Board of Education

5 Minortown Road ~ Woodbury, CT 06798
www.ctreg14.org

Mission: The mission of Connecticut Region 14 Schools is to educate all students to their highest level of academic potential and to teach them the skills and knowledge to become capable, creative, collaborative lifelong learners and responsible members of the world community.

Board of Education Goals:
Academic Performance - The district will strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement.
Communication - Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers
Safety - Region 14 will provide safe and secure facilities equipped with technology, enabling a 21st century learning environment that supports the values of the district
Budget - Region 14 will prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner.

A G E N D A

Regular Meeting of the Region 14 Board of Education
Tuesday, May 21, 2024; 6:00 p.m.
Bethlehem Elementary School
Library

I. Call to Order……..…..James Crocker

II. Pledge of Allegiance……....James Crocker

III. Introductions…….…….…..….James Crocker

IV. Approval of Minutes (Action Anticipated)…….James Crocker
  A. Regular Meeting, Monday, May 6, 2024

V. Superintendent's Report……..……..……..……Brian Murphy
  A. Student Representative Update
  B. EdAdvance Before and After School Program Update
  C. Student Capstone Project Presentation: Aimee Shuhart
  D. Portfolio – The Best of Varsity Yearbook: Genna Riggi
  E. National *Celebrating Art* Student Publications: Lee Skalkos

VI. Committee Reports

A. Curriculum Committee

1. On a recommendation by the Curriculum Committee to approve the following Curriculum (Action Anticipated)
    a. World History
    b. US History
    c. Aquaculture

2. On a recommendation by the Curriculum Committee to approve the following Course (Action Anticipated)
    a. Agriscience and Society (UConn ECE Course)

3. On a recommendation by the Curriculum Committee approve the following textbook (Action Anticipated)
    a. AP Psychology Text and Online Access

B. Policy Committee

1. On a recommendation by the Policy Committee to approve the following policies (First Read, No Action Anticipated):
    a. Policy 6172 Alternate Education Program
    b. Policy 9750 Conduct of Meetings

VII. Board Chair's Comments

VIII. Privilege of the floor

The Board of Education will recognize citizens of Bethlehem and Woodbury, who are asked to state their name and town of residence and to please limit comments to three (3) minutes. Up to 21 minutes of statements per topic are allowed. All comments should be addressed to the Board of Education Chair. Decorum will be enforced.

IX. Old Business

X. New Business

A. Educator Evaluation and Support Plan (Action Anticipated)
B. Leader Evaluation and Support Plan (Action Anticipated)

XI. Other Business

A. Superintendent's Evaluation (Executive Session Anticipated)

XII. Adjournment

Minutes
Regular Meeting of the Region 14 Board of Education
Monday, May 6, 2024; 6:08 p.m. (Immediately Following District Meeting)
Mitchell Elementary School
Flanders Room

Present:
Jim Crocker, Chairman
Chris Matta
Chris Griffin
Carol Ann Brown
Alice Jones
Michael Carbonneau
Caren Lipinski
Tikva Rose

Absent:
N/A

Also Present:
Brian Murphy, Superintendent
Tina Tanguay, Director of Finance and Operations
Gianna Lodice, Student Representative

I. Call to Order

Jim Crocker called the meeting to order at 6:08 p.m.

II. Pledge of Allegiance/Introductions

The Pledge of Allegiance was recited and members of the Board of Education and Central Office staff introduced themselves.

III. Approval of Minutes

A. Regular Meeting/Budget Presentation/Monday, March 25, 2024
A motion was made by Jim Crocker and seconded by Michael Carbonneau to accept/approve the minutes as presented; Caren Lipinski and Chris Griffin abstained, motion carried.

B. Regular Meeting/Public Hearing, Tuesday, March 26, 2024
A motion was made by Jim Crocker and seconded by Chris Matta to accept/approve the minutes as presented, Alice Jones, Chris Griffin, Caren Lipinski, and Tikva Rose abstained, motion carried.

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The Regional School District 14 Board of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, gender identity or expression, sexual orientation, or disability in its programs, activities, and employment practices as set forth in compliance with the Office of Civil Rights, Title VI, Title IX, and Section 504. Any person having inquiries concerning Regional School District 14 Public Schools' compliance with Section 504, Title VI or Title IX should contact Dina Ericson, Director of Student Services, Regional School District 14, 5 Minortown Road, PO Box 469, Woodbury, CT 06798 (203) 263-6356

C. Regular Meeting, Monday, April 1, 2024
A motion was made by Jim Crocker and seconded by Chris Griffin to accept/approve the minutes as presented, all in favor, none opposed, motion carried unanimously.

IV. Superintendent's Report

A. Student Representative Update

Student Representative Gianna Lodice reported on recent events at the high school and middle school. Nonnewaug High School events included the CIAC Scholar Athlete banquet, the commencement of AP exams, spring musical, "Once Upon a Mattress", Top 10% banquet, Tri-M music honor society induction, annual FFA plant sale and spring concert. Of note, the Nonnewaug's *Chief Advocate* was recognized by school newspapers online (SNO) as a 2023/24 SNO distinguished site for excellence in journalism.

Students at Woodbury Middle School traveled to Mitchell Elementary to read stories to students about kindness. Seventh graders partook in an interactive lesson on pond ecosystems at Flanders Nature Center and the 7th and 8th engineering classes were busy designing and building bird houses, pen making, and board cutting. The 8th grade culinary arts class traveled to the high school for a joint lab lesson, while the staff surprised Principal Nemec and Assistant Principal Greene with "dress like Bill and Suzy day".

B. Goodwin University Partnership/Keith Sevigny, STEM & Career and Technical Education Coordinator

Mr. Sevigny provided an overview of the Region 14 partnership with Goodwin University, which is anticipated for the 2024/2025 school year for students in grades 6-8 at Woodbury Middle School. The curriculum will include engineering/design process, basic blueprint reading, CADD, post-production techniques, additive manufacturing, subtractive manufacturing, and applications to Aerospace Industry.

C. Bethlehem Elementary School /Mitchell Elementary School Development Plans

Each district school was tasked with completing a Development Plan with specific, smart, and measurable goals.

Principal Yatsenick and Principal Pinho presented their school development Plans, which included specific goals, strategies to obtain the goals, indicators

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to measure their success, and vision of a learner correlation.

V. Committee Reports

A. Finance Committee Update

Motion to Amend Agenda

Jim Crocker made a motion, seconded by Chris Griffin to amend the agenda to add Item #6 - WMS Upgrade to the Fire Alarm System, with Anticipated Action, all in favor, none opposed, motion carried unanimously.

1. Capital Reserve Fund Expenditures

   Jim Crocker made a motion, seconded by Michael Carbonneau, that the Region 14 Board of Education authorize the use and expenditure from the Capital / Non-Recurring Expenditure Reserve Fund in the amount of $698,646.04 for the following Capital Improvement Projects in accordance with the law as set forth, all in favor, none opposed, motion carried unanimously:

2. Nonnewaug Junior Parking Lot

   Jim Crocker made a motion, seconded by Chris Matta, to accept the anticipated costs to install cameras in the Jr. parking lot at the Nonnewaug High School in the amount of $33,000, all in favor, none opposed, motion carried unanimously.

3. Woodbury Middle School Parking Lot Paving

   Jim Crocker made a motion, seconded by Chris Matta, to accept the total anticipated costs of $502,760 for the paving of the parking lot at Woodbury Middle School, which includes the acceptance of the bid award by Asphalt Repairs Solutions, Inc. in the amount of $ 478,760.00 as presented, all in favor, none opposed, motion carried unanimously.

4. Woodbury Middle School Bathroom Partitions

   Jim Crocker made a motion, seconded by Chris Matta, to accept the anticipated costs to replace bathroom partitions at the Woodbury Middle School in the amount of $20,000, all in favor, none opposed, motion carried unanimously.

5. Woodbury Middle School 7th/8th Grade Lockers

   Jim Crocker made a motion, seconded by Chris Matta, to accept the anticipated costs for the Woodbury Middle School 7th and 8 grade

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locker replacement, which includes the acceptance of the bid award from PSI - New England Storage Products in the amount of $117,886.04 as presented, all in favor, none opposed, motion carried unanimously.

6. Woodbury Middle School Fire Alarm Upgrade
Jim Crocker made a motion, seconded by Chris Griffin, to accept the anticipated costs to upgrade the fire alarm system at Woodbury Middle School in the amount of $25,000, all in favor, none opposed, motion carried unanimously.

B. Policy Committee Update
On a recommendation by the Policy Committee to approve the following Policies (Second Read, Action Anticipated). Both policies were reviewed at the Policy Committee level and brought to the Board for a first read on April 1, 2024. Having no further discussion:

1. Policy 6161.3 Comparability of Services
A motion was made by Chris Matta and seconded by Tikva Rose to accept/approve Policy 6161.3 as presented, all in favor, none opposed, motion carried unanimously.

2. Policy 9700 Time, Place, and Notice of Meetings
A motion was made by Chris Matta and seconded by Chris Griffin to accept/approve Policy 9700 as presented, all in favor, none opposed, motion carried unanimously

VI. Board Chair Comments
Chairman Crocker thanked the staff and Board of Education members for a positive school year and for the support of the communities. Board focus remains on the four main goals of safety, academic performance, communication, and budget. Mr. Crocker also provided a quick update on the district's projects.

VII. Privilege of the Floor
There was none

VIII. Old Business
There was none

IX. New Business
A. Field Trip (Action Anticipated)
1. Woodbury FFA Goes to Ireland, April 8th -17, 2026; Lee McMillan/Jennifer Jedd

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A field trip to Ireland is being requested for the week of April 8th, 2026 (two years out to allow time for fundraising) at a cost of approximately $5,000 per student. Students will explore organic and sustainable farming practices, the impact of climate change on traditional food production, and how each agricultural product requires special care. Students will learn about the business of farming, and engage in hands-on projects.

A motion was made by Jim Crocker and seconded by Chris Matta to accept/approve the field trip as presented,

Discussion

Concerns were expressed regarding the cost of the field trip and funding, the limitation on the number of students who would be able to participate, and the effect on the overall culture of the student body if the trips are only affordable to a select group of students. Others said the field trips have always been an educational experience for students and they should not be denied the opportunity to participate.

All in favor, none opposed, motion carried unanimously.

A motion was made by Jim Crocker and seconded by Michael Carbonneau to address funding for future field trips, Chris Matta and Chris Griffin abstained, remaining in favor; motion carried.

X. Other Business

There was none

XI. Adjournment

A motion was made by Jim Crocker and seconded by Chris Griffin to adjourn the meeting, all in favor, none opposed, motion carried unanimously. The meeting adjourned at 8:08 p.m.

Respectfully Submitted,



Patricia Paige
Board Clerk
Recorded and filed subject to Board of Education approval by: Patricia Paige, Board Clerk

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WORLD HISTORY CURRICULUM

(Refer to the Curriculum Template Explanation document while writing curriculum)

	REGION 14 SCHOOL DISTRICT VISION OF A LEARNER
Grade Level(s): 9th Grade	**Curriculum Author(s):** Marisa Christoff, Rebecca Trzaski
Course Description: World History is a survey course of selected historical events from Absolutism to current events through a chrono-thematic approach. This modern approach focuses on change, continuity, and context of historical events. The course is designed using the inquiry process and nurtures historical thinking through the analysis of primary and secondary sources. Students will study topics such as the Enlightenment, the Industrial Revolution, Nationalism, Global Imperialism, and the Cold War through themes such as Revolutions in Government, Revolutions in Industry, Global Crises and The Contemporary World. The honors level course is designed and implemented so that the depth of the topics discussed in the course surpass that of the college prep level course to include the following: extensions of learning, accelerated pacing, greater complexity in topics, and greater responsibility, creativity, and reflection on the part of the students as their thinking and feelings are challenged.	

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Exchange and Interconnections	To what extent did the Age of Exploration contribute to imperialism?	The Age of Exploration had different political, economic, and social impacts for peoples of the Old World and the New World.	CCE4 (9-12), DE1 (9-12), TCC2 (9-12), P2 (9-12)
Revolutions in Thought (Scientific Revolution & Enlightenment)	How could ideologies of the Enlightenment cause a revolution?	Enlightenment ideologies inspire revolutionary actions by motivating people to question current conditions.	TCC1(9-12), TCC2(9-12), TI3(9-12), CCE4(9-12), DE1(9-12), P2(9-12)
Industrial Revolution	How did economic changes impact societies?	Economic changes impacted societies through changes to policies, living conditions, and values.	TCC2(9-12), TI1(9-12), TI2(9-12), TI3(9-12), AA1(9-12), CCE4(9-12), DE1(9-12), P2(9-12)
Revolutions in Government (French, Latin American, Russian)	How did the French, Latin American, and Russian revolutions affect religious, political, and cultural establishments in society?	The French, Latin American, and Russian revolutions affected religious, political, and cultural establishments in society by creating changes in previously accepted norms.	TCC2(9-12), TI2(9-12), AA2(9-12), CCE4(9-12), DE1(9-12), P2(9-12)
Expansionism (Sepoy Mutiny, Opium Wars, Scramble for Africa, Russian expansion, Japanese expansion)	To what extent did New Imperialism and industrialism impact both imperialist and colonized people and nationalism?	Imperialist nations gained new land and labor forces to produce cash crops, as well as markets to sell manufactured goods. Colonized peoples gained access to different technologies at the expense of their freedom and cultural traditions.	TTC2(9-12), TCC4(9-12), AA2(9-12), TI2(9-12), CCE4(9-12), DE1(9-12), P2(9-12)
Global Crises (WWI, Interwar Years, Great Depression, Rise of Totalitarian Leaders, WWII, The Holocaust)	To what extent was World War II a total war?	World War II was a total war in the way it impacted and was influenced by people of all backgrounds all around the world.	TCC1(9-12), TCC2(9-12), TI2(9-12), AA3(9-12), CCE3(9-12), CCE4(9-12), DE1(9-12), P2(9-12)

Cold War and its Global Impact	How does the post-World War II era continue to impact us today?	World War II created conditions and conflicts in the following decades that continue to impact societies today.	TCC2(9-12), TI2(9-12), AA1(9-12), AA4(9-12), CCE4(9-12), DE1(9-12), P2(9-12)
The Contemporary World	How has the international community responded to terrorism?	The international community has taken various approaches to address terrorism depending on the circumstances encountered.	TCC1(9-12), TCC2(9-12), TCC4(9-12), TI1(9-12), TI2(9-12), TI3(9-12), AA2(9-12), CCE4(9-12), DE1(9-12), P2(9-12)

Unit 1 - Exchange and Interconnections

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- **MW.His.1.a.** Evaluate how historical events and developments were shaped by the movement of individuals and groups during maritime exploration.
- **MW.His.8.a.** Analyze how current interpretations of cultural exchange of the early modern world are limited by the availability of sources and the perspectives represented.
- **MW.Geo.6.a.** Evaluate the impact of settlement on the environmental and cultural characteristics of the early modern world.
- **MW.Eco.5.a.** Describe how the Atlantic system affected global trade through cultural diffusion and competition.
- **MW.Inq.1.c.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**

Understandings: Students will understand that…

- The Age of Exploration impacted the world politically, economically, and socially.
- The Age of Exploration had different impacts for the people of the Old World and the New World.

Essential Questions:

- To what extent did the Age of Exploration contribute to imperialism?
- How did the Age of Exploration impact the world politically, economically, and socially?

Students will know…

- the impact of disease on people and civilizations
- the environmental, social, economic, and political results of the Columbian Exchange and the age of discovery and colonization
- The impact of the slave trade

Students will be able to…

- write a piece of historical fiction from a specific perspective or role, using primary and secondary sources for information
- interpret and draw conclusions from both primary and secondary sources
- practice effective reading and study skills
- work effectively both alone and within cooperative groups

	• postulate how we should distribute the moral responsibility for the Atlantic slave trade.
Key Vocabulary: mercantilism, Columbian Exchange, conquest, genocide, maritime, cultural diffusion	
Assessment Evidence	
Performance Tasks: • **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	**Other Evidence:** • **Interims:** Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include using a document packet to analyze primary and secondary sources in response to the essential question, "How did the Age of Exploration impact the world politically, economically, and socially?" as well as an Old World/New World Map activity, a historical fiction journal activity, or others. **TCC2, CCE4, DE1, TI2, AA1**
Learning Plan	
• Instruction on, and modeling of, reading strategies (i.e. pre-reading skills, vocabulary, context clues, etc) **P2** • Content-based vocabulary assessment **P2** • Identification of, and purpose for using, primary and secondary sources **P2** • Baseline writing assessment (argumentative paragraph) **CCE4**	
Teacher Resources: Fordham Internet History Sourcebook; CommonLit; Newsela; Teacher's Discovery Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History	

Unit 2 - Revolutions in Thought

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **MW.His.1.b.** Evaluate how the Enlightenment and Scientific Revolution shaped institutions in society.
- **MW.Inq.1.b.** Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.
- **MW.Civ.2.a.** Analyze how theories of government developed in the Age of Enlightenment represented new ideas about the balance between rights of the individual and power of the government.

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **CCSS.ELA-LITERACY.RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can ask purposeful, insightful questions to find a variety of innovative solutions. **TCC1**
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can formulate and investigate probing questions to further my learning. **TI3**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**

Understandings: Students will understand that…	**Essential Questions:**
• People question authority when they are dissatisfied with current economic, social, and political conditions, or when the government is not reflecting the values of the people. • The Scientific Revolution changed religious, political and cultural	• What motivates people to question authority? • How did the Scientific Revolution affect religious, political, and cultural establishments in society? • How could ideologies of the Enlightenment cause a revolution?

establishments in society by introducing secular explanations for occurrences. • Enlightenment ideologies inspire revolutionary actions by motivating people to question current conditions.	
Students will know… • How the Scientific Revolution and Enlightenment ideals impacted both the political and cultural development of the United States and of modern Europe. • The impact the Scientific Revolution and Enlightenment had on political, technological, economic, social, religious, and intellectual thought.	**Students will be able to…** • analyze how the scientific method changed the way people learned about the natural world • uncover the reasons the scientific revolution changed the way people saw themselves and their place in the universe • define and defend the reasons the Roman Catholic church objected to the Copernican theory • Discuss the impact of the Enlightenment on different groups within society • analyze why reason was so important to Enlightenment thinker • discuss and defend their opinion on how the Enlightenment could lead to revolutions.
Key Vocabulary: Printing Press, Scientific Revolution, scientific method, Nicolaus Copernicus, geocentric theory, heliocentric theory, Galileo Galilei, Catholic Church, Enlightenment, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, social contract, Mary Wollenstonecraft, English Bill of Rights, Age of Absolutism, divine right of kings, Louis XIV, Versailles, Montesquieu, Adam Smith	
Assessment Evidence	
Performance Tasks: • **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	**Other Evidence:** • **Interims:** Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include using a document packet to analyze primary and secondary sources that could include an Absolutism DBQ, Enlightenment DBQ, English Bill of Rights DBQ, Black Death DBQ, as well as other ideas. **TCC2, CCE4, DE1, TI2, AA1**
Learning Plan	
• Content-based vocabulary assessment **P2** • Develop success criteria for Socratic seminars **TCC1, TI3, DE1**	

Teacher Resources: Fordham Internet History Sourcebook; CommonLit; Newsela; Teacher's Discovery From Early Civilizations Through Industrial Revolution Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History

Unit 3 - Industrial Revolution

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **MW.His.5.a.** Analyze how industrialization gave rise to new ideals and their related policies.
- **MW.Geo.10.a.** Evaluate how the cultural and environmental changes caused by industrialization influenced spatial patterns of trade and land use.
- **MW.Inq.1.b.** Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.
- **MW.Inq.4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.6**: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **CCSS.ELA-LITERACY.RH.9-10.9**: Compare and contrast treatments of the same topic in several primary and secondary sources.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can implement a realistic plan and adapt when necessary to achieve my goals. **TI1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can formulate and investigate probing questions to further my learning. **TI3**
- I can evaluate different approaches and justify the best pathway to success. **AA1**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**

Understandings: Students will understand that… ● Industrialization has many benefits for society, but also causes unintended problems that need to be creatively addressed. ● Economic and political changes impacted societies through changes to policies, living conditions, and values.	**Essential Questions:** ● Is industrialization a blessing or a curse? ● How did economic changes impact societies? ● Should capitalism be reformed or replaced?
Students will know… ● the short and long-term impact/consequences of Industrialization ● the impact technology had on migration patterns, urbanization, and global trade networks ● the intellectual, social, and political reactions to the new industrial era ● the origins, tenets of both capitalism and communism and their impact on political and economic institutions	**Students will be able to…** ● Defend whether industrialization benefited or hindered the working class. ● Compare and contrast the European Industrial Revolution to that of emerging nations today. ● Analyze the ways ordinary citizens were able to improve working conditions through unions and participation in the democratic process.
Key Vocabulary: Industrial Revolution, capitalism, socialism, Marxism, proletariat, communism, labor unions, stikes, corporations, suffrage, consumerism, imperialism, Social Darwinism, bourgeoisie, tenements, slums, capital, assembly line, interchangeable parts, Karl Marx, Freidrich Engels	
Assessment Evidence	
Performance Tasks: ● **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	**Other Evidence:** ● **Interims:** Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include a Socratic seminar deciding whether industrialization was a blessing or a curse using a variety of primary and secondary sources, and other ideas. **TCC2, CCE4, DE1, TI2, AA1**
Learning Plan	
● Content-based vocabulary activity **P2** ● Document analysis **P2, TCC2** ● Peer reflection and feedback on unit two summative written response **P2**	

- *Possible place for an Inquiry research project **TCC2, TI1, TI2, TI3, AA1, CCE4**

Teacher Resources: Fordham Internet History Sourcebook; CommonLit; Newsela; Teacher's Discovery From Early Civilizations Through Industrial Revolution Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History

Unit 4 - Revolutions in Government

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **MW.His.2.a.** Analyze how the diffusion of Enlightenment ideas influenced revolutions.
- **MW.Inq.4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **MW.Geo.1.a.** Demonstrate spatial awareness by creating maps to illustrate the environmental characteristics and patterns of trade in early modern world history using digital technologies.

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **CCSS.ELA-LITERACY.RH.9-10.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can assess my past successes and mistakes to change my approach. **AA2**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**

Understandings: Students will understand that… • The French, Latin American, and Russian revolutions affected religious, political, and cultural establishments in society by creating changes in previously accepted norms. • The French Revolution served as a comparison for future revolutions around the world.	**Essential Questions:** • How did the French, Latin American, and Russian revolutions affect religious, political, and cultural establishments in society? • What is the nature of freedom and who is entitled to it?
Students will know… • the reasons that lead a society to revolution • the impact Napoleon had on Europe and the future of the world • the impact revolutions had on Latin America and the future of the world • The trans-Atlantic slave trade fundamentally altered the demographics, culture, politics, and identity of the Western Hemisphere	**Students will be able to…** • Evaluate the causes and effects of the French, Latin American, and Russian revolutions. • Debate whether violence is ever justified in the pursuit of societal change.
Key Vocabulary: French Revolution, Louis XVI, Marie Antoinette, Declaration of the Rights of Man, Reign of Terror, Napoleon, Napoleonic Code, Congress of Vienna, Latin America, Haiti, Simon Bolivar, Jose de San Martin, trans-Atlantic slave trade, colonization, Russian Revolution, proletariat, bourgeoisie, Bolsheviks	
Assessment Evidence	
Performance Tasks: • **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	**Other Evidence:** • **Interims:** Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include an analysis of primary source documents and applying information to think about how a person living during the time period would feel when faced with events (i.e. “historical heads” or “mock trial”), the Congress of Vienna simulation, a Revolutions in Latin America DBQ, a Bolshevik Revolution DBQ, argumentative writing addressing the question: “To what extent were the French, Latin American, and Russian revolutions justified?” and other ideas. **TCC2, CCE4, DE1, TI2, AA1**

Learning Plan
• Content-based vocabulary activity **P2** • Map of Europe and Map of Latin Revolution **P2** • Introductory lesson on how to write a claim **TCC2** • Reflection on baseline writing prompt: What did they do well? What would they change? Create a plan for improvement. **AA2** • How to write an argumentative essay lesson: Claim, Arguments, Use of Evidence, Source Credibility, Addressing Opposing Viewpoints **TCC2, CCE4, TI2, DE1** • Written response connected to summative **CCE4, TI2, TCC2** • *Possible place for an Inquiry research project **TCC2, TI1, TI2, TI3, AA1, CCE4**
Teacher Resources: Fordham Internet History Sourcebook; CommonLit; Newsela; Teacher's Discovery From Early Civilizations Through Industrial Revolution Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History

Unit 5 - Expansionism

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **MW.Eco.1.a.** Analyze how access to resources resulted in imperialist policies that had a range of costs and benefits for different groups.
- **MW.Geo.2.a.** Explain the relationships between the locations of places and the impact of imperialism using maps and other representations.
- **MW.Inq.4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **CCSS.ELA-LITERACY.RH.9-10.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can integrate my learning to adapt to experiences in the classroom, career and life. **TCC4**
- I can assess my past successes and mistakes to change my approach. **AA2**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**

Understandings: Students will understand that…	**Essential Questions:**
• Nationalism has grown in the modern world as a result of governmental policies drastically impacting how people interact with one another. • New Imperialism was caused by a need for new markets to produce and consumer manufactured goods. Western nations justified New Imperialism using pseudo-science and ethnocentric moral arguments. • Imperialist nations gained new land and labor forces to produce cash crops, as well as markets to sell manufactured goods. Colonized peoples gained access to different technologies at the expense of their freedom and cultural traditions. • As people interact with different cultures and environments, their actions, behaviors, traditions and decisions change based on the circumstances encountered.	• Why has nationalism grown in the modern world, and how has that growth impacted countries domestically and the world as a whole? • What were the main causes and justifications of imperialism? • To what extent did New Imperialism and Industrialization impact both imperialist and colonized people and nationalism? • To what extent are human actions, behaviors, culture, and decisions shaped by interconnections with other people and the physical environment?
Students will know…	**Students will be able to…**
• the justification and causes of imperialism • the legacy imperialism had on the non-western world	• Describe differing perspectives towards expansionism • Analyze the impacts of colonization and imperialism

Key Vocabulary: expansionism, New Imperialism, colony, protectorate, sphere of influence, British Raj, Sepoy Mutiny, Opium Wars, Berlin Conference and the Scramble for Africa, Russian imperialism, Japanese imperialism

Assessment Evidence

Performance Tasks:	**Other Evidence:**
• **Summative:** Students will respond to one of the essential	• **Interims:** Students engage in a class debate, Socratic seminar,

questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	or other interim tasks on an essential question of the unit. Options include a simulation answering the question, "What should the British Parliament do about the situation in the Belgian Congo?" as well as an essay on the question, "To what extent did New Imperialism and industrialism impact both imperialist and colonized people and nations?" plus other ideas. **TCC2, CCE4, DE1, TI2, AA1**

Learning Plan

- Content-based vocabulary activity **P2**
- Document analysis **P2, TCC2**
- Map activities **P2**
- Peer reflection and feedback on Unit 3 summative written response **P2**
- *Possible place for an Inquiry research project **TCC2, TI1, TI2, TI3, AA1, CCE4**

Teacher Resources: Fordham Internet History Sourcebook; CommonLit; Newsela; Teacher's Discovery Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History, The Choices Program: Colonialism in the Congo: Conquest, Conflict, and Commerce

Unit 6 - Global Crises

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **MW.His.1.e.** Evaluate how the causes and effects of World War I influenced global conflicts in the 20th century.
- **MW.His.9.a.** Synthesize sources from the Holocaust to develop questions and explore the experiences of survivors, victims, resisters, collaborators, bystanders, and rescuers.
- **MW.His.15.a.** Develop a historical argument about the long-term causes and triggering events that led to World War II.
- **MW.His.2.b.** Analyze how changes in military technology impacted the outcomes of various conflicts throughout the 20th century.
- **MW.Inq.3.a.** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.7**: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can ask purposeful, insightful questions to find a variety of innovative solutions. **TCC1**
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment. **AA3**
- I can lead group progress through active listening, questioning, and giving advice. **CCE3**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**

Understandings: Students will understand that…

- Militarism, alliances, imperialism, and nationalism were the main causes of World War I.
- Changing technology led to a deadlier form of warfare, and many soldiers were left dealing with permanent injuries resulting from warfare.
- The Russian Revolution impacted religious, political, and cultural establishments inside and outside of Russia by beginning a communist revolution.
- Communist leaders in Russia used a variety of tactics to rise to power while diverging from Marxist principles and ideology.
- World War I created economic and political circumstances that led to the rise of totalitarian dictators.
- The failures of the Treaty of Versailles to fully address the root causes of World War I allowed dictators such as Adolf Hitler to rise to power in the 1920s and 1930s.
- World War II was a total war in the way it impacted and was influenced by people of all backgrounds all around the world.

Essential Questions:

- What were the MAIN causes of World War I?
- What role did changing technology play in the changing nature of warfare?
- How did the Russian Revolution affect religious, political, and cultural establishments in society?
- Did communist leaders in Russia use violence to achieve equality for the peasants/working class or to establish their own personal power?
- How did the end of World War I lead to the rise of totalitarianism?
- To what extent was World War II a total war?

Students will know…

Students will be able to…

• How nationalism, militarism, and the alliance system led to World War I. • The role technology had in changing the nature of 19th century warfare with that of the 20th century. • The way economic, political, and social crises can pave the way for radical, authoritarian governments. • The causes of the rise of world dictators in the 1920s and 1930s, and the subsequent causes of World War II. • Key events and people involved in World War II. • How and why genocide occurred in the 20th century.	• Decide and defend whether the First World War was inevitable. • Analyze the factors that led to the creation and acceptance of totalitarian governments in the interwar period. • discuss the global response to the rise of totalitarian governments. • Identify the importance of new technology in changing the nature of conflict in the 20th century. • Evaluate the extent to which World War II was the result of failed attempts to resolve earlier conflicts. • Discuss the roles played by upstanders, bystanders, as well as those who committed atrocities.
Key Vocabulary: World War I, stalemate, trench warfare, reparations, self-determination, dictatorship, totalitarianism, Nazism, fascism, ethnic cleansing, annexation, alliances, militarism, appeasement, Treaty of Versailles, World War II, total war, Hideki Tojo, Joseph Stalin, Benito Mussolini, Adolf Hitler, Axis Powers, Allied Powers, homefront, propaganda, rationing, Pyramid of Hate, human rights, Nuremburg Laws, ghettos, refugees, Holocaust, genocide, bystanders, upstanders	
Assessment Evidence	
Performance Tasks: • **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	**Other Evidence:** • **Interims:** Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include an annotated timeline, seminars on the rise of totalitarian leaders and the Holocaust, a Nazi propaganda DBQ, presentations on World War I and World War II, and other ideas. **TCC2, CCE4, DE1, TI2, AA1**
Learning Plan	
• Content-based vocabulary activity **P2** • Document analysis **P2, TCC2** • Map activities **P2** • *Possible place for an Inquiry research project **TCC2, TI1, TI2, TI3, AA1, CCE4**	
Teacher Resources: Fordham Internet History Sourcebook; CommonLit; Newsela; Teacher's Discovery Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History	

Unit 7 - Cold War and Its Global Impact

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
Connecticut Secondary Social Studies Frameworks

- **MW.His.1.g.** Evaluate how resistance movements and decolonization were shaped by post-World War II circumstances and broader historical contexts.
- **MW.His.4.b.** Analyze complex and interacting factors that influenced the perspectives about international laws and treaties in the Cold War era.
- **MW.Civ.14.a.** Analyze means of protecting or limiting human rights in the 20th century.
- **MW.Inq.4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can evaluate different approaches and justify the best pathway to success. **AA1**
- I can create opportunities to extend my learning by remaining open-minded in any situation. **AA4**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**

Understandings: Students will understand that…

- The Cold War was an ideological conflict between the US and her allies and the USSR and her allies.
- Many economic and political factors led to the rise of Mao Zedong and the Communist Party in China.
- The Communist Party had a large impact on the political, social, and economic conditions of the people of China.
- Imperialism had many short-term and long-term impacts on

Essential Questions:

- How did the Cold War lead to both global cooperation and conflict?
- What factors gave rise to Mao Zedong and the Communist Party in China?
- What was the political, social, and economic impact of the Communist Party and its leadership on the people of China?
- What were the short-term and long-term impacts of imperialism

colonized nations as they became autonomous nations. • WWII created conditions and conflicts in the following decades that continue to impact societies today. • The modern world experiences frequent human rights violations because of complex and multiple interlinked issues. • There are many conditions and circumstances to consider when the international community is deciding what actions to take to protect human rights.	on decolonized nations? • How does the post-WWII era continue to impact us today? • What accounts for the frequent human rights violations in the modern world? • To what extent is the international community responsible for the protection of human rights?
Students will know… • The Cold War led to global cooperation (NATO, Warsaw Pact) and conflict (Israel-Arab war, Soviet Invasion of Afghanistan) • The economic and political factors that led to rise of Mao Zedong and the Communist Party • The impact of the CCP on the people of China (censorship, economic quotas, religious conflicts in Tibet) • The history and impacts of apartheid in South Africa	**Students will be able to…** • Explore the ways that the Cold War led to both global cooperation and conflict. • Uncover the factors that gave rise to Mao Zedong and the Communist Party in China. • Discuss the political, social, and economic impact of the Communist Party and its leadership on the people of China • Analyze both the short-term and long-term impact of imperialism on decolonized nations. • Create a proposal regarding the United Nations' responsibility to protect human rights.
Key Vocabulary: Cold War, USSR, Warsaw Pact, NATO, Marshall Plan, Israel, Mao Zedong, Chinese Communist Party, Indian independence movement, Gandhi, Partition of India, apartheid, Pan-Africanism, Rwanda	
Assessment Evidence	
Performance Tasks: • **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	**Other Evidence:** • **Interims:** Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include a reflection on Holocaust survivors' messages and connecting it to three events that happened following the Holocaust, a mini-DBQ on Mao Zedong and the CCP, a seminar on current events readings based on content, argumentative writing on the question "To what extent is the international community responsible for the protection of human rights?" and other ideas. **TCC2, CCE4, DE1, TI2, AA1**

Learning Plan
• Content-based vocabulary activity **P2** • Document analysis **P2, TCC2** • Map activities **P2** • Reflection upon previous argumentative writing and refining argumentative writing skills **AA1, CCE4, P2** • *Possible place for an Inquiry research project **TCC2, TI1, TI2, TI3, AA1, CCE4**
Teacher Resources: Fordham Internet History Sourcebook; CommonLit; Newsela; Teacher's Discovery Document Based Activities for the World History Classroom; The DBQ Project; Document-Based Questions in World History

Unit 8 - The Contemporary World

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:
Connecticut Secondary Social Studies Frameworks

- **MW.Civ.14.b.** Analyze historical and contemporary examples of the formation, dissolution or restructuring of governments.
- **MW.Geo.8.a.** Evaluate how the growth of the global economy has led to changes in settlement patterns.
- **MW.Geo.11.a.** Evaluate how economic globalization and the expanding use of scarce resources has led to conflict and cooperation within and among nations and international organizations.
- **MW.Eco.14.a.** Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation.

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.9-10.10**: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can ask purposeful, insightful questions to find a variety of innovative solutions. **TCC1**
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can integrate my learning to adapt to experiences in the classroom, career and life. **TCC4**
- I can implement a realistic plan and adapt when necessary to achieve my goals. **TI1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can formulate and investigate probing questions to further my learning. **TI3**
- I can assess my past successes and mistakes to change my approach. **AA2**

- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**

Understandings: Students will understand that…	**Essential Questions:**
• The collapse of the Soviet Union resulted in positive and negative impacts for both the people living in the USSR and people living outside of the USSR. • Limited resources, religious and ethnic differences have caused conflicts throughout different areas of the Middle East. • The international community has taken various approaches to address terrorism depending on the circumstances encountered.	• Was the collapse of the Soviet Union a positive or negative event for its people as well as the international community? • What caused conflicts in the Middle East? • How has the international community responded to terrorism? • In what ways is imperialism occurring currently throughout the world?
Students will know…	**Students will be able to…**
• the positive and negative outcomes resulting from collapse of the Soviet Union for both its people as well as the international community • conflicts in the Middle East have been brought on by competition over resources, religious, and ethnic differences. • The issues the international community has faced in their response to terrorism.	• Debate the positive and negative outcomes resulting from collapse of the Soviet Union for both its people as well as the international community. • Uncover the causes of conflicts in the Middle East • Discuss the ongoing struggle facing the international community in responding to terrorism. • Identify current examples of modern political, economic,and social imperialism.

Key Vocabulary: Islam (Sunni, Shi'ite, Sufi, Islamist), extremist, fundamentalist, Soviet invasion of Afghanistan, Mujahideen, Osama Bin Laden, Al Qaeda, September 11th, Taliban, non-state terrorism, Russian invasion of Ukraine

Assessment Evidence

Performance Tasks:	**Other Evidence:**
• **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	• **Interims:** Students engage in a class debate, Socratic seminar, or other interim tasks on an essential question of the unit. Options include document analysis of articles from Newsela, Upfront Magazine, AllSides, or other current news sources, a seminar on the question "How should the international community respond to modern world conflicts and crises?" as

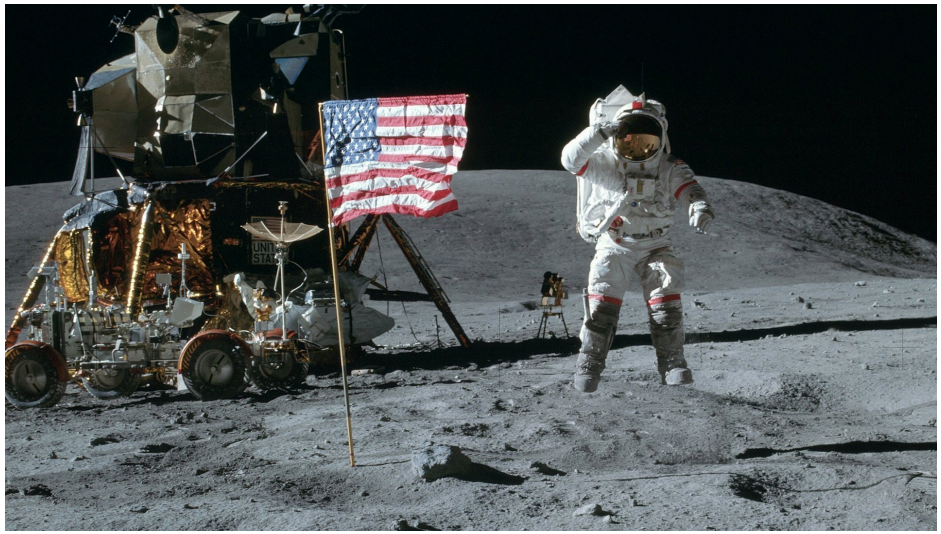
	well as other ideas. **TCC2, CCE4, DE1, TI2, AA1**

Learning Plan

- Content-based vocabulary activity **P2**
- Document analysis **P2, TCC2**
- Map activities **P2**

Teacher Resources: Fordham Internet History Sourcebook; CommonLit; Newsela; Teacher's Discovery Document Based Activities for the World History Classroom; The DBQ Project; Document Based Questions in World History; Choices Program on Responding to Terrorism: Challenges for Democracy: How Should the United States respond to the threat of terrorism?; Choices Program on Shifting Sands: Balancing U.S. Interests in the Middle East

UNITED STATES HISTORY CURRICULUM



Grade Level(s): 11

Curriculum Author(s): Mike Sturges and Kyle Brennan

Course Description: U.S. History is a survey course that focuses on the United States and our interaction with the rest of the world through a chrono-thematic approach. This modern approach focuses on change, continuity, and context of historical events and the impact of geography, economics, and civics on historical eras. The course is designed using the inquiry process and nurtures historical thinking through the analysis of primary and secondary sources. Students will study topics such as America's emergence as a world power, America's involvement in the World Wars, The Great Depression, The Cold War, and The Civil Rights Movement, through themes such as capitalism and social upheavals. The honors-level course is designed and implemented so that the depth of the topics discussed in the course surpass that of the college-prep level course to include the following: extensions of learning, accelerated pacing, greater complexity in topics, and greater responsibility, creativity, and reflection on the part of the students as their thinking and feelings are challenged.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Reconstruction and Its Roots (1860-1880)	How did the United States change as a result of the Civil War?	The Union victory in the Civil War had repercussions for the role of the federal government, settlement of the west, Americans' rights, and how the American economy would develop.	TCC2(9-12), CCE4, DE1, TI2(9-12), P2, AA1(9-12)
The Multifaceted Growth of America into a World Power (1880-1910)	How did America's territorial expansion affect the peoples of North America as well as the world?	The United States' expansion in North America and overseas resulted in its growth as a world power, but its expansion had positive and negative impacts on peoples at home and abroad.	TCC2(9-12), CCE4, DE1, TI2(9-12), P2, AA1(9-12)
America Emerges into the Modern Age (1910-1930)	To what extent should tradition endure as the U.S. modernizes?	Forces of tradition and modernity have clashed politically, culturally, and socially over the trajectory of the United States.	TCC2(9-12), CCE4, DE1, TI2(9-12), P2, AA1(9-12)
America on the World Stage (1930-1945)	Was the expansion of the U.S. government due to the Great Depression and World War II for the betterment of the country?	The U.S. largely abandoned its traditions of small government and isolationism due to the Great Depression, World War II, and its growing obligations as a world power.	TCC2(9-12), CCE3, DE1, TI2(9-12), P2, AA1(9-12)
America as a Superpower (1945-1965)	How did the United States change after World War II?	The United States emerged from World War II as a world superpower and sought to champion democracy abroad, while there were both successes and struggles economically and socially at home.	TCC2(9-12), CCE4, DE1, TI2(9-12), P2, AA1(9-12)
America Tests Its Limits	Who is an American and what does	Different groups of Americans	TCC2(9-12), CCE4, DE1, TI2(9-12),

(1965-1980)	that mean?	asserted their own claims on the American Dream, while opportunity seemed to many to be in decline.	P2, AA1(9-12)
America in the Age of Globalization (1980-2001)	What challenges did the U.S. face as it reached the zenith of its political, economic, cultural, and military power worldwide?	New types of challenges emerged as the U.S. became a post-industrial global power.	TCC2(9-12), CCE4, DE1, TI2(9-12), P2, AA1(9-12)
Contemporary America (2001-present)	How should the United States continue to adapt and react to issues within the country and around the world?	The U.S. must grapple with emerging international rivals as well as internal divisions.	TCC2(9-12), CCE4, DE1, TI2(9-12), P2, AA1(9-12)

Unit 1 - Reconstruction and Its Roots (1860-1880)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **US.Inq.3.a** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- **US.Inq.4.a** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **US.Civ.13.a** Evaluate intended and unintended outcomes of Reconstruction plans and policies in terms of rebuilding a shared national identity (e.g., moderate and radical Republicans, Compromise of 1877, Freedmen's Bureau, Reconstruction Treaties).
- **US.Civ.5.a** Evaluate the effectiveness of state and federal government in upholding the Reconstruction Amendments (e.g., Black Codes, Enforcement Acts, Jim Crow laws).

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**
- I can evaluate different approaches and justify the best pathway to success. **AA1**

Understandings: Students will understand that…	**Essential Questions:**

• The Union victory in the Civil War had repercussions for the role of the federal government, settlement of the west, Americans' rights, and how the American economy would develop. • Slavery was too intense of a debate for traditional U.S. politics to resolve. • The Civil War settled the question of slavery, but not the questions of racial equality, human dignity, and citizenship. • The U.S. became a more centralized and more industrial state as a result of the Union victory in the Civil War.	• How did the United States change as a result of the Civil War? • Does the freedom and opportunity of some rely on the subjugation of others? • Did the American Civil War resolve the issues which led to its beginning? • Were Black Americans really free during Reconstruction? • To what extent was Reconstruction a success or a failure?
Students will know… • The U.S. was formed with key unresolved disagreements regarding slavery and the balance of power between federal and state governments, • These disagreements led to decades of political turmoil culminating in the American Civil War. • Northern victory in the Civil War determined the economic and political trajectory of the U.S. for generations. • Reconstruction left much undone in terms of ensuring equality in society for Black Americans.	**Students will be able to…** • Identify specific causes and consequences of the American Civil War. • Identify and compare the failures and successes of Reconstruction. • Trace both the decline of southern political power as a result of the war as well as the resistance to the goals of Reconstruction. • Create and support arguments based on primary and secondary sources regarding the central debates of the Civil War and Reconstruction. • Create and refine criteria that make for successful, evidence-based arguments in various settings. • Take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production. • Collaborate with classmates to set and achieve goals while developing leadership skills. • Critically analyze written and visual sources, considering strengths and weaknesses of the source material. • Engage respectfully in discussions, acknowledging similar and different perspectives. • Defend an argument using relevant evidence from credible sources. • Ask questions to drive learning and challenge the viewpoints of others.

	• Discuss key people, events, and concepts related to the time period.
Key Vocabulary: American Civil War, secession, total war, white supremacy, federalism, Reconstruction, Jim Crow, Redeemers, Freedmen's Bureau, Radical Republican, emancipation, 13th Amendment, 14th Amendment, 15th Amendment	
Assessment Evidence	
Performance Tasks: • **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	**Other Evidence:** • **Interim:** Students engage in a class debate, Socratic seminar, or other interim tasks such as U.S. history cumulative timelines, on an essential question of the unit. **TCC2, CCE4, DE1, TI2, AA1**
Learning Plan	
• Teach debate preparation skills for one of these essential questions: "Were Black Americans really free during Reconstruction?" or "Was Reconstruction a success or a failure?" **TCC2, CCE4, TI2, DE1, AA1** • Teach research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material **TCC2, TI2** • Develop success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **P2, AA1** • Discuss and model positive peer feedback strategies for group activities **DE1, P2** • Reading assessments **P2** • Work on skills for primary and secondary source analysis **TCC2, P2** • Content-based assessments on key vocabulary and concepts **P2** • Written responses and/or discussions on videos and articles (especially those in the resources below) **CCE4**, **P2** • Participation assessments (i.e. guided notes, Pear Deck, etc.) **P2, CCE4**	
Teacher Resources: Prentice Hall's United States History textbook; Stanford History Education Group's "Reading Like a Historian" resources; CommonLit; Newsela; the Choices Program; Teacher's Discovery Document-Based Question Activities; History's "America: The Story of Us"; PBS LearningMedia; Nonnewaug LMC databases and resources	

Unit 2 - The Multifaceted Growth of America into a World Power (1880-1920)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **INQ 3.a** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- **INQ.4.a** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **US.His.4.a**. Analyze complex and interacting factors that influenced the strategies for Black social and economic progress in the late 19th and early 20th centuries (e.g., Booker T. Washington, W. E. B. Du Bois, Ida B. Wells, Mary Townsend Seymour).
- **US.His.12.a.** Develop questions about the rise of nativism and assimilation efforts of immigrants and Indigenous peoples (e.g., Punjabi Migration, Indian Boarding Schools, Chinese Exclusion Act, Rock Spring Massacre, 1907 Bellingham Riots, Immigration Act of 1917)
- **US.Eco.12.a.** Evaluate the impact of laissez-faire economic policies regarding corporate decision making, labor conditions, and public advocacy in the Gilded Age (e.g., monopoly, captains of industry, muckrakers, social Darwinism, labor unions).
- **US.His.10.a.** Describe how individual and group perspectives about gender and sexuality in the late 19th and early 20th centuries are documented in historical records while noting possible limitations (e.g., We'wha, Vaudeville, bicycles, women's suffrage and education).
- **US.His.1.a.** Evaluate how the Progressive Era is a result of immigration and industrialization (e.g., anti-lynching, Settlement House Movement, improved working conditions, childrens' rights). US.Civ.12.a. Analyze how people in the Progressive Era used and challenged laws to advance social, political, economic, and environmental reforms (e.g., Populist Party, B'nai B'rith, National Woman Suffrage Movement, Sierra Club, Niagara Movement, Socialist Party of America).

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

TCC2

- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**
- I can evaluate different approaches and justify the best pathway to success. **AA1**

Understandings: Students will understand that…	**Essential Questions:**
• The United States' expansion in North America and overseas resulted in its growth as a world power, but its expansion had positive and negative impacts on peoples at home and abroad. • Traditional concepts of freedom in the U.S. often were incompatible with the growing urban industrial society of the late 19th century. • More and more Americans sought full political equality and met resistance to their efforts. • The U.S. economy grew to become the largest and most productive in the world by 1900. • The U.S. was the beneficiary of the largest period of immigration in world history.	• How did America's territorial expansion affect the peoples of North America as well as the world? • How much did the Progressive Movement increase representation for different American's? • Should a former colony have colonies? • Does the creation of great wealth also produce great poverty? • What drove the unprecedented immigration to the U.S. between the Civil War and First World War?
Students will know…	**Students will be able to…**
• The United States transitioned from a largely rural agricultural nation or a majority urban industrial nation. • American society underwent transformative change due to economic growth as well as technological change. • The social changes of the late 19th century touched off upheaval and sometimes violence. • The United States grappled with the meaning of freedom and the limits of constitutional protections. • A variety of push factors combined with overwhelming pull factors to generate the greatest surge of immigration in history. • Nativism provoked a series of immigration restrictions, especially those targeting Chinese and Japanese immigration. • U.S. government efforts to force assimilation, and displacement	• Synthesize economic, social, cultural, and political evidence into a single cogent argument. • Explain the impact of geography on the economic development of multiple regions of the U.S. • Trace the influence of women in the evolving politics of the era. • Trace the impact and consequences of Supreme Court decisions. • Generate conclusions based on synthesis of both primary and secondary sources. • create and refine criteria that make for successful, evidence-based arguments in various settings. • take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and

of Native Americans grew more intense after the American Civil War.	production. • collaborate with classmates to set and achieve goals while developing leadership skills. • critically analyze written and visual sources, considering strengths and weaknesses of the source material. • engage respectfully in discussions, acknowledging similar and different perspectives. • defend an argument using relevant evidence from credible sources. • ask questions to drive learning and challenge the viewpoints of others. • discuss key people, events, and concepts related to the time period.
Key Vocabulary: urbanization, imperialism, industrialism, capitalism, consumerism, populism, monetary policy, nativism, push factors, pull factors, political machines, political realignment, labor union, Social Darwinism, socialism, NAACP, colony, indigenous, hegemony, Monroe Doctrine, Gilded Age, Andrew Carnegie, John D. Rockefeller, J.P. Morgan, William Tweed, Theodore Roosevelt, Ellis Island, Angel Island, Dawes Act	
Assessment Evidence	
Performance Tasks: • **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. One option includes an advertising campaign for a city of their choice to describe the changes brought about by the economic, technological, social, and political developments of the era. **TCC2, CCE4, TI2, DE1, AA1**	**Other Evidence:** • **Interim:** Students engage in a class debate, Socratic seminar, or other interim task on an essential question of the unit. Options include: U.S. history cumulative timelines, gallery walk on push and pull factors from major sources of immigrants (Italy, Russia, China, etc.) between 1880-1910; political cartoon analysis on nativism, imperialism, and Social Darwinism; "Monopoly" challenge where students must take a stock Monopoly board and modify it to be used as a teaching tool for the Gilded Age. **TCC2, CCE4, DE1, TI2, AA1, P2**
Learning Plan	
• Hone research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material **TCC2, TI2**	

- Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **P2, AA1**
- Discuss and model positive peer feedback strategies for group activities **DE1, P2**
- Reading assessments **P2**
- Work on skills for primary and secondary source analysis **TCC2, P2**
- Content-based assessments on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles (especially those in the resources below) **CCE4**, **P2**
- Participation assessments (i.e. guided notes, Pear Deck, etc.) **P2, CCE4**

Teacher Resources: Prentice Hall's United States History textbook; Stanford History Education Group's "Reading Like a Historian" resources; CommonLit; Newsela; the Choices Program; Teacher's Discovery Document-Based Question Activities; History's "The Men Who Built America"; PBS LearningMedia; Nonnewaug LMC databases and resources

Unit 3 - America Emerges Into the Modern Age (1910-1930)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **US. Inq. 3.a.** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- **US. Inq. 4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses
- **US. His.1.b.** Evaluate the role of the media in shaping public opinions and debates about America's emergence as an imperial power (e.g., muckrakers, yellow journalism, propaganda).
- **US. His.4.b.** Analyze how economic and cultural hegemony influenced American perspectives of imperialism at the end of the 19th century (e.g., Cuba, Puerto Rico, Spanish American War, Annexation of Hawaii and Philippines, dispossession of Latino American lands in the American West).
- **US. His.14.a.** Analyze the causes and effects of United States involvement in WWI (e.g., threats to United States neutrality, support for democracy, suppression of civil liberties, debate over the League of Nations and the United States role in global affairs).
- **US. His.14.b.** Analyze how advancements in warfare impacted military personnel and civilians (e.g., aircraft, artillery, chemical weapons, land mines, trench warfare, shell shock).
- **US. His.16.b.** Evaluate the juxtaposition between celebration of wartime service in World War I and the discrimination faced by individuals and groups using evidence from multiple historical sources (e.g., European, Latino, Indigenous, and Black service members, Thind v. United States).
- **US. His.4.c.** Analyze how racism and nativism shaped perspectives about individuals and groups and influenced government policy (e.g., Red Summer, Sacco Vanzetti, eugenics movement, immigration acts in the 1920s, Angel Island, Ku Klux Klan).
- **US. His.4.d.**Analyze complex and interacting factors that influenced a debate over national identity in the United States in the 1920s (e.g., Scopes Trial, Jazz, flappers, Immigration Act of 1924, Marcus Garvey, mass media and advertising).
- **US.Civ.2.a.** Analyze the role of citizens in advocating for and ratifying the 19th Amendment to the United States Constitution (e.g., Ida B. Wells, Alice Paul, Anna Bernard Shaw, Helena Hill Weed, Frank B. Brandegee).

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and

evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**
- I can evaluate different approaches and justify the best pathway to success. **AA1**

Understandings: Students will understand that...

- Forces of tradition and modernity have clashed politically, culturally, and socially over the trajectory of the United States.
- Activists in the Progressive Era were responsible for some political, social, and economic reforms in the early 20th century, although with varying degrees of lasting success.
- The United States' involvement in World War I was controversial at the time because of the country's history of remaining isolated from European wars.
- Many problems with the Treaty of Versailles prevented the treaty from creating a lasting peace.
- Economic and social advancements in the 1920s moved the United States into a more modern age, although some advancements met opposition and may have caused future problems.
- The Great Depression formed in part due to risky financial behavior and lack of government intervention during the 1920s.

Essential Questions:

- To what extent should tradition endure as the U.S. modernizes?
- To what extent were Progressives successful in achieving political, social, and economic reforms during the early 20th century?
- What compels a country to go to war?
- Why was World War I a new type of war, and how did it impact the U.S. homefront?
- Why did the United States join World War I, and was America's involvement in the war necessary?
- How was the Treaty of Versailles problematic?
- How did the booming economy of the 1920s lead to change in American life?
- How did traditionalism and modernism clash in the 1920s, and to what extent do they still clash today?
- What caused the Great Depression?

Students will know...

Students will be able to...

• the causes and effects of the Progressive Era. • how people from different backgrounds, including those of different races, genders, and economic standings, contributed differently to reform movements of the Progressive Era. • the causes and effects of World War I. • the historical contexts of American isolationism and transition into interventionism during World War I. • the impacts that World War I had on American society and global technology. • the key clauses of the Treaty of Versailles and their impacts. • the social, economic, and cultural changes that embodied the clash between traditionalism and modernism in the 1920s. • the causes of the Great Depression.	• evaluate the successes or failures of the Progressive Era in achieving reforms during the time period. • participate in historical simulations about World War I by using evidence and collaborating with others to make informed predictions. • analyze the social, economic, and cultural changes of the 1920s and consider their relationship to modern society. • create and refine criteria that make for successful, evidence-based arguments in various settings. • take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production. • collaborate with classmates to set and achieve goals while developing leadership skills. • critically analyze written and visual sources, considering strengths and weaknesses of the source material. • engage respectfully in discussions, acknowledging similar and different perspectives. • defend an argument using relevant evidence from credible sources. • ask questions to drive learning and challenge the viewpoints of others. • discuss key people, events, and concepts related to the time period.
Key Vocabulary: Progressive Era, reform, women's suffrage, 19th Amendment, Alice Paul, Jacob Riis, muckrakers, child labor, tenements, urbanization, World War I, isolationism, militarism, arms race, alliance system, imperialism, nationalism, assassination of Franz Ferdinand, trench warfare, Woodrow Wilson, sinking of the Lusitania, Zimmermann telegram, Fourteen Points, Treaty of Versailles, reparations, League of Nations, Roaring Twenties, traditionalism, modernism, Prohibition, Scopes Monkey Trial, nativism, installment buying, credit, Henry Ford, automobile, mass production, assembly line, advertising, business cycle, supply and demand, consumer revolution, radio, stock market, buying on margin, speculation, Wall Street Crash of 1929, Great Depression, bank run	
Assessment Evidence	
Performance Tasks: • **Summative:** Students will respond to one of the essential	**Other Evidence:** • **Interim:** Students engage interim tasks such as in a class

questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	debate, cumulative timelines Socratic seminar, or other interim task on an essential question of the unit. **TCC2, CCE4, DE1, TI2, AA1**

Learning Plan

- Conduct historical simulations to facilitate understanding of World War I (i.e. the alliance system, Treaty of Versailles, etc.) **TCC2, CCE4, DE1, AA1**
- Use organizers and visuals to facilitate understanding of cultural and economic changes of the 1920s **CCE4, P2**
- Hone research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material **TCC2, TI2**
- Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **P2, AA1**
- Discuss and model positive peer feedback strategies for group activities **DE1, P2**
- Reading assessments **P2**
- Work on skills for primary and secondary source analysis **TCC2, P2**
- Content-based assessments on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles (especially those in the resources below) **CCE4**, **P2**
- Participation assessments (i.e. guided notes, Pear Deck, etc.) **P2, CCE4**

Teacher Resources: Prentice Hall's United States History textbook; Stanford History Education Group's "Reading Like a Historian" resources; CommonLit; Newsela; the Choices Program; Teacher's Discovery Document-Based Question Activities; History's "America: The Story of Us"; PBS LearningMedia; Nonnewaug LMC databases and resources

Unit 4 - America on the World Stage (1930-1945)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **US.Inq.3.a** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- **US.Inq.4.a** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **US.Eco.8.a** Describe the possible consequences, both intended and unintended, of government policies to address social and economic problems during the Great Depression (e.g., role of the Federal government, banking practices, inequitable access to benefits, migration, environmental impacts, social safety net).
- **US.Hist.16.c** Develop arguments about the juxtaposition between the United States' founding ideals and actions of the Federal government during World War II using evidence from multiple relevant sources (e.g., Japanese-American Internment, Holocaust intervention, Braceros Program, Fair Employment Practices Act, segregated regiments, women in the military).
- **US.Hist.16.d** Describe the achievements and contributions of diverse individuals and groups during World War II using evidence from historical sources (e.g., Women Accepted for Volunteer Emergency Service, Tuskegee Airman, Navajo Code Talkers, 442 Japanese-American regiment, 158th Regimental Combat Team).
- **US.Hist.1.d** Evaluate how the demand for labor on homefront in World War II shaped gender roles (e.g., mobilization, victory gardens, rationing, War Production Board).

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can lead group progress through active listening, questioning, and giving advice. **CCE3**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**
- I can evaluate different approaches and justify the best pathway to success. **AA1**

Understandings: Students will understand that...

- The U.S. largely abandoned its traditions of small government and isolationism due to the Great Depression, World War II, and its growing obligations as a world power.
- The New Deal marked a change in the role of the federal government by drastically increasing its involvement in the nation's economy.
- The failures of the Treaty of Versailles to fully address the root causes of World War I was among the factors that allowed dictators such as Adolf Hitler to rise to power in the 1920s and 1930s.
- While the United States remained officially neutral prior to its entry into World War II, its policies and most citizens increasingly supported the Allied Powers and drew the ire of the Axis Powers.
- Americans' efforts on the homefront during World War II, including rationing, scrapping, and working in war industries, were instrumental in helping the U.S. win the war.
- Women, Black Americans, and other underrepresented groups played important roles during World War II, and they fought to expand their rights and opportunities during and after the war.
- The United States' forced placement of Japanese-American citizens into internment camps during World War II remains one of the most infamous legacies of the war.
- Historians remain divided about whether the United States was justified in dropping atomic bombs on Japan at the end of World War II.

Essential Questions:

- Was the expansion of the U.S. government due to the Great Depression and World War II for the betterment of the country?
- How did the Great Depression affect America and the world?
- How did the New Deal change the role of the federal government?
- To what extent did the Treaty of Versailles lead to the rise of totalitarian regimes?
- To what extent was the United States neutral before entering World War II?
- How did World War II impact the United States homefront?
- To what extent did the United States' actions reflect democratic ideals during World War II?
- Was the United States justified in dropping atomic bombs on Japan?

Students will know...	Students will be able to...
● the ways Americans of various backgrounds experienced the Great Depression. ● the major programs of the New Deal and their legacy on the function of the federal government. ● the causes of the rise of world dictators in the 1920s and 1930s, and the subsequent causes of World War II. ● the historical context of American involvement in World War II. ● the contributions made and challenges faced by various groups of Americans on the homefront and on the battlefront during World War II. ● the major turning points of World War II, including the debate about the decision to drop atomic bombs on Japan. ● the lasting impacts of World War II.	● discuss the ways in which the New Deal changed the role of the federal government. ● analyze how World War II contributed to changing roles for women, Black Americans, and other underrepresented groups in America. ● justify a conclusion about whether the United States should have dropped the atomic bombs on Japan at the end of World War II. ● create and refine criteria that make for successful, evidence-based arguments in various settings. ● take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production. ● collaborate with classmates to set and achieve goals while developing leadership skills. ● critically analyze written and visual sources, considering strengths and weaknesses of the source material. ● engage respectfully in discussions, acknowledging similar and different perspectives. ● defend an argument using relevant evidence from credible sources. ● ask questions to drive learning and challenge the viewpoints of others. ● discuss key people, events, and concepts related to the time period.
Key Vocabulary: Great Depression, Herbert Hoover, Hooverville, Dust Bowl, Franklin D. Roosevelt, New Deal, Social Security, Federal Deposit Insurance Corporation, CCC, public works, totalitarian, dictator, Hideki Tojo, Joseph Stalin, Benito Mussolini, fascism, Adolf Hitler, Nazism, appeasement, Axis Powers, Allied Powers, Lend-Lease Act, Attack on Pearl Harbor, total war, homefront, propaganda, war bonds, rationing, salvage drive, Victory Garden, Japanese-American internment camps, Navajo Code Talkers, D-Day, Battle of the Bulge, Battle of Midway, island hopping, kamikaze, Manhattan Project, atomic bomb, genocide, the Holocaust, ghetto, concentration camp, John Maynard Keynes	
Assessment Evidence	
Performance Tasks:	**Other Evidence:**

• **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE3, TI2, DE1, AA1** • **Midterm:** Performance-based midterm exam with DBQs **TCC2, P2**	• **Interim:** Students engage in interim assignments such as an in-class debate, cumulative timelines, Socratic seminar, or other interim task on an essential question of the unit. **TCC2, CCE3, DE1, TI2, AA1**

Learning Plan

- Refine argumentative skills needed to defend a response to essential questions such as: "How did the New Deal change the role of the federal government?" and "Was the United States justified in dropping atomic bombs on Japan?" **TCC2, TI2, DE1, AA1**
- Conduct structured gallery walks, with emphasis on fostering student inquiry, on topics including the Great Depression and the World War II homefront **CCE3**
- Hone research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material **TCC2, TI2**
- Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **P2, AA1**
- Discuss and model positive peer feedback strategies for group activities **DE1, P2**
- Reading assessments **P2**
- Work on skills for primary and secondary source analysis **TCC2, P2**
- Content-based assessments on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles (especially those in the resources below) **P2**
- Participation assessments (i.e. guided notes, Pear Deck, etc.) **P2, CCE4**

Teacher Resources: Prentice Hall's United States History textbook; Stanford History Education Group's "Reading Like a Historian" resources; CommonLit; Newsela; the Choices Program; Teacher's Discovery Document-Based Question Activities; History's "America: The Story of Us"; Ken Burns' "The War"; Dwight D. Eisenhower's D-Day message; various World War II propaganda images and video clips; PBS LearningMedia; Nonnewaug LMC databases and resources

Unit 5 - America as a Superpower (1945-1965)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **US.Inq.3.a.** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- **US.Inq.4.a.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **US.His.14.e.** Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War (e.g., Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Warsaw Pact, Korea, Cuba, Chile, Vietnam).
- **US.His.1.f.** Evaluate how the Korean and Vietnam Wars were products of the geopolitical contexts of the Cold War.
- **US.His.5.a.** Analyze how heightened domestic tensions and claims about perceived threats to democratic values led to widespread civil rights violations (e.g., House Un- CT Social Studies Standards -DRAFT 9- page 90 American Activities Committee, Hollywood Ten, Lavender Scare, treatment of Civil Rights and anti-Vietnam War activists, televised news).
- **US.His.5.b**. Analyze the role of popular culture, subculture, and counterculture in shaping public perception of national identity during the post-World War II era (e.g., Beat Generation, Rock and Roll, Motown, Jazz, Hippies, television sitcoms, Hollywood films).
- **US.His.15.a.** Identify both long term causes and triggering events to develop historical arguments about efforts to abolish legalized racial segregation, discrimination, and disenfranchisement (e.g., Southern Christian Leadership Conference, Black Panther Party, Student Nonviolent Coordinating Committee, American Jewish Congress, American Indian Movement, United Farm Workers, Congress of Racial Equality).
- **US.Civ.5.b.** Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access).
- **US.Civ.5.c.** Analyze the role of legislative and judicial decisions in expanding or limiting civil liberties (e.g., Hernandez v. Texas, Executive Order 10450, Loving v. Virginia, Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX of the Education Amendments Act of 1972, Roe v. Wade).
- **US.His.11.a.** Determine the usefulness of historical sources to support an inquiry about the causes, escalation, and public reaction to the Vietnam War based on their maker, origin, intended audience, and purpose (e.g., art, ephemera, film, government reports, media, music).

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g.,

visually, quantitatively, as well as in words) in order to address a question or solve a problem.

- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**
- I can evaluate different approaches and justify the best pathway to success. **AA1**

Understandings: Students will understand that...

- The United States emerged from World War II as a world superpower and sought to champion democracy abroad, while there were both successes and struggles economically and socially at home.
- The 1950s marked a return to traditionalism in terms of conformity to society and previous gender roles, although this met some opposition, particularly among young people.
- The Cold War was partially an ideological battle between America's democratic capitalism and the Soviet Union's communism, which manifested itself in both countries' cultures, economies, and governments.
- Americans' fear of communism was shown domestically by McCarthyism and internationally by the policy of containment, which spurred U.S. military interventions in places like Korea.
- The fear of nuclear war was prevalent in 1950s and 1960s society, and the world may have been at its closest to nuclear war during the Cuban Missile Crisis.

Essential Questions:

- How did the United States change after World War II?
- To what extent did Americans conform to society during the 1950s?
- What conditions and issues led to mistrust between the United States and the Soviet Union?
- Why and how did the United States pursue the foreign policy of containment during the Cold War?
- How did McCarthyism reflect American society in the 1950s, and how does it relate to the present?
- How should the United States have handled the Cuban Missile Crisis?
- To what extent were nonviolent protests effective during the Civil Rights Movement?

• The Civil Rights Movement in the late 1950s and early 1960s predominantly focused on the power of nonviolent protests, which resulted in some expanded rights for Black Americans.	
Students will know... • the ways in which America changed culturally and socially after World War II, including a return to traditionalism and conformity, especially with regard to gender roles. • the economic strengths of the post-war U.S. made America the world's strongest economy, raised many citizens' standard of living, resulted in technological developments, and contributed to the growth of suburbs and consumerism. • the factors that led to tensions between the United States and the Soviet Union, including those that stemmed from the end of World War II and the nuclear arms race. • the relationship between the containment policy and U.S. military interventions during the Cold War. • the domestic impacts of the Cold War, such as the anti-communist fears brought upon by Joseph McCarthy and fears of nuclear war. • major events and people of the Civil Rights Movement during the 1950s and early 1960s.	**Students will be able to...** • identify ways in which America changed culturally, socially, politically, and economically after World War II. • examine primary and secondary sources to develop arguments about America's policy of containment and engagement in the Cold War. • draw conclusions about and make modern connections to the Civil Rights Movement, using evidence from the time period. • create and refine criteria that make for successful, evidence-based arguments in various settings. • take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production. • collaborate with classmates to set and achieve goals while developing leadership skills. • critically analyze written and visual sources, considering strengths and weaknesses of the source material. • engage respectfully in discussions, acknowledging similar and different perspectives. • defend an argument using relevant evidence from credible sources. • ask questions to drive learning and challenge the viewpoints of others. • discuss key people, events, and concepts related to the time period.
Key Vocabulary: GI Bill, Baby Boom, suburbia, nuclear family, Interstate Highway Act, consumerism, television, rock and roll, Cold War, Soviet Union, Truman Doctrine, containment, communism, Iron Curtain, domino theory, Marshall Plan, NATO, Warsaw Pact, Korean War, John F. Kennedy, McCarthyism, Red Scare, deterrence, mutually assured destruction, Bay of Pigs Invasion, Cuban Missile Crisis, Jim Crow laws, segregation, SCLC, SNCC, CORE, Civil Rights Movement, *Brown v. Board of Education*, Emmett Till, Montgomery Bus Boycott, Rosa Parks, Martin Luther King Jr., March on Washington, civil disobedience, Civil Rights Act of 1964, Voting Rights Act of 1965, CIA, KGB	

Assessment Evidence	
Performance Tasks: ● **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	**Other Evidence:** ● **Interim:** Students engage interim assessments which may include an in class debate, cumulative timeline, Socratic seminar, or other interim task on an essential question of the unit. **TCC2, CCE4, DE1, TI2, AA1**

Learning Plan
● Focus on use of primary sources to lead to connections to the present with topics such as consumerism, foreign aid, the court of public opinion, nuclear weapons, and civil rights protests **TCC2, DE1** ● Hone research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material **TCC2, TI2** ● Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **P2, AA1** ● Discuss and model positive peer feedback strategies for group activities **DE1, P2** ● Reading assessments **P2** ● Work on skills for primary and secondary source analysis **TCC2, P2** ● Content-based assessments on key vocabulary and concepts **P2** ● Written responses and/or discussions on videos and articles (especially those in the resources below) **CCE4**, **P2** ● Participation assessments (i.e. guided notes, Pear Deck, etc.) **P2, CCE4**
Teacher Resources: Prentice Hall's United States History textbook; Stanford History Education Group's "Reading Like a Historian" resources; CommonLit; Newsela; the Choices Program; Teacher's Discovery Document-Based Question Activities; Bill of Rights Institute; "Leave It To Beaver" video clips; PBS LearningMedia; Nonnewaug LMC databases and resources

Unit 6 - America Tests Its Limits (1965-1980)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **US.Inq.3.a** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- **US.Inq.4.a** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **US.His.14.e** Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War (e.g., Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Warsaw Pact, Korea, Cuba, Chile, Vietnam).
- **US.Civ.5.b** Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access).
- **US.His.5.b** Analyze the role of popular culture, subculture, and counterculture in shaping public perception of national identity during the post-World War II era (e.g., Beat Generation, Rock and Roll, Motown, Jazz, Hippies, television sitcoms, Hollywood films).

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can engage others in meaningful conversations while respecting multiple perspectives. **CCE1**
- I can seek, listen to, and understand multiple perspectives. **DE1**

- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**
- I can evaluate different approaches and justify the best pathway to success. **AA1**

Understandings: Students will understand that…	**Essential Questions:**
• Different groups of Americans asserted their own claims on the American Dream, while opportunity seemed to many to be in decline. • International leadership came with its own unique challenges for the U.S. • Traditional concepts of race, gender, and sexuality were challenged as more and more Americans sought full equality under the law, in the economy, and in the culture.	• Who gets to be an American and what does that mean? • Is the U.S. an empire? • What are the limits of peaceful protest? • Who determines when equality has been achieved?
Students will know…	**Students will be able to…**
• The United States reached the peak of its economic, military, and cultural power on the world stage. • Social and political divisions around war, race, gender, and religion began to grow more pronounced within the US. • The U.S. industrial economy declined due to multiple factors including foreign competition, energy crises, labor disputes. • The U.S. economy began to shift into a post-industrial information economy with long standing consequences for society.	• trace the influence of individuals on U.S. politics and government. • make evidence-based arguments relating to the Civil Rights Movement, Women's Movement, LGBTQ Movement, Conservative Movement, and Environmental Movement. • assess the claims of both supporters and detractors of the Vietnam intervention. • create and refine criteria that make for successful, evidence-based arguments in various settings. • take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production. • collaborate with classmates to set and achieve goals while developing leadership skills. • critically analyze written and visual sources, considering strengths and weaknesses of the source material. • engage respectfully in discussions, acknowledging similar and different perspectives. • defend an argument using relevant evidence from credible sources.

	• ask questions to drive learning and challenge the viewpoints of others. • discuss key people, events, and concepts related to the time period.
Key Vocabulary: Great Society, stagflation, Warren Court, Vietnam, Rolling Thunder, Tet Offensive, SDS, counterculture, Robert F. Kennedy, SALT, Black Muslims, Stonewall Riots, Equal Rights Amendment, Space Race, Cesar Chavez, American Indian Movement, National Organization of Women, Richard Nixon, detente, Earth Day, Yom Kippur War, OPEC, Watergate, Jimmy Carter, Iranian Revolution	
Assessment Evidence	
Performance Tasks: • **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. One option is the creation of a biography of a single American who made a difference between 1965-1980; students may create an essay, presentation, or museum. **TCC2, CCE4, TI2, DE1, AA1** • **Summative:** Inquiry-based project in which students will identify and research a movement in which Americans sought to gain greater equality post-World War II. **TCC2, CCE4, DE1, TI2, AA1**	**Other Evidence:** • **Interim:** Students engage in a class debate, Socratic seminar, or other interim task on an essential question of the unit. One option is a dinner party small-group activity where students script a fictional discussion between the subjects of their summatives on their choice of teacher-provided topics. **TCC2, CCE4, DE1, TI2, AA1**
Learning Plan	
• Integrate and analyze music, particularly related to the Vietnam War **TCC2, CCE1, DE1** • Work on chronological skills through use of timelines, particularly focusing on 1968 **TCC2, P2** • Hone research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material **TCC2, TI2** • Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **P2, AA1** • Discuss and model positive peer feedback strategies for group activities **DE1, P2** • Reading assessments **P2** • Work on skills for primary and secondary source analysis, especially with regard to the Vietnam War **TCC2, P2** • Content-based assessments on key vocabulary and concepts **P2**	

- Written responses and/or discussions on videos and articles (especially those in the resources below) **CCE1**, **P2**
- Participation assessments (i.e. guided notes, Pear Deck, etc.) **P2, CCE1**

Teacher Resources: Prentice Hall's United States History textbook; Stanford History Education Group's "Reading Like a Historian" resources; CommonLit; Newsela; the Choices Program; Teacher's Discovery Document-Based Question Activities; PBS LearningMedia; Nonnewaug LMC databases and resources

Unit 7 - America in the Age of Globalization (1980-2001)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **INQ.3.a** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- **INQ.4.a** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **US.His.1.g.** Evaluate whether the conservative ascendency of the 1980s was a reaction to social and economic change and to what extent it was consistent with broader historical trends (e.g., New Right, Watergate, energy crisis, Reaganomics).
- **US.His.1.h.** Evaluate how popular culture in the 1970s and 1980s promoted and reflected hyper-consumerism, racial tension, women's empowerment, and the Cold War. CT Social Studies Standards
- **US.His.2.a**. Analyze how innovations in the application of technology contributed to cultural and political diffusion (e.g., televangelism, Music Television, personal computing, Hip Hop music, cable television, political talk radio).
- **US.His.15.b.** Develop an argument about the long-term causes and triggering events of United States foreign policies designed to contain and dismantle communism (e.g., Iran Hostage Crisis, El Salvador, Nicaragua, Iran-Contra, Afghanistan).
- **US.Civ.13.b.** Evaluate United States policies to address public safety in terms of intended and unintended outcomes, and related consequences (e.g., War on Drugs, "America Responds to AIDS" public information campaign, Immigration Reform and Control Act).

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**
- I can evaluate different approaches and justify the best pathway to success. **AA1**

Understandings: Students will understand that...

- New types of challenges emerged as the U.S. became a post-industrial global power.
- The conservative resurgence of the 1980s was partly a response to the growth of the federal government, rising inflation, eroded trust in government institutions, and the boundaries pushed by counterculture and social activists.
- Ronald Reagan's presidency changed the U.S. economy in ways that can still be seen today.
- Rapidly improving technology combined with the fall of the Soviet Union increased globalization, which also resulted in America's shift toward becoming a service economy.

Essential Questions:

- What challenges did the U.S. face as it reached the zenith of its political, economic, cultural, and military power worldwide?
- To what extent was the conservative resurgence of the 1980s a response to counterculture, economic crises of the 1970s, and distrust in government?
- How did the economic policies of Ronald Reagan's presidency change America, and how do they relate to the present?
- What were the causes and effects of globalization, especially after the Cold War?

Students will know...

- the causes and effects of the conservative resurgence of the 1980s.
- the basic viewpoints of conservatives and liberals in the late 20th century.
- the similarities and differences between the economic theories of supply-side economics and Keynesian economics, and the causes and effects of those theories at the federal level.
- the causes and effects of globalization, especially with regard to the economy.
- the early terrorist attacks that preceded the attacks of September 11, 2001.

Students will be able to...

- connect the federal government's economic policies of the 1980s to today's economic climate in the United States.
- discuss the causes, effects, pros, and cons of globalization.
- create and refine criteria that make for successful, evidence-based arguments in various settings.
- collaborate with classmates to set and achieve goals while developing leadership skills.
- critically analyze written and visual sources, considering strengths and weaknesses of the source material.
- engage respectfully in discussions, acknowledging similar and different perspectives.
- defend an argument using relevant evidence from credible sources.

	• ask questions to drive learning and challenge the viewpoints of others. • discuss key people, events, and concepts related to the time period.
Key Vocabulary: Ronald Reagan, conservative, liberal, supply-side economics, Keynesian economics, national debt, Iran-Contra affair, fall of the Berlin Wall, personal computer revolution, the internet, service economy, Americans With Disabilities Act, Persian Gulf War, globalization, Bill Clinton, North American Free Trade Agreement, World Trade Organization, Election of 2000, terrorism	
Assessment Evidence	
Performance Tasks: • **Summative:** Students will respond to one of the essential questions of the unit utilizing their cumulative timeline and other resources by completing a performance task. This task may be in the form of an essay, debate, Socratic seminar, or project, considering potential connections to current topics. **TCC2, CCE4, TI2, DE1, AA1**	**Other Evidence:** • **Interim:** Students engage in a class debate, Socratic seminar, or other interim task on an essential question of the unit. **TCC2, CCE4, DE1, TI2, AA1**
Learning Plan	
• Hone research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material **TCC2, TI2** • Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **P2, AA1** • Discuss and model positive peer feedback strategies for group activities **DE1, P2** • Reading assessments **P2** • Work on skills for primary and secondary source analysis **TCC2, P2** • Content-based assessments on key vocabulary and concepts **P2** • Written responses and/or discussions on videos and articles (especially those in the resources below) **CCE4**, **P2** • Participation assessments (i.e. guided notes, Pear Deck, etc.) **P2, CCE4**	
Teacher Resources: Prentice Hall's United States History textbook; Stanford History Education Group's "Reading Like a Historian" resources; CommonLit; Newsela; the Choices Program; Teacher's Discovery Document-Based Question Activities; PBS LearningMedia; Nonnewaug LMC databases and resources	

Unit 8 - Contemporary America (2001-Present)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Secondary Social Studies Frameworks

- **US.Inq.3.a** Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.
- **US.Inq.4.a** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- **US.His.2.b** Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations).
- **US.His.14.f** Analyze the multiple and complex causes and effects of the September 11th attacks on domestic and foreign policy.
- **US.Civ.14.b** Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence).

Common Core State Standards

- **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-LITERACY.WHST.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can express ideas in a variety of ways, according to context, purpose, and audience. **CCE4**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**

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- I can strengthen weaknesses through purposeful strategies, practice, and effort. **P2**
- I can evaluate different approaches and justify the best pathway to success. **AA1**

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Understandings: Students will understand that…

- The U.S. must grapple with emerging international rivals as well as internal divisions.
- 9/11 changed the American way of life.
- America's role in the world evolved after becoming the sole superpower.
- Information technology continues to accelerate change and deepen divides between regions, generations, and political groups.

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Essential Questions:

- How should the United States continue to adapt and react to issues within the country and around the world?
- Is America in decline?
- How has the internet, social media, and handheld devices changed how Americans access information.
- How have political, regional, and cultural divides deepened in the 21st century?
- What are the primary challenges facing the United States in the 21st century?

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Students will know...

- How American foreign policy evolved after 9/11 to combat the threat of international terrorism.
- How the expansion of cable news, online news sources, and social media differ from the news sources of the mid to late 20th century.
- The transition from a manufacturing based economy to an information based economy has caused large changes to American politics, society, and culture.

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Students will be able to...

- create and refine criteria that make for successful, evidence-based arguments in various settings.
- take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production.
- collaborate with classmates to set and achieve goals while developing leadership skills.
- critically analyze written and visual sources, considering strengths and weaknesses of the source material.
- engage respectfully in discussions, acknowledging similar and different perspectives.
- defend an argument using relevant evidence from credible sources.
- ask questions to drive learning and challenge the viewpoints of others.
- discuss key people, events, and concepts related to the time period.

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Key Vocabulary: COVID-19, Al Qaeda, ISIS, George W. Bush, Partisanship, War on Terror, Barack Obama, The Great Recession, Donald Trump

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Assessment Evidence	
Performance Tasks: ● **Summative:** Students will create a presentation on a topic of their own choice relevant to the changes of the early 21st century. **TCC2, CCE4, TI2, DE1, AA1** ● **Final:** Performance-based exam with DBQs **TCC2, P2**	**Other Evidence:** ● **Interim:** Students conclude work on their U.S. history cumulative timelines. **CCE4, TI2, P2**
Learning Plan	
● Hone research skills of locating and evaluating sources (CRAAP test, SOAPS, etc.), searching for and skimming through resources, and citing material **TCC2, TI2** ● Refine success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **P2, AA1** ● Discuss and model positive peer feedback strategies for group activities **DE1, P2** ● Reading assessments **P2** ● Work on skills for primary and secondary source analysis **TCC2, P2** ● Content-based assessments on key vocabulary and concepts **P2** ● Written responses and/or discussions on videos and articles (especially those in the resources below) **CCE4**, **P2** ● Participation assessments (i.e. guided notes, Pear Deck, etc.) **P2, CCE4**	
Teacher Resources: Prentice Hall's United States History textbook; Stanford History Education Group's "Reading Like a Historian" resources; CommonLit; Newsela; the Choices Program; Teacher's Discovery Document-Based Question Activities; PBS LearningMedia; Nonnewaug LMC databases and resources	

Sophomore Aquaculture CURRICULUM

Grade Level(s): 10	**Curriculum Author(s):** Leanne Golembeski

Course Description:
This course is designed to introduce students to the basic concepts of aquaculture, aquatic ecosystems, water chemistry, and careers related to aquatic sciences. Evaluation is based on written assessments and performance based projects. Units include system components in recirculating aquaculture, finfish and shellfish anatomy, aquatic ecosystems, Connecticut fisheries, recreational fishing, water quality, and introduction to aquaponics. Job opportunities include aquaculture technician, hatchery manager, fish biologist, fish histologist, fish immunologist, wetlands conservationist, pond and stream manager, shellfish biologist, marine scientist, fish nutritionist, etc. During the year, students will plan for their Supervised Agricultural Experience (SAE) programs that are required for sophomore, junior, and senior Agriscience students, as well as participating in FFA activities and event planning.

Semester At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Introduction of aquaculture and Systems	What is the purpose of aquaculture?	Aquaculture is a large industry, both within the US and also globally. There are a variety of purposes for aquaculture	TCC1, TCC3, TCC4, CCE2, TI2, TI3, AA1, AA2
Freshwater Aquaculture	Why is freshwater aquaculture so important, and what are common practices used in the industry?	Aquaculture has various methods that are used in different areas of the state, country, and globally. There are some methods that are the most popular. Different equipment is used for specific set ups and practices.	TCC1, TCC2, TCC3, CCE1, CCE3, DE4, TI1, P2, AA1
Marine Water Aquaculture	Why is marine aquaculture so important, and how much does it impact CT?	Connecticut is known for their shellfish aquaculture and we have a NOAA lab right in Milford CT, that focuses on growing oysters. Marine aquaculture is a vital part to CT and their economical growth.	TCC1,CCE4,DE, P3, P4, AA1
Aquatic Ecology	Why is ecology important to the aquaculture industry?	Depending on the aquaculture system being used, the ecology of various aquatic ecosystems have a direct impact. Aquaculture can be done in various environments.	TCC1, TCC3, CCE1, CCE4, DE1, P3, AA3,

Unit 1 - Introduction of Aquaculture and Systems

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Aquaculture

AQ.07.03.02.a. Identify equipment and handling facilities used in modern aquaculture production
AQ.07.03.01.b. Critique designs for an aquaculture facility and prescribe alternative layouts and adjustments for the safe and efficient use of the facility
AQ.07.03.02.b. Explain how modern equipment and handling facilities enhance the safe and economic production of aquatic species.
AQ.07.03.03.b. Explain basic electrical, plumbing, and mechanical components of aquaponic system
AQ.07.03.03.a. Identify and describe the following parts of a recirculating aquaculture system (RAS) tank, sump or reservoir, pump, solid waste, filter, U/V sterilizer, heat exchanger, bio-filter, and aeration.

Common Core State Standards

CSS.ELA -Writing W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

Next Generation Science Standards

HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

TCC: THINK CRITICALLY AND CREATIVELY

TCC1: I can ask purposeful, insightful questions to find a variety of innovative solutions.
TCC3: I can integrate relevant information to produce multiple valid solutions.
TCC4: I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE: COLLABORATE AND COMMUNICATE EFFECTIVELY

CCE2: I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.

TI: TAKE INITIATIVE

TI2: I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
TI3: I can formulate and investigate probing questions to further my learning.

AA: ADAPT AND ADJUST

AA1: I can evaluate different approaches and justify the best pathway to success.
AA2: I can assess my past successes and mistakes to change my approach.

Understandings: Students will understand that...	**Essential Questions:**
• The purpose of aquaculture is to help control wildlife populations against overfishing and upkeep with seafood demand. • Aquaculture has positive economic impacts globally and locally, such as job creation, income generation, diversification of income sources, infrastructure development, market access, export opportunities, ancillary businesses, increased property values, sustainable practices, and technology transfer/knowledge exchange. • A recirculating aquaculture system is a method of fish farming that recycles and reuses water within a closed system, rather than continuously discharging water into the environment.	• What is the purpose of aquaculture? • How is aquaculture a sustainable practice within the agriculture industry? • How is a recirculating system a beneficial way to farm fish?
Students will know...	**Students will be able to...**
• Students will know the benefits/downfalls that aquaculture bring to local communities • Students will know the importance of system maintenance, both in the classroom and in the aqua house. • Students will know proper pvp piping maintenance and system upkeep. • Students will know identifying factors on when tanks need maintenance • Students will know what maintenance/cleaning techniques work best for each specific tank. • Students will know the difference between an intensive aquaculture system vs. an extensive aquaculture system.	• List positives and negatives that the industry brings to local communities. From economical benefits, jobs, and effects on day to day living. • Students will be able to verbally and physically demonstrate their understanding on how to put piping together for the outside systems in the aqua house. • Students will be able to verbally and physically demonstrate the procedure on proper siphoning techniques for the classroom tanks • Students will be able to identify when a system is clogged • Students will be able to identify when tank need cleaning • Students will be able to ID the different parts of the large aquaculture system outside in the aqua house
Key Vocabulary: Aquaculture, Marine Water, Brackish Water, Freshwater, Algae, Fish, Shellfish, Biological Filter, Settling Tank, Tank,	

Aquaculture System, Siphon, Deep Water Culture Bed, Pump, Submersible Pump, Hose, Valves, PVC piping	
Assessment Evidence	
Performance Tasks: *Formative and Interim:* Cutting PVC piping properly: **TCC1, P4** *Formative and Interim:* Gluing PVC piping properly: **TCC1, P4** *Formative:* Siphoning a classroom tank: **TCC1, P4** *Formative:* Performing water changes in both the classroom and the aqua house: **TCC1, P4** *Interim:* ID'ing the different parts of the Aquaculture System outside in the aqua house: **TCC1, TI3**	**Other Evidence:** *Formative:* Introduction to aquaculture Worksheet *Formative:* PvC cutting and gluing worksheet *Formative:* Getting to know the system (Aqua-House) worksheet *Formative:* Aquaculture systems worksheet *Formative*: Documentary and notes
Learning Plan	
• Students will identify and explain the different parts to the large aquaculture system outside in the Aqua house: **TCC1, TI3** • Students will understand the parts and maintenance to the aqua house system: **TI3, TCC3, AA2** • Students will understand the procedures necessary for the maintenance of the classroom tanks: **TI3, TCC3, AA2** • Students will understand the difference between intensive aquaculture methods vs. extensive aquaculture methods: **TI2,**	
Teacher Resources: **The Working Waterfront - American Aquaculture in the 21st Century - Documentary on day-to-day life in aquaculture**	

Unit 2 - Freshwater Aquaculture

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Aquaculture

AQ.04.02.01.a. Explain the importance of biosecurity to the aquaculture industry
AQ.06.01.01.a. Explain the male and female reproductive organs of the major aquatic species
AQ.06.01.01.b. Describe the functions of the major organs in the male and female reproductive systems
AQ.06.02.01.a. Explain how age, size, life cycle, maturity level and health status affect the reproductive efficiency of male and female aquatic animals
AQ.07.03.03.a. Identify and describe the following parts of a recirculating aquaculture system (RAS) tank, sump or reservoir, pump, solid waste, filter, U/V sterilizer, heat exchanger, bio-filter, and aeration.
AQ.07.03.04.a. Describe how the bio-filter of a recirculating aquaculture system (RAS) converts ammonia to nitrite, and nitrite to nitrate.CT

Common Core State Standards

CSS.ELA - Writing. W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Next Generation Science Standards

HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

TCC: THINK CRITICALLY AND CREATIVELY

TCC1: I can ask purposeful, insightful questions to find a variety of innovative solutions.
TCC3: I can integrate relevant information to produce multiple valid solutions.
TCC4: I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE: COLLABORATE AND COMMUNICATE EFFECTIVELY

CCE1: I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
CCE3: I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

DE: DEMONSTRATE EMPATHY

DE4: I can work respectfully with all members of my community and support the needs of others.

TI: TAKE INITIATIVE

TI1: I can implement a realistic plan and adapt when necessary to achieve my goals.

P: PERSEVERE

P2: I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.

AA: ADAPT AND ADJUST

AA1: I can evaluate different approaches and justify the best pathway to success.

Understandings:	**Essential Questions:**
• Learning about aquatic ecosystems provides valuable insights and tools for developing sustainable and environmentally responsible aquaculture practices that support the long-term health of both farmed species and natural ecosystems • In aquaculture, various types of filters are used to maintain water quality by removing waste products, uneaten feed, and other debris from the water. Mechanical, biological and chemical filters are commonly used, along with UV sterilizers and Ozone Generators; depending on your goal for your system.	• Why is learning about aquatic ecosystems important for aquaculture? • What are the main types of filters being used in aquaculture and aquarium systems?
Students will know...	**Students will be able to...**
• Students will know all the types of filters that are used in the classroom and the aqua house • Students will know what macroinvertebrates are • Students will know the proper order of specific filters being used in a system • Students will know how macroinvertebrates are direct indicators on the health of Nonnewaug River	• Students will be able to identify the types of freshwater ecosystems • Students will be able to identify the areas that you can find macroinvertebrates • Students will be able to identify the types of adaptations macroinvertebrates have • Students will be able to collect macroinvertebrates

	• Students will be able to identify various types of filters

Key Vocabulary: Filters; Biological filters; Mechanical filters; Chemical filters; Ecosystems; Lotic Ecosystems; Lentic Ecosystems; Macroinvertebrates; D-Net; Adaptations

Assessment Evidence	
Performance Tasks: • *Formative:* Collecting macroinvertebrates using various nets: **TCC1, DE4, P2** • *Formative:* Collecting macroinvertebrates without using nets: **TCC1, DE4, P2** • *Formative:* Identifying different types of macroinvertebrates: **TCC4, CCE1** • *Formative:* Setting up proper system filtration in the correct order: **AA1** • *Interim:* Filter Scavenger Hunt: **TCC2**	**Other Evidence:** • *Summative:* Macroinvertebrates River Study • *Formative:* Types of filters - worksheet • *Formative:* Filter Identification in lab space - worksheet • *Summative*: Intro to Aqua and Freshwater

Learning Plan

- Students will learn about various freshwater ecosystems: **TCC4**
- Students will learn how to conduct a river study with macroinvertebrates: **TCC1, DE4, P2**
- Students will learn about the various filters that are used on campus in our systems: **AA1, TCC2**

Teacher Resources:

Dichotomous Key to Common Aquatic Invertebrates - Great example to use for our River Study and when students create their own Dichotomous Key in class.

Macro Key Stream Study - This helps the students ID various organisms found and what key factors they should look for.

Unit 3 - Marine Water Aquaculture

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Aquaculture

AQ.07.03.02.b. Explain how modern equipment and handling facilities enhance the safe and economic production of aquatic species.
AQ.07.03.01.b. Critique designs for an aquaculture facility and prescribe alternative layouts and adjustments for the safe and efficient use of the facility
AQ.07.04.01.a. List the general standards (e.g. environmental, zoning, construction, that must be met in facilities for aquaculture production

Common Core State Standards

CSS.ELA - Literature W.9-10.9b Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Next Generation Science Standards

HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

TCC: THINK CRITICALLY AND CREATIVELY

TCC1: I can ask purposeful, insightful questions to find a variety of innovative solutions.

CCE: COLLABORATE AND COMMUNICATE EFFECTIVELY

CCE4: I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

DE: DEMONSTRATE EMPATHY

DE1: I can acknowledge, process, and respond appropriately to others' comments and perspectives.

P: PERSEVERE

P3: I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
P4: I can take-on challenges and continuously engage in my own long-term strategies to overcome them to demonstrate through personal experience that failures are more instructive than discouraging.

AA: ADAPT AND ADJUST

AA4: I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings:	**Essential Questions:**
• The shellfish industry plays a multifaceted role in Connecticut, contributing to the economy, environment, culture, and culinary landscape of the state. Its significance underscores the importance of sustainable management practices and ongoing efforts to support and promote the growth of the shellfish sector. • The work of the NOAA labs in Milford plays a crucial role in ensuring the sustainability and health of marine ecosystems and fisheries in the Northeast region of the United States. These labs conduct scientific research and provide essential data and expertise to aid in sustaining and improving the health of our fisheries and marine waters.	• How much of an impact does the shellfish industry have in CT? • What do the NOAA labs in Milford, CT do and why are they important?
Students will know...	**Students will be able to...**
• Students will know what marine ecosystems there are • Students will know what NOAA stands for • Students will know the importance that NOAA has within CT • Students will know the different categories of shellfish • Students will know what benefits there are to culturing mollusks • Students will know what downfalls there are to culturing mollusks • Students will know the different methods of shellfish aquaculture • Students will know different parts of the shellfish internal and external anatomy • Students will understand the steps of growing a hatchery within CT	• Students will be able to identifying different marine ecosystems • Students will be able to list 2 different defining characteristics of each marine ecosystem • Students will be able to identify different parts of a clams anatomy • Students will be able to identify the different methods the shellfish industry used to cultivate their product • Students will be able to list the benefits that shellfish bring to the surrounding environment when being grown • Students will be able to personally contact local shellfish businesses to get the background of how their hatcheries began and what challenges they have come across, along with various solutions.

Key Vocabulary: NOAA; Shellfish; Mollusks; Bivalves; Univalves; Crustaceans; Active Mollusks; Shellfish anatomy (Internal and external parts); Ocean Ecosystem; Intertidal Zones; Business; Hatcheries; Networking

Assessment Evidence

Performance Tasks:

- *Interim:* Clam Dissection: **CCE4**, **DE1**
- *Summative:* Contacting local shellfish aquaculture business owners: **AA4, P3, P4**

Other Evidence:

- *Formative:* Shellfish basics - Worksheet
- *Formative:* Aquatic Ecosystems - Worksheet
- *Formative*: Shellfish Methods - Worksheet - **TCC1**
- *Formative:* NOAA/Milford Labs worksheet
- *Formative*: Clam dissection study review game - **CCE4**

Learning Plan

- Students will learn about various aquatic marine ecosystems - **TCC1**
- Students will be introduced to shellfish - **CCE4**
- Students will learn about the work that the Milford Labs do within the shellfish industry - **TI3**
- Students will learn about local shellfish hatcheries and how they began - **AA4, P3, P4, TCC1**

Teacher Resources:
Sea Grant: Fifty Years of Science Serving America's Coast - Video on importance of Sea Grant within CT and support of Aquaculture
The Facts | Niantic Bay Shellfish Farm | United States - Website on Niantic Bay Shellfish Farm (CT Shellfish Farm)
Indian River Shellfish - Website on Indian River Shellfish Farm (CT Shellfish Farm)
Hannah Pearson from Island Creek Oysters - Video tour of hatchery

Unit 4 - Aquatic Ecology

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Aquaculture

AQ.08.01.01.a. Evaluate the effects of aquaculture on the environment
AQ.08.01.01.b. Outline the methods of reducing the effects of aquaculture on the environment
AQ.08.01.01.c. Apply sustainable principles and practices to aquaculture production and management
AQ.08.02.02.a. Apply environmental and ecological concepts to aquaculture

Common Core State Standards

CSS.ELA - Literature. W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Next Generation Science Standards

HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

TCC: THINK CRITICALLY AND CREATIVELY

TCC1: I can ask purposeful, insightful questions to find a variety of innovative solutions.
TCC3: I can integrate relevant information to produce multiple valid solutions.

CCE: COLLABORATE AND COMMUNICATE EFFECTIVELY

CCE4: I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

DE: DEMONSTRATE EMPATHY

DE1: I can acknowledge, process, and respond appropriately to others' comments and perspectives.

TI: TAKE INITIATIVE

TI2: I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

AA: ADAPT AND ADJUST

AA3: I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

P: PERSEVERE

P3: I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.	
Understandings: Students will understand that... ● Aquaculture, just as any other industry has its positives and negatives. It can help alleviate the pressure of overfishing and increase food security, but management practices need to be looked at to continue ensuring sustainable and environmental practices. ● Depending on the country and various factors, such as economics, government involvement and research; aquaculture's impact on the environment globally has various impacts in different geographic locations. The methods used can also vary, based on the resources provided.	**Essential Questions:** ● What are the ecological impacts that aquaculture has on the environment? ● Compared to the US, how is the environment affected by aquaculture on a global scale?
Students will know... Students will know ecological impacts that aquaculture has on various environments Students will know how large the aquaculture industry is in different parts of the world Students will know what overfishing is Students will be know what environmental factors are affected by aquaculture, in different countries (Different impacts because of different environments) Students will know the difference between a food web and a food chain Students will know how food webs/food chains are impacted by aquaculture systems	**Students will be able to...** Students will be able to list at least 2 positive ecological impacts that aquaculture has on surrounding aquatic environments Students will be able to list at least 2 negative ecological impacts that aquaculture has on surrounding aquatic environments Students will be able to list 4 reasons overfishing has been a detrimental factor to our aquatic ecosystems Students will be able to verbally explain the reason overfishing has contributed to the growth of the aquaculture industry
Key Vocabulary: Ecology; Food Web; Food Chain; Overfishing; Resources; Degradation; Bycatch; International waters; Territorial seas; Regulations; Laws	

Assessment Evidence	
Performance Tasks: ● *Formative:* Tragedy of the Commons: **TCC1, TCC3, CCE4** ● *Interim:* River Study: Food Webs: **DE1, TI2**	**Other Evidence:** ● *Formative:* Overfishing - Worksheet ● *Formative*: What is Ecology and why is it important? - Worksheet - **TCC1** ● *Formative:* Aquaculture Around the World - Worksheet - **AA3** ● *Summative:* Compare and Contrast Environmental Impact USA vs. Chosen Country - Research Project - **P3, DE1** ● *Summative*: Marine Water Aquaculture and Aquatic Ecology

Learning Plan

- Students will learn overall environmental impacts that aquaculture has, dependant on the method being used - **TCC3, CCE4,**
- Students will learn about the environments in other parts of the world, and how aquaculture impacts those environments - **P3, DE1**
- Students will learn about how aquaculture alters those food relationships in the waters and what those changes lead to - **DE1, TI2**

Teacher Resources:

Overfishing | A Threat to the Oceans & Marine Life | Britannica - Discussing the ecological impact of overfishing

What is aquaculture and can it prevent overfishing? - Discussing how impactful aquaculture is to help with overfishing

Regional School District 14 New Course Proposal

Course Title: Agricultural Technology and Society (UConn ECE: SPSS 1150 Agriculture Technology and Society)

Grade Level(s): 11/12

Department: Agriscience

Faculty Member(s) Submitting Course Proposal: Jennifer Jedd

Course Description: *Humanities*
Development of agricultural systems and technologies and their influence on societies. Topics include plant and animal domestication, technological developments, food and industrial crops and centers of production, environmental issues, an evaluation of societal opinions on a variety of agricultural practices, and agricultural ethics.

Rationale for Offering this New Course:
(This course will be offered during 2025 registration for the 2025-2026 school year. In order to utilize the Dual Credit Expansion Grant funds for curriculum writing, the curriculum must be written this summer.)

This course will offer an agricultural specific opportunity to gain a humanities credit which will add an interest component to get more students interested in the development of a variety of world societies. It complements existing course offerings such as world history, American civilization, and it also takes a look at how all of the different areas of agriculture impacted human development over the ages. It will also address current issues that are agriculturally related, bringing in some topics of ethics and debate. Students will also be eligible to earn 3 UConn ECE Credits for SPSS 1150 which also fulfills one of the university general education credits required for every student to graduate, regardless of major area.

Prerequisites: Open to students in grades 11 and 12 in the agriscience program

Long-Term Course Outcomes:
Upon completion of this course, students will be able to:

- Identify agricultural developments and contributions from a variety of societies, and how agriculture impacted these societies
- Identify and evaluate the importance of agricultural technologies and developments throughout time
- Evaluate issues in agriculture and hypothesize ways to solve them or mitigate the effects of these issues
- Evaluate and participate in the lawmaking process in regards to agricultural issues
- Hypothesize, research, and evaluate issues in agriculture using the scientific method
- Research and create speeches related to the development of agricultural practices

Scope and Sequence:
Units

- Scientific Method and reliability of sources
- Origins of agriculture and the process of domestication of various species

- Evolution of tools, mechanized equipment, and agricultural land production practices
- Evolution of societies centered around agricultural developments that allowed that evolution
- The uses of animals and plants in medicine
- Modern Agriculture, Genetic Engineering, Corporate Farming, and the science/technology, and stigmas that surround them
- Where are we going?- How to advocate for agriculture
- Intertwined- speech research and presentation, social systems experiment or research, current events

Skills

- Research and present a speech on a controversial agricultural topic
- Use the scientific method to perform a social systems experiment
- Evaluate validity and bias of information sources
- Evaluate impact of agriculture on society
- Learn how to navigate the legislative website and submit written testimony on a bill
- Research societal agricultural phenomena and determine circumstances that result in a development

VoL Attributes

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
- CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
- CCE2(9-12): I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.
- CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
- TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- TI3(9-12): I can formulate and investigate probing questions to further my learning.
- P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.
- P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
- AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Required Resources and Projected Financial Needs:

Text resources (per UConn) - Approximately $1000 with shipping included

- Guns, Germs, and Steel: The Fate of Human Societies: Jared Diamond- Class set of 20- Amazon- $300
- Omnivore’s Dilemma: Michael Pollan- Class set of 20- Amazon- $250
- The Botany of Desire: Michael Pollan- Class set of 20- Amazon- $250
- Variety of teacher created resources and web-based videos and readings provided by ECE instructor
- Complete permission slip to allow for class-related field trips during the class period

Regional School District 14 Textbook Adoption Proposal Form

Instructions - After the text selection process is finished, please submit the following to the Director of Teaching and Learning for the chosen text:

- Completed adoption proposal form
- A copy of the cost proposal/quote from the vendor
- 1-3 copies of the Student Textbook and the Teacher's Guide for review.

School/Grade/Department:NHS/10-12/Social Studies	Date: 3/26/2024
Evaluating Team Members:Marisa Christoff	
Textbook Information	
Title of the Proposed Textbook:Myers' Psychology for the AP Course	Edition: 4th
Author(s)/Editors: David G. Myers and C. Nathan DeWall	
Publisher (please include name of contact person, address, phone, and fax) Bedford Freeman & Worth Publishers Becky Anderson 207-540-0909	
Text Readability Level: Lexile Measure 1100L-1200L	Copyright Year:2024
Is this a more current edition of an approved text already in use? (If yes, please include the title, copyright date, and publisher of the text being replaced) Yes. We are currently using Myers' Psychology for the AP. The copyright date is 2011 and the publisher is Worth Publishers.	
Proposed Textbook Cost	
Cost of The Proposed Text:	**$ 159.98** book only **$ 171.98** Just digital (in Achieve) for 1 student per year for 6 years in a row (so 6 students total at the end of the 6 years) **$198.98** Book + digital for 1 student per year for 6 years in a row (so 6 students total at the end of the 6 years)

Number of Texts Requested:	x 55
Approximate Cost of Shipping:	+$547.20
Total Cost:	$11491.10

Additional Information Required

Titles of Other Texts Reviewed: Myers' Psychology for the AP Course 3rd edition by Myers and DeWall; Psychology by Schacter, Gilbert, and Nock; Myers' Psychology for the AP Course 4th edition by Myers, DeWall, and Hammer.

Advantages of The Proposed Text:
-aligns to the new updated college board curriculum beginning in the 2024-2025 school year
-listed as an approved textbook by college board for the 2024-2025 audit year
-learning targets at the beginning of each chapter follow the learning targets outlined by college board
-has MCQ and FRQ questions embedded through the chapters
-objectives in the form of focus questions that align with the curriculum standards posted in AP Classroom (free digital platform that college board maintains to instructors and students)
-vocabulary words are highlighted in the margins
-tables and charts are embedded throughout the unit to help students prepare for analytical responses (AP testing and SAT testing)

Other School Districts Utilizing The Proposed Text: We will be one of the first districts using this textbook since this edition (4th) of this textbook was released this month (March). New Fairfield School district is currency using the 3rd edition.

Evaluation of The Proposed Textbook			
Content - Please place an "x" in the appropriate rating.	**Yes**	**No**	**N/A**
1. Are the instructional goals clearly stated in terms of what students should know and be able to do?	X		
2. Does the content align with the state and district curriculum standards?	X		
3. Does the content challenge students of varying levels?	X		
4. Is the content age appropriate in terms of interests, concepts, etc.?	X		
5. Does the content reflect recent scholarship in this subject area?	X		
6. Are there connections made within and across content areas?	X		
7. Are gender, racial, ethnic, religious, and socio-economic groups, past and present, accurately and fairly represented?	X		
8. Does the content (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our global society?	X		
9. Are all sides of a controversial issue treated objectively?	X		
Please provide a brief explanation any "no" responses above:			
Assessment of Student Learning - Please place an "x" in the appropriate rating.	**Yes**	**No**	**N/A**
1. Are there formal and informal assessment practices integrated throughout the text?	**X**		
2. Do the assessments provide a balanced profile of students' acquisition of skills, knowledge, understanding, and their ability to apply their learning to real world situations?	**X**		
3. Will the assessments provide meaningful feedback to teachers to improve instruction and learning?	**X**		
Please provide a brief explanation any "no" responses above:			
Instructional Support - Please place an "x" in the appropriate rating.	**Yes**	**No**	**N/A**
1. Are there up-to-date reference sources listed?	X		

2. Is there a focus on higher level thinking skills?	X		
3. Are the units and lessons organized in a manner that are easy to use?	X		
4. Do the activities engage students in problems and questions before solutions and answers are introduced?	X		
5. Do the materials allow for a variety of activities that address different learning styles?	X		
6. Do the materials provide ways of building students' competency with the Vision of A Learner attributes?	X		
7. Do the materials provide opportunities for parents and community members to be involved in learning activities?	X		
8. Are the typeface, type size, illustrations, and visual aids suitable for the students who will be using this text?	X		
9. Is the text/supplemental material available in different languages?		X	
10. Is the text/supplemental material available on audiobook?		X (for e-book only)	
11. Do the instructional methods reflect current learning theory and pedagogy?	X		
12. Are the authors (contributors) recognized for their expertise in this subject area and their experience with students at a similar level to those who will be utilizing this text?	X		
Please provide a brief explanation any "no" responses above:			
Overall Summary and Rationale for Utilizing This Textbook: This text is the first AP Psychology published text that completely aligns to the new updated college board curriculum design beginning in the 2024-2025 school year. The course is shifting from 9 units to 5. This textbook is organized into 5 modules that follow the new 5 unit design. In addition, I am very familiar with texts by Myers since he is the author of the AP psychology textbooks that I have used for the past 17 years.			

Approval Signatures	
Department Chairperson: Marisa Christoff	Date: 4/2/2024
Principal:	Date:

Director of Teaching and Learning:	Date:

Instruction

Alternative Education Programs

The purpose of this policy is to recognize the need for alternative education programs for some District students.

The Board of Education (Board) is dedicated to providing educational options for all students within available financial constraints. It is recognized there will be students in the District whose needs and interests are best served by participation in an alternative education program. The Board believes alternative education is a student focused perspective based on a respect for students, the belief that all students can learn given the right environment, and participation in an alternative setting is an informed choice made by students and their families.

"Alternative education" means a school or program maintained and operated by the Board that is offered to students in a nontraditional educational setting and addresses the social, emotional, behavioral and academic needs of such students. Alternative education does not for purposes of this policy and Connecticut State Board of Education (CSDE) guidelines include private schools, home schooling, "*School Choice,"* adult education, approved private special education programs, gifted and talented programs, and schools or programs within the Connecticut Technical High School System.

The Board shall provide alternative education to students in accordance and compliance with the "Guidelines for Alternative Education Settings," established by the State Board of Education. Such guidelines shall include, but not be limited to, a description of the purpose and expectation of alternative education, criteria for student eligibility, and criteria for how and when a student may enter or exit alternative education. The philosophy of alternative education utilizes a whole student approach. This approach promotes individualized programming to address the personal, emotional, social, intellectual, work skills, safety and security needs of students in addition to academic achievement. The Board views enrollment in an alternative setting not as punishment but as a learning opportunity.

In providing alternative education to students, the Board may use space in an existing school or establish a new school or be a program affiliated with one or more schools or districts. Programs must be affiliated with at least one district with a code previously assigned by CSDE. Such programs must comply with state laws pertaining to the number and length of school days in an academic year and shall be subject to all other federal and state laws governing public schools.

The Board may form a cooperative arrangement with other boards of education, to provide alternative education pursuant to C.G.S. 10-158a.

Instruction

Alternative Education Programs (continued)

A list of alternative programs will be approved by the Board annually. The Superintendent may/shall provide for the involvement of staff, parents and the community in recommending alternative education programs for Board approval. The alternative education program, subject to Board approval, must have a transparent and defined purpose, which includes a description of the types of students that may benefit most from the program/school environment. Clear and objective admission criteria, consistent with stated program guidelines must be evident. Also to be a part of the alternative education program are clear and explicit criteria and procedural exit criteria frameworks to address a student's return to the traditional school setting. There shall be an annual evaluation of alternative education programs.

The Board, as required, will post on its website information about any alternative education offered, including purpose, location, contact information, staff directory and enrollment criteria. Determination of enrollment shall be made by the student support team which includes, but is not limited to, parent or family representative, student (if in secondary school), appropriate representative of the alternative environment, student's teachers, school administrator and if the student is identified as disabled, a special education teacher or PPT/504 Team representative. In addition, the Board recognizes its responsibility to give all children in the District who receive alternative education as nearly equal advantages as may be practicable compared to other children in the District. In addition, the Board shall annually submit to the Commissioner of Education a strategic school profile report for each alternative school or program under its jurisdiction.

All students in an alternative education program shall receive instruction based on a curriculum aligned to the Connecticut Core State Standards, unless modified as indicated by the goals and objectives of an IEP, in particular curricular areas.

Alternative education programs implemented by the District are to maintain learning options that are flexible with regard to environment, structure and pedagogy. Such programs include, but are not limited to, a separate school, tutorial instruction, small group instruction, large group instruction, counseling and guidance, computer-assisted instruction, cooperative work experience, supervised community service activities and supervised independent study. Prior to consideration of an alternative placement, a review of the student's academic, health and behavioral records, including any PPT and Section 504 records, Student Success Plans and other history of interventions must take place.

Instruction

Alternative Education Programs (continued)

Students, upon parent request, may be placed in an alternative education program within available financial resources if the District determines that the placement serves the student's educational needs and interests and assists the student in achieving district and state academic content standards. Families shall have a right of appeal if there is disagreement with the District's placement decisions.

The implementation of this policy and any Board approval of an alternative education program are subject to the requirements and procedures enumerated in the administrative regulation.

(cf. 6172.11 – Relations with Charter Schools)
(cf. 6172.12 – Magnet Schools)
(cf. 6172.41 – Title I Program)
(cf. 6172.6 – Virtual/Online Courses)

Legal Reference Connecticut General Statutes

10-4p(b) Implementation plan to achieve resource equity and equality of opportunity. Assessment. Reports. (as amended by PA 15-133)

10-15 Towns to maintain schools.

10-16 Length of school year.

10-158a Cooperative arrangements among towns. School building projects. Student transportation.

10-220 Duties of boards of education (as amended by PA 15-133)

10-223h(c) Commissioner's network of schools. Turnaround committees. Operations and instructional audit. Turnaround plans. Report. (as amended by PA 15-133)

PA 15-133 An Act Concerning Alternative Education

Guidelines for Alternative Education Settings, State Department of Education, approved by CT State Board of Education, Oct. 5, 2016.

Policy adopted:
cps 11/15

Bylaws of the Board **9750**

CONDUCT OF MEETINGS

Introduction

The conduct of meetings of the Regional School District No 14 Board of Education shall be in accordance with the Connecticut Freedom of Information Act, Connecticut General Statutes §1-200 *et seq*., the rules of parliamentary practice as set forth in the Robert's Rules of Order and other applicable laws.

A quorum of five (5) members of the Board of Education must be present in order for the Board to conduct a meeting.

All Board meetings shall commence at the stated time or as soon thereafter as a quorum is present and shall be guided by an agenda which will have been posted in accordance with law and delivered in advance to all Board Members and other designated persons. The agenda for the Board of Education meetings will be completed by the Committee Chair collaborating with the Superintendent.

The Board Chairperson shall preside over meetings. In the absence of the Chairperson, the Vice Chairperson shall preside.

The meetings shall, to the fullest possible extent, enable Members to conduct the business of the Board in an orderly and expeditious manner.

Order of Business

At each Board meeting, the order of business shall be as follows:

1. **Call to Order**
2. **Pledge of Allegiance**
3. **Report from Student Representatives**
4. **Approval of Minutes**
5. **Information and Proposals**
    - **A. Committee Reports**
    - **B. Superintendents Report**
    - **C. Chair Announcements**
6. **Privilege of the Floor**
7. **New Business requiring Board Action**
8. **Old Business**
9. **Announcement of Future Meetings**
10. **Adjournment**

Open to the Public

Consistent with state law, all meetings of the Board shall be open to attendance by the public with the exception of executive sessions.

~~When members of the public are invited to address the Board concerning any subject that lies within its supervision, control and jurisdiction, the following provisions shall apply:~~ ***Provisions for permitting any resident of the Towns of Woodbury or Bethlehem, any parent/guardian of a child enrolled in the Region 14 School District, or any current employee of the Region 14 School District shall be as follows***

1. A 3 minute time limit may be allowed to each speaker with a maximum of 21 minutes per meeting being allocated for any one item. The Board may, by a majority vote, decide to cancel or adjust these time limits.
2. The Chairperson shall not permit actions which disrupt or interrupt the orderly conduct of the Board meeting. A willful participant in such conduct will be asked to leave the meeting of the Board. In the case of a general disturbance where order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the members of the Board may order the meeting room to be cleared except for representatives of the press who have not participated in the disruption of themeeting.

Executive Sessions

An executive session is a meeting (or a portion of a meeting) at which the public is excluded for one or more of the purposes permitted by The Freedom of Information Act, Connecticut General Statutes § 1-200(6). Executive sessions may be held upon a two-thirds vote of the members present and voting. The motion to enter executive session shall state the specific purpose for the executive session. Only matters that fall within the stated purpose of the executive session may be discussed in executive session. The executive session is limited to discussion only; all votes must be taken in public session.

Actions of the Board

No action will be taken unless the subject acted upon was listed in the agenda posted for that meeting, except that an item of business not included on the agenda of a regular meeting may be considered and acted upon after a two-thirds vote of the members present and voting to add such business to the agenda.

The Board shall not adopt resolutions except where such adoption is required by law or where the intent of the Board is to publish a status position of the Board, as in advising the General Assembly of the Board's position on a proposed law, or commending staff members or other agencies for work well done.

Voting

Unless otherwise specified, all votes of the Board will be by majority vote of those members who

are present. An absentee ballot or proxy vote is not acceptable at any meeting of the Board except as required by law. A record of the votes of each member shall be reduced to writing and made available for public inspection within 48 hours, (excluding Saturdays, Sundays or legal holidays for votes of special meetings) and shall be recorded in the minutes of the meeting.

Minutes

The Board shall make, keep and maintain a record of the proceedings of its meetings in the form of minutes. The Secretary of the Board of Education shall ensure that minutes of all meetings of the Board shall be kept. All actions of the Board, including votes of board members, shall be identified clearly in minutes of the meeting. The official minutes of the Board meetings shall be kept in the central office.

Minutes shall be made available to the public within seven days after each meeting (excluding Saturdays, Sundays or legal holidays for minutes of special meetings) and shall be posted on the Board's website, to the extent required by law.

Copies of the minutes shall be made for distribution to the Board members with the agenda for the next regular meeting.

The minutes of any emergency special meeting shall specify the nature of the emergency and shall be available within 72 hours of the meeting, excluding any Saturday, Sunday or legal holiday.

Legal References: Connecticut General Statutes

1-225 Meetings of government agencies to be public. Recording of votes. Schedule and agenda of meetings to be filed. Notice of special meetings. Executive sessions.
1-232 Conduct of meetings
10-218 Officers
10-224 Duties of secretary

REGION 14 SCHOOLS

Educator Evaluation and Support Plan

2024

Development Process

This plan was collaboratively developed by the members of Region 14's Professional Development and Evaluation Committee and approved by the Region 14 Board of Education during the 2023-2024 school year. The plan fully aligns with the Connecticut State Department of Education's (CSDE) Educator Growth and Evaluation Guidelines. Portions of the following plan have been adapted from the "Connecticut Leader and Educator Evaluation and Supports Plans 2024" document developed by the Connecticut State Department of Education (CSDE) which provides model evaluation and support plans for leaders and educators. The CSDE has granted PDECs permission to adapt the model plan in accordance with a self-assessment of district needs and goals.

Professional Development and Evaluation Committee (PDEC)

Kathryn Aseltine	Taryn Fernandez	Tami Gilbert
Todd Gorski	Cailey Howser	Nicole Lewis
Allison Loiseau	Kari McCarthy	Kelly Pinho
Andie Rocco		

Board of Education

Carol Ann Brown	Michael Carbonneau	Jim Crocker
Chris Griffin	Alice Jones	Caren Lipinski
Chris Matta	Tikva Rose	

Theory of Action

At the beginning of the plan development process, the Region 14 Professional Development and Evaluation Committee (PDEC) agreed to the following theory of action to guide the work: If we develop an Educator Growth and Evaluation Plan that focuses on *continuous improvement* through *collaborative dialogue*, *self-directed goals*, and *differentiated growth plans*, then we will establish a *culture of trust* centered around the *Region 14 Vision of a Learner* and the demonstration of its attributes by all *learners*.

Definitions

Continuous improvement - Continuous improvement refers to the ongoing effort to make incremental changes and improvements to teaching methods, school programs, policies, and processes in order to positively impact student outcomes. The goal is to consistently get better over time through reflection, assessment of current practices, and implementing changes based on evidence and data. This requires educators to have a growth mindset focused on becoming more effective teachers and leaders. Key aspects include data analysis, goal setting, professional development, collaboration, and regularly evaluating progress. The continuous cycle aims to improve student learning, engagement, development and school culture.

Collaborative dialogue - Collaborative dialogue refers to meaningful, constructive conversations and interactions between educators, students, administrators, parents, and other stakeholders. The goal of collaborative dialogue is to share diverse viewpoints, critically reflect, build shared understanding, and work together to make decisions and improvements. Key aspects include open and respectful communication, listening to understand multiple perspectives, identifying challenges/problems collectively, and co-constructing solutions oriented toward shared goals and student growth. Collaborative dialogue enables the school community to leverage its collective intelligence and strengths to foster deeper learning for students and continuous improvement overall. Effective collaborative dialogue builds trust and ownership in decisions made.

Self-directed goals - Self-directed goals refer to learning objectives and aspirations that educators set for themselves. Rather than having goals imposed on them, self-directed goal setting aims to empower teachers to take charge of their own professional learning. This is facilitated by encouraging teachers to reflect on their interests, learning needs, and what they wish to achieve. Administrators support teachers in planning how to achieve their self-set goals through resources, critical thinking questions, and periodic check-ins on progress. Self-directed goals shift the locus of learning from external to internal motivation.

Differentiated growth plans - Differentiated growth plans refer to individualized roadmaps of learning goals and success criteria that educators co-construct together with their administrator. Recognizing that educators have unique professional learning needs, differentiated growth maps help meet teachers where they are at professionally. These living documents outline specific abilities and strategies educators will focus on, catered learning and support, ongoing assessment check-points, and space for educator reflection and ownership. Differentiated growth planning allows educators to target their professional learning and take charge of their continuum of skill building. Rather than a one-size-fits-all instructional approach, it provides customized pathways guiding each learner’s progression, next steps, and professional vision. The differentiation aims to personalize professional growth while upholding rigorous expectations for teaching and learning to improve student outcomes.

Culture of trust - Within the realm of educator evaluation, a culture of trust refers to an atmosphere founded on mutual understanding, reliability, and confidence between educators. It is characterized by openness,

transparency, care, accountability and shared beliefs that all students (and educators) can learn at high levels as a result of others having their best interests in mind. Establishing a culture of trust involves vulnerability, difficult conversations oriented toward growth, and systems that reinforce human dignity over bureaucracy. Trustworthiness is modeled by matching words with actions, keeping promises, and righting wrongs while asking forgiveness when mistakes inevitably happen. In such a positive environment, creativity and risk-taking flourish while fear and uncertainty that hamper achievement decrease. Sustaining a culture of trust makes continuous school improvement possible.

Region 14 Vision of a Learner - The Region 14 Vision of a Learner aims to ensure all students in our Region 14 community are future ready. To ensure that all of our learners are prepared for the opportunities and challenges of the 21st century, we have developed a common understanding of the skills and qualities that will help them to thrive in life. Our vision represents the core values that guide the work of our educators and students and aligns with the characteristics our community deemed necessary for our students to be positive contributors to society. Region 14's Vision of a Learner provides coherence across our schools from Pre-K through 12th grade and serves as a guide for instruction and decision making.

Learners - Learners refers to the students, faculty, administration, and all others who are engaged in acquiring new knowledge, skills, behaviors, and attitudes through various forms of teaching and experiences. Learners bring a diverse range of backgrounds, capabilities, motivations, and life experiences that influence their needs and approaches to learning.

Standards and Criteria

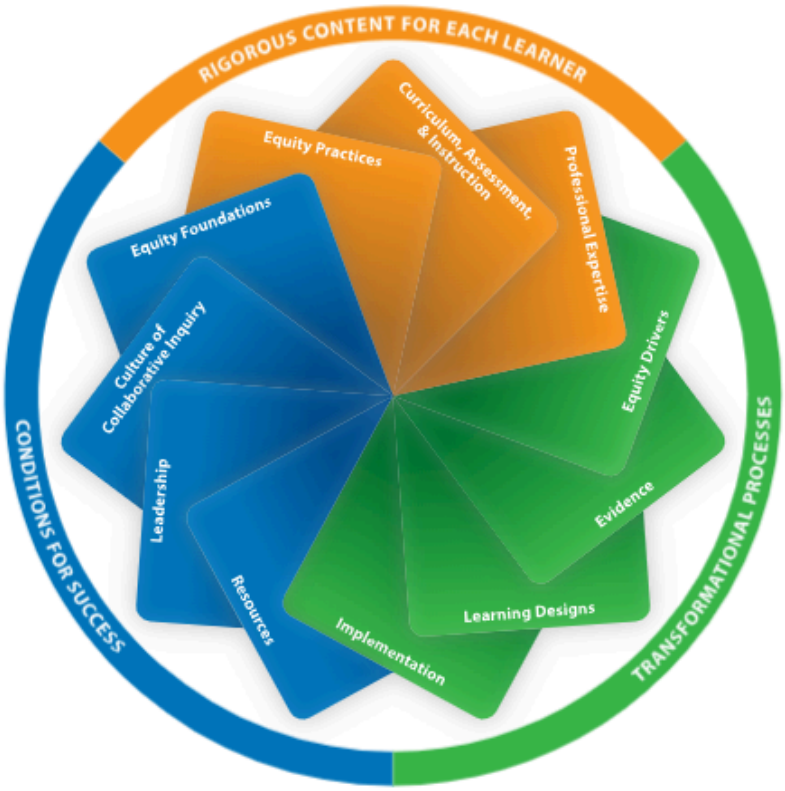
The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Region 14 Schools will utilize adaptations of "The Thoughtful Classroom Teacher Effectiveness Framework" developed by Silver Strong & Associates. Silver Strong & Associates describe the framework as follows: "The Thoughtful Classroom Teacher Effectiveness Framework is a comprehensive system for observing, evaluating, and refining classroom practice. It synthesizes a wide body of research on instructional design and teacher effectiveness, as well as insight from over 250 teachers and administrators from around the country. The ultimate goal of the Framework is to create a common language for talking about high-quality teaching and how classroom practice can be improved. The Framework allows for assessment according to ten dimensions of teaching, outlining a set of observable teaching indicators within each dimension and relevant student behaviors associated with effective instruction. It also includes rubrics for developing summative evaluations, along with a set of protocols to help school leaders provide meaningful feedback to teachers and conduct powerful pre- and post-observation conferences."

Region 14 has been given permission to make adjustments to this framework to meet the needs of the various educators in the district. As such, there are slight variances between the frameworks utilized for classroom teachers, administrators, and faculty members in other roles. These variances help ensure that the evaluation plan allows for differentiation of roles.

The rubrics associated with each dimension of the Framework have been edited to represent single point competencies. A single point competency rubric focuses the educator on the expectations of performance without the need for ratings to better facilitate discussions of strengths and areas for growth, to utilize evidence to support the identification of these areas, and to determine next steps for support and learning. The focus shifts from a rating to a performance goal.

Professional Learning Standards and Structures

Professional learning is essential to Region 14's Educator Evaluation and Support Plan. Learning Forward Professional Learning Standards 2022, serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process: 1) Vision for effective leadership, 2) Vision for effective professional learning, and 3) Vision for effective teaching, learning, and service delivery.



Orientation, Training, and Support Elements

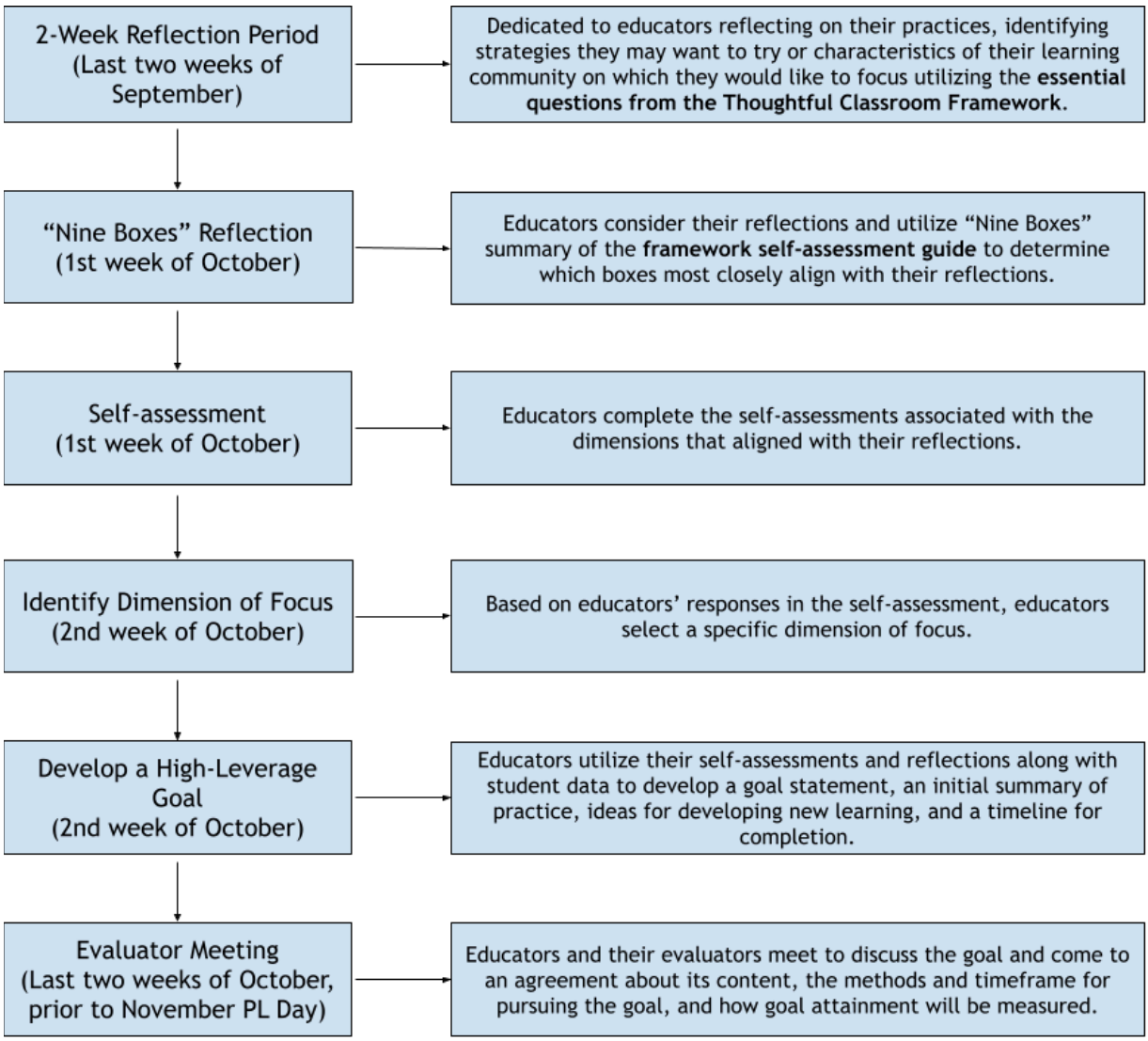
Orientation on the Leader and Educator Evaluation and Support process will be provided to all faculty by members of the PDEC prior to the start of the process. In year 1 of implementation of this plan, orientation will occur prior to October 15th. In subsequent years, orientation will occur annually during the New Faculty Academy and a brief refresher will be provided prior to October 15th for returning faculty. The orientation will facilitate educator understanding of high leverage goals and professional learning plans, the Effectiveness Frameworks, goal-focused and informal observations, tiered supports, and the dispute resolution process.

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

The Goal Setting Process

Region 14 will utilize “The Thoughtful Classroom Teacher Effectiveness Framework” developed by Silver Strong & Associates. The framework was chosen for its ease of use, the high level of detail and guiding questions it provides, and how readily it can be utilized to facilitate collaborative and reflective dialogue. As Silver & Strong state, “one problem that has plagued the teacher evaluation process in the past has been the tendency to leave teachers out of the process, to require their compliance rather than earn their commitment.” Under this plan, the goal-setting process is incumbent upon the educator’s commitment to honest self-reflection and continual improvement through the development of a personalized goal that will positively impact the educator’s practice and student learning.

The flowchart below delineates the goal setting process.



Developing a High Leverage Goal

At the heart of the goal development process is **action research**. Action research is an inquiry-based process used by educators to study and reflect on their own practices in order to improve student learning outcomes. It involves systematically collecting and analyzing data around a specific problem or area needing improvement in an educational setting. When setting the goal, the educator identifies an issue or question to investigate, develops a research plan, gathers and analyzes data, implements changes based on findings, and evaluates the effectiveness of the intervention through observation and reflection.

Unlike traditional educational research, action research is conducted by educators for application in their own classrooms. It promotes educator autonomy and voice in the research process. The goal is always positive change and improvement at the school or district level. Action research provides real-time feedback for educators to adjust practices to better meet the needs of their students. It allows educators to add to the knowledge base about learning but focuses on practical action and direct implementation in the classroom. Ongoing critical reflection and collaboration with colleagues are key components that distinguish action research from everyday teaching.

As such, it is essential that a **high-leverage goal** be chosen. A high-leverage goal in education is an overarching, breakthrough target that seeks improvement and sustainable change in a school or district. High-leverage goals are broad in scope, connected to a compelling vision, and focused on closing achievement gaps to benefit all students. They address root causes of problems, not just symptoms, and articulate clear outcomes to aim progress toward.

High-leverage goals may require multiple years of action research. They drive collaborative work and unite efforts around common priorities. Goals are considered high-leverage if they are strategic, measurable, attainable yet ambitious, results-focused, and equity-centered. They should be linked to recognized needs and leverage research on effective practices that will have a significant return on investment if achieved. High-leverage goals lead to action plans with benchmarks and milestones for measuring interim progress. They provide focus and impetus for raising the bar and realizing dramatic improvement.

During the goal setting meeting between the educator and evaluator, a mutual decision must be reached as to the time frame of the goal. The time frame may be one, two, or three years.

Educator/Evaluator Meetings

Evaluation and support will be an ongoing, cyclical progress monitoring process with evaluator and educator/team conferences in the fall, winter, and spring. The expectation is that all educators will always be in either the goal development or goal pursuit process. Each educator will be assigned a primary evaluator with an 092 certificate, this will most often be a school administrator. Educators must meet with their evaluator at least three times per school year in relation to their goals.

1) Goal-Setting Discussion: The first meeting is the last portion of the goal development process. For educators pursuing a two- or three-year goal, this meeting will be a planning meeting for the pursuit of the goal for the current school year. (Completed by November 1)
2) Mid-Year Progress Discussion: The second meeting is a progress meeting held towards the middle of the school year. (Completed by March 1)

3) End-of-Year Progress Discussion: The third meeting is held at the end of the school year to reflect on the year, discuss progress towards or achievement of the educator's goal, and determine how this progress might inform or launch the next evaluation cycle. (Completed by the last day of school)
4) Summative Evaluation: A summary of the educator's growth towards meeting the goals and a statement of successful or unsuccessful completion of the evaluative cycle is provided to the educator by the evaluator. A summative evaluation conference may be requested by either party. A conference must be scheduled for any educators who do not successfully complete the evaluative cycle. (Completed by June 30)

The Educator/Evaluator meetings will consist of reflective dialogue around the educator's application of new learning and its impact on students, specifically in relation to improved academic performance. "Reflective dialogue" refers to a thoughtful and critical conversation between the educator and evaluator about the educator's experiences and practices. Specifically, this dialogue focuses on examining and discussing the educator's application of new knowledge or skills gained from professional or personal learning. The goal is to reflect on how these new approaches have been implemented in the classroom and to evaluate their effectiveness in improving students' academic performance.

This process involves a deep level of introspection and mutual feedback, where both parties analyze the successes and challenges of applying new strategies or methodologies. The reflective dialogue aims to identify what worked well, what didn't, and why, facilitating a better understanding of teaching practices and their direct impact on student learning outcomes. It encourages continuous professional growth by fostering a culture of learning, self-assessment, and adaptation to enhance educational practices for better student achievement. The needs of the educator to continue pursuing the goal in terms of new learning and/or resources will also be discussed. Data should be provided by the educator that supports the impact statements. This data can be qualitative or quantitative, but should always be specific.

Goal-Setting Discussion

Goal-setting discussions may be scheduled between individual educators and their evaluators or between groups of educators and their evaluators if multiple educators will be working towards the same goal. In preparation for these discussions, the educator(s) must complete sections 1 and 2 of the Region 14 Educator Professional Growth Plan document that will be utilized throughout the term of the goal. Each educator will engage in self-assessment prior to completing the form through the use of their role-specific self-assessment document:

- Classroom Teacher Self-Assessment
- School Counselor/Social Worker/Psychologist/Service Provider Self-Assessment
- Instructional Leader Self-Assessment

Mid-Year Progress Discussion

The mid-year progress discussion consists of reciprocal dialogue between the educator and evaluator and includes an educator self-reflection on their progress toward their goal(s) so far. The reflection shall include an analysis of the impact of their learning on their practice, student learning, growth and achievement and the school community.

- Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the educator's goal, observation feedback and evidence aligned to the single point rubric.
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal may be considered based on multiple measures of evidence.

End-of-Year Progress Discussion

End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal.

Summative Evaluation

A summary of the educator's growth achieved through the process will be provided by the evaluator on an annual basis. The summary will be tied to The Thoughtful Classroom Teacher Effectiveness Rubric and will make a distinction regarding the educator's successful completion of the evaluative cycle. Multiple measures of student learning, growth, and achievement as agreed upon during the goal setting process will be utilized to make this distinction. These may include evidence of student performance, observations of practice, student feedback, artifacts of professional practice, and reflections of the educator on students growth. They should include a mix of quantitative and qualitative data and indicate a positive shift in student outcomes.
If an evaluator determines that an educator is unsuccessful in completing the evaluative cycle, a summative conference must be scheduled to determine next steps.

Professional Practice and Student Growth: The Goal Pursuit Process

The implementation of the continuous learning process is shared between the educator and evaluator.
For the duration of the learning process, educators pursue learning and attainment of their goals by engaging in collaborative conversations with their colleagues, being open and responsive to coaching from both their evaluators and their fellow reflective practitioners, collecting evidence of practice related to their high leverage professional learning goal, and collecting student performance data upon which to base the effectiveness of their practice and their professional learning needs.

At least eight professional learning sessions throughout the year will be dedicated to the pursuit of educators' goals. These sessions will include opportunities to work with colleagues, access to banks of instructional strategies aligned with the TCTEF dimensions, and sharing of strategies that have been implemented with reflective discussions around their effectiveness as evidenced by qualitative and quantitative data on student outcomes. Efficient utilization of the time provided during these sessions will enhance and provide further evidence of the educator's professional practice as delineated in Dimension 10: Professional Practice which assesses the educator's commitment to professional growth, the school community, and professionalism.

Evaluator/Observer/Stakeholder Feedback and Engagement

Evaluator Observations of Educators

Observations occur throughout the continuous learning process. There will be two types of observations in the Region 14 evaluation and support model: goal-focused observations and informal observations. Each type of observation will serve a different purpose.

Goal-Focused Observations

Goal-focused observations of educators will be for the purpose of gathering evidence of the educator's progress towards meeting their goal. The observations will be scheduled to include reflective dialogue afterwards. This dialogue facilitates the opportunity for the educator to provide context for the lesson or portion thereof that was observed, for the evaluator to hear the educator's reflections on the lesson, how it reflected their goal, and how they perceived it impacted student performance, and for a coaching conversation to occur to further promote the educator's growth. Different from formal observations of the past, pre-observation conferences are optional and formal lesson plans are not required. However, educators should be prepared to speak to all aspects of the lesson during the post-observation reflective dialogue.

Goal-focused observations will occur TWO TIMES during the school year: once from October through January and once from February through May. While the length of time of the observations will vary, evaluators will observe as long as necessary to provide meaningful feedback related to the educator's goal. Administrators will utilize the dimension feedback tool associated with the educator's goal to provide specific, timely, accurate, actionable and reciprocal feedback and to guide reflective dialogue.

Pre-Observation Preparation

Prior to a formal observation, educators should consider if there are aspects of the lesson on which the evaluator should focus which specifically relate to the educators' goals. Communicating these aspects with the evaluator prior to the observation will help to center the evaluator's attention and increase the likelihood of collecting evidence of goal-specific strategies and student behaviors.

Post-Observation Reflective Dialogue

A post-observation reflective dialogue will follow all formal observations. The purpose of the dialogue is to facilitate deep reflection on the lesson and identify areas of strength and opportunities for growth with the goal of improving teaching and learning. This dialogue may also include reflection on the observation process itself, how it helped and how it can be improved. Post-observation reflective dialogues will be based on Silver Strong & Associates' "Five Rs": review, reactions, reasons, rethink, and reflect. Some questions that may be part of the dialogue include the following:

- Review: What did you and your students do during the lesson? What changes did you make during the lesson that deviated from your lesson design?
- Reactions: What are your personal reactions to the lessons? On a scale of 1-5 how do you think this lesson went? How do you feel your students reacted to the lesson? What caused them to feel this way?
- Reasons: What caused you, if at all, to modify your plans during the lesson? Why do you feel the way you do about the lesson? What did the students learn? Why do you think this is so?
- Rethink: What would you do differently next time? What have you learned from this lesson and observation? How will this observation influence your teaching in the future?
- Reflect: How did this observation and feedback process work for you? How, as a coach and observer, can I better help you?

Informal Observations

Informal observations of educators may be scheduled or impromptu. The purpose of informal observations is for the evaluators to observe teaching and learning in the classroom as a whole and provide actionable feedback on "The Four Cornerstones of Effective Classrooms" from the Thoughtful Classroom Framework. Evaluators will consider the essential questions, instructional indicators, and student behaviors from the TCTEF Informal Observations document when developing their feedback. Written and/or verbal feedback will be provided after each informal observation. A post-observation conference may be requested by either party.

The minimum number of informal observations required by this plan is determined by the number of years of service in public education and in Region 14.

- Educators who are new to the profession, fewer than 40 months of full-time service in public education, OR educators with fewer than 20 months of full-time service in Region 14 will have AT LEAST TWO informal observations.
- Educators who have earned tenure in Region 14 will have AT LEAST ONE informal observation.
- Part-time/Partial Year Educators will be observed proportionally to their FTE and above educator level
    - Educators serving less than .5 FTE have a minimum of one observation per year
    - Educators serving .5 FTE or greater will have a minimum of two observations per year

Growth Criteria

An educator is determined to have successfully completed the learning process by demonstrating:

- Reflection supported with evidence of the impact of the educators' new learning on their practice/goal;
- the impact the educators' new learning and practice had on student learning, growth, and/or achievement, supported by evidence;
- the development of next steps to further learning and goal attainment;

- evidence of application of actionable feedback provided by evaluators after informal observations; and
- evidence of commitment to professional practice as described in Dimension 10.

Tiered Support

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan and provide documentation to the educator. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan is separate from the normal educator growth model and must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- well defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative.

Observations vs. Walkthroughs

It is important to note that observations are distinct from walkthroughs. Observations will follow the protocols described above and are part of the evaluation and support plan while walkthroughs are non-evaluative. Walkthroughs by school and district administrators are predominantly to determine alignment of instruction between classes and schools, witness the impact of curricular decisions on teachers and students, and identify strengths and areas for growth in order to target professional learning opportunities.

Dispute Resolution

In cases where the evaluator and educator being evaluated cannot agree on goals or objectives, the evaluation period, feedback, or the professional development plan, the dispute resolution process will entail the following:

Any claims that the district has failed to follow the established procedures of the teacher evaluation and support program shall be subject to the grievance procedures set forth in the then-current collective bargaining agreements between the Region 14 Board of Education and the relevant bargaining unit.

Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. **Within three school days** of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee **within three workdays** of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.
    a. Option 1: The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.
    b. Option 2: The educator being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than **five school days** from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The educator being evaluated must initiate the appeals procedure **within five workdays** of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator **within five workdays**, the educator shall be considered to have waived the right of appeal.

4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

The Role of the Professional Development and Evaluation Committee (PDEC)

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan.

Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups.

The duties of PDECs shall include, but are not limited to:

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the model educator and leader evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Local and State Reporting

The superintendent shall report:
1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and

2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term “teacher” shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

APPENDICES

Appendix A: Sample Reflection Questions

Self-Reflection Sample Questions

• Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional practice?
• In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
• Based on your current students'/adult learners' strengths and needs, what new learning might you explore to address the needs?
• Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
• How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
• What are you considering for your learning goal?
• What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of Success

• What question will you focus on to address your goals?
• What are the criteria for an accomplished practice?
• How do you plan to collect and analyze evidence to assess progress toward your goals?
• What research/professional readings might you explore to support your professional learning and achieve your goal?
• What specific professional learning might you need to achieve your goal?
• What support might you need from your colleagues, supervisor, others? How frequently?
• How might you apply your learning to practice? How often?

Determine Evidence

• What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
• What ways would you like me as your evaluator to collect data/evidence for feedback?
• From how many different situations should we examine data/evidence?
• What are the advantages and disadvantages of the identified evidence?
• How will the data help us to analyze your practice?
• What is your timeline for collecting this evidence and measuring impact?
• What are the anticipated challenges or obstacles, and how do you plan to address them?
• How might you communicate/share your professional learning to your colleagues or families?
• What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
• In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

• What do you observe in your evidence?

• What patterns, themes, or outliers do you notice?
• What does the evidence say about how you are doing in relation to your goal and indicators of success?
• Based on the evidence and your practice overall, what are your strengths?
• In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

Learning Reflection and Next Steps

• What is clear to you now?
• What are you learning?
• What do you understand now that you didn't understand as clearly before?
• How will this learning influence future actions?
• What is a single sentence conclusion that represents your learning?
• Under what circumstance might this conclusion not be true?
• What are ways you continue to refine your practice?
• What more do you want to learn and practice?
• How might you accomplish that? What is your next plan?
• What resources and support do you want or need?
• Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

• In what ways did my engagement with you support your learning?
• What did I do as a learning partner that helped you as a learner and how did it help?

Appendix B: Professional Growth Plan Form

(This form is a template in the Region 14 Google Drive)

Name:	**School:**
Role:	**Date:**
Section 1: Using the Framework to Identify Areas of Strength and Areas for Potential Growth	
Based on your self-reflection/assessment and discussion with your colleagues, which dimensions do you feel are your strongest? (Identify no more than three.)	*Based on your self-reflection and discussion with your colleagues, which dimensions would you like to work on? (Identify no more than three.)*
How do the growth areas you've selected fit into your vision of a thoughtful and effective classroom?	
Are there any specific indicators in the dimension(s) you're targeting that help you better describe how you would like to grow?	
Section 2: Establishing a Goal for Professional Growth	
Goal Statement: *(Based on your analysis (areas of strength/target areas), establish a clear, high leverage professional growth goal.)*	
Indicators Associated with The Goal:	
How is this goal aligned with your school/district goals?	
What is the anticipated impact on teaching (what evidence or artifacts will you collect)? What is the anticipated impact on student learning (what evidence or artifacts will you collect)?	
Time Frame for The Goal:	
Practice: *What will you need to do in the classroom/in your role to achieve this goal?*	
Knowledge: *What do you need to learn to achieve this goal? In what learning activities will you participate?*	
Resources: *How can your grade-level team/department-level team, instructional leaders, or PLC help you achieve this goal? What other resources can be of help to you?*	
How will you know if you're successful?	
Discussion Notes:	

Section 3: Mid-Year Reflection Discussion
Please bring the following to your mid-year reflection meeting: ● Evidence of your progress towards meeting your goal through its impact on teaching ● Evidence of your progress towards meeting your goal through its impact on student achievement
Discussion Prompts: ● *What modifications to your classroom practice have you made?* ● *What effects on student learning do you see?* ● *What results (test data, student work) can you point to for each milestone?*
Discussion Notes:
Section 4: End-of-Year Reflection Discussion
Please bring the following to your end-of-year reflection meeting: ● Evidence of your progress towards meeting your goal through its impact on teaching ● Evidence of your progress towards meeting your goal through its impact on student achievement
Discussion Prompts: ● *What modifications to your classroom practice have you made?* ● *What effects on student learning do you see?* ● *What results (test data, student work) can you point to for each milestone?*
Discussion Notes:
Section 5: Summative Evaluation Summary
(In this section, the evaluator will provide a summary of the leader's growth towards meeting the goals and a statement of successful or unsuccessful completion of the evaluative cycle)

Appendix C: Observation Frequency

Type of Observation	**New to Profession/Region 14** **(fewer than 40 months of full-time service in public education, OR educators with fewer than 20 months of full-time service in Region 14)**	**Tenured in Region 14**
Goal-Focused Observation	Two each school year (One from October through January, one from February through May)	Two each school year (One from October through January, one from February through May)
Informal Observation	**At least two** each school year (at least one for educators less than .5 FTE)	**At least one** each school year
Walkthroughs will occur throughout the year.		

Appendix D: Sample Corrective Support Plan

(Sample)

Educator A has consistently struggled with classroom management. Tiered supports have been provided by the evaluator throughout the year. Educator A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:
To improve classroom management practices in order to improve a positive learning environment (CCT – 1A) to support learning.

(Suggested) Resources:
• Observe a mutually agreed peer for structures, systems, and dispositions that support positive classroom management skills.
• Read and discuss “The First Six Weeks of School” - Center for Responsive Classroom with evaluator.
• Training in Restorative Practices.

Timeframes:
• Educator A will remain on this Corrective Support Plan for six weeks.
• Improvements in classroom management within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:
• All resources made available
• Timely feedback in person and in writing (weekly/bi-weekly meetings)
• Management of access to learning opportunities in and out of the building, as appropriate.
• Modeling of effective classroom management strategies
• Weekly, bi-weekly meetings with progress reporting from Teacher A and written feedback from evaluator (dependent upon need for plan)

Corrective Support Plan Template
(Educator being evaluated) has consistently struggled with _____ _____. Tiered supports have been provided by the evaluator throughout the year. (Educator being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective:
To improve _____ _____ (Indicate specific standard in your objective language)

(Possible) Resources:
A blend of opportunities and resources should be extended to the Educator being evaluated being supported on the Corrective Support Plan

• Mentor
• Coach
• Reading as appropriate

Timeframes:
• (Length of the Corrective Support Plan - typically six to eight weeks in length)
• Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:
(Suggested supportive actions)
• Weekly, bi-weekly meetings with progress reporting from Educator A and written feedback from evaluator (dependent upon need for plan)
• All resources made available
• Timely feedback in person and in writing (weekly/bi-weekly meetings)
• Management of access to learning opportunities in and out of the building, as appropriate.

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REGION 14 SCHOOLS

Leader Evaluation and Support Plan

2024

Development Process

This plan was collaboratively developed by the members of Region 14's Professional Development and Evaluation Committee and approved by the Region 14 Board of Education during the 2023-2024 school year. The plan fully aligns with the Connecticut State Department of Education's (CSDE) Educator Growth and Evaluation Guidelines. Portions of the following plan have been adapted from the "Connecticut Leader and Educator Evaluation and Supports Plans 2024" document developed by the Connecticut State Department of Education (CSDE) which provides model evaluation and support plans for leaders and educators. The CSDE has granted PDECs permission to adapt the model plan in accordance with a self-assessment of district needs and goals.

Professional Development and Evaluation Committee (PDEC)

Kathryn Aseltine	Taryn Fernandez	Tami Gilbert
Todd Gorski	Cailey Howser	Nicole Lewis
Allison Loiseau	Kari McCarthy	Kelly Pinho
Andie Rocco		

Board of Education

Carol Ann Brown	Michael Carbonneau	Jim Crocker
Chris Griffin	Alice Jones	Caren Lipinski
Chris Matta	Tikva Rose	

Theory of Action

At the beginning of the plan development process, the Region 14 Professional Development and Evaluation Committee (PDEC) agreed to the following theory of action to guide the work: If we develop an Educator/Leader Growth and Evaluation Plan that focuses on *continuous improvement* through *collaborative dialogue*, *self-directed goals*, and *differentiated growth plans*, then we will establish a *culture of trust* centered around the *Region 14 Vision of a Learner* and the demonstration of its attributes by all *learners*.

Definitions

Continuous improvement - Continuous improvement refers to the ongoing effort to make incremental changes and improvements to teaching methods, school programs, policies, and processes in order to positively impact student outcomes. The goal is to consistently get better over time through reflection, assessment of current practices, and implementing changes based on evidence and data. This requires educators to have a growth mindset focused on becoming more effective teachers and leaders. Key aspects include data analysis, goal setting, professional development, collaboration, and regularly evaluating progress. The continuous cycle aims to improve student learning, engagement, development and school culture.

Collaborative dialogue - Collaborative dialogue refers to meaningful, constructive conversations and interactions between educators, students, administrators, parents, and other stakeholders. The goal of collaborative dialogue is to share diverse viewpoints, critically reflect, build shared understanding, and work together to make decisions and improvements. Key aspects include open and respectful communication, listening to understand multiple perspectives, identifying challenges/problems collectively, and co-constructing solutions oriented toward shared goals and student growth. Collaborative dialogue enables the school community to leverage its collective intelligence and strengths to foster deeper learning for students and continuous improvement overall. Effective collaborative dialogue builds trust and ownership in decisions made.

Self-directed goals - Self-directed goals refer to learning objectives and aspirations that educators set for themselves. Rather than having goals imposed on them, self-directed goal setting aims to empower teachers to take charge of their own professional learning. This is facilitated by encouraging teachers to reflect on their interests, learning needs, and what they wish to achieve. Administrators support teachers in planning how to achieve their self-set goals through resources, critical thinking questions, and periodic check-ins on progress. Self-directed goals shift the locus of learning from external to internal motivation.

Differentiated growth plans - Differentiated growth plans refer to individualized roadmaps of learning goals and success criteria that educators co-construct together with their administrator. Recognizing that educators have unique professional learning needs, differentiated growth maps help meet teachers where they are at professionally. These living documents outline specific abilities and strategies educators will focus on, catered learning and support, ongoing assessment check-points, and space for educator reflection and ownership. Differentiated growth planning allows educators to target their professional learning and take charge of their continuum of skill building. Rather than a one-size-fits-all instructional approach, it provides customized pathways guiding each learner’s progression, next steps, and professional vision. The differentiation aims to personalize professional growth while upholding rigorous expectations for teaching and learning to improve student outcomes.

Culture of trust - Within the realm of educator evaluation, a culture of trust refers to an atmosphere founded on mutual understanding, reliability, and confidence between educators. It is characterized by openness,

transparency, care, accountability and shared beliefs that all students (and educators) can learn at high levels as a result of others having their best interests in mind. Establishing a culture of trust involves vulnerability, difficult conversations oriented toward growth, and systems that reinforce human dignity over bureaucracy. Trustworthiness is modeled by matching words with actions, keeping promises, and righting wrongs while asking forgiveness when mistakes inevitably happen. In such a positive environment, creativity and risk-taking flourish while fear and uncertainty that hamper achievement decrease. Sustaining a culture of trust makes continuous school improvement possible.

Region 14 Vision of a Learner - The Region 14 Vision of a Learner aims to ensure all students in our Region 14 community are future ready. To ensure that all of our learners are prepared for the opportunities and challenges of the 21st century, we have developed a common understanding of the skills and qualities that will help them to thrive in life. Our vision represents the core values that guide the work of our educators and students and aligns with the characteristics our community deemed necessary for our students to be positive contributors to society. Region 14's Vision of a Learner provides coherence across our schools from Pre-K through 12th grade and serves as a guide for instruction and decision making.

Learners - Learners refers to the students, faculty, administration, and all others who are engaged in acquiring new knowledge, skills, behaviors, and attitudes through various forms of teaching and experiences. Learners bring a diverse range of backgrounds, capabilities, motivations, and life experiences that influence their needs and approaches to learning.

Standards and Criteria

The primary goal of the leader evaluation and support system is to strengthen the individual pedagogy and collective practices of the staff to increase student learning, growth, and achievement. While Region 14 Schools will utilize adaptations of "The Thoughtful Classroom Teacher Effectiveness Framework" developed by Silver Strong & Associates for the Educator Evaluation and Support Plan, the standards and criteria for leaders will be the Professional Standards for Educational Leaders (PSEL) developed by the National Policy Board for Educational Administration. The Professional Standards for Educational leaders are described as, "grounded in current research and the real-life experiences of educational leaders, they articulate the leadership that our schools need and our students deserve. They are student-centric, outlining foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes." (1) Additionally, "The Standards embody a research- and practice-based understanding of the relationship between educational leadership and student learning. Improving student learning takes a holistic view of leadership. In all realms of their work, educational leaders must focus on how they are promoting the learning, achievement, development, and well-being of each student. The Standards reflect interdependent domains, qualities and values of leadership work that research and practice suggest are integral to student success: 1. Mission, Vision, and Core Values; 2. Ethics and Professional Norms; 3. Equity and Cultural Responsiveness; 4. Curriculum, Instruction and Assessment; 5. Community of Care and Support for Students; 6. Professional Capacity of School Personnel; 7. Professional Community for Teachers and Staff; 8. Meaningful Engagement of Families and Community; 9. Operations and Management; and 10. School Improvement." (3)

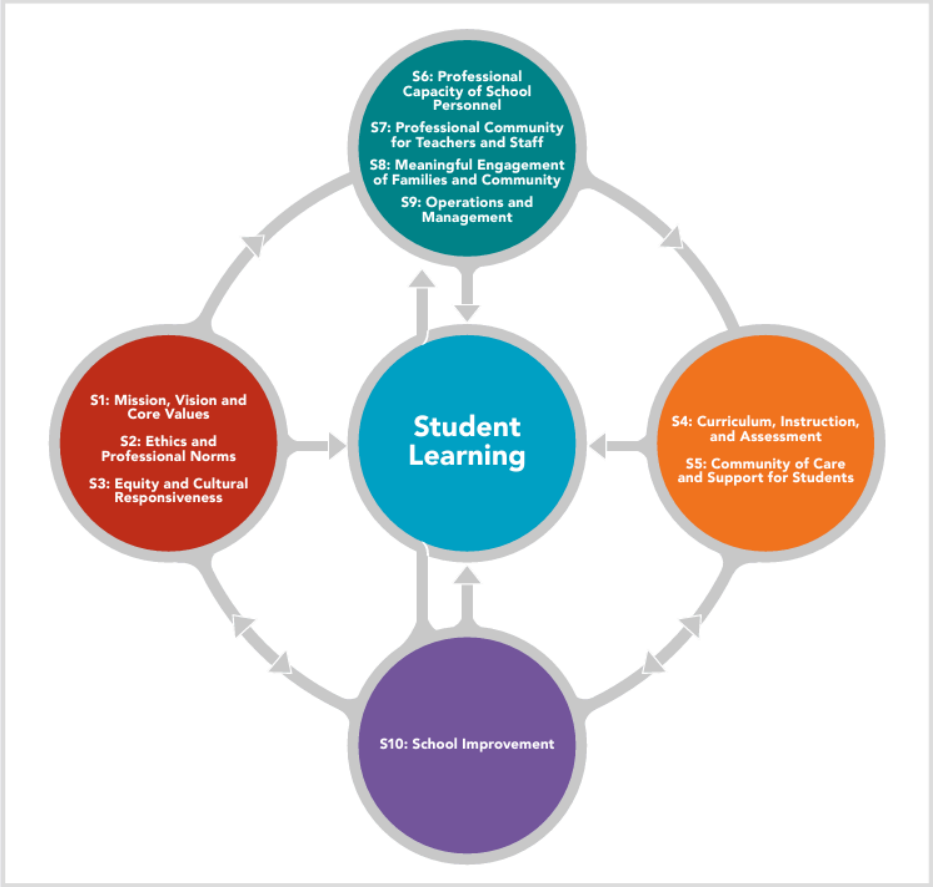
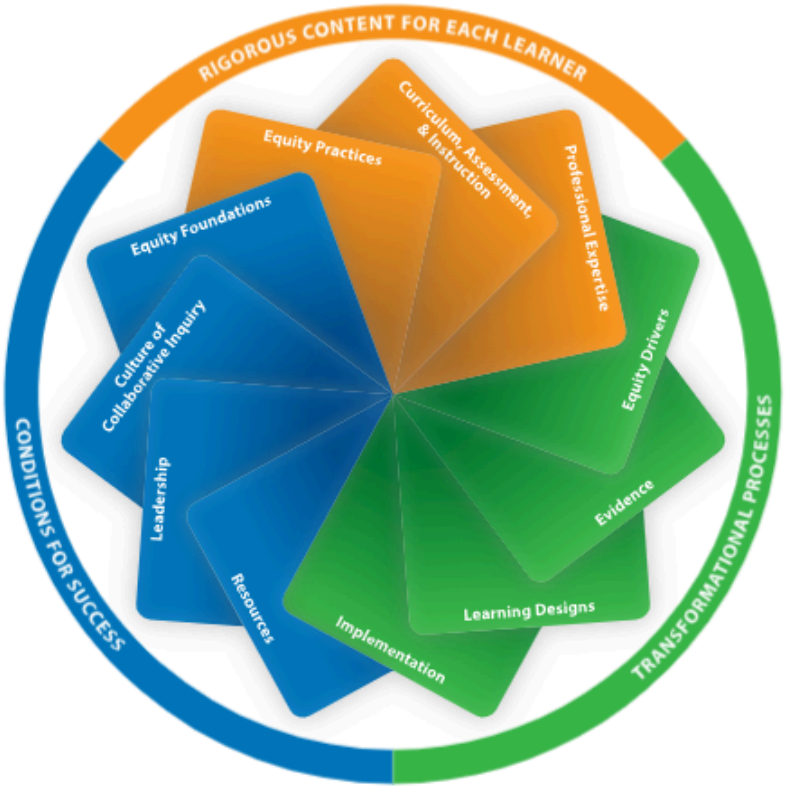


Figure 1: Relationship of School Leadership Work to Student Learning

Professional Learning Standards and Structures

Professional learning is essential to Region 14's Educator Evaluation and Support Plan. Learning Forward Professional Learning Standards 2022, serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process: 1) Vision for effective leadership; 2) Vision for effective professional learning; and 3) Vision for effective teaching, learning, and service delivery.



Leaders will utilize the Learning Forward Professional Learning Standards 2022 to guide the work they do with educators and build the professional capacity of school personnel and their fellow leaders.

Orientation, Training, and Support Elements

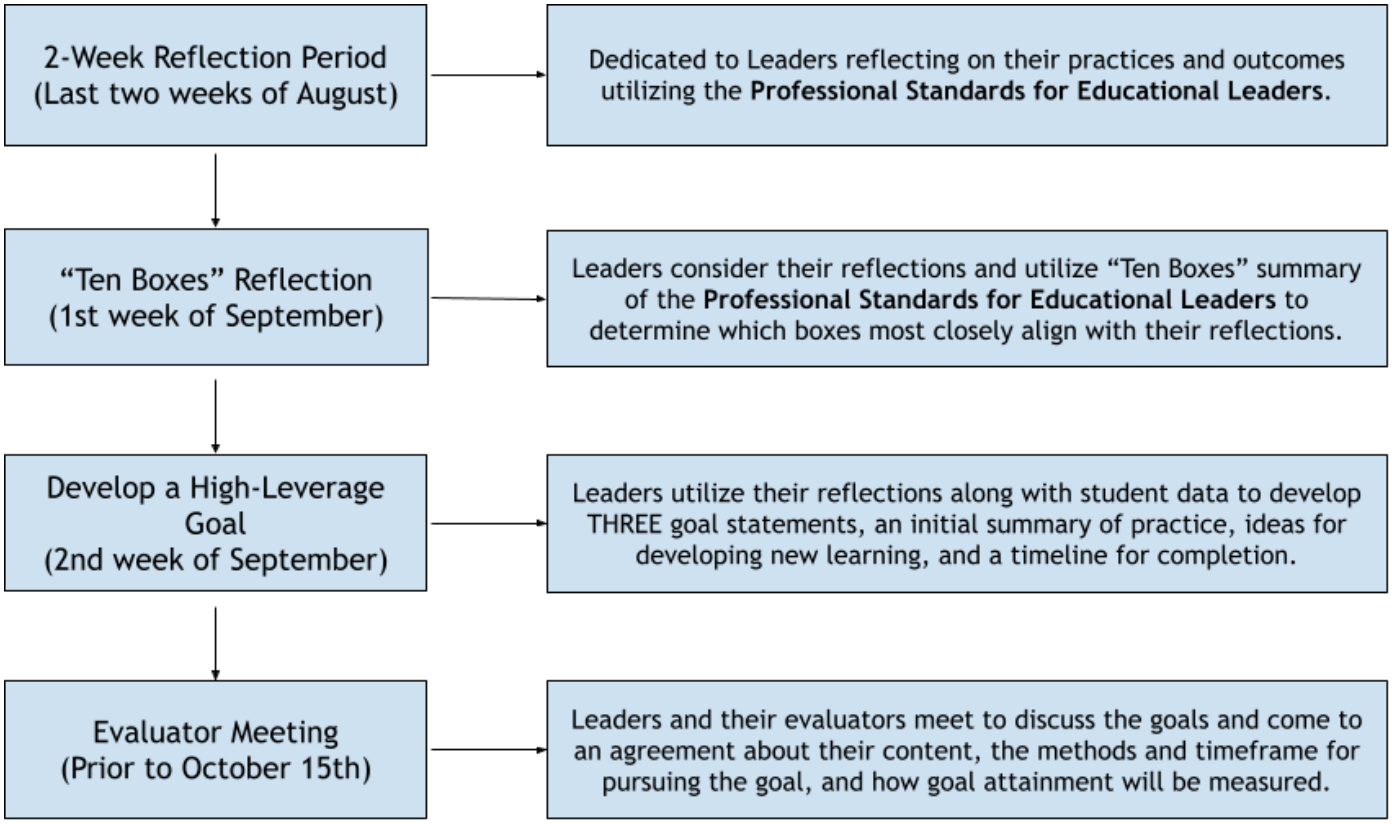
Orientation on the Leader Evaluation and Support process will be provided to all administrators by members of the PDEC prior to the start of the process. In year 1 of implementation of this plan, orientation will occur during the summer administrator retreat. In subsequent years, orientation will be provided individually to administrators new to the district and a brief refresher will be provided during an administrative council meeting prior to October 15th for returning administrators. The orientation will facilitate leader understanding of high leverage goals and professional learning plans, the Professional Standards for Educational Leaders, observations, tiered supports, and the dispute resolution process.

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

The Goal Setting Process

Region 14 will utilize the Professional Standards for Educational Leaders as the foundation for leader goal setting. The standards were chosen for their emphasis on students and student learning; their focus on the importance of human relationships, academic rigor, and the support and care for students; and their future-oriented perspective. Under this plan, the goal-setting process is incumbent upon the leader's commitment to honest self-reflection and continual improvement through the development of personalized goals that will positively impact the leader's practice and educator and student learning.

The flowchart below delineates the goal setting process for leaders in Region 14.



Developing a High Leverage Goal

At the heart of the goal development process is **action research**. Action research is an inquiry-based process used by educators to study and reflect on their own practices in order to improve student learning outcomes. It involves systematically collecting and analyzing data around a specific problem or area needing improvement in an educational setting. When setting the goal, the educator identifies an issue or question to investigate, develops a research plan, gathers and analyzes data, implements changes based on findings, and evaluates the effectiveness of the intervention through observation and reflection.

Unlike traditional educational research, action research is conducted by educators for application in their own classrooms. It promotes educator autonomy and voice in the research process. The goal is always positive change and improvement at the school or district level. Action research provides real-time feedback for educators to adjust practices to better meet the needs of their students. It allows educators to add to the knowledge base about learning but focuses on practical action and direct implementation in the classroom. Ongoing critical reflection and collaboration with colleagues are key components that distinguish action research from everyday teaching.

As such, it is essential that **high-leverage goals** be chosen. A high-leverage goal in education is an overarching, breakthrough target that seeks improvement and sustainable change in a school or district. High-leverage goals are broad in scope, connected to a compelling vision, and focused on closing achievement gaps to benefit all students. They address root causes of problems, not just symptoms, and articulate clear outcomes to aim progress toward.

High-leverage goals may require multiple years of action research. They drive collaborative work and unite efforts around common priorities. Goals are considered high-leverage if they are strategic, measurable, attainable yet ambitious, results-focused, and equity-centered. They should be linked to recognized needs and leverage research on effective practices that will have a significant return on investment if achieved. High-leverage goals lead to action plans with benchmarks and milestones for measuring interim progress. They provide focus and impetus for raising the bar and realizing dramatic improvement.

During the goal setting meeting between the educator and evaluator, a mutual decision must be reached as to the time frame of each of the three goals. The time frame may be one, two, or three years.

Leader/Evaluator Meetings

Evaluation and support will be an ongoing, cyclical progress monitoring process with evaluator and leader conferences in the fall, winter, and spring. The expectation is that all leaders will consistently be working towards achieving a goal. Each leader will be assigned a primary evaluator with an 092/093 certificate, this will be a school or district administrator or the superintendent. Leaders must meet with their evaluator at least three times per school year in relation to their goals.

1) Goal-Setting Discussion: The first meeting is the last portion of the goal development process. For leaders pursuing two- or three-year goals, this meeting will be a planning meeting for the pursuit of the goals for the current school year. (Completed by October 15)
2) Mid-Year Progress Discussion: The second meeting is a progress meeting held towards the middle of the school year. (Completed by March 20)
3) End-of-Year Progress Discussion: The third meeting is held at the end of the school year to reflect on the year, discuss progress towards or achievement of the leader's goals, and determine how this progress might inform or launch the next evaluation cycle. (Completed by June 30)
4) Summative Evaluation: A summary of the leader's growth towards meeting the goals and a statement of successful or unsuccessful completion of the evaluative cycle is provided to the leader by the evaluator. A summative evaluation conference may be requested by either party. A conference must be scheduled for any leaders who do not successfully complete the evaluative cycle. (Completed by June 30)

The Leader/Evaluator meetings will consist of reflective dialogue around the leader's application of new learning and its impact on educators and students, specifically in relation to improved academic performance/outcomes. "Reflective dialogue" refers to a thoughtful and critical conversation between the leader and evaluator about the leader's experiences and practices. Specifically, this dialogue focuses on examining and discussing the leader's application of new knowledge or skills gained from professional or personal learning. The goal is to reflect on how these new approaches have been implemented in the school or district and to evaluate their effectiveness in improving students' academic performance and outcomes.

This process involves a deep level of introspection and mutual feedback, where both parties analyze the successes and challenges of applying new strategies or methodologies. The reflective dialogue aims to identify what worked well, what didn't, and why, facilitating a better understanding of best professional practices and their direct impact on student learning outcomes. It encourages continuous professional growth by fostering a culture of learning, self-assessment, and adaptation to enhance educational practices for better student achievement. The needs of the leader to continue pursuing the goal in terms of new learning and/or resources will also be discussed. Data should be provided by the leader that supports the impact statements. This data can be qualitative or quantitative, but should always be specific.

Goal-Setting Discussion

Goal-setting discussions between the leader and their evaluator must be scheduled by October 15. In preparation for these discussions, the leader must complete sections 1 and 2 of the Region 14 Leader Professional Growth Plan document that will be utilized throughout the term of the goals. Each leader will engage in self-assessment prior to completing the form through the use of the Leader Self-Assessment document.

Mid-Year Progress Discussion

The mid-year progress discussion consists of reciprocal dialogue between the leader and evaluator and includes a leader's self-reflection on their progress toward their goal(s) so far. The reflection shall include an analysis of the impact of their learning on their practice, student learning, growth and achievement and the school community.

- Leaders self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on leader's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the leader's goal, observation feedback and evidence aligned to the single point rubric.
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the leader's goals may be considered based on multiple measures of evidence.

End-of-Year Progress Discussion

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward achieving the leader's goals; professional learning

as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on leader practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goals.

Summative Evaluation

A summary of the leader's growth achieved through the process will be provided by the evaluator on an annual basis. The summary will be tied to the Professional Standards for Educational Leaders and will make a distinction regarding the leader's successful completion of the evaluative cycle. Multiple measures of student learning, growth, and achievement as agreed upon during the goal setting process will be utilized to make this distinction. These may include evidence of student performance, observations of practice, student feedback, educator feedback, artifacts of professional practice, school climate survey results, and reflections of the leader on school/district outcomes. They should include a mix of quantitative and qualitative data and indicate a positive shift in student outcomes.
If an evaluator determines that a leader is unsuccessful in completing the evaluative cycle, a summative conference must be scheduled to determine next steps.

Professional Practice and Student Growth: The Goal Pursuit Process

The implementation of the continuous learning process is shared between the leader and evaluator.
For the duration of the learning process, leaders pursue learning and attainment of their goals by engaging in collaborative conversations with their colleagues, being open and responsive to coaching from both their evaluators and their fellow reflective practitioners, collecting evidence of practice related to their high leverage professional learning goal, and collecting student performance data upon which to base the effectiveness of their practice and their professional learning needs.

Portions of administrative council meetings throughout the year and specific meetings with the Director of Teaching and learning will be dedicated to building the capacity of leaders through the sharing of learning resources, coaching discussions, problems of practice studies, instructional rounds, and group reflections on current research.

Evaluator/Observer/Stakeholder Feedback and Engagement

Observation of Professional Practice/Site Visits and Feedback

Observations occur throughout the continuous learning process. There will be two types of observations in the Region 14 Leader Evaluation and Support Model: observations of professional practice and site visits. Both will

serve the purpose of gathering evidence of the leader's progress towards meeting their goals as well as their leadership practices as a whole in relation to the Professional Standards for Educational Leaders.

Observations of Professional Practice

Observations of professional practice are pivotal to understanding the effectiveness and impact of leaders. These observations can cover a wide range of activities and behaviors that collectively paint a picture of the leader's capabilities, leadership style, and the school/district's overall functioning in relation to the Professional Standards for Educational Leaders and the leader's goals. Observations of professional practice will be scheduled observations.

Pre-Observation Preparation

Prior to an observation of professional practice, leaders should consider if there are aspects of the professional practice(s) being observed on which the evaluator should focus which specifically relate to the leader's goals. Communicating these aspects with the evaluator prior to the observation will help to center the evaluator's attention and increase the likelihood of collecting evidence of goal-specific strategies and stakeholder behaviors.

Post-Observation Reflective Dialogue

A post-observation reflective dialogue will follow all observations. The purpose of the dialogue is to facilitate deep reflection on the professional practice(s) observed and identify areas of strength and opportunities for growth with the goal of improving outcomes. This dialogue may also include reflection on the observation process itself, how it helped and how it can be improved.

Site Visits

Site visits to schools may be scheduled or impromptu. Site visits play a crucial role in the evaluation of school administrators, serving several key purposes that contribute to a comprehensive assessment of their performance and the overall effectiveness of the educational environment they manage. These visits will provide the evaluator with the opportunity to consider the leader's effectiveness across all of the Professional Standards for Educational Leaders. The primary purposes of site visits in evaluating school administrators include:

- Observation of Leadership in Action: Site visits allow evaluators to see school administrators in their natural working environment, observing firsthand how they interact with staff, students, and parents. This direct observation can provide insights into the administrator's leadership style, communication skills, and ability to manage and inspire their team.
- Assessment of School Climate: The atmosphere of a school, including the morale of both staff and students, is a critical component of its success. Through site visits, evaluators can get a sense of the school climate, including how well administrators foster a positive, inclusive, and productive learning environment.
- Evaluation of Operational Efficiency: Site visits enable evaluators to assess the operational aspects of school management, including the use of resources, the effectiveness of scheduling, the maintenance

of the physical plant, and the implementation of safety protocols. This hands-on assessment can reveal the administrator's competence in managing the school's logistics and infrastructure.
- Understanding Community Engagement: A key aspect of a school administrator's role is engaging with the community, including parents, local businesses, and other stakeholders. Site visits offer opportunities to see how well administrators connect with these groups and involve them in the life of the school.
- Verification of Reported Data: While administrators often submit reports on various aspects of school performance, site visits allow evaluators to verify these data through observation and informal conversations with staff and students. This can include academic achievements, student behavior, and the implementation of special programs.
- Identification of Strengths and Areas for Improvement: By observing administrators in their working environment, evaluators can identify their strengths and areas where they might need further development or support. This can lead to targeted professional development opportunities and strategies for improvement.
- Promotion of Transparency and Accountability: Conducting site visits demonstrates a commitment to transparency and accountability in the evaluation process. It shows that assessments are based on comprehensive and fair observations, contributing to the credibility of the evaluation process.
- Feedback and Support: Finally, site visits provide an opportunity for evaluators to offer immediate feedback to administrators, share best practices observed in other schools, and discuss potential areas for growth and development.

Overall, site visits are an essential component of a thorough and effective evaluation process for leaders, offering a multidimensional view of their performance and the impact of their leadership on the school/district community.

Growth Criteria

A leader is determined to have successfully completed the learning process by demonstrating:

- reflection supported with evidence of the impact of the leader’s new learning on their practice/goal;
- the impact the leader’s new learning and practice had on student learning, growth, and/or achievement, supported by evidence;
- the development of next steps to further learning and goal attainment;
- evidence of application of actionable feedback provided by evaluators after observations of professional practice and site visits; and
- evidence of commitment to all of the Professional Standards for Educational Leaders.

Tiered Support

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g. observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10- 153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as

determined in consultation with the evaluator, leader and bargaining unit representative.

Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process.The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive and cooperative processes among professional educators, leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed **thirty (30) workdays** from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

The leader being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within **three school days** of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee **within three workdays** of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.
    a. Option 1: The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision.
    b. Option 2: The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but **no longer than five school days** from the date of the written communication to

the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The leader being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the leader shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

The Role of the Professional Development and Evaluation Committee (PDEC)

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan.

Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups.

The duties of PDECs shall include, but are not limited to:

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the model educator and leader

evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Local and State Reporting

The superintendent shall report:
1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

Appendices

Appendix A: Sample Reflection Questions

Self-Reflection Sample Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about leadership and organizational well-being?
- What new learning might you want to explore to inform your understanding of these questions and professional leadership practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current organization's strengths and needs, and/or knowledge of district/school/program goals, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Vision of a Learner and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?

- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

Appendix B: Leader Professional Growth Plan Form

(This form is a template in the Region 14 Google Drive)

Name:	**School:**
Role:	**Date:**
Section 1: Using the Standards to Identify Areas of Strength and Areas for Potential Growth	
Based on your self-reflection/assessment and discussion with your colleagues, which standards do you feel are your strongest? (Identify no more than three.)	*Based on your self-reflection and discussion with your colleagues, which standards would you like to work on? (Identify no more than three.)*
How do the growth areas you've selected fit into your vision of effective leadership?	
Are there any specific indicators in the standards you're targeting that help you better describe how you would like to grow?	
Section 2: Establishing Goals for Professional Growth	
Goal Statement #1: *(Based on your analysis (areas of strength/target areas), establish a clear, high leverage professional growth goal.)*	
Indicators Associated with The Goal:	
How is this goal aligned with the district goals and your improvement plan?	
What is the anticipated impact on practice, the organization, and the community? (what evidence or artifacts will you collect)?	
Time Frame for The Goal:	
Practice: *What will you need to do in your role to achieve this goal?*	
Knowledge: *What do you need to learn to achieve this goal? In what learning activities will you participate?*	
Resources: *How can your evaluator, in-district colleagues, instructional leaders, or out of district colleagues help you achieve this goal? What other resources can be of help to you?*	
How will you know if you're successful?	
Discussion Notes:	

Goal Statement #2: *(Based on your analysis (areas of strength/target areas), establish a clear, high leverage professional growth goal.)*
Indicators Associated with The Goal:
How is this goal aligned with the district goals and your improvement plan?
What is the anticipated impact on practice, the organization, and the community? (what evidence or artifacts will you collect)?
Time Frame for The Goal:
Practice: *What will you need to do in your role to achieve this goal?*
Knowledge: *What do you need to learn to achieve this goal? In what learning activities will you participate?*
Resources: *How can your evaluator, in-district colleagues, instructional leaders, or out of district colleagues help you achieve this goal? What other resources can be of help to you?*
How will you know if you're successful?
Discussion Notes:
Goal Statement #3: *(Based on your analysis (areas of strength/target areas), establish a clear, high leverage professional growth goal.)*
Indicators Associated with The Goal:
How is this goal aligned with the district goals and your improvement plan?
What is the anticipated impact on practice, the organization, and the community? (what evidence or artifacts will you collect)?
Time Frame for The Goal:
Practice: *What will you need to do in your role to achieve this goal?*
Knowledge: *What do you need to learn to achieve this goal? In what learning activities will you participate?*
Resources: *How can your evaluator, in-district colleagues, instructional leaders, or out of district colleagues*

help you achieve this goal? What other resources can be of help to you?

How will you know if you're successful?

Discussion Notes:

Section 3: Mid-Year Reflection Discussion

Please bring the following to your mid-year reflection meeting:

- Evidence of your progress towards meeting your goals through its impact on student achievement
- Evidence of your progress towards meeting your goals through its impact on the organization
- Evidence of your progress towards meeting your goals through its impact on the community

Discussion Prompts:

- *What modifications to your practice have you made?*
- *What effects on student learning, the organization, and the community do you see?*
- *What results (qualitative and quantitative data) can you point to for each milestone?*

Discussion Notes for Goal 1:

Discussion Notes for Goal 2:

Discussion Notes for Goal 3:

Section 4: End-of-Year Reflection Discussion

Please bring the following to your end-of-year reflection meeting:

- Evidence of your progress towards meeting your goal through its impact on teaching
- Evidence of your progress towards meeting your goal through its impact on student achievement

Discussion Prompts:

- *What modifications to your practice have you made?*
- *What effects on student learning, the organization, and the community do you see?*
- *What results (qualitative and quantitative data) can you point to for each milestone?*

Discussion Notes for Goal 1:

Discussion Notes for Goal 2:

Discussion Notes for Goal 3:

Section 5: Summative Evaluation Summary
(In this section, the evaluator will provide a summary of the leader's growth towards meeting the goals and a statement of successful or unsuccessful completion of the evaluative cycle)

Appendix C: Growth Criteria and Sources of Evidence – Leader

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice. **Impact on the Organization** The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved learning and their own changes in practice. **Impact on Community** The leader can demonstrate how they worked effectively with colleagues/families/community.	● Information from site visits ● Strategic plans ● Learning walk/instructional rounds ● Self-reflection (e.g., journals, learning logs) ● Leader created professional learning materials ● Operational artifacts (e.g., schedules, procedural revisions) ● Educator learning outcomes ● Policy updates ● Community communications ● Constituent feedback ● Program development and implementation ● Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) ● Systems and structures

Appendix D: Sample Corrective Support Plan

(Sample)

Leader A has consistently struggled with communicating appropriately with a variety of constituents. Tiered supports have been provided by the evaluator throughout the year. Leader A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:
To improve engagement with families in communities (PSEL – Standard 8) and to improve operations in management (PSEL – Standard 9)

Resources:
- All communications previewed by the evaluator for content and timeliness.
- Collaboration with other district leaders for exemplars of communication.

Timeframes:
- Leader A will remain on this Corrective Support Plan for six weeks.
- Improvements in communication within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:
- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan).
- All resources made available.
- Modeling of effective communication practices with role play opportunities.
- Timely feedback in person and in writing (weekly/bi-weekly meetings).
- Management of access to learning opportunities in and out of the building, as appropriate.

Corrective Support Plan Template
(Leader being evaluated) has consistently struggled with _____ _____ . Tiered supports have been provided by the evaluator throughout the year. (Leader being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective:
To improve _____ _____ (Indicate specific standard in your objective language)

(Possible) Resources:
A blend of opportunities and resources should be extended to the Leader being evaluated being supported on the Corrective Support Plan
- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan – typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria
- for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of the building, as appropriate.

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