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. Click on Teacher Evaluation Series.

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

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.

.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
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.

Thomas Mooney
Partner, Shipman & Goodwin, LLP
Neag School Of Education, UConn

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

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.