. End of the year, before the summative conference**

Process/Number of times per school year:

- 1. Minimum of two times, prior to developing the yearly PGG and again later in the school year, in preparation of the summative conference and rating**
- 2. A reflection form is completed after either a formal or announced observation once the evidence in the evidence collection template has been reviewed**

Participant(s): Educator

Materials Needed:

- 1. CPS Professional Practice, rubric rating worksheets (specific to time of year/purpose)**
- 2. Reflection template**

Outcome(s): Direct professional growth plan

Professional Growth Goals (PGGs)

These targeted goals shape every educator's professional development for the school year. They are developed after self-assessment on the CPS Professional Practice Rubric, forming a clear understanding of individual areas of strength and for growth.

Purpose: Continual, personalized, targeted, documented professional growth

Commence: Start of each school year or after educator self-assessment of practice

Process/Number of Times per school year: Design, receive evaluator approval at start of year, review throughout the school year, progress through action plan, and may modify (with approval of Evaluator) as needed

Participants: Educator, Evaluator

Materials Needed: CPS Professional Practice, PGG Template

Conclusion: PGG is rated within the CPS Professional Practice, 4.4b and 4.4c, at the conclusion of the school year, with evidence provided by educator prior to the summative conference

Student Learning Objectives (SLO's)

SLOs are long-term academic goals, set by educators for groups of students, and are based on student data. They should represent important concepts in learning, must be measurable by valid and reliable assessments, and can be either progress or mastery based.

Purpose: Continual, targeted, documented student growth

Types: Reading, writing, math, or content specific

Commence: Start of school year (October), after review of student data

Process/Number of times per school year: Design, receive evaluator approval at the start of school year, review throughout the school year and progress through academic plan, and may revise (with approval of Evaluator) as needed at midyear

Participants: Educator, evaluator, students

Materials Needed: Student Data on specific assessment criteria, SLO template, RIDE approval and rating process

Conclusion: SLOs are rated using the RIDE SLO attainment process, at the end of the school year, with evidence provided by the educator, in advance of the summative conference

Conferences

There are five types of conferences. Three conferences are required for all educators: goal setting, mid-year review, and summative. While summative conferences must be conducted, in person, between each educator and their evaluator, goal setting and mid year review conferences may be conducted with small groups of educators, when appropriate (for example, by grade level, department, or program). All three of these conferences require the collection, analysis, and continuous review of data, Educator Self-Assessment and Reflection data and Student Assessment data.

The remaining two conferences, pre-observation and post-observation, are only required during a formal observation year.

Goal Setting Conference

This beginning of the school year meeting between a educator and their evaluator solidifies both a educator's PGG, as well as their SLOs.

Purpose: During the goal setting conference, the educator and evaluator should review the data used to set both the Professional Growth Goal and two Student Learning Objectives, determine the appropriateness of the goals, and complete the approval process.

Commence: Start of School Year

Process/Number of times per school year: The Educator reviews the data and goals are submitted to the Evaluator for approval. The Evaluator should use the PGG Approval Rubric to complete that process and RIDE guidance to approve SLOs. The data that supports the attainment of goals should be continuously reviewed throughout the year. Goals can be revised as needed, in collaboration between the educator and the evaluator, but no later than mid year.

Participants: Educator, Evaluator

Materials Needed: PGG and/or SLO Materials

Conclusion: Implement action plans for goals once approval has been granted

Pre Observation Conference

The pre observation conference is used by the evaluator to clarify specific elements of an educator's lesson plan prior to an observation.

Purpose: Conducted prior to a formal observation or as requested by either party for an announced observation, this conference gives the educator an opportunity to respond to any questions about the lesson the evaluator may have.

Commence: This conference will take place prior to the observation.

Process/Number of times per school year: The first step is for the evaluator to request a lesson plan from the educator and set a preliminary pre-observation conference and observation date. The educator then designs and submits the lesson plan to the evaluator and peer evaluator (if appropriate). The lesson plan is reviewed, and the educator and evaluator(s) meet to discuss the upcoming lesson.

This process should occur prior to each formal observation.

Participants: Educator, evaluator, peer evaluator (as appropriate)

Materials Needed: Lesson plan

Conclusion: Confirm observation date and time

Post Observation Conference

During a post observation conference, the educator and evaluator have an opportunity to review and discuss what was observed during an educator's lesson. These professional conversations should provide additional insight into an educator's continually evolving professional practice.

Purpose: Research suggests that positive, productive feedback is essential to establishing a culture of change for educators. Professional conversations between an educator and evaluator should serve as a catalyst for ongoing professional growth.

Commence: After each formal observation, after the educator has reviewed the recorded evidence, and written a reflection, which in turn is reviewed by the evaluator.

Process/Number of times per school year: Once a formal observation has occurred, the evidence has been reviewed and the educator has written a reflection, the post observation conference will take place. This conference should be both holistic in nature with respect to an educator's practice and targeted to specific areas of both professional strengths and areas for growth. Individual components and elements for the CPS Professional Practice should be used as a basis for this conversation, which should take place at the culmination of each formal observation cycle.

Participants: Educator, evaluator, peer evaluator (as appropriate)

Materials Needed: Evidence collection template, CPS Professional Practice rubric, reflection template, student work (as appropriate)

Conclusion: Discuss next steps towards professional growth

Mid Year Review Conference

A mid year review conference provides an opportunity to collect and analyze data on PGGs, SLOs, and an educator's professional practice. Agreed upon modifications can then be made to goals and/or teaching practice.

Purpose: This conference serves as a mid-year check on an

educator's PGG and SLOs and allows for agreed upon modifications to be made if necessary. These modifications must have the approval of an educator's evaluator(s). Mid Year Review conferences may be conducted with small groups of educators, when appropriate (for example, by grade level, department, or program).

Commence: Mid-year

Process/Number of times per school year: It is essential that the data for both PGGs and SLOs be continuously reviewed. The mid-year conference is the last opportunity to make changes to an educator's goals. In writing, using the Mid-Year Revision/Review template, educators may communicate a request for revision and must provide supporting documentation to the evaluator by the last day of the second quarter. If approved, then the revision process must be completed, in collaboration between the educator and evaluator, by the Friday before February break. In addition, educators may request feedback on their professional practice using the Mid-Year Revision/Review template.

Participants: Educator, evaluator, peer evaluator (as appropriate)

Materials Needed: Data, PGG and SLO templates

Conclusion: Goals are reviewed and modifications are made as needed

Summative Conference

At the end-of-year summative conference, an educator's evidence of goal attainment, as well as a cumulative view of professional practice leads to a final educator effectiveness rating for that school year.

Purpose: The summative conference is a professional conversation that serves a number of purposes. While the educator and the evaluator review and discuss the various components that lead to a educator's final cumulative effectiveness rating, it also should provide guidance to the educator regarding their progress over the year, areas that indicate growth as well as a blueprint for the design of next year's PGG for continued professional development.

Commence: End-of-year.

Process/Number of times per school year: Evaluators should begin to collect evidence of effectiveness and the attainment of goals in April. All student data on the assessments selected must be completed by the end of the first week of May. Summative conferences can be scheduled with educators beginning May 1st. Evaluators should establish a summative conference schedule. Educators should have at least five school days to prepare materials for submission to their evaluators. Evaluators should have at least

five school days to review and rate an educator's evidence in advance of the summative conference date. This once-a-year conference completes the educator evaluation process for the school year.

Participants: Educator, evaluator, peer evaluator (as appropriate)

Materials: All materials, data, evidence related to educator evaluation, final summative rating sheet

Conclusion: This conversation should end with an educator and their evaluator's comprehensive understanding of the educator's current level of effectiveness, areas of strength and growth, and considerations for next year's PGG.

Observations

There are three types of observations. Three observations are required for all educators. Five observations are required for non-tenured educators, those who are using a different certification, and those who have been rated as developing or ineffective.

Formal Observation

This is the most comprehensive type of observation, and is required for educators in their formal observation year, non-tenured

educators, those who have been rated as either developing or ineffective, and those who are now using a different teaching certification. (30 minutes)

Sequence of events:

Lesson plan

Pre-observation conference

Observation

Evidence feedback

Self reflection (and rating)*

Post conference

Purpose: This type of observation provides a complete picture of an educator's preparation, implementation, performance, and reflection on a specific lesson.

Commence: At least once a year for non-tenured educator and those rated as either developing or ineffective, educators who have changed certifications or are in their formal observation year. Both the educator and their evaluator agree upon the observation time.

Process/Number of times per year: The formal observation cycle should begin and conclude within twelve school days. The evaluator requests a lesson plan from the educator, then reviews and aligns the evidence prior to the pre-observation conference. During this conference, the evaluator has the opportunity to ask clarifying

questions and the educator can provide additional information about the lesson.

Within the next one or two school days, the observation occurs.

The Evaluator then aligns the evidence, which is reviewed by the educator prior to writing their reflection. The reflection evidence is also added to the evidence collection template in preparation of the post observation conference. During this conference the educator and evaluator review the lesson holistically as well as on focused areas.

Formal observation cycles occur at least once a year for non-tenured educators and those rated as either developing or ineffective, once for those educators who have changed certifications or are in their formal observation year.

Participants: Educator, evaluator, peer evaluator (as appropriate)

Materials: Lesson plan, evidence collections template, reflection template, CPS Professional Practice Rubric rating sheet

Conclusion: Collection of evidence is provided to an educator at the end of the cycle.

Announced Observation

This observation is required for all educators who are not in their formal observation year, and although a lesson plan is submitted to the evaluator, a pre-conference is only held if requested by either party. The same is true for the post conference. Evidence is still collected and shared with the educator, and the educator would still review that evidence for reflection and re-rating of practice. (20 minutes)

Sequence of Events:

Lesson Plan

Observation

Evidence Feedback

Self Reflection (& Rating)*

Purpose: Although this observation does not require a pre and/or post observation conference, it is another opportunity for the evaluator to collect instructive evidence on an educator's practice and for the educator to then review that evidence in order to grow professionally.

Process/ Number of times per school year: The announced informal observation cycle should begin and conclude within seven school days. The evaluator requests a lesson plan from the educator, and then reviews and aligns the evidence prior to the observation. A

pre-observation conference is not required, but can be held should either party request one. During this conference, the evaluator has the opportunity to ask clarifying questions and the educator can provide additional information about the lesson. Within the next one or two school days, the observation occurs.

The evaluator then aligns the evidence, which is reviewed by the educator prior to writing their reflection. The reflection evidence is also added to the evidence collection template. A post observation conference is not required but again can be held should either party request one. During this conference the educator and evaluator review the lesson holistically as well as on focused areas.

Commence: Announced observation cycles occur once a year for all educators who are not in their formal observation year.

Participants: Educator, Evaluator, Peer Evaluator (as appropriate)

Materials: Lesson plan, evidence collections template, reflection template, CPS Professional Practice Rubric rating sheet

Conclusion: Collection of evidence is provided to an educator at the end of the cycle.

Unannounced Observation

During an unannounced observation, the evaluator collects evidence to be shared with the educator. These observations are more informal in nature yet help to provide evaluators with a more comprehensive view of a educator's daily practice. Every educator should have a minimum of two unannounced observations per year. (10 to 20 minutes)

Sequence of Events:

Observation

Evidence Feedback

Self Reflection (and Rating)*

Purpose: Although this is an unannounced observation and does not include a lesson plan, a pre-observation or post observation conference; there is an additional opportunity for the evaluator to collect instructive evidence on a educator's practice and for the educator to then review that evidence in order to grow professionally.

Process/ Number of times per school year: The unannounced observation cycle should begin and conclude within five school days.

The evaluator visits the classroom and collects evidence of a educator's practice. The evaluator then aligns that evidence, which is reviewed by the educator. If educators chose to write a reflection to

this observation, this evidence is also added to the evidence collection template.

Commence: Unannounced observation cycles occur at least twice a year for all educators.

Participants: Educator, Evaluator, Peer Evaluator (as appropriate)

Materials: Evidence collection template

Conclusion: Collection of evidence is provided to an educator at the end of the cycle.

Yearly Effectiveness Ratings

At the end-of-the-year conference, the evaluator will provide the educator with their summative Professional Practice/Growth & Responsibilities rating (PPGR). The following ranges will be used to determine level of effectiveness.

Scoring Key for CPS Professional Practice Effectiveness Ratings:

HE= Highly Effective (3.5 - 4.0)

E= Effective (2.5 – 3.49)

D= Developing (1.5 – 2.49)

I= Ineffective (1.49 or less)

The CPS Professional Practice Rubric is the vehicle for scoring an educator's professional Practice, Growth and Responsibilities. The PPGR rating will be combined with the Student Learning Rating (SLR) to determine the overall effectiveness rating. The SLR is a combination of the Student Learning Objectives (SLO) Attainment Score and, where appropriate, the Student Growth Score. Once the SLR has been determined and shared with the educator, the SLR and the PPGR will be plotted into the matrix to determine the Final Effectiveness Rating.

Scoring Individual Student Learning Objectives

Sample SLO:

Objective: Students will improve their expository writing in response to informational text, including a clear thesis statement and the inclusion of appropriate textual evidence.

Assessment: District writing prompt assessment (administered quarterly)

Targets:

The 26 students who scored a 3 or 4 on Q1 assessment will improve by at least 1 level by Q4.

The 34 students who scored a 1 or 2 on Q1 assessment will improve by at least 2 levels by Q4.

Step 1: Scoring Individual SLOs

Exceeded

This category applies when all or almost all students met the target(s) and many students exceeded the target(s). For example, exceeding the target(s) by a few points, a few percentage points, or a few students would not qualify an SLO for this category. This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s).

Criteria: 35% of the students exceeded the target AND 85% or more of the remaining students met the target = Exceeded

Sample Data:

•25/26 students who scored a 3 or 4 on Q1 assessment improved by at least 1 level by Q4. 16 of the 26 students improved by at least 2 levels.

•34/34 students who scored a 1 or 2 on Q1 assessment improved by at least 2 levels by Q4. 7 of the 34 students improved by at least 3 levels.

All but one student met the target. In addition, 23 out of 60 students exceeded their targets. This can be considered a “substantial” improvement.

Met

This category applies when all or almost all students met the target(s). The bar for this category should be high and it should only

be selected when it is clear that the students met the overall level of attainment established by the target(s).

Criteria: 75% - 84% or more of the students met the target = Met

Sample Data:

•25/26 students who scored a 3 or 4 on Q1 assessment improved by at least 1 level by Q4. 5 of the 26 students improved by 2 levels.

•32/34 students who scored a 1 or 2 on Q1 assessment improved by at least 2 levels by Q4. 3 of the 34 students improved by 3 levels.

Most students met their targets. 8/60 students exceeded their targets. Only 3/60 students did not meet their targets.

Nearly Met

This category applies when many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students. This category should be selected when it is clear that students fell just short of the level of attainment established by the target(s).

Criteria: 65%-74% of students met the target = Nearly Met

SAMPLE DATA

•20/26 students who scored a 3 or 4 on Q1 assessment improved by

at least 1 level by Q4.

•26/34 students who scored a 1 or 2 on Q1 assessment improved by at least 2 levels by Q4. 2 of the 34 students improved by 3 levels.

Both targets were missed by more than a few students (6/26 and 8/34). However, over 75% of students in both tiers met their targets and 2 students exceeded their targets.

Not Met

This category applies when the results do not fit the description of what it means to have “Nearly Met”. If a substantial proportion of students did not meet the target(s)the SLO was not met. This category also applies when results are missing, incomplete, or unreliable.

Criteria: