

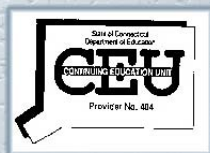
## Program Overview & Purpose

The Connecticut Principals' Center of The Connecticut Association of Schools is pleased to offer these professional development workshops for school administrators. The series will consist of five workshops, each of which addresses a component of teacher evaluation. They are designed to provide administrators with an opportunity to fulfill the requirements of the amendment to the Connecticut General Statutes which mandates the completion of 15 of the required 90 hours of continuing education in the area of teacher evaluation.

Register online at  
[www.casciac.org/register](http://www.casciac.org/register).

Click on  
Teacher Evaluation Series.

All workshops are held at  
The CT Association of Schools  
30 Realty Drive  
Cheshire, CT 06410  
203.250.1111



.3 CEU credits per session. 1.5 CEU credits in  
Evaluation & Supervision for complete series.

**Legal Implications: Understanding  
the Do's & Don'ts of Writing Teacher  
Evaluations (2 Part Series)**  
*Speaker : Thomas Mooney*

Workshop 1 - \$35  
Wednesday, March 4, 2009  
3:30 p.m. to 6:30 p.m.

Workshop 2 - \$35  
Wednesday, March 11, 2009  
3:30 p.m. to 6:30 p.m.

**Developing a Practice of Seeing,  
Understanding, and Improving  
Learning and Teaching (3 Part Series)**  
*Speaker : Richard W. Lemons*

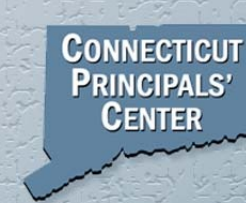
Workshop 3 - \$35  
Wednesday, March 18, 2009  
3:30 p.m. to 6:30 p.m.

Workshop 4 - \$35  
Wednesday, March 25, 2009  
3:30 p.m. to 6:30 p.m.

Workshop 5 - \$35  
Wednesday, April 1, 2009  
3:30 p.m. to 6:30 p.m.

Refunds will not be available for  
non-attendance or for cancellations  
made less than two (2) weeks before  
each workshop.

The Connecticut  
Principals' Center  
of  
The Connecticut  
Association of Schools



presents the  
Teacher Evaluation Series  
for  
School Administrators



A Five Part Series  
March & April 2009



*Thomas Mooney*

*Partner, Shipman & Goodwin, LLP  
Neag School Of Education, UConn*

Thomas Mooney is active in all areas of school law, including labor negotiations for certified and non-certified staff, teacher tenure proceedings, grievance arbitration, freedom of information hearings, student disciplinary matters, special education disputes and all other legal proceedings involving boards of education. In addition, Tom has taught school law at the University of Connecticut School of Law since 1985, and Tom has served as Professor in Residence at the Neag School of Education at the University of Connecticut since 2001.

Tom is the author of *A Practical Guide to Connecticut School Law* (6th Edition, 2008), a comprehensive treatise on Connecticut school law, published by CABE and used by teachers, administrators and board of education members throughout the state.

Tom also writes two monthly columns, "See You in Court!," which appears in the CABE Journal, and "Legal Mailbag," which appears in the CAS Bulletin.

*Legal Implications:  
Understanding the Do's & Don'ts of  
Writing Teacher Evaluations  
Thomas Mooney (3/4 & 3/11)*

These two sessions provide a legal perspective on the do's and don'ts of writing teacher evaluations, developing action plans, and observing teachers. Workshops 1 & 2 will help administrators ensure that all preliminary groundwork is in order and evaluations are written appropriately. Administrators may bring actual cases for analysis.

*Developing a Practice of Seeing,  
Understanding, and Improving  
Learning and Teaching  
Richard W. Lemons (3/18, 3/25 & 4/1)*

The focus of these three sessions is the development of a practice of improving learning and teaching.

Questions to be addressed include:

- What does high quality learning and teaching look like? Do we know it when we see it (and when we don't)?
- How can we promote conversations around the particulars of good instructional practice? What professional learning opportunities contribute to the process?
- Why is it so hard for us to change?
- What are the change levers that help build powerful cultures of continuous instructional improvement?

Participants will assess their school and district's efforts to produce large-scale improvements in teaching and learning, understand and work against the natural organizational and individual resistances to change, and use new change diagnostics and methodologies to diagnose problems and influence systemic change.



*Richard W. Lemons*

*Assistant Professor  
Director, EdD Program*

*Neag School Of Education, UConn*

Richard has recently been appointed as the Director of the Institute for Urban School Improvement, a research and outreach center dedicated to understanding and building capacity for urban school improvement. The Institute houses the CommPACT Schools Initiative, Accelerated Schools Plus, and ATLAS Communities. In addition to his work at the Institute, Richard is on faculty in the Department of Education Leadership, where he directs and teaches within the Ed.D program. His current research agenda includes educational leadership development, instructional leadership, urban school improvement, change theory, and large-scale instructional improvement.

Over the last several years, Richard has served as the Associate Director of the Change Leadership Group (CLG) at the Harvard Graduate School of Education. Now full-time at UConn, he continues to collaborate with his CLG colleagues to better understand school transformation and the demands upon educational leaders. Presently CLG is beginning work on a follow-up to the highly influential *Change Leadership: A Practical Guide for Transforming Our Schools*.