

The Enclosures referred to in the Agenda are available for inspection at each of the three Public Libraries in Fairfield, Fairfield Public Schools' website <http://www.fairfieldschools.org/> and the Education Center, 501 Kings Highway East.

***THE PUBLIC IS REQUESTED TO SILENCE CELL PHONES DURING THE MEETING***

Board of Education, Fairfield Public Schools  
501 Kings Highway East, 2<sup>nd</sup> Floor Board Conference Room, Fairfield, CT

**Tuesday, April 9, 2013**

**REGULAR MEETING 7:30 P.M.**

1. Call to Order and Roll Call
2. Pledge of Allegiance
3. Special Reading by Delia Motavalli, Fairfield Warde High School Student  
"This I Believe" Essay as Featured on NPR
4. Presentation of Draft Teacher and Administrator Evaluation Plans  
(*Enclosure No. 1*)
5. Approval of Minutes of the Regular Meeting of March 12, 2013  
Recommended Motion: "that the Board of Education approve the Minutes of the Regular Meeting of March 12, 2013"  
(*Enclosure No. 2*)
6. Student Reports

Marco Congello	Fairfield Ludlowe High School Student Liaison
Alice Rocha	Fairfield Ludlowe High School Student Liaison
Acacia Longley	Fairfield Warde High School Student Liaison
Danielle Clarke	Fairfield Warde High School Student Liaison
7. Board Committee/Liaison Reports
8. Superintendent's Report  
Review of Quarterly Financial Update Through March 31, 2013 - Doreen Munsell  
(*Enclosure No. 3*)
9. Old Business
  - A. Approval of Elementary Math Curriculum, Grades PK-2  
Recommended Motion: "that the Board of Education approve the Elementary Math Curriculum, Grades PK-2"
  - B. Approval of Policy 5514- Students-Administration of Medication in the Schools  
Recommended Motion: "that the Board of Education approve Policy 5514 – Students – Administration of Medication in the Schools"  
(*Enclosure No. 4*)

10. New Business

- A. Establish Date and Time of Fairfield Ludlowe High School and Fairfield Warde High School Graduation

Recommended Motion: “that the Board of Education establish June 27, 2013 at 6:00 p.m. as the date and time of graduation for Fairfield Ludlowe High School and Fairfield Warde High School”

*(Enclosure No. 5)*

- B. Discussion on Updated Long-Range Facilities Plan

*(Enclosure No. 6)*

11. Public Comments and Petitions

During this period the Board will hear comments and receive petitions from any citizen present at the meeting. Any single presentation must be limited to two minutes, and audio-visual equipment cannot be used without the advance authorization of the Chairman. **The Board will not hear comment on individual personnel matters or comments addressed to a specific member(s) of the Board.** Decorum will be enforced. Citizens are asked to comment on any voting item at the time the item is under consideration by the Board.

12. Open Board Comment

13. Adjournment

Recommended Motion: “that this Regular Meeting of the Board of Education adjourn”

CALENDAR OF EVENTS

April 23, 2013	Board of Education Special Meeting/Executive Session	7:30 p.m. 501 Kings Highway East Superintendent’s Conference Room
May 7, 2013	<i>Board of Education Student Recognition Awards</i> 7:00 p.m. Regular Board Meeting 7:30 p.m.	7:30 p.m. Fairfield Ludlowe High School 785 Unquowa Road

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Pupil & Special Education Services  
501 Kings Highway East, Fairfield, CT 06825  
Telephone: (203) 255-8379

APR 09 2013

**FAIRFIELD PUBLIC SCHOOLS**  
**HUMAN RESOURCES OFFICE**

Ann Leffert  
 Director of Human Resources



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 aleffert@fairfieldschools.org

April 4, 2013

Dear Board of Education Members:

Over the past several months, two committees have been working diligently to develop the Fairfield Teacher Evaluation Plan and the Fairfield Administrator Evaluation Plan. I would like to thank the members of these two committees for their hard work:

District Teacher Evaluation Committee

Martha Becker (Family/Consumer Science, Fairfield Warde High School)  
 Margaret Boice (Director of Secondary Education)  
 John Chiappetta (English/Language Arts Coordinator, Grades 6-12)  
 Anna Cutaia-Leonard (Director of Elementary Education)  
 Connee Dawson (Principal, Tomlinson Middle School)  
 Carl Dioguardi (Dean, Fairfield Warde High School)  
 David Ebling (Housemaster, Fairfield Warde High School)  
 Lauren Kinsley (Grade 2 teacher, Stratfield Elementary School)  
 Ann Leffert (Director of Human Resources)  
 Karen Parks (Deputy Superintendent)  
 Anne Pasco (President, Fairfield Education Association/ Social Studies, Fairfield Warde High School)  
 Sue Redgate (School Psychologist, Fairfield Warde High School)  
 Ginger Vail (Principal, McKinley Elementary School)

District Administrator Evaluation Committee

Margaret Boice (Director of Secondary Education)  
 John Chiappetta (English/Language Arts Coordinator, Grades 6-12)  
 Anna Cutaia-Leonard (Director of Elementary Education)  
 Connee Dawson (Principal, Tomlinson Middle School)  
 David Ebling (Housemaster, Fairfield Warde High School)  
 Ann Leffert (Director of Human Resources)  
 Karen Parks (Deputy Superintendent)  
 Ginger Vail (Principal, McKinley Elementary School)

Sincerely,

Ann Leffert

**FAIRFIELD PUBLIC SCHOOLS**  
**HUMAN RESOURCES OFFICE**

ENCLOSURE NO. 1B

APR 09 2013

Ann Leffert  
Director of Human Resources



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April 4, 2013

Dear Board of Education Members:

Over the past several months, two different committees representing our teachers and administrators have been working diligently to develop new teacher evaluation and administrator evaluation plans. These plans have been developed in compliance with the Connecticut Guidelines for Educator Evaluation, approved by the State Board of Education on June 27, 2012. The documents enclosed have been approved unanimously by our district committees.

The *Fairfield Teacher Evaluation Plan* is a hybrid plan, deriving information from the Connecticut model, *SEED: Connecticut's System for Educator Evaluation and Development* and from the current *Fairfield Program for Teacher Evaluation and Professional Excellence (2001)*. Committee members worked over a number of months to analyze the CT SEED model. The variations from the SEED model recommended by the committee come primarily in two areas: (1) teacher observation model and (2) support for teachers who are experiencing difficulty. The committee has recommended that the Fairfield plan use the *Marzano Causal Teacher Evaluation Model* for the 40% teacher observation component of our plan. This observation rubric most closely aligns with the work already occurring in the district regarding feedback on teacher practice. The committee has added a more defined process to the plan regarding supporting teachers who are not rated at the proficient or exemplary levels. The *Fairfield Teacher Evaluation Plan* meets the requirements of the CT Guidelines for Educator Evaluation.

The district Administrator Evaluation Committee reviewed the Connecticut state model for Administrators, "Connecticut's System for Educator Evaluation and Development (SEED)." The CT SEED document is very closely aligned to the CT Guidelines for Educator Evaluation. After careful analysis, the district committee has agreed to adopt the CT SEED plan as the Fairfield plan for all district administrator evaluation below the level of Superintendent.

In addition to the development of the teacher and administrator evaluation plans, the committees have developed a recommendation for implementation of the plans for the 2013-2014 school year. That recommendation is enclosed as a separate document.

I look forward to presenting this information to you at the Board of Education meeting on April 9, 2013 and to receiving your approval to submit these plans to the Connecticut State Department of Education.

Sincerely,

A handwritten signature in blue ink that reads "Ann Leffert".

Ann Leffert

ENCLOSURE NO. 1C

APR 09 2013

TEACHER

# EVALUATION PLAN

(Modified from the CT SEED Model)

Fairfield Public Schools  
Fairfield, Connecticut  
April 4, 2013

## **DISTRICT TEACHER EVALUATION COMMITTEE**

Martha Becker (Family/Consumer Science, Fairfield Warde High School)

Margaret Boice (Director of Secondary Education)

John Chiappetta (English/Language Arts Coordinator, Grades 6-12)

Anna Cutaia-Leonard (Director of Elementary Education)

Connee Dawson (Principal, Tomlinson Middle School)

Carl Dioguardi (Dean, Fairfield Warde High School)

David Ebling (Housemaster, Fairfield Warde High School)

Lauren Kinsley (Grade 2 teacher, Stratfield Elementary School)

Ann Leffert (Director of Human Resources)

Karen Parks (Deputy Superintendent)

Anne Pasco (President, Fairfield Education Association/ Social Studies, Fairfield Warde High School)

Sue Redgate (School Psychologist, Fairfield Warde High School)

Ginger Vail (Principal, McKinley Elementary School)

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# TEACHER EVALUATION AND DEVELOPMENT MODEL

## Introduction

This document outlines Fairfield's Teacher Evaluation Plan, aligned with the *Marzano Causal Teacher Evaluation Model* (see Appendix E). This plan will be implemented beginning in the 2013-2014 school year. The improvement of teaching and learning through collaboration is the primary focus of the Fairfield Teacher Evaluation Plan. To accomplish this, supervision and evaluation must be effected by continuous, constructive and collaborative processes among professional educators in a climate characterized by trust, support, clear expectations and the availability of appropriate resources and materials. Teachers and their evaluators must share the responsibility for achieving professional and creative growth and competence.

Effective teaching increases the probability of improved student performance. The following principles form the structure for the Fairfield Teacher Evaluation Plan:

- Student learning is directly affected by teacher competence.
- Teacher competence is positively affected by the integration of teacher evaluation and professional development.
- Teachers, like students, must be continual learners.
- An effective evaluation plan requires a clear definition of teaching and learning and a clear system to assess it.
- The gaps between expectation for student performance and actual student performance should guide the content of professional learning.

The establishment of professional goals, observation, self-reflection and the collection and analysis of other data sources of teaching and learning begin to operationalize these ideas. This document emphasizes the linkages among teacher evaluation, professional learning and improved student learning.

## Purpose and Rationale of the Evaluation System

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers, we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; and provide opportunities for growth and recognition. The purpose of the new evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

## Core Design Principles

The following principles are guiding features of the Fairfield Teacher Evaluation Plan:

- *Consider multiple, standards-based measures of performance*  
An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher's performance. The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning (5%). These categories are grounded in research-based, national standards:



Robert Marzano's *Causal Teacher Evaluation Model*; the Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Connecticut Framework K-12 Curricular Goals and Standards; the CMT/CAPT Assessments<sup>1</sup>; and locally-developed curriculum standards.

- *Promote both professional judgment and consistency*  
Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.
- *Foster dialogue about student learning*  
This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.
- *Encourage aligned professional learning, coaching and feedback to support teacher growth*  
Novice and veteran teachers alike deserve detailed, constructive feedback and professional learning, tailored to the individual needs of their classrooms and students. This plan promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

<sup>1</sup>**Connecticut Mastery Test (CMT):** The CMT is the standard assessment administered to students in Grades 3 through 8. Students are assessed in the content areas of reading, mathematics and writing in each of these grades and science in grades 5 and 8.

**Connecticut Academic Performance Test (CAPT):** The CAPT is the standard assessment administered to students in Grade 10. Students are assessed in the content areas of reading, mathematics, writing and science.

# TEACHER EVALUATION SYSTEM

## Evaluation and Support System Overview

The Fairfield Teacher Evaluation Plan consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
  - (a) **Observation of teacher performance and practice (40%)** as defined in the *Marzano Causal Teacher Evaluation Model*, which articulates four domains and sixty components of teacher practice
  - (b) **Parent feedback (10%)** on teacher practice through surveys
  
2. **Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:
  - (a) **Student growth and development (45%)** as determined by the teacher's student learning objectives (SLOs)
  - (b) **Whole-school measures of student learning** as determined by aggregate student learning indicators (5%)

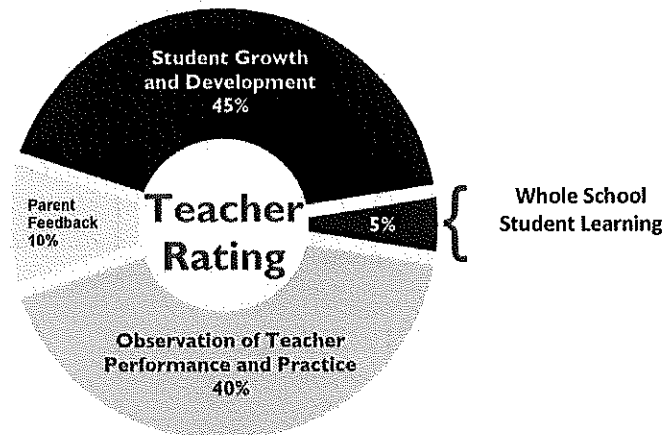
Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

**Exemplary** – Substantially exceeding indicators of performance

**Proficient** – Meeting indicators of performance

**Developing** – Meeting some indicators of performance but not others

**Below Standard** – Not meeting indicators of performance



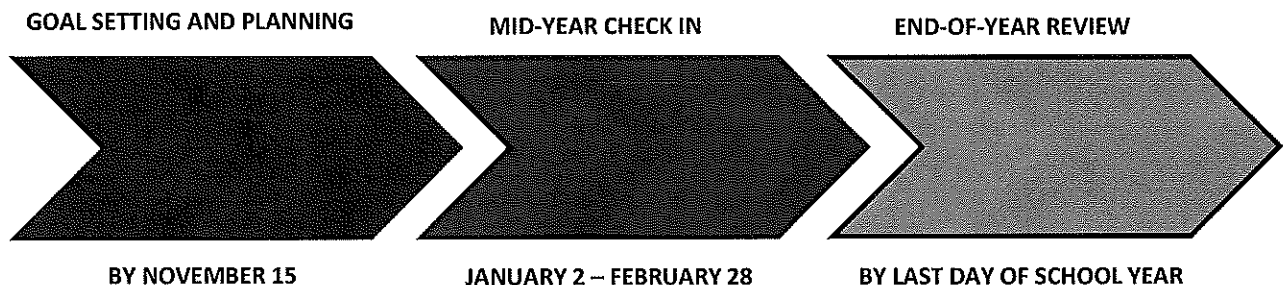
## Orientation Programs

Teachers and administrators need time to learn and understand this new plan. An extensive initial orientation to the Fairfield Teacher Evaluation Plan will be comprised of the following components:

- Spring 2013: Information sessions are planned at all 17 school sites for teachers and administrators to be introduced to the full plan.
- August 2013: Three (3) to four (4) days of professional learning for administrators to be calibrated to the new model.
- August 2013: Full-day of Professional Learning for all teachers in Fairfield on the new evaluation plan.
- Annually:
  - Teachers will receive orientation on the plan from their administrators at the beginning of the school year.
  - Teachers new to the district will participate in an orientation session about the new plan during their three-day induction program.
  - The Fairfield Professional Learning Committee will review the Fairfield Teacher Evaluation Plan each year and make any recommended changes by April 1 of each school year.

## Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and his/her primary evaluator is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.



### Goal-Setting and Planning:

Timeframe: Target is October 15; must be completed by **November 15**

1. *Orientation on Process*–To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities aligned with the School Improvement Plan that should be reflected in teacher practice goals and student learning objectives (SLOs), and they will commit to set time

aside for the types of collaboration required by the evaluation process. All teachers will be provided with materials on the evaluation process and will have the opportunity to review these materials at this meeting.

2. *Teacher Reflection and Goal-Setting*—The teacher examines student data, survey results, information from last year’s teacher evaluation and the *Marzano Causal Teacher Evaluation Model* to draft a proposed performance and practice goal(s), a parent feedback goal, student learning objectives (SLOs), and a whole-school learning indicator goal for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
3. *Goal-Setting Conference*—The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the goal-setting process. Professional learning priorities will also be agreed upon. The evaluator may request revisions to the proposed goals and objectives. The goal-setting conference will take place between September 1 and October 15. If by October 15 there is no agreement between the evaluator and the educator, a second conference must take place so that the goal is written by November 15. All goals must be finalized by November 15.

Mid-Year Check-In:

Timeframe: **January 2 – February 28**

1. *Reflection and Preparation*—The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
2. *Mid-Year Conference*—The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objectives (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

End-of-Year Summative Review:

Timeframe: must be completed by **the last day of the school year**

1. *In preparation for the End-of-Year Conference, the teacher will complete a Self-Assessment*— The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference. A

district form will be developed for teachers to complete the self-assessment (See Appendix G).

2. *In preparation for the End-of-Year Conference, the administrator will complete Scoring*—The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available and before September 15.
3. *End-of-Year Conference*—The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

### **Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing**

All evaluators are required to complete extensive training on the evaluation model. The Connecticut State Department of Education (CSDE) will provide districts with training opportunities and tools throughout the year to support district administrators and evaluators in implementing the model across their schools. Districts will adapt and build on these tools to provide comprehensive training and support to their schools and to ensure that evaluators are proficient in conducting teacher evaluations. *Learning Sciences* is partnering with Dr. Robert Marzano and will be working with district administrators on inter-rater reliability. Three (3) to four (4) days of professional learning for administrators on the *Marzano Causal Teacher Evaluation Model* are planned for August 2013.

At the request of a district or employee, the CSDE or a third-party designated by the CSDE will review evaluation ratings that include dissimilar ratings in different categories (e.g., include both *exemplary* and *below standard* ratings). In these cases, CSDE will determine a final summative rating.

In addition, CSDE will select districts at random annually to review evaluation evidence files for a minimum of two educators rated *exemplary* and two educators rated *below standard*.

## **SUPPORT AND DEVELOPMENT**

As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

### **Evaluation-Based Professional Learning**

Throughout the Fairfield Teacher Evaluation Plan, every teacher will be identifying their professional learning needs in mutual agreement between the teacher and his/her evaluator. This process serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

The Fairfield Teacher Evaluation Plan is designed to increase student learning and promote teacher competence and professional growth. Specifically, we believe that educators should regularly refine and renew their skills and knowledge. This is achieved through a continuous and systematic differentiated professional learning plan that has, as its foundation, district, building and individual goals and initiatives.

Yearly, each teacher will develop individual student-centered and professional goals that link to a specific professional learning plan. These plans help to shape the professional development opportunities provided and supported at the building and/or district level.

Professional learning opportunities are developed that differentiate by experience level, grade configuration and content area, and are formatted based upon, but not limited to, the following:

- Curriculum Development Framework and Procedures
- Student work data
- Data team analysis of grade, school and district data
- Standardized assessments
- District assessments
- Teacher and administrative feedback surveys
- District annual reports
- School improvement plans

Professional learning activities are regularly provided which bring together classroom teachers and the district's teacher resource staff. During release-time and before/after school meetings there is extensive peer-provided professional learning. Fairfield has initiated a substantial array of differentiated teacher staffing including language arts specialists, mathematics/science resource teachers, curriculum coordinators, curriculum liaisons and instructional improvement teachers. Each of these positions has peer professional learning as a major component of its job description.

An ongoing systematic process is in place by which teachers evaluate Fairfield's professional learning offerings. This process aids in determining the content and direction of future building and district professional learning.

Listed below are a variety of additional professional learning opportunities available to the teachers in the Fairfield Public Schools:

- Peer coaching
- Teacher portfolios
- TEAM/Mentor training
- Collegial team projects
- Grade level release-time projects
- Study groups
- Conferences and seminars
- Curriculum committees
- Graduate courses
- Professional growth study/leaves

### **Improvement and Remediation Plans**

If a teacher's performance is rated as *developing* or *below standard*, it signals the need for the administrator to create an individual teacher improvement and remediation plan. The improvement and remediation plan should be developed in consultation with the teacher and his/her exclusive bargaining representative. Improvement and remediation plans must:

- Identify resources, support and other strategies to be provided to address documented deficiencies;
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- Include indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan.

The Fairfield Teacher Evaluation Plan has two (2) levels of support for teachers whose performance is not up to expectations, (1) Structured Support Level and (2) Intensive Supervision Level.

### **Structured Support Level**

The Structured Support Level provides staff members who are experiencing difficulty with greater support in order to be successful. It provides guided assistance to staff members with identified weaknesses.

If the evaluator has concerns about a staff member's performance and feels he or she needs greater support to be successful, he/she will notify the staff member that he/she is being placed on the Structured Support Level. The Superintendent and Director of Human Resources will be notified immediately when a staff member is placed on this level. A staff member may be placed on Structured Support at any time during the school year.



The Structured Support Level will include the following steps:

- Notice – The primary evaluator will provide formal written notice of *developing or below standard* performance. This notice must be specific as to what the concern(s) is and why the staff member's performance is considered to be ineffective. This can occur at any time during the school year.
- Target Setting – The primary evaluator has the responsibility of identifying the specific behaviors that the staff member must develop in order to demonstrate that he/she is effective in the areas that were considered *developing or below standard*.
- Action Plan – An action plan that includes a timeline for remediation must be developed within ten days of notification (See Appendix I: Structured Support Initial Placement Form). Failure to conscientiously follow the action plan will result in placement to the Intensive Supervision Level.
- Assistance – The evaluator is to offer reasonable assistance so that the staff member can improve his/her performance in the areas that were considered *developing or below standard*. The assistance may include, but is not limited to, positive suggestions, resource materials, professional development opportunities, referral to other individuals or peer coaching. A time frame which allows the staff member adequate opportunity to improve his/her performance must be established.
- Resolution – A written statement must be included on the Structured Support End of Year Evaluation Form (see Appendix J), indicating that performance in the areas considered to be *developing or below standard* have improved and will continue to be monitored through the Fairfield Teacher Evaluation Plan. If the staff member does not receive a summative rating of proficient or better at the conclusion of the of the Structured Support plan, one or more of the following procedures will apply:
  1. The staff member may continue on the Structured Support Level.
  2. The staff member may be placed in the Intensive Supervision Level.
  3. The staff member's continued employment may be reviewed.

The staff member shall be supported and counseled by the building administrator, Director of Human Resources and/or the Fairfield Education Association.

### **Intensive Supervision Level**

If the evaluator has serious concerns about a staff member's performance and believes that the staff member is not meeting the accountability standards of the Fairfield Public Schools, then the administrator will notify the staff member that he/she will be placed in the Intensive Supervision Level. A special form entitled Intensive Supervision Evaluation Initial Placement Form (See Appendix K) will be issued to the staff member to advise him/her that the evaluation will continue and that improvement in performance must be shown. If improvement is not shown, termination of employment may result.

The Superintendent and the Director of Human Resources will be notified immediately when a staff member is placed on the Intensive Supervision Evaluation and will receive copies of the Intensive Supervision Evaluation Form.

The Intensive Supervision Level will include the following steps:

- Notice – The primary evaluator will provide formal written notice of *developing* or *below standard* performance. This notice must be specific as to what the concern(s) is and why it is considered to be ineffective. This can be at any time during the school year.
- Target Setting – The primary evaluator has the responsibility of identifying the specific behaviors that the staff member must develop in order to demonstrate that he/she is effective in the areas that were considered *developing* or *below standard*.
- Action Plan – An action plan that includes a timeline must be developed within ten days of notification. Failure to conscientiously follow the action plan may result in termination of contract.
- Assistance – The evaluator is to offer reasonable assistance so that the staff member can improve his/her performance in the areas that were considered *developing* or *below standard*. The assistance may include, but is not limited to: positive suggestions, resource materials, professional development opportunities, and referral to other individuals or peer coaching. A time frame which allows the staff member adequate opportunity to improve his/her performance must be established.
- Resolution – A written statement must be included on the Intensive Supervision Evaluation Final Review Form (see Appendix L) indicating that performance in the areas considered to be *developing* or *below standard* has improved and will continue to be monitored on the Fairfield Teacher Evaluation Plan. If performance remains ineffective, termination may result.

For a staff member who does not demonstrate proficiency or higher in the areas assessed while in the Intensive Supervision Level, one or more of the following procedures will apply:

1. The staff member may continue on the Intensive Supervision Level.
2. The staff member's continued employment will be reviewed and termination may result.

The staff member shall be supported and counseled by the building administrator, Human Resources Director and/or the Fairfield Education Association.

### **Career Development and Growth**

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

## TEACHER PRACTICE RELATED INDICATORS

The Teacher Practice Related Indicators half of the Fairfield Teacher Evaluation Plan evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. It is comprised of two categories:

- Teacher Performance and Practice, which counts for 40%; and
- Parent Feedback, which counts for 10%.

These categories will be described in detail below.

### Category #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice category of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

### Teacher Practice Framework

A committee comprised of Fairfield educators and administrators researched teacher observation models for a framework of teaching practice and chose to incorporate Robert Marzano's *Causal Teacher Evaluation Model*. The model is aligned to the Connecticut Common Core of Teaching (see Appendix D for the crosswalk between the Marzano model and the CCT). The Fairfield committee decided this observation model is the best model to take our teaching practices to a higher level. The resulting rubric, *the Marzano Causal Teacher Evaluation Model* (see **Appendix E**), represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students.

The *Marzano Causal Teacher Evaluation Model* is organized into four domains, each with design questions and elements organized within. The model is not designed to evaluate teachers on each and every one of the 60 elements each year. Rather it is a model to grow instructional practice. By far, the largest section of the model is Domain 1, Classroom Strategies and Behaviors. Domain 1 has three primary purposes:

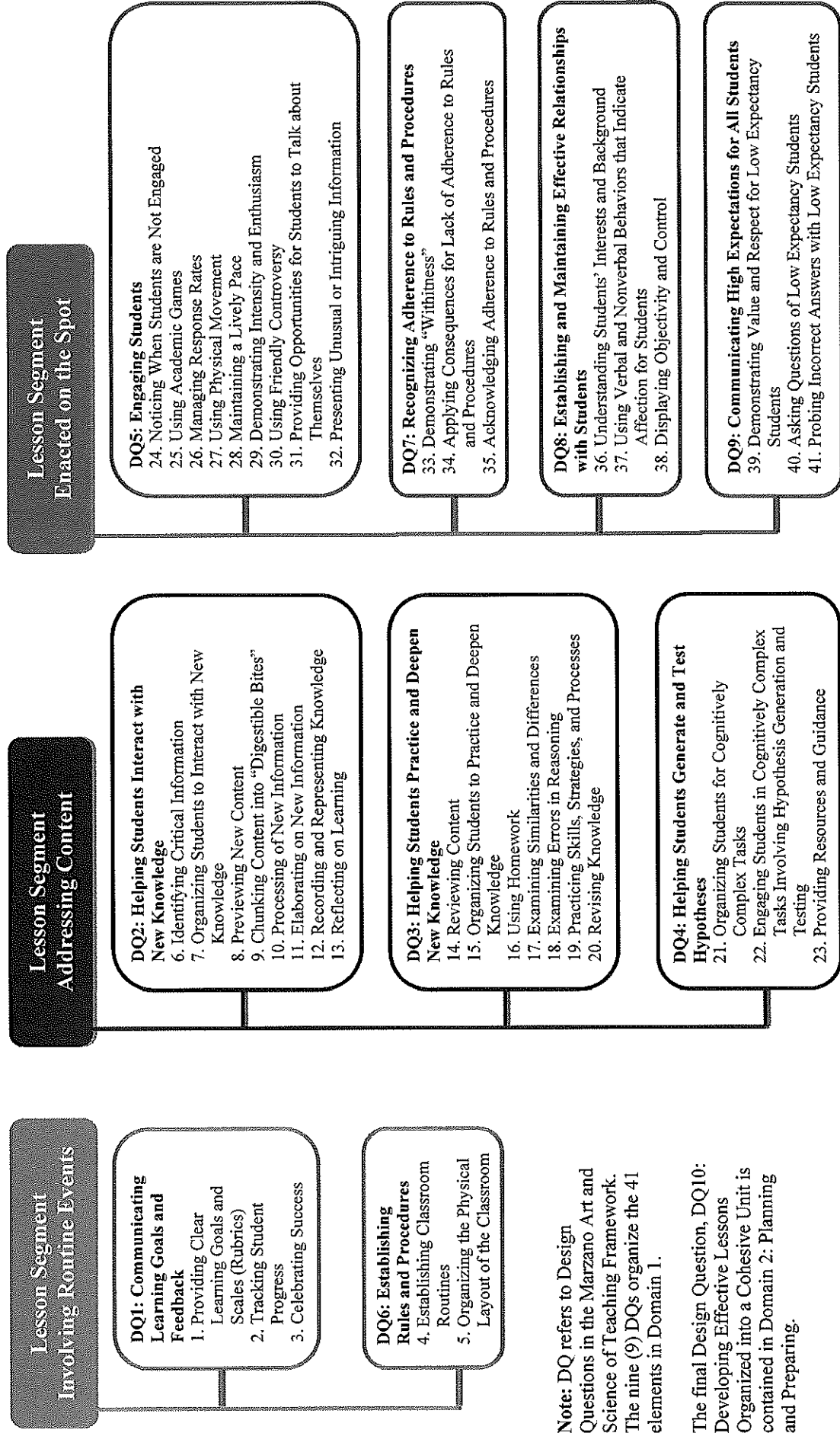
1. A tool for evaluators to identify what they're seeing.
2. A tool for evaluators and teachers to understand what should be seen as part of classroom instruction.
3. A tool to provide meaningful feedback to teachers.

Domain 2 (Planning and Preparing), Domain 3 (Reflecting on Teaching) and Domain 4 (Collegiality and Professionalism) include the remaining elements of the model.

## Marzano Art and Science of Teaching Framework Learning Map

### Domain 1: Classroom Strategies and Behaviors

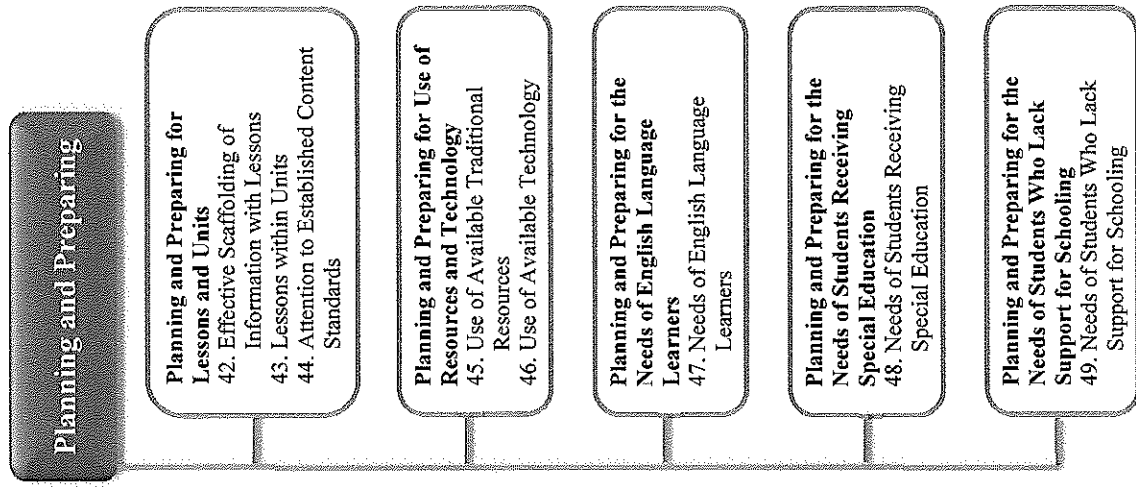
Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.



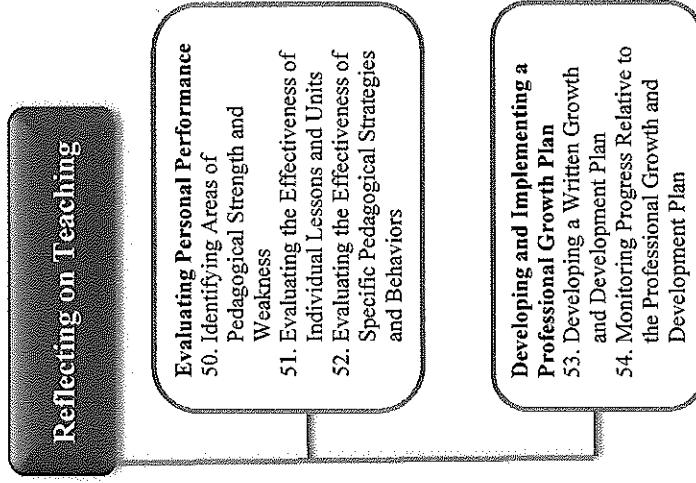
**Note:** DQ refers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit is contained in Domain 2: Planning and Preparing.

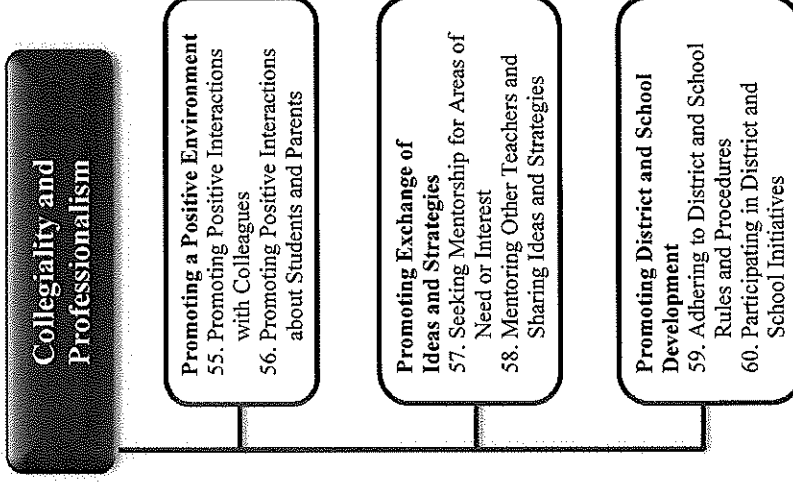
**Domain 2: Planning and Preparing**



**Domain 3: Reflecting on Teaching**



**Domain 4: Collegiality and Professionalism**



## Connecticut Framework for Teacher Evaluation and Support

### *Observation Process*

Research, such as the Gates Foundation's *Measures of Effective Teaching* study, has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance than one or two observations per year. These observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable information and save observers precious time.

Observations in and of themselves aren't useful to teachers – it's the feedback based on observations that helps teachers to reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback that they can then incorporate into their practice throughout the year.

Therefore, in the Fairfield Teacher Evaluation Model:

- Each teacher should be observed a minimum of 3 times per year through both formal and informal observations as defined below.
  - **Formal:** Mutually scheduled in-class observations or scheduled/unscheduled reviews of practice<sup>2</sup> that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback.
  - **Informal:** Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback.
- All observations should be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within two days of an observation.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it's recommended that the majority of observations be unannounced.
- Districts and principals can use their discretion to decide the right number of observations for each teacher based on school and staff needs and in accordance with the Requirements for Educator Evaluation. A summary of requirements are below:

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<sup>2</sup>Examples of non-classroom observations or reviews of practice include but are not limited to: observation of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts see page 21 for more detail.

Teacher Category	Requirements For Educator Evaluation
First and Second Year Novice Teachers	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which include a post-conference
<i>Below Standard and Developing</i>	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which must include a post-conference
<i>Proficient and Exemplary</i>	At least 3 formal observations or reviews of practice; 1 of which must be a formal in-class observation, completed by the primary evaluator

**Please note: In addition to the above observation requirements, informal observations (as described on the previous page) may occur.**

### Pre-conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described on page 20. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against the *Marzano Causal Teacher Evaluation Model* and for generating action steps that will lead to the teacher's improvement. An effective post-conference process has been used successfully in the Fairfield Public Schools and is structured as follows (See Appendix F for a Sample Post Observation Feedback Form):

- Opener: begins with an opening casual conversation for the teacher to be more at ease
- part A: Supervisor Identified Strengths
  - Supervisor identifies several strengths noted during the observation by naming it using the language from the Marzano observation rubric
  - Supervisor cites specific evidence
  - Supervisor tells why it is important
  - Limit these to just the first few important ones; leave some for the teacher
- part B: Teacher Identified Strengths
  - Teacher identifies strengths, or is prompted to do so
  - Focuses on teacher decisions and actions
- part C: Growth Areas Identified by Teacher
  - Teacher identifies growth area or is prompted to do so
  - Focus on teacher decisions and actions
- part D: Growth Areas Identified by Supervisor
  - Limited in number; focus on most important areas
  - Brainstorm solutions if needed
  - Provide evidence or ask a question
- Closure: Teacher identifies key points

Classroom observations provide the most evidence for Domain 1 of the *Marzano Causal Teacher Evaluation Model*, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

### Non-Classroom Reviews of Practice

Because the new evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the *Marzano Causal Teacher Evaluation Model*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, school-based activities/events and attendance records from professional learning activities.



### Feedback

The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- specific evidence and ratings, where appropriate, on observed components of the *Marzano Causal Teacher Evaluation Model*;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

Providing both verbal and written feedback after an observation is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.

## *Teacher Performance and Practice Goal-Setting*

As described in the Evaluation Process and Timeline section (pages 7 – 9), teachers develop one to three practice and performance goals that are aligned to the *Marzano Causal Teacher Evaluation Model*. These goals provide a focus for the observations and feedback conversations.

21. At the start of the year, each teacher will work with his or her evaluator to develop their practice and performance goal(s) through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards *proficient* or *exemplary* on the *Marzano Causal Teacher Evaluation Model*. Schools may decide to create a school-wide goal aligned to a particular element (i.e. 21. Organizing Students for Cognitively Complex Tasks) that all teachers will include as one of their goals.

Goals should be SMART:

S=Specific and Strategic

M=Measurable

A=Aligned and Attainable

R=Results-Oriented

T=Time-Bound

### **SMART Goal Example for Teacher Performance and Practice (40%):**

By June 2013, I will use higher-order thinking questioning and discussion techniques to actively engage at least 85% of my students in discussions that promote understanding of content, interaction among students and opportunities to extend thinking.

Additional information on SMART goals can be found in **Appendix A: Template for Setting SMART Goals**. Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category, progress on goals will be reflected in the scoring of Teacher Performance and Practice evidence.

## *Teacher Performance and Practice Scoring*

### Individual Observations

Evaluators are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the Framework components that were observed. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports.

## Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the 19 components, 9 in Domain 1 and 10 across Domains 2-4.
- 2) Average components within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
- 3) Apply domain weights to domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0

Each step is illustrated below:

- 1) Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the 19 components.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 19 components. Some questions to consider while analyzing the evidence include:

**Consistency:** What rating have I seen relatively uniform, homogenous evidence for throughout the semester? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?

**Trends:** Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

**Significance:** Are some data more valid than others? (Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?)

Once a rating has been determined, it is then translated to a 1-4 score. *Below Standard* = 1 and *Exemplary* = 4. See example below for Domain 1:

Domain 1	Rating	Evaluator's Score
DQ1	<i>Developing</i>	2
DQ2	<i>Developing</i>	2
DQ3	<i>Proficient</i>	3
DQ4	<i>Exemplary</i>	4
DQ5	<i>Proficient</i>	3
DQ6	<i>Proficient</i>	3
DQ7	<i>Proficient</i>	3
DQ8	<i>Proficient</i>	3
DQ9	<i>Proficient</i>	3

- 2) Average components with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Score
1	2.9
2	2.6
3	3.0
4	2.8

- 3) Apply domain weights to domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and a positive classroom environment are major factors in improving student outcomes. In the *Marzano Causal Teacher Evaluation Plan*, Domain 1 incorporates these two factors. Therefore, Domain 1 is weighted significantly more at 70%. Domains 2, 3 and 4 are each weighted at 10%.

Domain	Score	Weighting	Weighted Score
1	2.9	70%	2.0
2	2.6	10%	0.3
3	3.0	10%	0.3
4	2.8	10%	0.3
<b>Total</b>			2.9

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator. Data tools will be developed to be implemented during the 2013-2014 school year.

The summative Teacher Performance and Practice category rating and the component ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss progress toward Teacher Performance and Practice goals/outcomes.

## **Category #2: Parent Feedback (10%)**

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area of the Fairfield Teacher Evaluation Plan.

The process described below focuses on:

- (1) Conducting a whole-school parent survey (meaning data is aggregated at the school level);
- (2) Determining several school-level parent goals based on the survey feedback;
- (3) Teacher and evaluator identifying **one** related parent engagement goal and setting improvement targets;
- (4) Measuring progress on growth targets; and
- (5) Determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

### 1. Administration of a Whole-School Parent Survey

Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year-to-year.

NOTE: For the school year 2013-2014, Fairfield schools will use results of the School Climate Survey, administered to parents in November 2012, for teachers to use to set goals. Results from the survey were given to schools and the community during the winter of 2012. Linking the parent feedback this first year to the results of the School Climate Survey allows teachers to set a goal to continue this important work. School Climate Surveys will be administered on alternate years, with the state model parent survey being used during years when the School Climate Survey is not administered. Any surveys used will be valid and reliable. Appendix C contains the School Climate Survey and the state model parent survey.

### 2. Determining School-Level Parent Goals

Principals and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement could be reached on 2-3 improvement goals for the entire school.

### 3. Selecting a Parent Engagement Goal and Improvement Targets

After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc. See the sample state model survey in **Appendix B** for additional questions that can be used to inspire goals.

Teachers will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned and attainable.

### 4. Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. Teachers will measure and demonstrate progress on their growth targets. A teacher will measure how successfully he/she implements a strategy to address an area of need (like the examples in the previous section).

### 5. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

## STUDENT OUTCOMES RELATED INDICATORS

The Student Outcomes Related Indicators half of the Fairfield Teacher Evaluation Plan captures the teacher's impact on students. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of the Fairfield Teacher Evaluation process, teachers will document those aspirations and anchor them in data.

Student Related Indicators includes two categories:

- Student growth and development, which counts for 45%; and
- Whole-school student learning which counts for 5% of the total evaluation rating.

These categories will be described in detail below.

### **Category #3: Student Growth and Development (45%)**

#### *Overview of Student Learning Objectives (SLOs)*

Fairfield has selected a goal-setting process called **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

While this process should feel generally familiar to school improvement planning, the Fairfield Teacher Evaluation Plan will ask teachers to set more specific and measureable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors.

The four SLO phases are described in detail below:

#### **SLO Phase 1: SLO Phase I: Learn about this year's students**

This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

#### **SLO Phase 2: Set 2 SLOs (goals for learning)**

Each teacher will write two SLOs. Teachers whose students take a standardized assessment will create one SLO based on standardized indicators and one SLO based on one non-standardized indicator. All other teachers will develop their two SLOs based on non-standardized indicators.

The Fairfield Teacher Evaluation Plan adopts the definition of a **standardized assessment** from the Connecticut Guidelines for Educator Evaluation. That definition identifies that a standardized assessment is characterized by the following attributes:

- Administered and scored in a consistent – or “standard” – manner;
- Aligned to a set of academic or performance “standards;”
- Broadly-administered (e.g., nation-or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

Examples of Standardized Assessments recommended for use in the Fairfield Public Schools are:

- Fountas and Pinnell Benchmark Reading Assessments
- Concepts About Print
- AIMS Web
- DRA 2
- Blue Ribbon
- Math Fluency
- CMT
- Oral Counting
- Letter ID
- Number ID
- SBAC
- CAPT
- DRP
- Gates-MacGinitie
- LAS Links
- SAT
- SAT 2
- AP
- PE – Mile run

Examples of Non-Standardized Assessments recommended for use in the Fairfield Public Schools are:

- Portfolios rated against a common rubric
- District Common Performance Tasks rated against a common rubric
- Writing Samples rated against a common rubric
- District Common Assessments rated against a common rubric
- Mid-Term Exam rated against a common rubric
- Final Exam rated against a common rubric
- Behavior checklist



In Phase II of the SLO process, teachers will follow these four steps:

### **Step 1: Decide on the Student Learning Objectives**

The objectives will be broad goals for student learning that are aligned to school improvement plans. They should each address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth for shorter courses) - and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course as well as the district and school improvement plans.

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students' results.

### **Step 2: Select Indicators of Academic Growth and Development (IAGDs)**

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least one IAGD.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students. The Template for Setting SMART Goals should be referenced as a resource for setting SLOs/IAGDs (Appendix A)

Since indicator targets are calibrated for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 4th grade teachers might use the CMT as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 4th grade teachers.

For example:

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (At least one is required)
4 <sup>th</sup> Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013.	<ol style="list-style-type: none"> <li>1. All 17 (77%) students assessed on the standard CMT will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4th grade CMT Reading in March 2013.</li> <li>2. All 5 students (23%) assessed on the MAS for Reading CMT will achieve at the proficient or goal level on 4th grade CMT Reading MAS in March 2013.</li> </ol>

**Step 3: Provide Additional Information**

During the goal-setting process, teachers and evaluators will agree to the following:

- the rationale for the objective and its connection to the school improvement plan;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the teacher plans to use to gauge students’ progress toward the SLO during the school year; and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO.

**Step 4: Submit SLOs to Evaluator for Approval**

Teachers and evaluators will confer during the goal-setting process to select mutually agreed-upon SLOs. When completed, the SLO is submitted to the evaluator for formal approval.

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, SLOs must be revised and resubmitted to the evaluator.

**SLO Approval Criteria**

Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to teacher’s assignment and addresses a large proportion of his/her students, and is closely aligned to the school improvement plan.	Indicators provide specific, measurable evidence. The indicators provide evidence about students’ progress over the school year or semester during which they are with the teacher.	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year’s worth of growth for students (or appropriate growth for a shorter interval of instruction).

### **SLO Phase 3: Mid-Year Conference: Monitor students' progress**

Once SLOs are approved, teachers will monitor students' progress towards the objectives. They can, for example, examine student work products; administer interim assessments and track students' achievement related to the indicators. Teachers will share their interim findings with colleagues during collaborative time (i.e data team meetings) and will discuss varied instructional strategies to achieve the objectives. They will keep their evaluator apprised of progress.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

### **SLO Phase 4: Assess student outcomes relative to SLOs**

At the end of the school year, teachers will collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment that asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

<b>Exceeded (4)</b>	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
<b>Met (3)</b>	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
<b>Partially Met (2)</b>	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
<b>Did Not Meet (1)</b>	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one IAGD, the evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

The final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was *Partially Met*, for 2 points, and the other SLO was *Met*, for 3 points, the student growth and development rating would be 2.5  $[(2+3)/2]$ . The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference.

NOTE: For SLOs that include an indicator based on state standardized tests, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state tests are the basis for all indicators, then the teacher's student growth and development rating will be based only on the results of the SLO that is based on non-standardized indicators.

However, once the state test evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

#### **Category #4: WHOLE-SCHOOL STUDENT LEARNING INDICATOR (5%)**

The Fairfield Teacher Evaluation Plan will include a “whole-school student learning indicator” as the 5% component of a teacher’s evaluation. This indicator reinforces the concept that all educators in a school building, whether a classroom teacher or student support specialist, contribute to the ultimate learning outcomes of ALL students in the school.

A teacher’s indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal’s evaluation rating at that school. For most schools, this will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal’s evaluation.

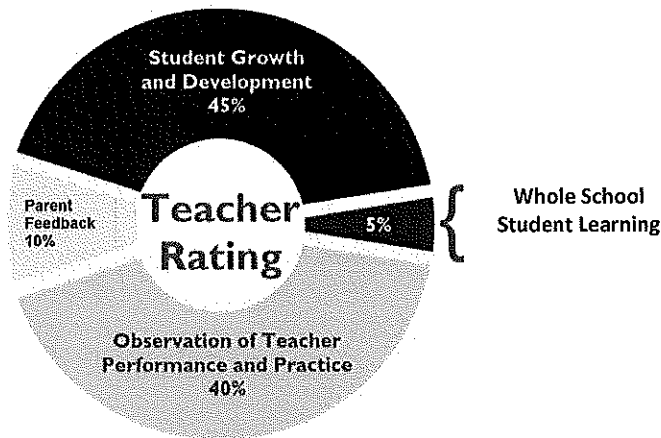
<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50 and the whole-school student learning indicator will be weighted 0 (see Summative Teacher Evaluation Scoring- page 36). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15

## SUMMATIVE TEACHER EVALUATION SCORING

### *Summative Scoring*

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Student Outcomes Related Indicators and Teacher Practice Related Indicators.



Every educator will receive one of four performance ratings:

- Exemplary** – Substantially exceeding indicators of performance
- Proficient** – Meeting indicators of performance
- Developing** – Meeting some indicators of performance but not others
- Below Standard** – Not meeting indicators of performance

The rating will be determined using the following steps:

- 1) Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score and the parent feedback score
- 2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score and whole-school student learning indicator or student feedback score
- 3) Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

- 1) Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the

category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
<b>TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS</b>			<b>142</b>

**Rating Table**

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

- 2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator or student feedback score.

The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator or student feedback category counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	158
Whole School Student Learning Indicator or Student Feedback	3	5	15
<b>TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS</b>			<b>173</b>

**Rating Table**

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

3) Use the Summative Matrix to determine Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *proficient* and the Student Outcomes Related Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative.

*Summative Rating Matrix*

		<i>Teacher Practice Related Indicators Rating</i>				
		<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>	
<i>Student Outcomes Related Indicators Rating</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Gather further information</i>
	<i>Proficient</i>	<i>Proficient</i>	<i>Proficient</i>	<i>Proficient</i>	<i>Proficient</i>	<i>Gather further information</i>
	<i>Developing</i>	<i>Proficient</i>	<i>Developing</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Below Standard</i>	<i>Gather further information</i>	<i>Below Standard</i>	<i>Below Standard</i>	<i>Below Standard</i>	<i>Below Standard</i>

Adjustment of Summative Rating Summative ratings must be completed for all teachers by the end of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher’s summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.



## **Definition of Effectiveness and Ineffectiveness**

Effectiveness and ineffectiveness will be determined by utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one. The state model recommends the following patterns:

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *below standard* rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of *developing* in year two and two sequential *proficient* ratings in years three and four. Superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

The Fairfield Teacher Evaluation Plan adopts the definition as stated in the state model, above.

## **Dispute-Resolution Process**

A "Standing Review Committee on Teacher Evaluation" shall be formed to resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice or the professional learning plan. This committee will be composed of the Human Resources Administrator, district TEAM Facilitator, a representative from the Executive Board of the Fairfield School Administrator Association, a representative from the Executive Board of the FEA, one staff member from the Preschool level and two staff members from each of the levels (elementary, middle school, high school).

The teacher will submit within five working days a Conflict Resolution Process form (See Appendix H) that clearly states the issue of disagreement and the particular level or part of the evaluation process that is open to disagreement to their primary evaluator with a copy to the Standing Review Committee on Teacher Evaluation. The evaluatee and his/her primary evaluator will select a member of the Standing Review Committee on Teacher Evaluation as a Resource Advisor.

The process will vary depending on the type and seriousness of the conflict. A possible sequence of meetings would include the following agendas:

- The Resource Advisor schedules to meet with each of the parties individually to discuss his/her views and perceptions about the conflict.
- The Resource Advisor schedules a meeting between the advisor and the two parties together where the advisor presents alternatives the two might use to resolve the conflict.
- Should these meetings succeed in resolving the conflict, there would be no further action beyond a notation by the advisor for his/her records that conflict resolution had been called for and that the conflict had been resolved to the mutual satisfaction of both parties. The

records of the advisor would have no names and the records would only be a numerical indicator of the advisor's workload.

- Should these meetings not lead to a resolution of the conflict, the Resource Advisor would forward the original Conflict Resolution Process Form to either the Director of Elementary Education, Director of Secondary Education or Deputy Superintendent (depending on the staff member's assignment) for a resolution and final decision.

## Appendix A: Template for Setting SMART Goals

The SMART goal-setting process ensures that every goal is measurable and clear. The advantages of the SMART goal-setting process are:

- Provides a structured approach to a complex task;
- Gives a clear framework for creating meaningful and achievable goals;
- Accommodates all kinds of goals;
- Is easy to teach others how to develop;
- Helps to define goals in terms that can be widely understood; and
- Requires thinking through the implementation as well as the outcome.

The characteristics of SMART goals are:

- **Specific and Strategic**
  - The goal should be well defined enough that anyone with limited knowledge of your intent should understand what is to be accomplished.
- **Measurable**
  - Goals need to be linked to some form of a common measure that can be used as away to track progress toward achieving the goal.
- **Aligned and Attainable**
  - The goal must strike the right balance between being attainable and aligned to standards but lofty enough to impact the desired change.
- **Results-Oriented**
  - All goals should be stated as an outcome or result.
- **Time-Bound**
  - The time frame for achieving the goal must be clear and realistic.

### SMART goals Dos and Don'ts

#### **DO:**

Create a plan  
Start small  
Write it down  
Be specific  
Track your progress  
Celebrate your success  
Ask for support sooner than later  
Make commitments

#### **DON'T:**

Expect to accomplish without effort  
Focus on too much at once  
Forget to make a deadline  
Deal in absolutes  
Expect perfection  
Keep your goal on a shelf  
Beat yourself up over shortcomings  
Try to accomplish it alone  
Forget that you CAN DO IT!

## Appendix B: Sample Parent Feedback Survey All Grades

Part I: School Feedback	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I Don't Know
1. I talk with my child's teacher(s) about my child's schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I talk with my child's teacher(s) about what I can do to help my child learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I know how my child is doing in school before I get my child's report card.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have attended at least one meeting or event at school this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I feel welcome at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My child is learning a lot in school this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My child's teacher(s) have high expectations for my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My child's teacher(s) talk to me about how my child is doing in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My child's teacher(s) care about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Part II: Background

10. What is your child's gender?

- Male       Female

11. My child's grades are...

- Mostly A's    Mostly B's    Mostly C's    Mostly D's    Mostly F's    I Don't Know/  
Does Not Apply

12. What is the highest level of education that you have attained?

- Not a high school graduate       Some college       Graduate school  
 High school graduate       College graduate

13. What is your child's race or ethnicity?

- White       Black or African-American       Asian       Hispanic or Latino  
 American-Indian or Alaska Native       Native-Hawaiian or Other Pacific-Islander       Two or More Races/Ethnicities

## Appendix C: School Climate Survey

# CSCI

Comprehensive School Climate Inventory

Measuring the Climate for Learning

## PARENT/GUARDIAN SURVEY

Before you begin, please read the following information.

You are being asked to complete this survey as part of a project to help all members of the school community (students, parents, and the adults who work at the school) understand how everyone feels about your child's school.

- As you respond to each item, focus on your thoughts and feelings based on your own personal experience with the school, as well as your perceptions of your child's experience as a student.
- There **are no right or wrong answers**— this is not a test! We just want to know how you feel. Your responses will provide us with important information to help your child's school become even better.
- All of your responses are **completely anonymous**. No one from the school will ever see your answers, and no identifying information (such as name, child's name or survey ID) will be recorded with your answers.
- All results will be reported to your school only in terms of how each population responded. Individual responses are never seen by your school.
- The survey should take you approximately 20 minutes to complete. Please try to respond to all items.

Start Survey



Think about your experience with your child's school as you read each statement below. Then fill in the circle that best describes how much you agree or disagree with each statement.

Mark one answer on each line like this: ●  
 Not like this: ⊗ ⊙ ⊘

	Strongly Disagree	Disagree	Neither Agree Nor Disagree (Neutral)	Agree	Strongly Agree
1. My child's school tries to get students to join in after school activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Adults who work in my child's school treat students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. In my child's school, he/she talks about ways to help control his/her emotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Many students at my child's school go out of their way to treat other students badly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Adults in my child's school seem to work well with one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Students in my child's school respect each other's differences (for example, gender, race, culture, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. In my child's school, students have learned ways to resolve disagreements so that everyone can be satisfied with the outcome.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My child's school tries to get all families to be part of school activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My child's teachers encourage him/her to try out new ideas (think independently).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My child has been insulted, teased, harassed or otherwise verbally abused more than once at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. In my child's school, he/she talks about the way his/her actions will affect others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Students have friends at school they can turn to if they have questions about homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. In my child's school, he/she discusses issues that help him/her think about how to be a good person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. In my child's school, there are clear rules against physically hurting other people (for example, hitting, pushing or tripping).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Think about your experience with your child's school as you read each statement below. Then fill in the circle that best describes how much you agree or disagree with each statement.

Mark one answer on each line like this: ●  
 Not like this: ⊗ ⊙ ⊚

		Strongly Disagree	Disagree	Neither Agree Nor Disagree (Neutral)	Agree	Strongly Agree
15.	Students have friends at school they can trust and talk to if they have problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	Adults in my child's school have high expectations for students' success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	Adults in the school are fair about making sure that all students follow the rules against physically hurting other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	My child's teachers let him/her know when he/she does a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	My child feels like he/she belongs at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	I have seen students at my child's school being physically hurt by other students more than once (for example, pushed, slapped, punched or beaten up).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	In my child's school, he/she discusses issues that help him/her think about what is right and wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	Students in my child's school work well with each other even if they're not in the same group of friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	My child likes his/her school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	My child has learned skills than help him/her plan time effectively to get work done and still do other things he/she enjoys.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.	There are many students in my child's school who seem to be made fun of a lot by other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26.	My child's school makes an effort to keep me and my family informed about what's going on in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27.	If my child is feeling confused about something in class, he/she feels comfortable saying so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28.	My child's school building is kept clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29.	Most students in my child's school act in a way that is sensitive to the feelings of other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30.	My child feels physically safe in the schoolyard or area right around the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Think about your experience with your child's school as you read each statement below. Then fill in the circle that best describes how much you agree or disagree with each statement.

Mark one answer on each line like this: ●  
 Not like this: ⊗ ⊙ ⊚

	Strongly Disagree	Disagree	Neither Agree Nor Disagree (Neutral)	Agree	Strongly Agree
31. Adults in the school will stop students if they see them physically hurling each other (for example, pushing, slapping, or punching).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. In my child's school, he/she talks about the importance of understanding his/her feelings and the feelings of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. My child has been physically hurt at school more than once by other students (for example, pushed, slapped, punched or beaten up).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. My child's school has up-to-date computers and other electronic equipment available to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Teachers give my child an opportunity to show what he/she knows and can do in a variety of ways (for example, papers, presentations, projects, tests).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. My child's school is physically attractive (well designed, nicely decorated, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Adults who work in my child's school treat one another with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Students in my child's school respect differences in adults (for example, gender, race, culture, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. In my child's school, there are clear rules against insults, teasing, harassment and other verbal abuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. My child feels physically safe in all areas of the school building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. My child's school has space and facilities for extra-curricular activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Adults in my child's school respect differences in students (for example, gender, race, culture, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. My child is challenged to do more than he/she thought he/she could in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. We need more basic supplies in my child's school (for example, books, paper and chalk).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Adults in my child's school respect each other's differences (for example gender, race, culture, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Students at my child's school will try to stop students from insulting or making fun of other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Think about your experience with your child's school as you read each statement below. Then fill in the circle that best describes how much you agree or disagree with each statement.

Mark one answer on each line like this: ●  
 Not like this: ⊗ ⊙ ⊚

	Strongly Disagree	Disagree	Neither Agree Nor Disagree (Neutral)	Agree	Strongly Agree
47. Adults in the school are fair about making sure that all students follow the rules against insults, teasing, harassment or other verbal abuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Very few students make fun of other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. My child's teachers give him/her useful feedback on school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. My child feels good about what he/she accomplishes in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. My child's school building is kept in good condition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. In my child's school, he/she works on listening to others so that he/she really understands what they are trying to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. There are areas of my child's school where he/she does not feel physically safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. My child feels that he/she is better at working with other people because of what he/she has learned in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Adults in my child's school seem to trust one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Parents and family members feel comfortable talking to teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. My child's teachers encourage him/her to see mistakes as a natural part of the learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. If students need to talk to an adult in school about a problem, there is someone they trust who they could talk to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. I think parents/guardians feel welcome at my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. My child's teachers show him/her how to learn from his/her mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. It is common to see students in my child's school insulted, teased, harassed or otherwise verbally abused by other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Think about your experience with your child's school as you read each statement below. Then fill in the circle that best describes how much you agree or disagree with each statement.

Mark one answer on each line like this: ●  
 Not like this: ⊗ ⊙ ⊚

	Strongly Disagree	Disagree	Neither Agree Nor Disagree (Neutral)	Agree	Strongly Agree
63. My child's teachers help him/her figure out how he/she learns best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Adults in the school stop students if they see them insulting, teasing, harassing or otherwise verbally abusing other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Adults in my child's school are willing to listen to what students have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. My child's teachers give him/her individual attention on schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Students have friends at school to eat lunch with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Adults in my child's school are interested in getting to know students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Most students in my child's school try to treat other students the way they'd want to be treated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Students try to make new students feel welcome in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Please tell us a little about yourself...

This information helps you and your child's school discover more about who responded to the survey and whether different groups of people (for example, men or women, parents of 4<sup>th</sup> graders or parents of 5<sup>th</sup> graders) felt differently or had different opinions. **Note:** We will NOT report group data unless a given group has sufficient numbers to ensure each respondent's confidentiality.

1. What is your race/ethnicity? (Please fill in the circle that is most appropriate)

- American Indian / Alaskan Native
- Asian / Pacific Islander
- Black / African American
- Latino / Latina / Hispanic
- White / Caucasian
- Multiracial
- Not Listed Above

2. Please indicate your child's/children's grade(s) at this school.

- |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Pre-K -<br>K          | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10                    | 11                    | 12                    |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. Is English your child's first language?

- Yes
- No

4. Does your child qualify for free or reduced price meals?

- Yes
- No

5. Does your child have an IEP?

- Yes
- No

## Thank You for Completing This Survey!

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The National School Climate Center Tel 212.707.8799 | [www.schoolclimate.org](http://www.schoolclimate.org)



## Appendix D: Marzano Evaluation Model Aligned to the 2010 CCT

Marzano Evaluation Model Domains 1, 2, 3, and 4	CT 2010 Common Core of Teaching: Foundational Skills
<b>DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS</b>	
<b>I. Lesson Segments Involving Routine Events</b>	
<b>Design Question #1:</b> What will I do to establish and communicate learning goals, track student progress, and celebrate success?	
1. Providing Clear Learning Goals and Scales (Rubrics)	Element 5.6
2. Tracking Student Progress	Elements 4.7, 5.1, 5.2, 5.3, 5.5
3. Celebrating Success	
<b>Design Question #6:</b> What will I do to establish and maintain Classroom rules and procedures?	
4. Establishing Classroom Routines	Elements 2.4, 2.5
5. Organizing the Physical Layout of the Classroom	
<b>II. Lesson Segments Addressing Content</b>	
<b>Design Question #2:</b> What will I do to help students effectively Interact with new knowledge?	
6. Identifying Critical Information	Elements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 4.1, 4.2, 4.4, 4.5, 4.6
7. Organizing Students to Interact with New Knowledge	
8. Previewing New Content	
9. Chunking Content into "Digestible Bites"	
10. Processing of New Information	
11. Elaborating on New Information	
12. Recording and Representing Knowledge	
13. Reflecting on Learning	
<b>Design Question #3:</b> What will I do to help student practice and deepen their understanding of new knowledge?	
14. Reviewing Content	Elements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 4.1, 4.2, 4.4, 4.5, 4.6
15. Organizing Students to Practice and Deepen Knowledge	
16. Using Homework	
17. Examining Similarities and Differences	
18. Examining Errors in Reasoning	
19. Practicing Skills, Strategies, and Processes	
20. Revising Knowledge	
<b>Design Question #4:</b> What will I do to help students generate and test Hypotheses about new knowledge?	
21. Organizing Students for Cognitively Complex Tasks	Elements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 4.1, 4.2, 4.4, 4.5, 4.6
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	
23. Providing Resources and Guidance	

Marzano Evaluation Model Domains 1,2,3, and 4	CT 2010 Common Core of Teaching: Foundational Skills
<b>III. Lesson Segments Enacted on the Spot</b>	
<b>Design Question #5:</b> What will I do to engage students?	
24. Noticing When Students are Not Engaged	Elements 2.2,4.6
25. Using Academic Games	
26. Managing Response Rates	
27. Using Physical Movement	
28. Maintaining a Lively Pace	
29. Demonstrating Intensity and Enthusiasm	
30. Using Friendly Controversy	
31. Providing Opportunities for Students to Talk about Themselves	
32. Presenting Unusual or Intriguing Information	
<b>Design Question #7:</b> What will I do to recognize and acknowledge Adherence or lack of adherence to rules and procedures?	
33. Demonstrating "Withitness"	Elements 2.4,2.5
34. Applying Consequences for Lack of Adherence to Rules and Procedures	
35. Acknowledging Adherence to Rules and Procedures	
<b>Design Question #8:</b> What will I do to establish and maintain effective relationships with students?	
36. Understanding Students' Interests and Background	Elements 2.1,2.3
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students	
38. Displaying Objectivity and Control	
<b>Design Question #9:</b> What will I do to communicate high expectations for all students?	
39. Demonstrating Value and Respect for Low Expectancy Students	
40. Asking Questions of Low Expectancy Students	
41. Probing Incorrect Answers with Low Expectancy Students	
<b>DOMAIN 2: PLANNING AND PREPARING</b>	
<b>I. Planning and Preparing for Lessons and Units</b>	
42. Effective Scaffolding of Information with Lessons	Elements 3.2,3.3,3.4, 3.5,3.6,3.7,3.8,3.9, 5.1,5.2,5.8
43. Lessons within Units	
44. Attention to Established Content Standards	
<b>II. Planning and Preparing for Use of Resources and Technology</b>	
45. Use of Available Traditional Resources	
46. Use of Available Technology	
<b>III. Planning and Preparing for Needs of English Language Learners</b>	
<b>IV. Planning and Preparing for Needs of Students Receiving Special Education</b>	
<b>V. Planning and Preparing for Needs of Students Who Lack Support for Schooling</b>	

Marzano Evaluation Model Domains 1, 2, 3, and 4	CT 2010 Common Core of Teaching: Foundational Skills
47. Needs of English Language Learners 48. Needs of Students Receiving Special Education 49. Needs of Students Who Lack Support for Schooling	
<b>DOMAIN 3: REFLECTING ON TEACHING</b>	
<b>I. Evaluating Personal Performance</b>	
50. Identifying Areas of Pedagogical Strength and Weakness	Elements 5.7, 6.1
51. Evaluating the Effectiveness of Individual Lessons and Units	
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	
<b>II. Developing and Implementing a Professional Growth Plan</b>	
53. Developing a Written Growth and Development Plan	
54. Monitoring Progress Relative to the Professional Growth and Development Plan	
<b>DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM</b>	
<b>I. Promoting a Positive Environment</b>	
55. Promoting Positive Interactions with Colleagues	Elements 5.4, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11
56. Promoting Positive Interactions about Students and Parents	
<b>II. Promoting Exchange of Ideas and Strategies</b>	
57. Seeking Mentorship for Areas of Need or Interest	
58. Mentoring Other Teachers and Sharing Ideas and Strategies	
<b>III. Promoting District and School Development</b>	
59. Adhering to District and School Rules and Procedures	
60. Participating in District and School Initiatives	

It is useful to note that some elements in the Marzano Teacher Evaluation Model are not represented in the Connecticut criteria. Specifically, none of the elements from the following domains in the Marzano Teacher Evaluation Model are reflected in the Connecticut criteria:

- Domain I-I: Lesson Segments Involving Routine Events
  - Element 3: Celebrating Success
  - Element 5: Organizing the Physical Layout of the Classroom
  
- Domain I-III: Lesson Segments Enacted on the Spot
  - Element 39: Demonstrating Value and Respect for Low Expectancy Students
  - Element 40: Asking Questions of Low Expectancy Students
  - Element 41: Probing Incorrect Answers with Low Expectancy Students

## Connecticut State Department of Education's 2010 Common Core of Teaching: Foundational Skills

### **Domain 1. Content and Essential Skills**

*Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field by:*

- 1.1. Demonstrating proficiency in reading, writing, and mathematics skills;
- 1.2. Demonstrating discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards;
- 1.3. Using developmentally appropriate verbal, non-verbal and technological communications;
- 1.4. Using technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community;
- 1.5. Demonstrating understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting; and
- 1.6. Demonstrating understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.

### **Domain 2. Classroom Environment, Student Engagement and Commitment to Learning**

*Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:*

- 2.1 Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels;
- 2.2 Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries;
- 2.3 Providing explicit instruction about social skills to develop students' social Competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs;
- 2.4 Fostering appropriate standards of behavior that support a productive learning environment for all students; and
- 2.5 Maximizing the amount of time spent on learning by effectively managing routines and transitions.



### **Domain 3. Planning for Active Learning**

*Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

- 3.1 Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs;
- 3.2 Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline;
- 3.3 Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions;
- 3.4 Selecting appropriate assessment strategies to monitor ongoing student progress;
- 3.5 Selecting or designing instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems;
- 3.6 Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible;
- 3.7 Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone;
- 3.8 Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning; and
- 3.9 Including strategies for teaching and supporting content area literacy skills and, When appropriate, numeracy skills.

### **Domain 4. Instruction for Active Learning**

*Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

- 4.1 Using a variety of evidence-based strategies to enable students to apply and construct new learning;
- 4.2 Using technological and digital resources strategically to promote learning;
- 4.3 Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning;
- 4.4 Varying the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students;
- 4.5 Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents;
- 4.6 Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks; and

- 4.7 Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.

## **Domain 5. Assessment for Learning**

*Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:*

- 5.1 Understanding the different purposes and types of assessment that capture the complexity of student learning across the hierarchy of cognitive skills;
- 5.2 Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn;
- 5.3 Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time;
- 5.4 Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress;
- 5.5 Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning;
- 5.6 Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators;
- 5.7 Understanding the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences; and
- 5.8 Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities.

## **Domain 6. Professional Responsibilities and Teacher Leadership**

*Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership by:*

- 6.1 Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning;
- 6.2 Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students;
- 6.3 Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate;

- 6.4 Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement;
- 6.5 Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions;
- 6.6 Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning;
- 6.7 Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process;
- 6.8 Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues;
- 6.9 Using communication technology in a professional and ethical manner;
- 6.10 Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post-secondary and career exploration, and/or capstone projects; and
- 6.11 Conducting themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators.

## **Appendix E: Marzano Causal Teacher Evaluation Model**

A link for district staff to access the full rubric for the Marzano Causal Teacher Evaluation Model on the district network will be placed here.

## Appendix F: Post Observation Feedback Form

### Post Conference Observation Feedback Form

Supervisor: \_\_\_\_\_ Subject: \_\_\_\_\_ School: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ Grade level: \_\_\_\_\_

Standard	Evidence
Opener <ul style="list-style-type: none"> <li>• Icebreaker, teacher put at ease</li> </ul>	
“A” Strengths - Supervisor <ul style="list-style-type: none"> <li>• Name it (CCT language)</li> <li>• Give specific evidence</li> <li>• Tell why important</li> <li>• Limited to important ones, leave some for teacher</li> </ul>	
“B” Strengths – Teacher <ul style="list-style-type: none"> <li>• Teacher identifies strengths or is prompted to do so</li> <li>• Focus on teacher decisions</li> </ul>	
“C” Growth Areas – Teacher <ul style="list-style-type: none"> <li>• Teacher identifies growth area or is prompted to do so</li> <li>• Focus on teacher decisions</li> </ul>	
“D” Growth Areas – Supervisor <ul style="list-style-type: none"> <li>• Provide evidence or ask a question</li> <li>• Brainstorm solutions if needed</li> <li>• Limited in number, focus on most important areas</li> </ul>	
Closure <ul style="list-style-type: none"> <li>• Teacher identifies key points</li> </ul>	
<ul style="list-style-type: none"> <li>• A before B; C before D</li> <li>• Body language shows active listening</li> <li>• Questions are simple, clear, unambiguous</li> <li>• After A, teacher does most of the talking</li> <li>• Stays on topic throughout conference</li> </ul>	

## **Appendix G: End of Year Self-Assessment For**

The End-of-Year Self-Assessment form will be inserted here when developed.

**Appendix H: Conflict Resolution Form**  
**Fairfield Public Schools**  
**Conflict Resolution Process Form**

**Name of Teacher:** \_\_\_\_\_

**Name of Primary Evaluator:** \_\_\_\_\_

**School** \_\_\_\_\_ **Date of Submission** \_\_\_\_\_

**Evaluation level:** \_\_\_\_\_

**Reasons for Appeal:** (Normally, the dispute will concern issues related to objectives, the evaluation period, the professional growth plan, or feedback. Please, be specific in stating the reason for appeal.)

**Signature of Teacher:** \_\_\_\_\_

**Resource Advisor Chosen by Teacher and Evaluator:** \_\_\_\_\_

**Date Received by Standing Review Committee on Evaluation:** \_\_\_\_\_

\_\_\_\_\_**Resolution of Conflict: (Use additional space on the back.)**

\_\_\_\_\_**Conflict unresolved. Date submitted to Superintendent:** \_\_\_\_\_





**Appendix J: Structured Support End of Year Evaluation Form**

**Fairfield Public Schools  
Structured Support Level Evaluation Form  
End of the Year Status  
School Year \_\_\_\_\_**

**Staff Member** \_\_\_\_\_ **Years of Experience** \_\_\_\_\_

**Position** \_\_\_\_\_ **Years in Fairfield** \_\_\_\_\_

**Evaluator** \_\_\_\_\_ **Date** \_\_\_\_\_

*Evaluator's statement of status following review on the Structured Support Level:*

**1. Statement of Evaluator:**

**Resolution:**

\_\_\_\_\_ Remain on Structured Support Level

\_\_\_\_\_ Placed on Intensive Supervision Level

\_\_\_\_\_ Return to evaluation through the Fairfield Teacher Evaluation Plan

\_\_\_\_\_  
**Signature of Staff Member**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Supervisor**

\_\_\_\_\_  
**Date**

**Appendix K: Intensive Supervision Evaluation Initial Placement Form**

**Fairfield Public Schools  
Intensive Supervision Evaluation  
Initial Placement Form**

Staff Member \_\_\_\_\_ Years of Experience \_\_\_\_\_

Position \_\_\_\_\_ Years in Fairfield \_\_\_\_\_

Evaluator \_\_\_\_\_ School \_\_\_\_\_

Date of Notice \_\_\_\_\_ Date of Action Plan Review \_\_\_\_\_

*The purpose of the Intensive Supervision Level is to provide intensive supervision to staff members who have been identified as not meeting the accountability standards of the Fairfield Public Schools and the Fairfield Teacher Evaluation Plan. The supervisor and the teacher will work collaboratively to complete this form. For a complete description of the Structured Support Level refer to The Fairfield Teacher Evaluation Plan.*

- 1. Describe the targeted job description concern(s) leading to placement on Intensive Supervision.**
  
  
  
  
  
  
  
- 2. Describe the support to be provided by the evaluator.**
  
  
  
  
  
  
  
- 3. Describe the mutually accepted action plan and time frame.**
  
  
  
  
  
  
  
- 4. Describe the professional development to be used to meet the action plan.**

\_\_\_\_\_  
**Signature of Staff Member**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Supervisor**

\_\_\_\_\_  
**Date**

**Appendix L: Intensive Supervision Evaluation Final Review Form**

**Fairfield Public Schools**  
**Intensive Supervision Evaluation Form**  
**Final Review**  
School Year \_\_\_\_\_

Staff Member \_\_\_\_\_ Years of Experience \_\_\_\_\_

Position \_\_\_\_\_ Years in Fairfield \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**1. Statement of Evaluator:**

**Resolution:**

\_\_\_\_\_ Remain on Intensive Supervision Level

\_\_\_\_\_ Return to evaluation through the Fairfield Teacher Evaluation Plan

\_\_\_\_\_ Recommend Termination of Employment

\_\_\_\_\_  
**Signature of Staff Member**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Supervisor**

\_\_\_\_\_  
**Date**

# CT Teacher Evaluation and Support Core Requirements (Guidelines)

ENCLOSURE NO. 17

PR 0-9 2013

Guidelines / CT Core Requirements	
<b>Levels of performance</b>	<p>Overall rating determined by ratings in four areas (see 45%-40%-10%-5% below and on back)</p> <p>Ratings in all areas must use four performance levels</p> <ul style="list-style-type: none"> <li>• Exemplary</li> <li>• Proficient</li> <li>• Developing</li> <li>• Below Standard</li> </ul>
<b>Process</b>	<p>Orientation, Planning, and Goal-setting conference (Nov. 15)</p> <p>Evidence collection (ongoing)</p> <p>Midyear check-in</p> <p>End-of-year summative review &amp; conference</p> <p>Local reporting (status June 1<sup>st</sup> - BoE)</p> <p>State reporting (status June 30<sup>th</sup> - SDE)</p> <p>Summative assessment revision (Sept. 15)</p>
<b>Student Growth &amp; Development 45%</b>	<p>1-4 goals for student growth, measured by Indicators of Academic Growth and Development (IAGD) and based on district-established criteria</p> <ul style="list-style-type: none"> <li>• 22.5% of IAGDs based on standardized state tests where applicable, or other standardized measures where available</li> <li>• 22.5% of IAGDs based on minimum of one non-standardized indicator, maximum of one standardized indicator (optional)</li> <li>• mutual agreement necessary for weighting of multiple IAGDs</li> </ul>
<b>5%</b>	<p>Whole-school student learning indicators</p> <p style="text-align: center;">OR</p> <p>Student feedback (surveys, interviews, focus groups)</p>
<b>Performance &amp; Practice 40%</b>	<p>Standards-based Framework</p> <ul style="list-style-type: none"> <li>• Danielson, Marzano, Marshall, or locally developed frameworks based on best practice and aligned to CCT</li> <li>• rubric using four performance levels</li> </ul> <p>Observations</p> <ul style="list-style-type: none"> <li>• combination of formal, informal, announced and unannounced</li> </ul>

## Guidelines / CT Core Requirements

	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> &amp; 2<sup>nd</sup> year = 3 formal</li> <li>• Below Standard/Developing = 3+ formal</li> <li>• Proficient/Exemplary = 3 formal: 1 in-class + 2 reviews of practice</li> <li>• constructive and timely oral and written feedback</li> </ul>
10%	Parent feedback OR Peer feedback
<b>Support &amp; Development</b>	<p>Professional learning opportunities based on needs identified through evaluation process and linked to student outcomes</p> <p>Below Standard &amp; Developing Ratings</p> <ul style="list-style-type: none"> <li>• plans for individual improvement and remediation, must identify resources, support, etc. from district;</li> <li>• timeline for implementation within same school year as plan is issued;</li> <li>• include indicators of success, including a summative rating of proficient</li> </ul> <p>Opportunities for career development &amp; growth based on performance, including mentor/coaching, leading PLCs, etc.</p>
<b>Other</b>	<p>Evaluation and support plans subject to annual state approval</p> <p>Definition of effectiveness and ineffectiveness using summative ratings from the new evaluation system</p> <p>Dispute resolution process</p>

ENCLOSURE NO. 1E

APR 09 2013

# ADMINISTRATOR

# EVALUATION PLAN

(Adopting the Connecticut Administrator  
Evaluation Model - SEED)

Fairfield Public Schools  
Fairfield, Connecticut  
April 1, 2013

## **DISTRICT ADMINISTRATOR EVALUATION COMMITTEE**

Margaret Boice (Director of Secondary Education)

John Chiappetta (English/Language Arts Coordinator, Grades 6-12)

Anna Cutaia-Leonard (Director of Elementary Education)

Connee Dawson (Principal, Tomlinson Middle School)

David Ebling (Housemaster, Fairfield Warde High School)

Ann Leffert (Director of Human Resources)

Karen Parks (Deputy Superintendent)

Ginger Vail (Principal, McKinley Elementary School)

## ADMINISTRATOR EVALUATION MODEL AND DEVELOPMENT

### Introduction

This handbook outlines a new state model for the evaluation of school and school district administrators in Connecticut. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation model defines principal effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

The model describes four levels of performance for administrators and focuses on the practices and outcomes of **Proficient** administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least 3 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

The model includes a level of performance *exemplary* for those who exceed these characteristics, but exemplary ratings are reserved for those who could serve as a model for leaders across their district or even statewide. A *proficient* rating represents fully satisfactory performance and it is the rigorous standard expected of most experienced administrators.

This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators so that we have a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

The model described here was developed by New Leaders, a national non-profit organization committed to developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed, and a group of Connecticut stakeholders convened as the Principal Working Group of the Performance Evaluation Advisory Administration Council (see **Appendix A**, "List of Working Group Members"). It is built on both research on principal evaluation and the practice of states across the country and within Connecticut. The model meets all of the requirements for the evaluation of 092 license holders outlined in Connecticut Statute and Connecticut State Board of Education regulations. The model does not establish any new employment-related consequences for administrators, as existing statute outlines the process by which the results of evaluations are used for employment matters.



In the 2012-13 school year, ten Connecticut school districts/consortia will implement this model on a pilot basis for their 092 administrators (along with new evaluation systems for other educators), and the University of Connecticut will conduct a comprehensive evaluation of the pilot implementation to inform ongoing design and implementation of the state model. In the next year (2013-14), all districts in Connecticut are required to implement new educator evaluation and support systems that meet new statutory and regulatory requirements. While districts may design their own systems, they may also use this model. Districts choosing to use parts of the model, but not the whole model, must submit their evaluation system plans for review by the Commissioner of Education, per the state guidelines.

This document describes the administrator evaluation model, beginning with a set of underlying core design principles. We then describe the four components on which administrators are evaluated – leadership practice, stakeholder feedback, student learning and teacher effectiveness – before describing the process of evaluation and, finally, the steps evaluators take to reach a summative rating for an administrator. The appendices include a number of tools and resources designed to support effective implementation of the model.

As noted, the model applies to all administrators holding an 092 license. Because of the fundamental role that principals play in building strong schools for communities and students and because their leadership has a significant impact on outcomes for students, the descriptions and examples focus on principals. However, where there are design differences for assistant principals and central office administrators, we note those.

## Core Design Principles

The Working Group has designed this state model for the evaluation of principals and other administrators on the basis of four core design principles that, we believe, will resonate with educators and leaders in many districts.

- 1. Focus on what matters most:** The State Board guidelines for evaluation specifies four areas of administrator performance as important to evaluation – student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%). Since the first two categories make up 85% of an administrator’s evaluation, we focus the bulk of our model design on specifying these two categories. In addition, we take the view that some aspects of administrator practice – most notably instructional leadership – have a bigger influence on student success and therefore demand increased focus and weight in the evaluation model.
- 2. Emphasize growth over time:** The evaluation of an individual’s performance should primarily be about their improvement from an established starting point. This applies to their professional practice focus areas and the outcomes they are striving to reach. Attaining high levels of performance matters – and for some administrators, maintaining high results is a critical aspect of their work – but the model should encourage administrators to pay attention to continually improving their practice. Through the goal-setting processes described below, this model does that.

3. **Leave room for judgment:** In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. We believe that of equal importance to getting better results is the professional conversation between an administrator and his/her supervisor that can be accomplished through a well-designed and well-executed evaluation system. So, the model requires evaluators to observe the practice of administrators enough to make informed judgments about the quality and efficacy of practice.
4. **Consider implementation at least as much as design:** We tried to avoid over-designing the system for two reasons: (1) the pilot provides a significant opportunity for the state to learn and adapt the model before full implementation; and (2) the model should not be so difficult or time-consuming to implement as to create excessive demands on those doing the evaluation or being evaluated. Sensitive to the tremendous responsibilities and limited resources that administrators have, we designed the model to align with other responsibilities (e.g., writing a school improvement plan) and to highlight the need for evaluators to build important skills in setting goals, observing practice, and providing high quality feedback.

## THE MODEL'S FOUR CATEGORIES

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on four categories:

### Category #1: Leadership practice (40%)

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating.

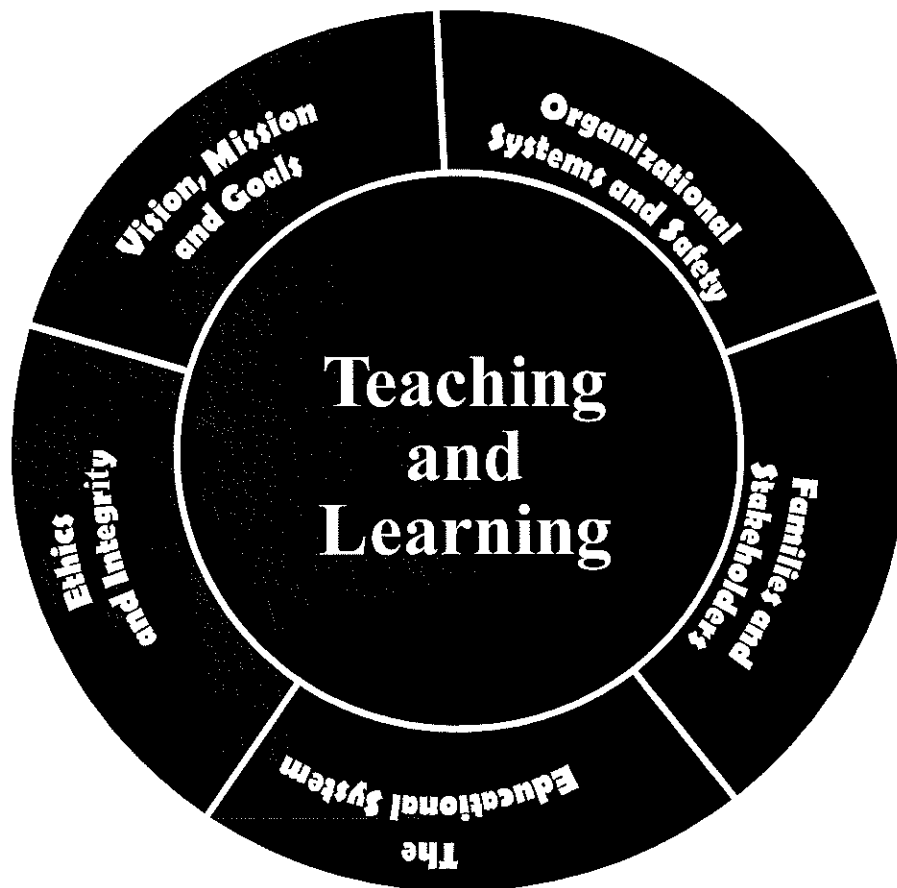
Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

1. **Vision, Mission and Goals:** *Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.*
2. **Teaching and Learning:** *Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.*
3. **Organizational Systems and Safety:** *Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.*

4. **Families and Stakeholders:** *Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.*
5. **Ethics and Integrity:** *Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.*
6. **The Education System:** *Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal, and cultural contexts affecting education.*

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning)** comprises half of the leadership practice rating and the other five performance expectations are equally weighted.

Figure 1: Leadership Practice – 6 Performance Expectations



These weightings should be consistent for all principals and central office administrators. For assistant principals and other school-based 092 certificate holders in non-teaching roles, the six Performance Expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While we know that assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

In order to arrive at these ratings, administrators are measured against the **Leader Evaluation Rubric (Appendix G)** which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

- **Proficient:** The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in **bold** at the Proficient level.
- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Two key concepts, indicated by bullets, are often included as indicators. Each of the concepts demonstrates a continuum of performance across the row, from *below standard* to *exemplary*.

**Examples of Evidence (Appendix H)** are provided for each element of the rubric. While these Examples of Evidence can be a guide for evaluator training and discussion, they are only examples and should not be used as a checklist. We recommend that as evaluators learn and use the rubric, they review these Examples of Evidence and generate additional examples from their own experience that could also be evidence of Proficient practice.

See **Figure 2** for an excerpt from the rubric. The full rubric can be found in **Appendix G**.

## **STRATEGIES FOR USING THE LEADER EVALUATION RUBRIC:**

**Helping administrators get better:** The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the Connecticut School Leadership Standards in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

**Making judgments about administrator practice:** In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

**Assigning ratings for each performance expectation:** Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

**Assessing the practice of administrators other than principals:** A rubric is not required for assistant principals or central office administrators. Districts may generate ratings from evidence collected directly from the Connecticut School Leadership Standards. Or, the leader evaluation rubric may be used in situations where it is applicable to the role of the assistant principal or central office administrator.

Figure 2: An excerpt from the Leader Evaluation Rubric

*Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.*

**Element A: High Expectations for All Leaders\*** ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff\*\*.

**The Leader...**

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Information & analysis shape vision, mission and goals		increasingly uses data to set goals for students. shapes a vision and mission based on limited data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. Alignment to policies	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.

\*Leader: Connecticut School Leaders who are employed under their immediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other supervisory positions.)

\*\*Staff: All educators and non-certified staff

## Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the principal's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Principal evaluators must conduct at least two school site observations for any principal and should conduct at least four school site observations for principals who are new to their district, school, the profession, or who have received ratings of *developing* or *below standard*.** Assistant principal evaluators shall conduct at least four observations of the practice of the assistant principal.
2. The administrator and evaluator hold a Mid-Year Formative Conference, with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *proficient*, *developing*, or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year. (Supported by the "Summative Rating Form," **Appendix B.**)

**Principals and Central Office Administrators:**

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
<i>Exemplary</i> on Teaching and Learning	At least <i>Proficient</i> on Teaching and Learning	At least <i>Developing</i> on Teaching and Learning	<i>Below Standard</i> on Teaching and Learning
<i>Exemplary</i> on at least 2 other performance expectations	At least <i>Proficient</i> on at least 3 other performance expectations	At least <i>Developing</i> on at least 3 other performance expectations	or
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		<i>Below Standard</i> on at least 3 other performance expectations

**Assistant Principals and Other School-Based Administrators:**

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
<i>Exemplary</i> on at least half of measured performance expectations	At least <i>Proficient</i> on at least a majority of performance expectations	At least <i>Developing</i> on at least a majority of performance expectations	<i>Below Standard</i> on at least half of performance expectations
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		

**Category #2: Stakeholder feedback (10%)**

Feedback from stakeholders – assessed by administration of a survey with measures that align to the Connecticut Leadership Standards – is 10% of an administrator’s summative rating.

There are a multitude of survey instruments that districts might select to generate feedback which vary significantly in quality and cost. The state may invest in the design and validation of a survey panorama instrument to assess leaders’ effectiveness. In the meantime, we offer this framework for districts that are selecting or designing appropriate survey instruments to provide principals with meaningful feedback.



## APPLICABLE SURVEY TYPES

There are several types of surveys – some with broader application for schools and districts – that align generally with the areas of feedback that are relevant for administrator evaluation. These include:

- **Leadership practice surveys** focus directly on feedback related to a leader’s performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators’ practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.
- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents.
- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school’s prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

**See Appendix C for examples of each type of survey as well as sample questions that align to the Connecticut Leadership Standards.**

The survey(s) selected by a district for gathering feedback must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time). In order to minimize the burden on schools and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school-or district-wide feedback and planning, or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation, and pursuing multiple means of soliciting responses.

Any survey selected must align to some or all of the Connecticut Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so we advise administrators and their evaluators to select relevant portions of the survey’s results to incorporate into the evaluation model.

**For each administrative role, stakeholders providing feedback might include:**

### **SCHOOL-BASED ADMINISTRATORS**

**Principals:**

All family members  
All teachers and staff members  
All students

**Assistant Principals and other school-based administrators**

All or a subset of family members  
All or a subset of teachers and staff members  
All or a subset of students

### **CENTRAL OFFICE ADMINISTRATORS**

**Line Managers of Instructional Staff (e.g., Assistant/Regional Superintendents):**

Principals or principal supervisors  
Other direct reports  
Relevant family members

**Leadership for offices of curriculum, assessment, special services, and other central academic functions:**

Principals  
Specific subsets of teachers  
Other specialists within the district  
Relevant family members

**Leadership for offices of finance, human resources, and legal/employee relations offices and other central shared services roles**

Principals  
Specific subsets of teachers  
Other specialists within the district

## **STAKEHOLDERS**

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). If surveyed populations include students, they can provide valuable input on school practices and climate for inclusion in evaluation of school-based administrative roles.

## ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth target.

Exceptions to this include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high
- Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations

This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

1. Select appropriate survey measures aligned to the Connecticut Leadership Standards
2. Review baseline data on selected measures, which may require a fall administration of the survey in year one
3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high)
4. Later in the school year, administer surveys to relevant stakeholders
5. Aggregate data and determine whether the administrator achieved the established target
6. Assign a rating, using this scale:

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Establishing what results in having “substantially exceeded” the target or what constitutes “substantial progress” is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set.

## EXAMPLES OF SURVEY APPLICATIONS:

### Example #1:

**School #1** has mid-range student performance results and is working diligently to improve outcomes for all students. As part of a district-wide initiative, the school administers a climate survey to teachers, students and family members. The results of this survey are applied broadly to inform school and district planning as well as administrator and teacher evaluations. Baseline data from the previous year’s survey show general high performance with a few significant gaps in areas aligned to the Connecticut Leadership Standards. The principal, district Superintendent and the school leadership team selected one area of focus – building expectations for student achievement – and the principal identified leadership actions related to this focus area which are aligned with the Leadership Standards. At the end of the year, survey results showed that, although improvement was made, the school failed to meet its target.

Measure and Target	Results (Target met?)
Percentage of teachers and family members agreeing or strongly agreeing with the statement “ <i>Students are challenged to meet high expectations at the school</i> ” would increase from 71% to 77%.	No; results at the end of the year showed an increase of 3% to 74% of respondents agreeing or strongly agreeing with the statement.
<b>Stakeholder Feedback Rating: “Developing”</b>	

**Example #2:**

**School #2** is a low-performing school in a district that has purchased and implemented a 360° tool measuring a principal’s leadership practice which collects feedback from teachers, the principal and the principal’s supervisor. The resulting scores from this tool are incorporated in the district’s Principal Evaluation system as stakeholder input.

Baseline data from the prior year reflects room for improvement in several areas and the principal, her supervisor and the school leadership team decides to focus on ensuring a safe, high performing learning environment for staff and students (aligned with Connecticut Leadership Standard #3). Together, the principal and her supervisor focus on the principal’s role in establishing a safe, high-performing environment and identify skills to be developed that are aligned to this growth area. They then set a target for improvement based on specific measures in the survey, aiming for an increase of 7% in the number of stakeholders who agreed or strongly agreed that that there was growth in the identified area. Results at the end of the school year show that the principal had met her target, with an increase of 9%.

<b>Measure and Target</b>	<b>Results (Target met?)</b>
Percentage of teachers, family members and other respondents agreeing or strongly agreeing that the principal had taken effective action to establish a safe, effective learning environment would increase from 71% to 78%.	Yes; results at the end of the year showed an increase of 9% to 80% of respondents agreeing or strongly agreeing.
<b>Stakeholder Feedback Rating: “Proficient”</b>	

### **Category #3: Student learning (45%)**

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation.

#### **STATE MEASURES OF ACADEMIC LEARNING**

Currently, the state's accountability system includes four measures of student academic learning:

1. School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut's standardized assessments [Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)].
2. SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut's standardized assessments
3. SPI rating – absolute measure of student achievement on Connecticut's standardized assessments
4. SPI rating for student subgroups – absolute measure of student achievement for subgroups on Connecticut's standardized assessments

See **Appendix D** for a complete definition of Connecticut's measures of student academic learning, including a definition of the SPI.

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Note: All of the current academic learning measures in the state accountability system assess status achievement of students or changes in status achievement from year to year. There are no true growth measures. If the state adds a growth measure to the accountability model, we recommend that it count as 50% of a principal's state academic learning rating in Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.

Evaluation ratings for principals on these state test measures are generated as follows:

**Step 1: SPI Ratings and Progress are applied to give the administrator a score between 1 and 4, using the table below:**

	<b>Target (4)</b>	<b>Target (3)</b>	<b>Target (2)</b>	<b>Target (1)</b>
<b>SPI Progress</b>	>125% of target progress	100-125% of target progress	50-99% of target progress	<50% of target progress
<b>Subgroup SPI Progress</b>	Meets performance targets for all subgroups that have SPI <88  OR  all subgroups have SPI > 88  OR  The school does not have any subgroups of sufficient size	Meets performance targets for 50% or more of subgroups that have SPI <88	Meets performance targets for at least one subgroup that has SPI <88	Does not meet performance target for any subgroup that has SPI <88
<b>SPI Rating</b>	89-100	77-88	64-76	< 64
<b>SPI Rating for Subgroups</b>	The gap between the “all students” group and each subgroup is <10 SPI points or all subgroups have SPI > 88  OR  The school has no subgroups	The gap between the “all students” group and 50% or more of subgroups is <10 SPI points	The gap between the “all students” group and at least one subgroup is >10 SPI points.	The gap between the “all students” group and all subgroups is >10 SPI points.

**Step 2: Scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target.** While districts may weigh the four measures according to local priorities for administrator evaluation, we recommend the following weights:

	<b>SPI &gt;88</b>	<b>SPI between 88 and 64</b>	<b>SPI &lt;64</b>
School Performance Index (SPI) progress from year to year	10%	50%	50%
SPI progress for student subgroups	40%	50%	50%
SPI rating	10%	0%	0%
SPI rating for student subgroups	40%	0%	0%

\*For schools with no subgroups, 50% on SPI progress, 50% on SPI rating

**Step 3:** The weighted scores in each category are summed, resulting in an overall state test rating that is scored on the following scale:

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

See **Appendix E** for sample calculations of evaluation ratings for administrators in schools with different SPI ratings and levels of progress.

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student’s scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator’s rating on student learning indicators is based on the locally-determined indicators described below.

## **LOCALLY-DETERMINED MEASURES**

Administrators establish three student learning objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.



- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

	SLO 1	SLO 2	SLO 3
<b>Elementary or Middle School Principal</b>	Non-tested subjects or grades	Broad discretion	
<b>High School Principal</b>	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion	
<b>Elementary or Middle School AP</b>	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
<b>High School AP</b>	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
<b>Central office Administrator</b>	(meets the non-tested grades or subjects requirement)		

Beyond these parameters, administrators have broad discretion in selecting indicators, including, but not limited to:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students’ progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students’ performance or growth on school- or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

Below are a few examples of indicators, goals and SLOs:

Grade level	Indicator of Academic Growth and Development	Goal	SLO
2nd Grade	Students making at least one year's worth of growth in reading	Among 2nd graders who stay in my school from September to May, 80% will make at least one year's growth in their reading skills.	MAP (NWEA)
Middle School Science	Student understanding of the science inquiry process	78% of students will attain at least the proficient or higher level on the CMT section concerning science inquiry.	7th grade CMT
High School	Credit accumulation	95% of students complete 10th grade with __ credits.	Grades

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way (described for principals):

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The principal chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.
- The principal shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
  - ◆ The objectives are adequately ambitious.
  - ◆ There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.

To arrive at an overall student learning rating, the ratings for the state assessment and the locally-determined ratings in the two categories are plotted on this matrix:

		State Test Portion			
		Exemplary	Proficient	Developing	Below Standard
Locally-determined Portion	Exemplary	Exemplary	Exemplary	Proficient	<i>Gather further information</i>
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Developing	Below Standard	Below Standard

#### Category #4: Teacher Effectiveness (5%)

Teacher effectiveness – as measured by an aggregation of teachers’ student learning objectives (SLOs) – is 5% of an administrator’s evaluation.

Improving teacher effectiveness is central to a principal’s role in driving improved student learning outcomes. That is why, in addition to measuring the actions that principals take to increase teacher effectiveness – from hiring and placement to ongoing professional development to feedback on performance – the principal evaluation model also assesses the outcomes of all of that work.

As part of Connecticut’s teacher evaluation state model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing principals’ contribution to teacher effectiveness outcomes.

In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that principal evaluators discuss with the principals their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of principals not encouraging teachers to set ambitious SLOs.

Exemplary	Proficient	Developing	Below Standard
>80% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	>60% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	>40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	<40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation

## WHY NOT INCLUDE OTHER OPTIONS FOR MEASURING TEACHER EFFECTIVENESS?

We explored several other options for measuring teacher effectiveness, but ran into obstacles. For example:

- One measure of a principal's influence on teacher effectiveness is the degree to which he/she retains high performers. However, principals vary greatly in their authority over the factors involved in retaining high performers, raising questions of fairness.
- Another measure of a principal's influence on teacher effectiveness is whether teachers' overall evaluation ratings improve. However, we wanted to avoid the possibility of creating an incentive for principals to inflate teacher evaluation ratings.

The state will continue to explore measures of teacher effectiveness.

## ADMINISTRATOR EVALUATION PROCESS

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. We describe an annual cycle (see **Figure 3** on the next page) for administrators and evaluators to follow and believe that this sequence of events lends well to a meaningful and doable process. We also know that the process can easily devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, we encourage two things:

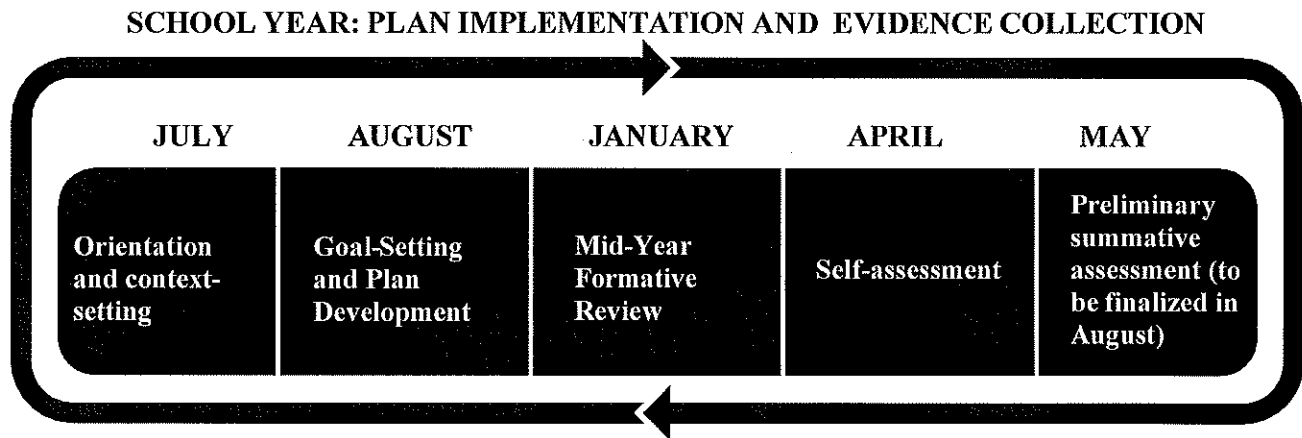
1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

## Overview of the Process

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

Superintendents can determine when the cycle starts. For example, many will want their principals to start the self-assessment process in the spring so that Step 2 in the cycle can begin at a summer or early fall meeting. Others may want to concentrate the first steps in the summer months.

Figure 3: This is a typical cycle:

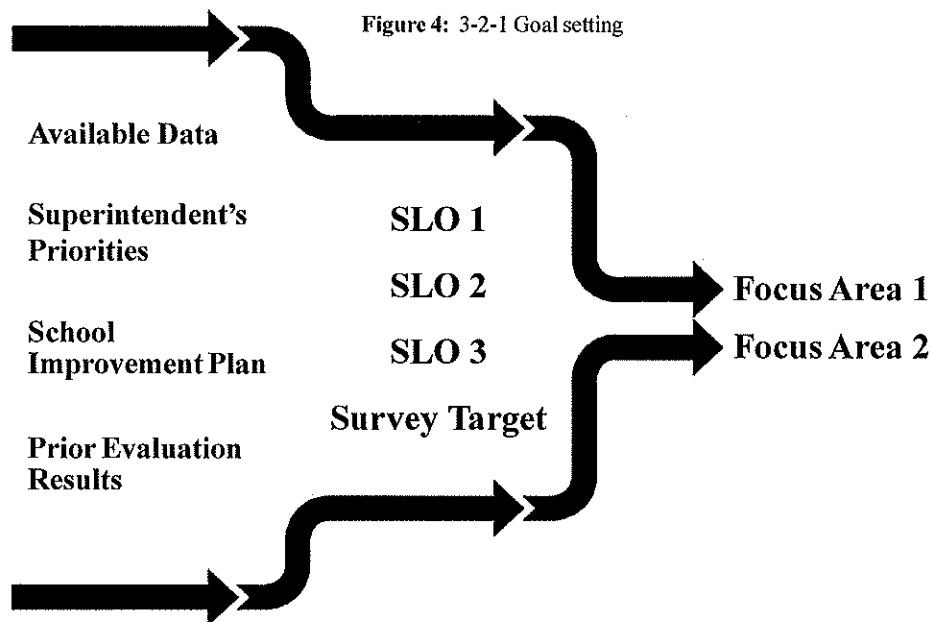


**Step 1: Orientation and Context-Setting:** To begin the process, the administrator needs five things to be in place:

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process:

Only #5 is required by the approved guidelines, but the data from 1-4 are essential to a robust goal-setting process.

**Step 2: Goal-Setting and Plan Development:** Before a school year starts, administrators identify three student learning objectives and one survey target, drawing on available data, the superintendent’s priorities, their school improvement plan, and prior evaluation results (where applicable). They also determine two areas of focus for their practice. We call this “3-2-1 goal-setting.”



Administrators should start with the outcomes they want to achieve. This includes setting three student learning objectives (see [page 66](#) for details) and one target related to stakeholder feedback (see [page 58](#) for details).

Then administrators identify the areas of focus for their practice *that will help them accomplish* their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. While administrators are rated on all six Performance Expectations, we do not expect administrators to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

- Are there any assumptions about specific goals that need to be shared because of the local school context?
- Are there any elements for which Proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. **The following completed form represents a sample evaluation plan.**

This goal-setting form is to be completed by the administrator. The focus areas, goals, activities, outcomes, and time line will be reviewed by the administrator's evaluator prior to the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

**SAMPLE EVALUATION PLAN**

Administrator Name		Evaluator's Name				
School						
Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals (3 SLOs and 1 Survey)	Leadership Practice Focus Areas (2)	Strategies	Monitoring Activities and Evidence of Success	Additional Skills, Knowledge and Support Needed	Timeline for Measuring Goal Outcomes
<p>ELL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.</p> <p>80% of students complete 10th grade with 12 credits</p> <p>87% of 10th graders are proficient in reading, as evidenced by CAPT scores.</p> <p>75% of students report that teachers present material in a way that is easy for them to understand and learn from.</p>	<p>SLO 1: Increase ELL cohort graduation rate by 2% and the extended graduation rate by 3%.</p> <p>SLO 2: 90% of students complete 10th grade with 12 credits.</p> <p>SLO 3: 95% of students are reading at grade level at the end of 10th grade.</p> <p>Survey 1: Students are taught in a way that meets their diverse learning needs.</p>	<p>Focus Area 1: Use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress, close achievement gaps and communicate progress. (PE: 2, E: C).</p> <p>Focus Area 2: Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction (PE: 2, E B).</p>	<p>Use current data to provide regular updates to families on student progress and needs for improvement.</p> <p>Ensure students have access to resources and opportunities that extend learning beyond the classroom walls.</p> <p>Provide staff the necessary resources to use evidence-based strategies and instructional practices to meet the diverse learning needs of their students.</p>	<p>ELL graduation rate increases by 2% over last year and the extended graduation rate increases by 3%.</p> <p>90% of students have at least 12 credits when entering the 11th grade.</p> <p>Summative assessments indicate that 95% of students are reading on grade level at the end of 10th grade.</p> <p>90% of students report by survey response that teachers present material in a way they can understand and learn from.</p>	<p>Support needed in reaching out to the ELL student population to increase awareness of the graduation requirements and benefits.</p> <p>Work with school scheduler to ensure students are enrolled in credit earning courses in 9th and 10th grades.</p>	<p>2012-13 school year</p>



### DO YOU HAVE A GOOD EVALUATION PLAN?

Here are some questions to consider in assessing whether an administrator's evaluation plan is likely to drive continuous improvement:

1. Are the goals clear and measurable, so that you will know whether you have achieved them?
2. Can you see a through-line from district priorities to the school improvement plan to the evaluation plan?
3. Do the practice focus areas address growth needs for the administrator? Is at least one of the focus areas addressing instructional leadership?

**Step 3: Plan Implementation and Evidence Collection:** As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school visits to observe principal practice can vary significantly in length and setting (see box on the next page for some examples). We recommend that evaluators plan their visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice: see the SEED data system for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit.

Besides the school visit requirement, we don't prescribe any evidence requirements. Rather, we rely on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Building on the sample evaluation plan on page 75, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to their focus areas and goals:

- Data Systems and Reports for Student Information
- Artifacts of Data Analysis and Plans for Response
- Observations of Teacher Team Meetings
- Observations of Administrative/Leadership Team Meetings
- Observations of Classrooms where the Administrator is present
- Communications to Parents and Community
- Conversations with Staff
- Conversations with Students
- Conversations with Families

Further, the evaluator may want to establish a schedule of school visits with the administrator to collect evidence and observe the administrator's work. The first visit should take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation plan. Subsequent visits might be planned at 2-to 3-month intervals.

**A note on the frequency of school site observations:** State guidelines call for administrator to include:

- 2 observations for each administrator.
- 4 observations for assistant principals and for any administrator new to their district, school, the profession, or who has received ratings of *developing* or *below standard*.

School visits should be frequent, purposeful and adequate for sustaining a professional conversation about an administrator's practice.

**Step 4: Mid-Year Formative Review:** Midway through the school year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for meeting:

- The administrator analyzes available student achievement data and considers progress toward outcome goals.
- The evaluator reviews observation and feedback forms to identify key themes for discussion.

The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point.

**Step 5: Self-Assessment:** In the spring, the administrator takes an opportunity to assess their practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator determines whether he/she:

- Needs to grow and improve practice on this element;
- Has some strengths on this element but need to continue to grow and improve;
- Is consistently effective on this element; or
- Can empower others to be effective on this element.

The administrator should also review their focus areas and determine if they consider themselves on track or not.

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. We believe that including the self-assessment just prior to the End-of-Year Summative Review positions this step as an opportunity for the principal's self-reflection to inform their rating for the year.

The administrator submits their self-assessment to their evaluator.

**Step 6: Summative Review and Rating:** The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, we recommend that evaluators use the meeting as an opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

The evaluator completes the summative evaluation report, shares it with the principal, and adds it to the principal's personnel file with any written comments attached that the principal requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

**Initial ratings** are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the student learning objectives should count for the full assessment of student learning.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

## SUMMATIVE ADMINISTRATOR EVALUATION RATING

Each administrator shall annually receive a summative rating in one of four levels:

1. **Exemplary:** Substantially exceeding indicators of performance
2. **Proficient:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
5. **Below standard:** Not meeting indicators of performance

Proficient represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, proficient administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least 3 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

Supporting administrators to reach proficiency is at the very heart of this evaluation model.

*Exemplary* ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate *exemplary* performance on more than a small number of practice elements.

A rating of *developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and two consecutive years at the *developing* level is, for an experienced administrator, a cause for concern. On the other hand, for principals in their first year, performance rated *developing* is expected. If, by the end of three years, performance is still *developing*, there is cause for concern.

A rating of *below standard* indicates performance that is below proficient on all components or unacceptably low on one or more components.

## Determining Summative Ratings

The process for determining summative evaluation ratings has three categories of steps: (a) determining a practice rating, (b) determining an outcomes rating and (c) combining the two into an overall rating.

### A. PRACTICE: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the three stakeholder feedback targets. As shown in the Summative Rating Form in **Appendix B**, evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *exemplary* or *below standard*, respectively.

**B. OUTCOMES: Student Learning (45%) + Teacher Effectiveness (5%) = 50%**

The outcomes rating derives from the two student learning measures – state test results and student learning objectives – and teacher effectiveness outcomes. As shown in the Summative Rating Form in **Appendix B**, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating, but the rating is adjusted upward or downward one level in the event that the teacher effectiveness is either *exemplary* or *below standard*, respectively.

**C. OVERALL: Practice (50%) + Outcomes (50%) = 100%**

The overall rating combines the practice and outcomes ratings using the matrix below. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the superintendent should examine the data and gather additional information in order to make a final rating.

		<i>Practice Related Indicators Rating</i>			
		Exemplary		Developing	Below Standard
<i>Outcomes Related Indicators Rating</i>	Exemplary	Exemplary	Exemplary	Proficient	<i>Gather further information</i>
	Proficient	Proficient	Proficient	Proficient	<i>Gather further information</i>
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

## Appendices

## **Appendix A: Connecticut Principal Evaluation Working Group Members**



**CONNECTICUT PRINCIPAL EVALUATION  
WORKING GROUP MEMBERS**

Pam Aubin

Erin Benham

David Bosso

Jeffrey Cryan

Kevin Egan

Robert Girard

Sue Homrok-Lemke

Gary Maynard

Patrice McCarthy

Teri Meriotis

Karissa Niehoff

Nancy Pugliese

Robert Rader

Michele Ridolfi O'Neill

Diane Ullman

Robert Villanova

Rosie Vojtek

Elaine Whitney

## **Appendix B: Connecticut Administrator Evaluation/Sample Summative Rating Form**

*This summary rating form is to be completed by the evaluator after the final conference with the administrator. The evaluator will use the preponderance of evidence to assign a rating for each Performance Expectation. The evaluator will also determine progress against the three student learning outcomes and the three stakeholder feedback targets and assign ratings for each. ALL OTHER ELEMENTS ARE CALCULATED BASED ON THESE RATINGS AND OTHER RELEVANT DATA.*

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Administrator Name

Evaluator's Name

---

School

<b>PRACTICE RATING</b>				
Performance Expectations and Elements	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Performance Expectation 1: Vision, Mission and Goals				
Performance Expectation 2: Teaching and Learning				
Performance Expectation 3: Organizational Systems and Safety				
Performance Expectation 4: Families and Stakeholders				
Performance Expectation 5: Ethics and Integrity				
Performance Expectation 6: Leadership Practice Rating (Decision Rule 1)				
Stakeholder Feedback	Substantially Exceeded	Met	Made Substantial Progress	Did Not Make Substantial Progress
Target 1				
	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Stakeholder Feedback Rating (Decision Rule 2)				
<b>USE DECISION RULE 3 TO COMPLETE THE OVERALL PRACTICE RATING BELOW</b>				
	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
<b>OVERALL PRACTICE RATING</b>				

<b>OUTCOME RATING</b>				
<b>State Assessment Results</b>	<b>&gt;3.5</b>	<b>2.5 – 3.5</b>	<b>1.5 – 2.4</b>	<b>&lt;1.5</b>
<b>Score</b>				
	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
State Assessment Rating (Decision Rule 4)				
Student Learning Objectives	Substantially Exceeded	Met	Made Substantial Progress	Did Not Make Substantial Progress
SLO 1				
SLO 2				
SLO 3				
	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
Student Learning Objectives Rating (Decision Rule 5)				
	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
Overall Student Learning (Decision Rule 6)				
	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
Teacher Effectiveness Rating (Decision Rule 7)				
Rating				
<b>USE DECISION RULE 8 TO COMPLETE THE OVERALL OUTCOMES RATING BELOW</b>				
	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
<b>OVERALL OUTCOMES RATING</b>				

## DECISION RULES

Leadership Practice Rating	See decision rule 1
Stakeholder Feedback Rating	See decision rule 2
Overall PRACTICE Rating	See decision rule 3
State Assessment Rating	See decision rule 4
Student Learning Objectives Rating	See decision rule 5
Overall STUDENT LEARNING Rating	See decision rule 6
Teacher Effectiveness Rating	See decision rule 7
Overall OUTCOMES Rating	See decision rule 8

### DECISION RULE 1: LEADERSHIP PRACTICE

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exemplary on Teaching and learning	At least Proficient on Teaching and learning	At least Developing on Teaching and Learning	Below Standard on Teaching and learning
Exemplary on at least 2 other performance expectations	At least Proficient on at least 3 other performance expectations	At least Developing at least 3 other performance expectations	or Below Standard on at least 3 other performance expectations
No rating below Proficient on any performance expectation	No rating below Developing on any performance expectation		

### DECISION RULE 2: STAKEHOLDER FEEDBACK

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Substantial exceeding target	Met target	Made substantial progress but did	Made little or no progress against target

### DECISION RULE 3: OVERALL PRACTICE RATING

If the Stakeholder Feedback Rating is	Then the Overall Practice Rating is:
Exemplary (4)	Leadership Practice rating plus 1
Proficient (3) or Developing (2)	Leadership Practice rating
Below Standard (1)	Leadership Practice rating minus 1

### DECISION RULE 4: STATE ASSESSMENTS

State Assessment results (Score derived from SPI rating and Progress for All Students and Subgroups)			
Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Greater than 3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

### DECISION RULE 5: STUDENT LEARNING OBJECTIVES (SLOs)

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Met all 3 SLO and substantially exceeded at least 2 SLOs	Met 2 SLOs and made substantial progress on the 3rd	Met 1 SLO and made substantial progress on at least 1 other	Met 0 SLOs or met 1 SLO and did not make substantial progress on either of the other 2

**DECISION RULE 6: OVERALL STUDENT LEARNING**

		STATE ASSESSMENT PORTION			
		Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Locally-Determined Portion	Exemplary (4)	Exemplary (4)	Exemplary (4)	Proficient (3)	<i>Gather further information</i>
	Proficient (3)	Exemplary (4)	Proficient (3)	Proficient (3)	Developing (2)
	Developing (2)	Proficient (3)	Proficient (3)	Developing (2)	Below Standard (1)
	Below Standard (1)	<i>Gather further information</i>	Developing (2)	Below Standard (1)	Below Standard (1)

**DECISION RULE 7: TEACHER EFFECTIVENESS**

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
81-100% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	61-80% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	41-60% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	0-40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation

**DECISION RULE 8: OVERALL OUTCOMES RATING**

If the Teacher Effectiveness rating is:	Then the overall Outcomes rating is:
Exemplary (4)	Student Learning rating <b>plus 1</b>
Proficient (3) or Developing (2)	Student Learning rating
Below Standard (1)	Student Learning rating <b>minus 1</b>

Overall Summative Rating	Overall Practice Rating			
	4	3	2	1
4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
3	Rate Exemplary	Rate Proficient	Rate Proficient	<i>Gather further information</i>
2	Rate Proficient	Rate Developing	Rate Developing	Rate Below Standard
1	<i>Gather further information</i>	Rate Below Standard	Rate Below Standard	Rate Below Standard

## **Appendix C: Survey Selection for Stakeholder Feedback**

Feedback from stakeholders – assessed by administration of a survey with measures that align to the Connecticut Leadership Standards – is 10% of an administrator’s summative rating. Districts should select from existing survey instruments or design their own tool to meet the requirements of this portion of the model. For more information on incorporating stakeholder feedback into the evaluation model, including definitions of these survey types, see **pages 58-63**.

#### **SURVEY TYPES AND EXAMPLES OF EXISTING TOOLS:**

Districts are free to choose an existing survey instrument, incorporate relevant data from a survey already being administered for other purposes, or design their own tool. (For more information on selection, see **pages 59-60**.) The list below is not intended to be exhaustive, but rather to provide a select number of sample instruments that districts can review.

- Leadership practice surveys focus directly on feedback related to a leader’s performance and the impact on stakeholders.

#### **Examples available in the field:**

- ◆ **Comprehensive Assessment of Leadership for Learning (CALL) Survey**  
Survey administered to principals and teachers and other staff members, requiring between 45-60 minutes to complete. This is an Open Source tool, although participation in a validation study is required of all users. A sample survey available on the website ([www.callsurvey.org](http://www.callsurvey.org)) and review of this sample shows alignment with a number of the Connecticut Leadership competencies.
- ◆ **Gallup Q12 Instrument**  
This is a 12-item survey administered to teachers and used to measure actionable issues for management related to employee engagement – which is a measure of leadership strength. This instrument was not designed specifically for the education sector but has been applied to principal performance reviews and its domains align to the Connecticut Leadership Standards. Gallup, Inc. administers the tool, which is not an Open Source resource. For more information, visit the Gallup website at: <http://www.gallup.com/consulting/52/employee-en-gagement.aspx>.
- ◆ **VaLED Survey**  
The VaLED survey is a 360 degree instrument intended to measure perceptions of principal performance in six “Core Components” (outcomes of effective leadership) and six “Key Processes” (or, leadership actions), which are aligned to Connecticut Leadership Standards. Input is collected from principals and from teachers and the survey takes about 20-25 minutes to complete. It is administered by Discovery Education, it is not Open Source. More information can be found at: <http://www.discoveryeducation.com/administrators/assessment/val-ed>.



- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. And tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents. **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

**Examples available in the field:**

- ◆ **NEA School Climate Surveys**  
Available for use in districts affiliated with the NEA/CEA, these surveys are designed to capture input from teachers, students and family members on school climate and satisfaction. They take less than 15 minutes to complete and items are aligned with the Connecticut Leadership Standards.
- ◆ **The 5 Essentials School Effectiveness Survey**  
This tool was developed by the University of Chicago Consortium on School Research, addresses supports required for increased learning within four dimensions, one of which is leadership and all of which are aligned to Connecticut Leadership Standards. This survey is administered to teachers and students and requires less than 30 minutes to implement. It is not an Open Source resource and more information about the tool and pricing is available at:  
[www.uchicagoimpact.org/5essentials](http://www.uchicagoimpact.org/5essentials).
- ◆ **Teaching Empowering Leading and Learning (TELL) Survey**  
This tool is customizable, with items that can be selected from an item bank along eight constructs, several of which align to the Leadership Standards. TELL also addresses school leadership as one of its constructs. This instrument, developed by the New Teacher Center, is not Open Source and more information about the tool itself and pricing is available on their website:  
[www.newteachercenter.org/tlcsurvey/index.php](http://www.newteachercenter.org/tlcsurvey/index.php).
- ◆ **Tripod**  
Student, teacher and family surveys incorporated in the Tripod tool capture feedback on teacher practice and student engagement, with application to collecting feedback on the school climate the principal takes the lead in building. In this case, however, alignment to the state Leadership Standards is more tenuous because of the focus on teachers and students. The Tripod tool is administered by Cambridge education and is not Open Source; more information can be found on their website at:  
[www.tripodproject.org](http://www.tripodproject.org).

Additional information about both leadership practice surveys (which are categorized as 360-degree surveys) and school climate surveys can be found in the Guide to Evaluation Products tool built by the National Comprehensive Center for Teacher Quality and available on their website at <http://resource.tqsource.org/gep/>.

**Examples: Survey Questions Aligned to Connecticut Leadership Standards**

Below are examples of stakeholder feedback survey questions that align to the six performance expectations captured in the Connecticut Leadership Standards. Incorporating feedback about leadership and school practices aligned to these standards is a critical design component of this portion of the administrator evaluation model. These questions are not intended to be applied as a survey themselves, but rather are included to provide examples of the types of questions applicable surveys may ask. Questions are included for each of the three survey types and similar questions may be asked across all survey types; many school practice surveys or school climate surveys address leadership, for example, and school leadership surveys may ask questions that are not specifically about the principal. All examples below are framed to capture from the respondent the extent to which they agree or disagree with a specific statement (Likert scale rating).

<p><b>1 Vision, Mission and Goals:</b> <i>Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.</i></p>		
<p><b>Leadership Practice Surveys</b></p> <p>For all stakeholders: “School leadership has made high expectations for student learning explicit at the school.”</p>	<p><b>School Practice Surveys:</b></p> <p>For all stakeholders: “I am aware of the expectations for student performance at the school.”</p>	<p><b>School Climate Surveys:</b></p> <p>For all stakeholders: “Students are challenged to meet high expectations at the school.”</p>
<p><b>2 Teaching and Learning:</b> <i>Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.</i></p>		
<p><b>Leadership Practice Surveys:</b></p> <p>For teachers: “The principal at my school has established a formal, school wide process to create plans for instructional improvement.”</p>	<p><b>School Practice Surveys:</b></p> <p>For parents: “My child can get extra help at the school if s/he needs it.”</p>	<p><b>School Climate Surveys:</b></p> <p>For teachers: “Collaboration and feedback are valued at the school.”</p>

<p><b>3 Organizational Systems and Safety:</b> <i>Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.</i></p>		
<p><b>Leadership Practice Surveys:</b></p> <p>For all stakeholders: “School leadership takes concrete and consistent action according to established procedures when safety is threatened at school.”</p>	<p><b>School Practice Surveys:</b></p> <p>For all stakeholders: “Classes at the school are small enough.”</p> <p>For all stakeholders: “The school has enough books and supplies.”</p>	<p><b>School Climate Surveys:</b></p> <p>For all stakeholders: “This school provides a safe environment for teaching and learning.”</p> <p>For all stakeholders: “This school provides a welcoming environment.”</p>
<p><b>4 Families and Stakeholders:</b> <i>Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.</i></p>		
<p><b>Leadership Practice Surveys:</b></p> <p>For teachers: “When a student is struggling academically, teachers typically involve the student, their family and other school staff in developing a plan to prevent failure.”</p>	<p><b>School Practice Surveys:</b></p> <p>For family members: “I am aware of the school priorities and how they are put into practice.”</p>	<p><b>School Climate Surveys:</b></p> <p>For family members: “I am treated with respect and dignity”.</p>
<p><b>5 Ethics and Integrity:</b> <i>Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.</i></p>		
<p><b>Leadership Practice Surveys:</b></p> <p>For staff members: “School leadership’s actions and statements are clearly aligned.</p>	<p><b>School Practice Surveys:</b></p> <p>For teachers: “Consequences for ethical lapses are clearly known and understood at my school.”</p>	<p><b>School Climate Surveys:</b></p> <p>For teachers: “In general, actions that are rewarded at my school reflect the stated values of the school regardless of position or authority.”</p>
<p><b>6 The Education System:</b> <i>Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.</i></p>		
<p><b>Leadership Practice Surveys:</b></p> <p>For staff members: “My needs are advocated for outside of the walls of the school.”</p>	<p><b>School Practice Surveys:</b></p> <p>For staff members: “There are formal systems in place for me to raise broad concerns affecting the school community.”</p>	<p><b>School Climate Surveys:</b></p> <p>For family members: “The school demonstrates an awareness of the values and circumstances of families like mine.”</p>

## **Appendix D: Connecticut's Measures of Student Academic Learning**

<b>Measure</b>	<b>Definition</b>
<b>School Performance Index (SPI)</b>	The SPI is a measure of student achievement on Connecticut's standardized assessments – the CMT and CAPT. For each subject tested – mathematics, reading, writing and science – Connecticut reports performance for five achievement levels: Below Basic (BB), Basic (B), Proficient (P), Goal (G) and Advanced (A). For each student, the state calculates an Individual Performance Index (IPI), which represents performance across all tested subjects. The SPI is a compilation of the IPIs for all students in a school. The result is an index score ranging from 0 to 100, where 0 indicates that all students scored at the Below Basic level across all subjects and 100 indicates that all students scored at the Goal or Advanced level.
<b>Connecticut Mastery Test (CMT)</b>	The CMT is the standard assessment administered to students in Grades 3 through 8. Students are assessed in the content areas of reading, mathematics and writing in each of these grades and science in grades 5 and 8.
<b>Connecticut Academic Performance Test (CAPT)</b>	The CAPT is the standard assessment administered to students in Grade 10. Students are assessed in the content areas of reading, mathematics, writing and science.
<b>Subgroups</b>	ELLs, students with disabilities, black students, Hispanic students and students eligible for free or reduced price lunch.

## **Appendix E: Sample State Assessment Ratings**

**A SCHOOL WITH AN SPI OF 88 OR GREATER:**

Measure	Score Description	Score	Weight	Summary Score
School Performance Index (SPI) progress from year to year	No target because of high performance	4	0.1	0.4
SPI progress for student subgroups	Meets target for 3 of 4 subgroups	3	0.4	1.2
SPI rating	90	4	0.1	0.4
SPI rating for student subgroups	Gap between the “all students” group and one subgroup is 12	2	0.4	0.8
<b>Score:</b>				2.8
<b>Rating</b>				<b>Proficient</b>

**A SCHOOL WITH AN SPI BETWEEN 88 AND 64:**

Measure	Raw Score	Scale Score	Weight	Summary Score
School Performance Index (SPI) progress from year to year	Meets target	3	0.5	1.5
SPI progress for student subgroups	Meets target for 4 out of 5 subgroups	3	0.5	1.5
SPI rating	75	2	0	0
SPI rating for student subgroups	Gap between the “all students” group and all subgroups is <10	4	0	0
<b>Score:</b>				3
<b>Rating</b>				<b>Proficient</b>

**A SCHOOL WITH AN SPI < 64:**

Measure	Raw Score	Scale Score	Weight	Summary Score
School Performance Index (SPI) progress from year to year	Meets target	3	0.5	1.5
SPI progress for student subgroups	Meets target for 2 of 3 subgroups	3	0.5	1.5
SPI rating	60	1	0	0
SPI rating for student subgroups	Gap between the “all students” group and one subgroup is 11	1	0	0
<b>Score:</b>				3
<b>Rating</b>				<b>Proficient</b>

**Appendix F: The Relationship between SPI and SLO**  
(for tested grades and subjects)



The table below provides an example of how to increase percent proficiency and SPI for a school with 100 students.

Desired Outcome	Necessary Achievement Results	Sample Aligned SLO
Increase percent Proficiency by 9%	9 students move from Basic or Below Basic to Proficient.	Increase reading proficiency in English Language Learners subgroup* by a minimum of 9% annually as measured by CMT.
Increase SPI by 3 points	9 students move from a lower performance level to a higher performance level.	Increase mathematics proficiency for every student in the Economically Disadvantaged students subgroup* by one or more proficiency levels as measured by CMT.

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\*This sample assumes the cohorts contain no fewer than 9 students.

## **Appendix G: Leader Evaluation Rubric**

## LEADER EVALUATION RUBRIC

### Performance Expectation 1: Vision, Mission and Goals:

*Education leader<sup>1</sup> ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and staff<sup>2</sup> and high expectations for student performance.*

#### Element A: High Expectations for All

Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.

#### The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Information &amp; analysis shape vision, mission and goals</i>	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students shapes a vision and mission based on basic data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	uses a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. <i>Alignment to policies</i>	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.
3. <i>Diverse perspectives, collaboration, and effective learning</i>	provides limited opportunities for stakeholder involvement in developing and implementing, the school's vision, mission and goals. creates a vision, mission and goals that set low expectations for students.	offers staff and other stakeholders some opportunities to participate in the development of the vision, mission and goals. develops a vision, mission and goals that set high expectations for most students.	incorporates diverse perspectives and collaborates with all stakeholders <sup>3</sup> to develop a shared vision. mission and goals so that all students have equitable and effective learning opportunities.	collaboratively creates a shared vision of high expectations with all stakeholders <sup>3</sup> and builds staff capacity to implement a shared vision for high student achievement.

<sup>1</sup> **Leader:** Connecticut School leaders who are employed under their intermediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other educational supervisory positions)

<sup>2</sup> **Staff:** all educators and non-certified staff

<sup>3</sup> **Stakeholders:** a person, group or organization with an interest in education

**Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals**

Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.

**The Leader...**

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>1. <i>Shared understandings guide decisions &amp; evaluation of outcomes.</i></p>	<p>tells selected staff and stakeholders about decision-making processes related to implementing and sustaining the vision, mission and goals.</p>	<p>develops understanding of the vision, mission and goals with staff and stakeholders.</p> <p>provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.</p>	<p>develops shared understandings, commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.</p>	<p>engages and empowers staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals.</p>
<p>2 and 3 combined—<i>Communicates vision; Advocates for effective learning for all</i></p>	<p>Is unaware of the need to communicate or advocate for the school's vision, mission and goals or for effective learning for all.</p>	<p>builds stakeholders' understanding and support for the vision, mission and goals.</p> <p>generates some support for equitable and effective learning opportunities for all students.</p>	<p>publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.</p>	<p>effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission.</p> <p>persuasively communicates the importance of equitable learning opportunities for all students and the impact on students and the community if these opportunities are not available.</p>

### Element C: Continuous Improvement toward the Vision, Mission and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

#### The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Analyzes data to identify needs and gaps between outcomes and goals	is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.	uses data to identify gaps between current outcomes and goals for some areas of school improvement.	uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.	collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals. works with faculty to collectively identify specific areas for improvement at the school, classroom and student level.
2 and 3 combined—Uses data and collaborates to design, assess and change programs	is unaware of the need to use data, research or best practice to inform and shape programs and activities.	uses some systems and processes for planning, prioritizing and managing change and inquires about the use of research and best practices to design programs to achieve the school's vision, mission and goals.	uses data, research, and best practice to shape programs and activities and regularly assesses their effects. analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.	collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices. engages all stakeholders in building and leading a school-wide continuous improvement cycle.
3. Identifies and addresses barriers to achieving goals	does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.	manages barriers to the achievement of the school's vision, mission and goals on a situational level.	identifies and addresses barriers to achieving the vision, mission and goals	focuses conversations, initiatives and plans on minimizing barriers to improving student achievement and is unwavering in urging staff to maintain and improve their focus on student outcomes. uses challenges or barriers as opportunities to learn and to develop staff.
4. Seeks and aligns resources	is unaware of the need to seek or align resources necessary to sustain the school's vision, mission and goals.	aligns resources to some initiatives related to the school's vision, mission and goals.	seeks and aligns resources to achieve the vision, mission and goals.	builds capacity of the school and its staff to provide services that sustain the school's vision, mission and goals. prioritizes the allocation of resources to be consistent with the school's vision, mission and goals.

## LEADER EVALUATION RUBRIC

### Performance Expectation 2: Teaching and Learning

*Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.*

#### Element A: Strong Professional Culture

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

#### The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Closes achievement gaps	is unaware of the achievement gap <sup>1</sup> . is working toward improvement for only some students.	uses student outcome data to build their own awareness of achievement gaps. is developing a personal commitment to improvement for all students.	develops shared understanding and commitment to close achievement gaps <sup>1</sup> so that all students achieve at their highest levels.	regularly shares ongoing data on achievement gaps and works with faculty to identify and implement solutions.  establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels.
2. Supports and Evaluates Professional Development	provides professional development that is misaligned with faculty and student needs. does not monitor classroom instruction for the implementation of professional development content.	provides professional development for staff that addresses some but not all needs for improvement.	supports and evaluates professional development to broaden faculty <sup>2</sup> teaching skills to meet the needs of all students	works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs.  collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes.

<sup>1</sup> **Achievement gap** (attainment gap) refers to the disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race/ethnicity and socioeconomic status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college enrollment and completion rates.

<sup>2</sup> **Faculty:** certified school faculty

<p><i>3 and 4 combined – Fosters Inquiry and Collaboration for Improvement</i></p>	<p>establishes most strategies and directions without staff collaboration and is rarely open to new ideas and strategies. is uninvolved in faculty conversations to resolve student learning challenges. provides insufficient time and resources for teachers to work together on instructional improvement. provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.</p>	<p>models learning and seeks opportunities for personal growth. encourages staff collaboration and growth to improve teaching and learning. recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.</p>	<p>seeks opportunities for personal and professional growth through continuous inquiry. fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning. provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.</p>	<p>develops processes for continuous inquiry with all staff and inspires others to seek opportunities for personal and professional growth. builds a culture of candor, openness to new ideas, and collaboration to improve instruction with all staff. provides time and resources for teacher collaboration and builds the capacity. of teachers to lead meetings focused on improving instruction. builds a strong instructional leadership team, builds the leadership capacity of promising staff, and distributes leadership opportunities among staff.</p>
<p><i>5. Supports Teacher Reflection and Leadership</i></p>	<p>ineffectively uses data, assessments or evaluation methods to support feedback. does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.</p>	<p>provides sporadic feedback based on data, assessments or evaluations. monitors some teachers' practice for improvements based on feedback.</p>	<p>provides timely, accurate, specific and ongoing feedback using data, assessments and evaluation methods that improve teaching and learning.</p>	<p>provides regular, timely and constructive feedback to all staff and monitors for implementation and improved practice. creates a culture of candid feedback and opportunities for staff to review each other's data and instructional practice and provide feedback to each other.</p>
<p><i>6. Provides Feedback to Improve Instruction</i></p>				

**Element B: Curriculum and Instruction**  
 Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

**The Leader...**

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>1 and 2 combined –  <i>Aligns Curriculum, Instruction and Assessment to Standards</i></p>	<p>is unaware of how to align curriculum with standards, instruction and assessments.</p>	<p>builds their own understanding of state and national standards.             develops curriculum, instruction and assessment methods that are loosely aligned to standards.</p>	<p>develops a shared understanding of curriculum, instruction and alignment of standards-based instructional programs.             ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.</p>	<p>builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meet or exceed state and national standards.             monitors and evaluates the alignment of all instructional processes.</p>
<p>3. <i>Improves Instruction for the Diverse Needs of All Students</i></p>	<p>supports the use of instructional strategies that do not meet the diverse learning needs of students.</p>	<p>uses evidence-based instructional strategies and instructional practices that address the learning needs of some but not all student populations.</p>	<p>uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations<sup>1</sup>.</p>	<p>builds the capacity of staff to collaboratively identify differentiated learning needs for student groups.             works with staff to continuously adjust instructional practices and strategies to meet the needs of every student.</p>

<sup>1</sup>Diverse student needs: students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness, or other factors affecting learning.



Indicator	Below Standard	Developing	Proficient	Exemplary
<p>4. <i>Collaboratively Monitors and Adjusts Curriculum and Instruction</i></p>	<p>is unaware of how to analyze student progress using student work.</p> <p>supports the use of curriculum and instruction that fail to consistently meet the needs of all students.</p>	<p>analyzes student work and monitors student progress with occasional collaboration from staff.</p> <p>facilitates adjustments to curriculum and instruction that meet the needs of some but not all students.</p>	<p>develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.</p>	<p>empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student.</p>
<p>5. <i>Provides Resources and Training for Extended Learning</i></p>	<p>identifies only limited resources and supports for extending learning beyond the classroom.</p>	<p>promotes learning beyond the classroom provides inconsistent support and resources to faculty around extending learning opportunities.</p>	<p>provides faculty and students with access to instructional resources, training and technical support to extend learning beyond the classroom walls.</p>	<p>builds strong faculty commitment to extending learning beyond the classroom.</p> <p>collaborates with faculty to attain necessary resources and provide ongoing training and support for extended learning.</p>
<p>6. <i>Supports the Success of Faculty and Students as Global Citizens!</i></p>	<p>focuses only on established academic standards as goals for student and staff skills.</p> <p>provides limited support or development for staff or students associated with the dispositions for a global citizen.</p>	<p>supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.</p>	<p>assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.</p>	<p>establishes structures for staff to continuously discuss the skill, knowledge and dispositions necessary for success as global citizens.</p> <p>faculty and students have multiple opportunities to develop global knowledge, skills and dispositions.</p>

**A Global Citizen** uses 21st century knowledge, skills and dispositions to communicate effectively, think creatively, respect diversity, gain an awareness and understandings of the wider world, appreciate different cultures and points of view and work to make the world a better place.

**Element C: Assessment and Accountability**

Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.

**The Leader...**

<b>Indicator</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<i>1 and 2 Uses Multiple Sources of Information<sup>1</sup> to Improve Instruction</i>	monitors limited sources of student information and staff evaluation data.  does not connect information to school goals and/or instruction.	develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction.  is learning to use multiple sources of information to identify areas for improvement.	uses district, state, national, and international assessments and multiple sources of information to analyze student performance, advance instructional accountability, and improve teaching and learning.	builds the capacity and accountability of staff to monitor multiple sources of information and a range of assessments for each student.  empowers staff members to continuously use multiple sources of information to adjust instructional strategies and improve teaching and learning.
<i>3. Staff Evaluation</i>	conducts occasional classroom observations for some staff.  does not connect evaluation results to professional development or school improvement goals.	completes evaluations for all staff according to stated requirements.  uses some evaluation results to inform professional development.	implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.	sets and monitors meaningful goals with each staff member, accurately differentiates ratings and provides additional evaluation activity and feedback for Developing or Below Standard teachers.  develops and supports individual staff learning plans and school improvement goals based on evaluations.
<i>4. Communicates Progress</i>	provides limited information about student progress to faculty and families.	provides updates on student progress to faculty and families.	interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders.	builds the capacity of all staff to share ongoing progress updates with families and other staff members.  consistently connects results to the vision, mission and goals of the school and frequently updates staff and families around progress and needs for improvement.

<sup>1</sup>**Multiple sources of information:** Including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations. Multiple assessments would include local, state, national, and international assessments.

## LEADER EVALUATION RUBRIC

### Performance Expectation 3: Organizational Systems and Safety

*Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.*

#### **Element A: Welfare and Safety of Students, Faculty and Staff**

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

#### **The Leader...**

Indicator	Below Standard	Developing	Proficient	Exemplary
<i>1. Safety and security plan</i>	insufficiently plans for school safety.	develops a safety and security plan and monitors its implementation.  creates minimal engagement with the community around safety plan.	develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.	continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan.
<i>2. Positive school climate for learning</i>	is unaware of the link between school climate and student learning.  acts alone in addressing school climate issues.	seeks input and discussion from school community members to build his/her own understanding of school climate.  plans to develop a school climate focused on learning and social/emotional safety.	advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.	supports ongoing collaboration from staff and community to review and strengthen a positive school climate.  develops a school climate that supports and sustains learning, social/emotional safety and success for every member of the school community.
<i>3. Community norms for learning</i>	uses his/her own judgment to develop norms for behavior.  does not consistently implement or monitor norms for accountable behavior.	develops and informs staff about community norms for accountable behavior.  monitors for implementation of established norms.	involves families and the community in developing, implementing and monitoring guidelines and community norms for accountable behavior to ensure student learning.	builds ownership for all staff, community and students to develop and review community norms for accountable behavior.  students, staff and parents all hold themselves and each other accountable for following the established norms.

**Element B: Operational Systems**

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

**The Leader...**

<b>Indicator</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
1 and 4 combined – <i>Evaluate and Improve operational systems</i>	ineffectively monitors operational processes.  makes minimal improvements to the operational system.	reviews existing processes and plans improvements to operational systems.	uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise.  processes to improve the operational system.	continuously evaluates and revises school processes.  plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.
2. <i>Safe physical plant</i>	maintains a physical plant that does not consistently meet guidelines and legal requirements for safety.		ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.	develops systems to maintain and improve the physical plant and rapidly resolve any identified safety.
3. <i>Data systems to inform practice</i>	uses existing data systems that provide inadequate information to inform practice.	monitors communication and data systems to provide support to practice.	facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice.	gathers regular input from faculty on new communications or data systems that could improve practice.  seeks new capabilities and resources based on school community input.
4. <i>Equipment and technology for learning</i>	uses existing equipment and technology or technology that ineffectively supports teaching and learning.	identifies new equipment and technologies and/or maintains existing technology.  is learning about how technology can support the learning environment.	oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.	develops capacity among the school community to acquire, maintain and ensure security of equipment and technology and to use technology to improve instructional practices and enhance communication.

**Element C: Fiscal and Human Resources**

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

**The Leader...**

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>1 and 2 combined – <i>Aligns resources to goals</i></p>	<p>operates a budget that does not align with district or state guidelines.  allocates resources that are not aligned to school goals.</p>	<p>develops and operates a budget within fiscal guidelines.  aligns resources to school goals and to strengthening professional practice.</p>	<p>develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.  seeks, secures and aligns resources to achieve vision, mission and goals to strengthen professional practice and improve student learning.</p>	<p>works with community to secure necessary funds to support school goals.  aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning.</p>
<p>3. <i>Recruits and retains staff</i></p>	<p>uses hiring processes that involve few recruiting sources.  provides limited support for early career teachers and has few strategies to retain teachers.</p>	<p>reviews and improves processes for recruiting and selecting staff.  provides support to early career teachers but has limited strategies to develop and retain effective teachers.</p>	<p>implements practices to recruit, support and retain highly qualified staff.</p>	<p>involves all stakeholders in processes to recruit, select and support effective new staff.  implements strategies and practices that successfully retain and develop effective staff in the school and district.</p>
<p>4. <i>Conducts staff evaluations</i></p>	<p>does not consistently implement district/state evaluation processes.  evaluation results are not used to improve teaching and learning.</p>	<p>prioritizes and completes staff evaluation processes.  is beginning to connect evaluation process and results to professional learning.</p>	<p>conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.</p>	<p>coordinates staff to conduct staff evaluation processes and differentiate evaluation process based on individual teacher performance.  works with staff to connect evaluation processes to professional learning and instructional improvement.</p>

## LEADER EVALUATION RUBRIC

### Performance Expectation 4: Families and Stakeholders

*Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.*

#### Element A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and stakeholders.

#### The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Accesses family and community resources</i>	is unaware of how to access resources or support from families and the community.	reaches out to the broader community to access resources and support.  secures community resources that are not consistently aligned to student learning.	coordinates the resources of schools, family members and the community to improve student achievement.	consistently seeks and mobilizes family and community resources and support aligned to improving achievement for all students.
2. <i>Engages families in decisions</i>	provides limited opportunities for families to engage in educational decisions.  does not ensure that families feel welcome in the school environment.	welcomes family involvement in some school decisions and events that support their children's education.	welcomes and engages all families in decision-making to support their children's education.	engages families consistently in understanding and contributing to decisions about school-wide and student-specific learning needs.
3. <i>Communicates with families and community</i>	uses limited strategies to communicate with families and community members.  limits opportunities for families and community members to share input or concerns with the school.	shares information and progress with families.  provides opportunities for families and community members to share input and concerns with the school.	uses a variety of strategies to engage in open communication with staff and families and community members.	uses a variety of strategies and builds the capacity of all staff to facilitate open and regular communication between the school and families and community members.

**Element B: Community Interests and Needs**

Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

**The Leader...**

<b>Indicator</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<i>1. Communicates effectively</i>	ineffectively communicates with members of the school community.	communicates clearly with most people. seeks more opportunities to interact with stakeholders.	demonstrates the ability to understand, communicate with, and interact effectively with people.	communicates and interacts effectively with a wide range of stakeholders. builds the skills of staff to ensure clear two-way communication and understanding with all stakeholders.
<i>2. Understands and accommodates diverse student and community conditions</i>	uses limited resources to understand diverse student needs. demonstrates limited knowledge of community conditions and dynamics.	collects information to understand diverse student and community conditions. provides some accommodations for diverse student and community conditions.	uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.	uses assessment strategies and research with all staff to build understanding of diverse student and community conditions. collaborates with staff to meet the diverse needs of students and the community.
<i>3. Capitalizes on diversity</i>	demonstrates limited awareness of community diversity as an educational asset.	values community diversity. develops some connections between community diversity and educational programs.	capitalizes on the diversity of the community as an asset to strengthen education.	integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.
<i>4. Collaborates with community programs</i>	establishes limited collaboration with community programs. community programs address few student learning needs.	collaborates with community programs to meet some student learning needs.	collaborates with community programs serving students with diverse needs.	builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.
<i>5. Involves all stakeholders</i>	provides limited opportunities for stakeholder input. occasionally excludes or ignores competing perspectives.	elicits some stakeholder involvement and input. seeks occasional input from competing educational perspectives.	involves all stakeholders, including those with competing or conflicting educational perspectives.	builds a culture of ongoing open discussion for all stakeholders. actively seeks and values alternate viewpoints.

<sup>1</sup>Diversity: including, but not limited to cultural, ethnic, racial, economic, linguistic, generational

**Element C: Community Resources**

Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that pro-vide critical resources for children and families.

**The Leader...**

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Collaborates with community agencies</i>	works with community agencies when needed. provides limited access to community resources and services to children and families.	collaborates with some community agencies for health, social or other services. provides some access to resources and services to children and families.	collaborates with community agencies for health, social and other services that provide essential resources and services to children and families.	proactively identifies and prioritizes essential resources and services for children and families.  collaborates with community agencies to provide prioritized services and consistently evaluates service quality.
2. <i>Develops relationships with community agencies</i>	develops limited relationships with community agencies.  community partnerships inconsistently meet the needs of the school community.	develops relationships with community organizations and agencies.  evaluates some partnerships to ensure benefit to agencies and school community.	develops mutually – beneficial relationships with community organizations and agencies to share school and community resources.	develops ongoing relationships with community agencies aligned to school needs.  assesses partnerships on a regular basis to ensure mutual benefit and shared resources for school and agency.
3. <i>Applies resources to meet the needs of children and families</i>	does not consistently align resources to the educational needs of the school.	aligns resources to the educational needs of students.  supports the educational needs of most families.	applies resources and funds to support the educational needs of all children and families.	identifies educational needs of students and families and aligns all resources to specific needs.



# LEADER EVALUATION RUBRIC

## Performance Expectation 5: Ethics and Integrity

*Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.*

### Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

#### The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Professional Responsibility</i>	does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.		exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.	continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.
2. <i>Ethics</i>	does not consistently demonstrate personal and professional ethical practices.		models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.	holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.
3. <i>Equity and Social Justice<sup>1</sup></i>	does not consistently promote educational equity and social justice for students.	earns respect and is building professional influence to foster educational equity and social justice for all stakeholders.	uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.	<ul style="list-style-type: none"> <li>removes barriers to high-quality education that derive from all sources of educational disadvantage or discrimination.</li> <li>promotes social justice by ensuring all students have access to educational opportunities.</li> </ul>
4. <i>Rights and Confidentiality</i>	does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.		protects the rights of students, families and staff and maintains confidentiality.	<ul style="list-style-type: none"> <li>builds a shared commitment to protecting the rights of all students and stakeholders.</li> <li>maintains confidentiality, as appropriate.</li> </ul>

<sup>1</sup>**Social Justice:** recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure fairness and equity for all students.

**Element B: Personal Values and Beliefs**

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.

**The Leader...**

<b>Indicator</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<i>1. Respects the Dignity and Worth of Each Individual</i>	does not consistently treat everyone with respect.		demonstrates respect for the inherent dignity and worth of each individual.	promotes the recognition of the dignity and worth of everyone.
<i>1. Models Respect for Diversity and Equitable Practices</i>	does not consistently demonstrate respect for diversity and equitable practices for all stakeholders.		models respect for diversity and equitable practices for all stakeholders.	builds a shared commitment to diversity and equitable practices for all stakeholders.
<i>5. Advocates for Mission, Vision and Goals</i>	does not consistently advocate for or act on commitments stated in the mission, vision and goals.	advocates for the vision, mission and goals.	advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.	advocates and actively engages the participation and support of all stakeholders towards the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.
<i>6. Ensures a Positive Learning Environment</i>	does not consistently address challenges or contribute to a positive learning environment.	addresses some challenges or engages others to ensure values and beliefs promote the school vision, mission and goals.	overcomes challenges and leads beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.	skillfully anticipates and overcomes challenges and collaborates with others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.

**Element C: High Standards for Self and Others**

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

**The Leader...**

<b>Indicator</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<i>1. Lifelong Learning</i>	does not consistently engage in or seek personal professional learning opportunities.	recognizes the importance of personal learning needs. uses some research and best practices for professional growth.	models, reflects on and builds capacity for lifelong learning through an increased understanding of research and best practices.	models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.
<i>2. Support of Professional Learning</i>	does not consistently support and use professional development to strengthen curriculum, instruction and assessment.	supports professional development that is primarily related to curriculum and instructional needs.	supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.	supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment.
<i>3. Allocates Resources Equitably</i>	does not equitably use resources to sustain and strengthen organizational performance.	allocates resources which address some organizational needs.	allocates resources equitably to sustain a high level of organizational performance.	actively seeks and provides resources to equitably build, sustain and strengthen organizational performance.
<i>4. Promotes Appropriate Use of Technology</i>	demonstrates a limited understanding of technology and ethical implications for its use.	promotes the use of technology and has addressed some legal, social and ethical issues.	promotes understanding of the legal, social and ethical use of technology among all members of the school community.	is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.
<i>5. Inspires Student Success</i>	ineffectively builds trust, respect and communication to achieve expected levels of performance and student success.	promotes communication and is building trust and respect to strengthen school performance and student learning.	inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.	creates a collaborative learning community which inspires and instills trust, mutual respect and honest communication to sustain optimal levels of performance and student success.

**LEADER EVALUATION RUBRIC**

**Performance Expectation 6: The Education System**

*Education leaders ensure the success and achievement of all students and advocate for their student, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.*

**Element A: Professional Influence**

Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.

**The Leader...**

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>1. Promotes public discussion about educational laws, policies and regulations</p>	<p>does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education.</p>	<p>follows current education legislation, seeks opportunities to engage in professional learning activities to understand issues and implications, and shares information with the school community.</p>	<p>promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.</p>	<p>engages the entire school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school and district as appropriate.</p>
<p>2. Builds relationships with stakeholders and policymakers</p>	<p>takes few opportunities to engage stakeholders in educational issues.</p>	<p>identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers.</p>	<p>develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to, and influence issues that affect education.</p>	<p>actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.</p>

<p>3. <i>Advocates for equity, access and adequacy of student and family resources</i></p>	<p>has limited understanding and/or ineffectively uses resources for family services and support through community agencies.</p>	<p>is learning how to help students and families locate, acquire and access programs, services or resources to create equity.</p>	<p>advocates for equity, access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.</p>	<p>empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.</p>
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**Element B: The Educational Policy Environment**

Leaders uphold and contribute to policies and political support for excellence and equity in education.

**The Leader...**

<b>Indicator</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>1. <i>Accurately communicates educational performance</i></p>	<p>ineffectively communicates with members of the school community.</p> <p>does not fully understand growth, trends and implications for improvement.</p>	<p>reviews school growth measures and student data.</p> <p>conducts basic data analyses and communicates data about educational performance.</p>	<p>collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way.</p>	<p>engages the school community and stakeholders in analysis of school and student data that leads to identifying important indicators of school progress, greater understandings and implications for growth and refinements to the school or district's mission, vision and goals.</p>
<p>2. <i>Improves public understanding of legislation, policy and laws</i></p>	<p>provides incomplete information to the public to understand school or student results, legal issues, practices and implications.</p>	<p>shares information about federal, state and local laws, policies and regulations.</p> <p>provides information to decision-makers and the community.</p>	<p>communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.</p>	<p>actively communicates and clarifies federal, state and local laws, policies and regulations with stakeholders and decision makers to improve public understanding and input.</p>
<p>3. <i>Upholds laws and influences educational policies and regulations</i></p>	<p>does not consistently uphold laws, regulations.</p>	<p>upholds federal, state and local laws and seeks to engage in public discourse about policies and regulations to support education.</p>	<p>upholds federal, state and local laws and influences policies and regulations in support of education.</p>	<p>works with district, state and/or national leaders to advocate for/or provide feedback about the implementation effectiveness of policies or regulations.</p>

**Element C: Policy Engagement**

Leaders engage policymakers to inform and improve education policy.

**The leader...**

<b>Indicator</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
1. <i>Advocates for public policies to support the present and future needs of children and families</i>	does not advocate for policies and procedures to meet the needs of all students and their families.	identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies.	advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.	works with students, families and caregivers to successfully advocate for equitable and appropriate policies and procedures to close the achievement gap by ensuring all children have an equal opportunity to learn.
2. <i>Promotes public policies to ensure appropriate, adequate human and equitable resources and fiscal resources</i>	is unaware of policies that result in equitable resources to meet the needs of all students.  does not allocate resources appropriately, adequately or equitably.	supports fiscal guidelines to use resources that are aligned to meet school goals and student needs.  allocates and distributes school resources among faculty, staff and students.	promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.	aligns with state and national professional organizations that promote public policy and advocate for appropriate, adequate and equitable resources to ensure quality educational opportunities that are equal and fair for all students.
3. <i>Collaborates with leaders to inform planning, policies and programs</i>	demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.	is learning to collect and share data with others to raise awareness of its impact on decisions affecting student learning on local, district, state and national levels.	collaborates with community leaders to collect and analyze data on economic, social and other emerging issues to inform district and school planning, policies and programs.	actively engages all stakeholders through conversations and collaboration to proactively change local, district, state and national decisions affecting the improvement of teaching and learning.  is involved with local, state and national professional organizations in order to influence and advocate for legislation, policies and programs that improve education.

## **Appendix H: Examples of Evidence for Leader Evaluation Rubric**



### **Performance Expectation 1: Vision, Mission and Goals**

*Education leaders<sup>1</sup> ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.*

#### **ELEMENT A: High Expectations for All**

Leaders ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff<sup>2</sup>.

- The vision, mission and goals are supported by current, relevant data
- Written values and beliefs reflect high expectations for all students
- The vision focuses on student academic excellence and healthy social/ emotional development
- Goals and the instructional program are clearly aligned to the vision
- The vision, mission and goals are collaboratively developed by and shared with stakeholder groups

#### **EXAMPLES OF EVIDENCE**

##### **The school's goals and vision are shared and widely known within the school community**

- Parents, staff and other stakeholders are clear about academic expectations
- School priorities are public—with a common understanding of short and long term milestones and goals
- Results of the school assessment are publicly shared with the staff and with members of the community

#### **ELEMENT B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals**

Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.

- The school's goals and vision are shared and widely known within the school community
- Parents, staff and other stakeholders are clear about academic expectations
- School priorities are public—with a common understanding of short- and-long term milestones and goals
- Results of the school assessment are publicly shared with the staff and with members of the community

<sup>1</sup>**Leader:** Connecticut School Leaders who are employed under their intermediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other educational supervisory positions)

<sup>2</sup>**Staff:** All educators and non-certified staff

**ELEMENT C: Continuous Improvement toward the Vision, Mission and Goals**

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

- Disaggregated student data is continually monitored and analyzed to determine the current state of the school
- Progress toward goals is collaboratively reviewed to make necessary adjustments that keep the focus on student outcomes
- Fiscal and human resources are aligned with and support priority areas and goals

## EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

### Performance Expectation 2: Teaching and Learning

*Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.*

#### **ELEMENT A: Strong Professional Culture**

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

- Stakeholders are focused on closing achievement gaps between subgroups of students and use data to determine appropriate interventions for students or subgroups not making progress
- Effective instructional practices are being implemented across multiple classrooms
- Staff are actively engaged in job-embedded collaborative learning including observations of other teachers
- Teachers are frequently observed by peers and the principal who provide actionable feedback for reflection and improved instruction
- Teacher leadership opportunities are available and designed to support improved instruction and student outcomes

#### **ELEMENT B: Curriculum and Instruction**

Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

- The school instructional framework aligns curriculum with standards, instruction, assessment and learning
- A rigorous, relevant and standards-based curriculum that meets the unique needs of each student is being implemented
- Stakeholders collaboratively review and analyze the effectiveness of the curriculum to make real-time and necessary adjustments
- Faculty and students are offered diverse and innovative learning opportunities that extend beyond the classroom

**ELEMENT C: Assessment and Accountability**

Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.

- Systems to access real-time data and purposefully monitor progress toward goals are in place and operational
- Information from multiple sources – qualitative and quantitative, formative and summative – is collaboratively collected and analyzed
- Teachers and staff are evaluated and receive targeted support and guidance through on-going classroom visits and dialogue
- Stakeholders are routinely updated on the progress toward meeting goals and realizing the vision

## EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

### **Performance Expectation 3: Organizational Systems and Safety**

*Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.*

#### **Element A: Welfare and Safety of Students, Faculty and Staff**

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

- The school building is clean and safe in accordance with the school safety plan and any legal regulations
- The school is a positive learning environment that supports the success of all students by meeting their physical, emotional, social and academic needs

#### **Element B: Operational Systems**

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

- School building is clean and safe in accordance with the school safety plan and any legal regulations
- Operational responsibilities are distributed among the individuals responsible for the students' education and well-being
- Up-to-date data systems are used to inform operational, instructional and safety procedures
- Technology equipment is functional and supports the success of all students and adults

#### **Element C: Fiscal and Human Resources**

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

- Instructional funds are transparently and equitably distributed to accomplish the organizational goals
- Teachers who have the expertise to deliver instruction that maximizes student learning are recruited and retained
- Teachers and staff are evaluated and receive targeted support and guidance as required by district and state evaluation requirements

## EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

### **Performance Expectation 4: Families and Stakeholders**

*Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.*

#### **Element A: Collaboration with Families and Community Members**

Leaders ensure the success of all students by collaborating with families and stakeholders.

- School staff, families and community members interact and communicate regularly to share ownership for the success of the school
- The school meaningfully engages families in the learning process

#### **Element B: Community Interests and Needs**

Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

- The success of all students is promoted through collaboration among family and community partners
- School leadership welcomes and responds to diverse community interests and needs and mobilizes community resources
- Families and community members from a diversity of cultures and backgrounds are engaged as partners in the learning process
- Structures are in place to ensure all stakeholders, regardless of position or viewpoint, are engaged in the learning community

#### **Element C: Community Resources**

Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

- Community resources are leveraged to meet student needs such as after-school food sources, health care services, employment opportunities, social services and additional educational services
- School resources are used to support the needs of students and their families

## EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

### Performance Expectation 5: Ethics and Integrity

*Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.*

#### Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

- Expectations for professional and ethical behavior are clearly communicated and modeled by school personnel
- Program implementation and outcome data are monitored to ensure equity and guarantee that all students are justly served
- There are audits of student and adult data to ensure privacy and confidentiality are maintained

#### Element B: Personal Values and Beliefs:

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.

- Each person in the learning community is known, valued and respected
- Influential educational, political and community leaders are mobilized to advocate for the vision, mission and goals of the school
- The school is a positive learning environment that supports the success of all students by meeting their physical, emotional, social and academic needs

#### Element C: High Standards for Self and Others.

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

- Life-long learning is modeled by staff through engaging in professional learning that is aligned with the vision, goals and objectives of the school
- Current educational research and best practices are reflected in all facets of the school
- Resources are equitably allocated to the core components of student academic, social, emotional, behavioral and physical development as well as to educator quality
- Technology is appropriately used for learning and communication purposes
- The learning community is inspired to work together toward high levels of student performance

## EXAMPLES OF EVIDENCE FOR LEADER EVALUATION RUBRIC

### Performance Expectation 6: The Education System

*Education leaders ensure the success and achievement of all students and advocate for their student, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.*

#### Element A: Professional Influence

Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.

- The goals of the school and education more broadly are promoted and advocated for throughout the school community
- Internal stakeholders are equipped with talking points and advocacy plans so they can influence key external groups with a consistent voice

#### Element B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

- Stakeholders are routinely updated on the progress toward meeting goals and realizing the vision
- The school complies with legal and ethical requirements in relationships with all stakeholders and clearly communicates all applicable state, federal and district policies, procedures and guidelines
- Structures and systems are in place to review compliance with all laws

#### Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

- The school leader is a visible ambassador for education in the learning community and in the district, city, state or nation
- Deliberate relationships with policy makers are developed to influence policy and advocate for programs that improve education



# CT ADMINISTRATOR EVALUATION AND SUPPORT

## CT Guidelines for Educator Evaluation (Core Requirements) and State Model (SEED)

The primary goal of the educator evaluation and support system is to strengthen individual and collective practices so as to increase student learning and development.

SEED	
<p><b>Design Principles</b></p> <ul style="list-style-type: none"> <li>Educator evaluation is standards-based</li> <li>Fosters continuing collaborative dialogue around teaching and learning in order to increase student academic growth and development</li> <li>Connects professional learning to the outcomes of the evaluation process</li> </ul>	<p><b>SEED</b></p> <ul style="list-style-type: none"> <li>Focus on what matters most</li> <li>Emphasize growth over time</li> <li>Leave room for judgment</li> <li>Consider implementation at least as much as design</li> </ul>
<p><b>Administrator Evaluation Categories</b></p> <p><b>FOUR CATEGORIES OF ADMINISTRATOR PERFORMANCE</b></p> <p><b>ADMINISTRATOR PRACTICE INDICATORS</b></p> <ul style="list-style-type: none"> <li>Leadership practice (40%)</li> <li>Stakeholder feedback (10%)</li> </ul> <p><b>50%</b></p> <p><b>STUDENT LEARNING OUTCOMES</b></p> <ul style="list-style-type: none"> <li>Student learning (45%) and</li> <li>Teacher effectiveness (5%)</li> </ul> <p><b>50%</b></p> <p>Districts must describe how the 'practice rating' and 'outcomes rating' will be combined into one summative rating</p>	<p><b>FOUR CATEGORIES OF ADMINISTRATOR PERFORMANCE</b></p> <p><b>ADMINISTRATOR PRACTICE INDICATORS</b></p> <ul style="list-style-type: none"> <li>Leadership practice (40%) - assessment of an administrator's leadership practice - by direct observation of practice and the collection of other evidence</li> <li>Stakeholder feedback (10%) - focus groups, interviews, teacher-level surveys, or other methods may be used to gather evidence - for school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders</li> </ul> <p><b>50%</b></p> <p><b>STUDENT LEARNING OUTCOMES</b></p> <ul style="list-style-type: none"> <li>Student learning (45%) - assessed in equal weight by (a) performance and progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures</li> <li>Teacher effectiveness (5%) - as measured by an aggregation of outcomes on teachers' student learning objectives</li> </ul> <p><b>50%</b></p>
<p><b>Process</b></p> <p><b>FOUR PERFORMANCE LEVELS:</b></p> <p><b>Exemplary</b> - Substantially exceeding indicators of performance</p> <p><b>Proficient</b> - Meeting indicators of performance</p> <p><b>Developing</b> - Meeting some indicators of performance but not others</p> <p><b>Below standard</b> - Not meeting indicators of performance</p> <ul style="list-style-type: none"> <li><b>Goal-setting</b> <ol style="list-style-type: none"> <li>Orientation on process</li> <li>Goal-setting conference</li> <li>Evidence collection (administrator collects evidence of own practice and superintendent collects evidence to support review)</li> </ol> </li> <li><b>Mid-year Formative Review</b></li> <li><b>End-of-year Summative Review</b> <ol style="list-style-type: none"> <li>Administrator self-assessment</li> <li>End-of-year conference</li> </ol> </li> </ul>	<p><b>FOUR PERFORMANCE LEVELS:</b></p> <p><b>Exemplary</b> - Substantially exceeding indicators of performance</p> <p><b>Proficient</b> - Meeting indicators of performance</p> <p><b>Developing</b> - Meeting some indicators of performance but not others</p> <p><b>Below standard</b> - Not meeting indicators of performance</p> <ul style="list-style-type: none"> <li><b>Goal-Setting and Planning</b> <ol style="list-style-type: none"> <li>Orientation and context setting (July)</li> <li>Goal-setting and plan development (August)</li> <li>Plan implementation and evidence collection (ongoing)</li> </ol> </li> <li><b>Mid-year Formative Review</b> <ol style="list-style-type: none"> <li>Administrator analyzes available student achievement data and considers progress toward outcome goals</li> <li>Evaluator reviews observation and feedback data to determine themes for discussion</li> <li>Adjustments made as necessary</li> </ol> </li> <li><b>Self-Assessment</b> - administrator takes an opportunity to assess practice on all 18 elements of the Connecticut Leadership Standards (April)</li> <li><b>Summative Review and Rating</b> (by June 30)</li> </ul>

<p><b>CATEGORY #1: Leadership Practice (40%)</b></p>	<p>Based on evidence collected about leadership practice as described in the Common Core of Leading: Connecticut School Leadership Standards using a rubric aligned to those standards</p> <p><i>For principals, the Teaching and Learning Standard must be weighted at least twice as much as any other standard</i></p>	<p><b>Leader Evaluation Rubrics describe four performance levels for each of Six Performance Expectations</b></p> <ol style="list-style-type: none"> <li><i>Vision, Mission and Goals</i></li> <li><i>Teaching and Learning (50% weight- for principals)</i></li> <li><i>Organizational Systems and Safety</i></li> <li><i>Families and Stakeholders</i></li> <li><i>Ethics and Integrity</i></li> <li><i>The Education System</i></li> </ol>	<p>Principals set one survey target</p> <ul style="list-style-type: none"> <li>Assessed by administration of a survey with measures that align to the Connecticut Leadership Standards</li> <li>Stakeholders surveyed should be those in the best position to provide meaningful feedback</li> <li>For school-based administrators, stakeholders must include teachers and parents, but may include other stakeholders</li> </ul>
<p><b>CATEGORY #2: Stakeholder Feedback (10%)</b></p>	<p>Based on feedback from stakeholders on areas of principal and/or school practice described in the Connecticut Leadership Standards</p> <p><i>Focus groups, interviews, teacher-level surveys or other methods may be used to gather evidence</i></p>	<p><b>Student Learning Goals</b></p> <p>22.5% – IAGDs based on measures of academic learning and MUST include</p> <ol style="list-style-type: none"> <li><i>School Performance Index (SPI) progress from year to year;</i></li> <li><i>SPI progress for student subgroups;</i></li> </ol> <p>MAY include</p> <ol style="list-style-type: none"> <li><i>SPI rating;</i></li> <li><i>SPI rating for student subgroups.</i></li> </ol>	<p>22.5% – performance and progress on the academic learning measures in the state’s accountability system for schools including</p> <ol style="list-style-type: none"> <li><i>School Performance Index (SPI) progress from year to year;</i></li> <li><i>SPI progress for student subgroups;</i></li> <li><i>SPI rating; and</i></li> <li><i>SPI rating for student subgroups.</i></li> </ol> <p><i>Districts may weight the four measures according to local priorities for administrator evaluation</i></p>
<p><b>CATEGORY #3: Student Learning (45%)</b></p>	<p>22.5% – based on at least two locally-determined indicators of student learning- one must include student outcomes from subjects and/or grades not assessed on state-administered assessments</p> <ol style="list-style-type: none"> <li><i>Administrators in high schools must include graduation rate</i></li> </ol>	<p>Measured by an aggregation of teachers’ student learning objectives (SLOs)</p> <p>Administrators must ensure teachers are setting ambitious and rigorous SLOs</p>	<p>22.5% – 3 SLOs for performance and growth on locally-developed measures</p> <ol style="list-style-type: none"> <li><i>At least one must focus on subjects and/or grades not assessed on state-administered assessments</i></li> <li><i>Administrators in high schools must include graduation rate</i></li> </ol>
<p><b>CATEGORY #4: Teacher Effectiveness (5%)</b></p>	<p>Improving the percentage (or meeting a target of a high percentage) of teachers who meet the student learning objectives outlined in their performance evaluations</p>	<p>Professional learning shall be clearly linked to the specific outcomes of the evaluation process related to student learning, observation of practice and/or stakeholder feedback</p> <p>Each district shall define <i>effectiveness</i> and <i>ineffectiveness</i> utilizing a pattern of summative ratings derived from the new evaluation system</p> <p>Districts shall create plans of individual principal improvement and remediation plans for those whose performance is <i>developing</i> or <i>below standard</i>, developed in consultation with such administrator his/her exclusive bargaining representative</p> <p>Opportunities for career development and growth based on performance, including differentiated career pathways, etc.</p>	<p>Each district shall define <i>effectiveness</i> and <i>ineffectiveness</i> utilizing a pattern of summative ratings derived from the new evaluation system</p> <p>Districts shall create plans of individual principal improvement and remediation plans for those whose performance is <i>developing</i> or <i>below standard</i>, developed in consultation with such administrator and his /her exclusive bargaining representative</p> <p>Opportunities for career development and growth based on performance, including differentiated career pathways, etc.</p>
<p><b>Support &amp; Development</b></p>	<p>For 092 holders serving in central office administrative roles, districts shall rate performance based on results in the group of schools, group of students or subject area most relevant to the administrator’s job responsibilities, or on district-wide student learning results</p>	<p>For 092 holders serving in central office administrative roles, districts shall rate performance based on results in the group of schools, group of students or subject area most relevant to the administrator’s job responsibilities, or on district-wide student learning results</p>	<p>For 092 holders serving in central office administrative roles, districts shall rate performance based on results in the group of schools, group of students or subject area most relevant to the administrator’s job responsibilities, or on district-wide student learning results</p>
<p><b>Other Requirements</b></p>	<p>For 092 holders serving in central office administrative roles, districts shall rate performance based on results in the group of schools, group of students or subject area most relevant to the administrator’s job responsibilities, or on district-wide student learning results</p>	<p>For 092 holders serving in central office administrative roles, districts shall rate performance based on results in the group of schools, group of students or subject area most relevant to the administrator’s job responsibilities, or on district-wide student learning results</p>	<p>For 092 holders serving in central office administrative roles, districts shall rate performance based on results in the group of schools, group of students or subject area most relevant to the administrator’s job responsibilities, or on district-wide student learning results</p>

**FAIRFIELD PUBLIC SCHOOLS**  
**HUMAN RESOURCES OFFICE**

**Ann Leffert**  
*Director of Human Resources*



ENCLOSURE NO. 16

APR 09 2013

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April 4, 2013

Fairfield Public Schools  
Alternate 2013-2014 Implementation Plans

Teacher Evaluation Plan:

- Whole model implemented
- All classroom teachers grades K-12 (this will be well over the required 1/3 of teachers)
- The following Student Support Specialists are exempt from the plan in 2013-2014:
  - Social workers
  - School Psychologists
  - Guidance Counselors
  - Deans
  - Speech and Language Pathologists
  - Language Arts Specialists
  - Elementary Math/Science Support Teachers
  - Middle School Math Resource Support Teachers
  - Instructional Improvement Teachers
  - Library Media Specialists
  - English Language Learner Teachers
  - Gifted/Talented Teachers

Administrator Evaluation Plan:

- Whole model implemented
- All administrators below the level of Superintendent

**Selection of a State or District-Designed Model**

Please confirm your selection of a state or district-designed model as reflected in your district's plan

**Teacher Evaluation:**

- 45%: Student Outcomes: \_\_\_\_\_ State Model (SEED)      X District-Proposed Alternative
- 40%: Teacher Practice: \_\_\_\_\_ State Model (SEED)      X District-Proposed Alternative
- 10%: Parent Feedback: \_\_\_\_\_ State Model (SEED)      X District-Proposed Alternative
- 5%: Whole-School Learning Indicator or Student Feedback \_\_\_\_\_ State Model (SEED)      X District-Proposed Alternative

**Administrator Evaluation:**

- 45%: Multiple Student Learning Indicators: \_\_\_\_\_ State Model (SEED)      \_\_\_\_\_ District-Proposed Alternative
- 40%: Performance and Practice: \_\_\_\_\_ State Model (SEED)      \_\_\_\_\_ District-Proposed Alternative
- 10%: Stakeholder Feedback: \_\_\_\_\_ State Model (SEED)      \_\_\_\_\_ District-Proposed Alternative
- 5%: Teacher Effectiveness Outcomes: \_\_\_\_\_ State Model (SEED)      \_\_\_\_\_ District-Proposed Alternative

**2013-14 Implementation Plan:**

Please indicate your district's plan for implementation in the 2013-14 school year:

- Existing Assumption:** \_\_\_\_\_ Whole model; full implementation; district-wide.
- Preferred Alternative:** \_\_\_\_\_ Whole model; at least 1/3 of schools; all certified teachers and administrators within those schools.
- Additional Alternative:** \_\_\_\_\_ Whole model; 50% of schools; classroom teachers only and administrators within those schools.
- \_\_\_\_\_ X Other locally-determined options. If checked, please include a description.

**\*\* All alternatives must represent at least a third of district's certified educator staff\*\***

**Board Approval:**

Superintendent Signature \_\_\_\_\_ Date \_\_\_\_\_

Board of Education Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

APR 09 2013

Board of Education, Fairfield Public Schools  
501 Kings Highway East, 2<sup>nd</sup> Floor Board Conference Room, Fairfield, CT

Tuesday, March 12, 2013

**REGULAR MEETING MINUTES**

**Voting Summary:**

**Approval of Minutes**

***Approval of Minutes of the Regular Meeting of February 26, 2013.***

Ms. Iacono moved/Mrs. Gerber seconded the recommended motion "that the Board of Education approve the Minutes of the Regular Meeting of February 26, 2013." Motion passed 8-0-1 (Mrs. Kennelly, Mr. Convertito, Mr. Liu, Mrs. Gerber, Mr. Dwyer, Ms. Iacono, Mr. Fattibene, Mr. Kery in favor, Mrs. Brand abstained).

**New Business**

***Request from FairTV Cable Advisory Council.***

Mr. Fattibene moved/Mrs. Gerber seconded a motion to add an item to the agenda. Motion passed, 9-0. Mr. Fattibene moved/Ms. Iacono seconded "to appoint Thomas Flynn of 67 Sachem Road to Cable Advisory Board Region #2". Motion passed 9-0.

**Motion to Extend**

At 10:40 p.m. Mrs. Brand moved/Mrs. Kennelly seconded to extend the meeting to 11:15 p.m. Motion passed, 9-0.

**Adjournment**

Ms. Iacono moved/Mrs. Gerber seconded the recommended motion "that this Regular Meeting of the Board of Education Adjourn." Motion passed 9-0. Meeting adjourned 11:05 p.m.

**Detailed Minutes:**

**1. Call to Order and Roll Call**

Chairman Philip Dwyer called the meeting to order at 7:30 p.m. Also present were members Jennifer Kennelly, John Convertito, Perry Liu, Jessica Gerber, Pamela Iacono (arrived 7:35 p.m.), Paul Fattibene (arrived 7:35 p.m.), Tim Kery (arrived 7:45 p.m.), and Sue Brand. Others present were Dr. Title, members of central office and approximately 150 members of the public.

**2. Pledge of Allegiance**

Mr. Dwyer led the Board and audience in the Pledge of Allegiance and then asked for a moment of silence in memory of two students; Grace Evanko from Osborn Hill School and Benjamin Ventricelli from Fairfield Warde High School.

### **3. Presentation of Elementary Math Curriculum and Resources, Grades K-2**

Dr. Title introduced Anna Cutaia-Leonard, Director of Elementary Education and Walter Wakeman, PK-5 Mathematics/Science Curriculum Leader.

Ms. Cutaia-Leonard stated there would be 4 parts to the presentation: Curriculum, District Textbook Review Committee, School Trials, and Data Points/Recommendations. In addition, several teachers would be speaking about the curriculum.

#### Part I – Curriculum

Mary Beth Giannattasio, Grade 4 Mill Hill teacher, stated that the current mathematics curriculum is robust and complete; provides for daily assessments; allows for flexible grouping; stretches math thinking; allows use of multiple strategies in problem solving; challenges students to write their own problems; and allows students to defend and share their thinking. She stated that fact fluency has improved and she has seen tremendous benefits for students.

Cara Pace, Grade 5 Mill Hill teacher, thanked the Board for adopting this curriculum last year. Ms. Pace stated that a significant advantage of this curriculum is the ability to meet the needs of all students; differentiation is vital; she stated she can support students who need it; those who grasp concepts quickly are pushed to generalize, justify, and defend mathematical thinking. This model gets students 'hooked' on learning. She stated this instructional model allows her to support all students while simultaneously exciting an entire classroom about math.

Mr. Wakeman stated this unit was developed over the summer, based on current curriculum, and introduced 2 teachers to provide comments on the glimpse-into-the-classroom-video presentation. Mary Jo French stated that the video shows active problem solving with student discourse, where the teacher is teaching 100% of the time. Ms. French stated that independent practice followed, and the teacher brings closure at the end of the lesson. Joan Robb, Grade 2 Dwight Teacher, explained the math strategy lesson in the video, where students add and subtract numbers into the thousands. Ms. Robb stated that students used mental math strategies, learned earlier in the unit, and quickly grasped the concept of re-grouping. (The video ran at this time.)

After the video ended, Mr. Wakeman began a powerpoint presentation and discussed each slide. Mr. Wakeman stated the last curriculum revision was done in 2003, and the new curriculum will align with the 2010 State adopted Common Core. This was developed with research/review, crosswalks, pacing guides, common core standards, a parent focus group, and a curriculum council. Mr. Wakeman reviewed basic facts mastery, student expectations at each level, methods in determining successful curriculum, and budget implications. After the powerpoint ended, Mr. Wakeman introduced Kevin Chase, Mill Hill Principal, to discuss the resource review.

#### Part II – District Textbook Review

Mr. Kevin Chase stated the textbook review committee was comprised of 22 people including teachers, special education teachers, math/science teachers, Central Office Administrators, parents, principals, and Southern Connecticut State University Math Professors. The committee met with vendors in

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December 2012, completed independent evaluations, asked for site visits where texts were being used, observed trials from these texts being taught in Fairfield schools, further investigated options and moved forward with 4 choices: Investigations, Singapore, Math in Focus and Stepping Stones.

Jen Colucci, a parent representative on the committee, stated she attended 6 vendor presentations over 2 full days and that members had complete freedom to ask as many questions as needed. She stated that the process was unbiased, professionally done, and that educators on the panel were very knowledgeable.

Tom Doonan, a parent representative on the committee, stated that he attended site visits at various schools where the committee was able to go into the classrooms and observe, get a good idea of how children were learning and teachers were instructing. After, Mr. Doonan stated the committee would reconvene in a conference room to discuss with math coordinators, and it was a transparent process without pressure.

Liz McGoey, Stratfield Principal, stated that the committee went on 3 site visits: Westport for Singapore, New Canaan for TERC Investigations, and Weston for Math in Focus; New Fairfield's site visit for Stepping Stones was canceled due to weather. Ms. McGoey stated the committee found the debriefing very helpful as the student/teacher roles and task rigor were discussed.

Elise Archibald, Stratfield math resource teacher, produced a chart with DRG B and DRG A schools with regards to their process in the transition of meeting the standards of the Common Core. Ms. Archibald stated that some districts adopted resources, some are still considering resources, but the majority of districts modified and supplemented the resources being used.

### Part III – School Trials

Brenda Anziano, Riverfield Principal, stated she was speaking on behalf of 3 principals where trials were taught within Fairfield. Jennings reviewed Math in Focus in Kindergarten, Osborn Hill reviewed TERC Investigations in Grade 1 and Riverfield reviewed Singapore Math in Grade 1 and Stepping Stones in Grade 2. These schools provided many hours of PD participating in these trials. Each team met weekly. In addition, Math in Focus, Stepping Stones and Singapore provided an outside trainer.

Lynne Fuchs, Osborn Hill grade 1 teacher, stated that all four Grade 1 teachers participated in the trial. She stated that TERC was teacher friendly, lessons were engaging, there were clear resources, it supported a range of knowledge and each lesson included differentiation suggestions. Ms. Fuchs stated that TERC Investigations did require homework and math fact supplementation.

Cheryl Bitzer, 1<sup>st</sup> grade teacher at Riverfield, stated that her team participated in the trial for Singapore math using the unit on subtraction. Ms. Bitzer stated the unit had a clear and consistent scope and purpose. She also stated there was no evidence of authentic problem solving situations; all lessons needed supplementing with concrete examples; required the students to be working on the same task at the same time and at the same level; materials did not provide opportunities to extend or re-teach students; and the workbook format made assessments difficult.

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Sara Bocchierre, Jennings Kindergarten teacher, stated that she participated in the trial for Math in Focus. Ms. Bocchierre stated that strengths of the trial were composing/decomposing numbers, thinking about one more, and developing awareness of numbers 1-10. She stated that lessons were scripted and predictable; she needed to supplement all lessons, and independent worksheets were confusing. The resource was strong in developing skillset but Ms. Bocchierre stated that she needed to plan and add to it to give her students the math instruction that they are capable of doing.

Bethany Winchester, Riverfield grade 2 teacher with a smartboard in the classroom, participated in the trial for Stepping Stones. She stated that the lessons included a warm-up, then teacher-directed whole-group instruction with a smartboard. Ms. Winchester explained that students also used a journal page, which is Stepping Stones' version of independent practice. One of the strengths of the program is learning math with technology, and it has well formatted and easy to understand lessons. Ms. Winchester stated the shortcomings were: teachers had to supplement in order to extend and re-teach, Stepping Stones is only compatible with a smartboard, and if the internet was down the lesson was inaccessible.

#### Part IV – Data Points/Recommendations

Mr. Wakeman presented a powerpoint of the synthesized data from all reviews, and using a 4 point rubric, the Combined Rating slide showed the following scores: Stepping Stones with 1.8, Singapore with 2.2, Math in Focus with 2.3, and Investigations with 2.5. Mr. Wakeman explained, as a result of the work done, the final recommendation is to: continue to utilize resources in the district, align PK-2 work with Grades 3-5, build more resources for the home/school connection, and continue to communicate with publishers about future revisions.

Mr. Dwyer invited Board to ask questions.

Mr. Convertito thanked everyone, and stated this is the most in-depth curriculum presentation he has ever seen; he is disappointed that there is no conclusion, and asked whether other districts have the same conclusions. Mr. Wakeman responded that Westport and Weston are happy with their choice but many districts are supplementing as there is nothing out there that fills every need; an unknown is SBAC.

Mr. Liu stated this is the best presentation he has seen and is exactly what he is looking for but is also disappointed to be back at square one. Mr. Liu stated he is looking for a timeline. Mr. Wakeman stated that the curriculum document will act as the goal post, and Ms. Cutaia-Leonard stated that work will be ongoing in aligning the instructional practice with the Common Core and the new CMT. Mr. Liu asked at what point will we look again, and he is concerned with using the Scott Foresman text. Mr. Wakeman stated that the Common Core piece is bigger than CT, many states are well funded, and publishers are looking at 45 other states. Mr. Wakeman stated that the Scott Foresman text has good fact practice. Ms. Cutaia-Leonard stated that there are very specific units of study to ensure curriculum consistency, and that the unit of study is broken down by the day/week/month for teachers. Mr. Liu requested to see one that has been written for 3-5, and asked for a copy of the second portion of the powerpoint.



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Mr. Convertito stated that the textbook has 2 roles and is also a resource/reference point for parents. Ms. Cutaia-Leonard stated the communication with parents does need to improve, and the homework piece needs to be more robust.

Mrs. Brand stated that she sees 2 components in this presentation and is pleasantly surprised. Mrs. Brand requested to see the materials that will be used in lieu of a textbook, as they should be approved like a textbook. Mrs. Brand asked what the priorities are when choosing a text, and noticed that some of the PK and KDG curriculum are almost the same thing. Mrs. Brand stated that she would like a better understanding on how district assessments will take place without a text. Ms. Cutaia-Leonard offered to send her some material to further her understanding and will also forward some benchmark assessments.

Ms. Iacono thanked the team for all the work, for being open to input, and stated this is the most comprehensive presentation. Ms. Iacono thanked the team for inviting the Board to attend and observe and see the debriefing which was very helpful; she commended Mr. Wakeman for facilitating, and added that a parent resource is an important part of the process. Ms. Iacono stated she is in full support of this curriculum.

Mr. Kery echoed Ms. Iacono's praise to the team for all the hard work and stated he is pleased with where we are. In response to Mr. Kery, Ms. Cutaia-Leonard stated that the approved curriculum will remain constant regardless of the text, and that it will be re-written in 6 years or so according to the curriculum matrix in the budget book. Ms. Cutaia-Leonard stated that the team utilized a cornerstone Pre-K document and consulted with CES.

Mr. Dwyer commented that the curriculum matrix is in the budget book, for anyone wishing to know the curriculum revision timeline.

Mrs. Gerber thanked the presenters. In response to Mrs. Gerber, Ms. Cutaia-Leonard stated that the PK-2 text decision was not influenced by last year's 3-5 curriculum adoption. Mrs. Gerber asked if a Singapore text adoption would affect curriculum, as Singapore seems to be a whole program rather than just a text. Ms. Cutaia-Leonard stated that she agrees that a resource like Singapore comes with a preferred instructional model.

Mrs. Kennelly asked what is being used to create units of study. Mr. Wakeman stated that this is done using current texts and that success is measured using in-house assessments and teacher feedback. Mrs. Kennelly thanked the team, but stated that the presentation lacked research. Ms. Cutaia-Leonard stated that research and review is part of process continually, even though the powerpoint slides did not reflect this.

Mr. Fattibene thanked everyone involved in the presentation and stated that he sees an orderly progression with the curriculum and would like to see measured results.

Mr. Dwyer stated there will more discussion at next meeting. Mrs. Brand requested a walk-through of the curriculum at the next meeting, rather than a text discussion.

#### 4. Approval of Minutes

Ms. Iacono moved/Mrs. Gerber seconded the recommended motion “that the Board of Education approve the Minutes of the Regular Meeting of February 26, 2013.”

Motion Carried: 8:0:1 Mrs. Kennelly, Mr. Convertito, Mr. Liu, Mrs. Gerber, Mr. Dwyer, Ms. Iacono, Mr. Fattibene, Mr. Kery in favor; Mrs. Brand abstained

#### 5. Board Committee/Liaison Reports

Mrs. Sue Brand stated that next Board Goals Advisory Meeting will take place on March 14 at 5 p.m. in the Superintendent’s Conference Room. At CES, Stefan Pryor spoke about the teacher evaluation process and school calendars.

#### 6. Superintendent’s Report

Dr. Title stated there would be no report tonight due to the late hour.

#### 7. New Business

##### a. Request from FairTV Cable Advisory Council

The Board discussed the appointment of a Council Member for Cable Area Council 2. Mr. Dwyer stated the by-laws allow the Chair to appoint Board members, and asked the Board for guidance on appointing a member of the public. Board Discussion followed.

Mr. Fattibene moved/Mrs. Gerber seconded a motion to add an item to the agenda.

Motion Carried: 9:0:0

Mr. Fattibene moved/Ms. Iacono seconded “to appoint Thomas Flynn of 67 Sachem Road to Cable Advisory Board Region #2”.

Motion Carried: 9:0:0

##### b. First Reading of Policy 5514 – Students – Administration of Medication in the Schools

Mrs. Kennelly stated first statement in the policy is the most important and has been issued with guidance of CABA and per statute. Mrs. Brand stated she also attended the meeting and supports it.

#### 8. Public Comments and Petitions

Elena Reilly, Stratfield teacher, stated that she supports the 4<sup>th</sup> grade math curriculum, as it allows students to gain confidence, independence, higher order skills and positive growth.

Lauren Kinsely, Stratfield teacher, has been teaching this model in both 3<sup>rd</sup> and 2<sup>nd</sup> grade. She stated she has noticed an increase in rigor and students are enthusiastic about the math units.

Sarah White, Wilton Road, stated that she is a teacher in Westport, using Singapore math. She stated there is hard data showing improved test scores with this program, is concerned about waiting for a resource and recommends implementing Singapore math.

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Lindsey Howard, Riverfield teacher, stated she has observed positive changes with this new balanced model, which allows students to be successful in their own way. She stated that she supports the new PK-2 math curriculum.

Kevin Nealy, Riverfield teacher, stated the balanced math curriculum allows for natural differentiation, allows students to work collaboratively to justify and explain thinking to one another, provides exposure to many different and successful strategies, and provides a deeper understanding of math.

Rana Hilinski, Dwight teacher, stated that she supports the instructional model for PK-2; children can justify reasoning and the instructional model allows them to be in charge of math.

Martha Murphy, Riverfield teacher, stated that she supports the PK-2 math curriculum. She stated she has witnessed an amazing shift in how her students think about math, and has observed her students discussing different strategies to solve a problem. Ms. Murphy asked the Board to adopt this curriculum.

Eileen Roxbee, Sherman Principal, stated that all elementary principals, including ECC, support this model. Ms. Roxbee stated that is exciting to observe students solving problems and discussing with other students.

Matt Onderko, North Stratfield teacher, stated he is supportive of this model, and feels that his students from last year are very strong math students this year because of it.

Kristen Bruno, ECC Principal/Special Education Early Childhood Coordinator, asked the Board to support the PK-2 curriculum.

Mathew Sweer, Ronald Drive, stated he is concerned about the long-term viability of TERC Investigations, but the rigor in Singapore and Math in Focus appealed to him.

Kathleen Ruppert, Jennings math/science teacher, spoke in support of the PK-2 math curriculum, as the balanced instructional model provides thoughtful dialogue in math strategies and practices.

Pam Williams, Riverfield math/science teacher, stated that this model allows meaningful math discourse, and that students discuss shared thoughts and are actively engaged.

Mary Tapia, Holland Hill math/science teacher, stated that multiple paths to a solution are encouraged, students internalize concepts more deeply, and students are accountable for fact fluency. Ms. Tapia believes in the mathematical learning that is taking place, and requests that the Board adopt this curriculum.

Anthony Abbazia, Juniper Lane, stated that he is a mathematician and businessman and that dollar amounts should be listed in the budget implications.

Sarah Bocchierre, Jennings teacher, stated her classroom is alive with discussion and wonder, and that differentiated instruction is naturally embedded in this model.

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Ann Marie Harper, Buena Vista Road, stated that she is a 4<sup>th</sup> grade teacher using Singapore math in Westport, and has also taught TERC. Ms. Harper asked the Board to consider the Singapore resource, rather than a patchwork program.

At 10:40 p.m. Mrs. Brand moved/Mrs. Kennelly seconded to extend the meeting to 11:15 p.m.  
Motion Carried: 9:0:0

Susan Bellissimo, Millspaugh Drive, stated that she was taught to defend her thinking and apply her knowledge. She stated the new curriculum is teaching creative thinkers, and requested that the Board support it.

Nicola Kunar, Holiday Road, stated that conceptualizing math is a 'nice to have' and not a need; there is only one answer in math.

Jerry McCormack, Waterville Road, stated that CMT results, when compared before and after the pilot, show the new curriculum has a positive impact in some schools, and a negative impact in others, and he questioned why this difference occurred.

Tricia Donovan, Taintor Drive, stated that it is disappointing to hear so much about teaching to the test; this is the time to set the stage for Algebra.

Eileen Liu, Waterville Road stated that she created a research document that has been circulated within the community, and she feels the math curriculum is much better now. She stated this is the chance to make Fairfield rival other countries as well as Westport, and requests the Board take a look at Singapore math.

Dawn Llewellyn, Sturges Road, stated that flexible grouping occurs in Burr and Dwight, and asked why this isn't offered in other schools.

Kelly Crisp, Papermill Lane, stated that it seems TERC scored higher than Singapore based on un-weighted variables, and she is surprised that New Cannan had selected TERC.

Nadine Nizet, Mill Hill Terrace, stated that Fairfield ranks at the bottom for scores in math in 19 Towns, and that Mill Hill in 2007 was position 42 and today it is 110.

Jay Wolk, RTM District 6, wanted to thank all the teachers in Fairfield. He stated he has a 4<sup>th</sup> grader and 6<sup>th</sup> grader and if the teachers say the curriculum is working, then he is supporting it.

Kelly Jacobsen, Acorn Lane, stated that she is disappointed that there is no recommendation going forward, and the perfect answer could take forever. She stated a good option is Singapore math.

Annie Braley, Bibbins Avenue, thanked the teachers for their hard work, and is disappointed to hear that there is no text adoption, rather there will be a patchwork approach.

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John Llewellyn, Sturges Road, thanked the teachers, and wanted to point out that he observed a lot of good things happening in the class, but the results are brought forth by parents. He stated it is time to return to leveling.

Vessy Doulis, Mill Plain Road, stated that the Fairfield school system is not the best in the state.

For the record: Maureen Sawyer, Thor Place, stated (via written note) that she is in favor of the PK-2 math curriculum, and asked the Board to support it.

**9. Open Board Comment**

Mrs. Brand requested an update on the Teacher Evaluation in the superintendent report.

**10. Adjournment**

Ms. Iacono moved/Mrs. Gerber seconded the recommended motion "that this Regular Meeting of the Board of Education Adjourn."

Motion Carried: 9:0:0 Meeting adjourned 11:05 p.m.

Jessica Gerber  
Fairfield Board of Education  
Secretary

2012 – 2013

APR 09 2013

## Quarterly Financial Report as of March 31, 2013

**Summary**

As of March 31, 2013, total projected expenses for Fairfield Public Schools are expected to be within budget. The school year extends so late into June it's particularly difficult to project expenses directly related to the school calendar such as hourly payrolls, substitutes, professional development, curriculum development and utilities. Also, year-end school activities may be delayed until much later than normal. Deadlines have been staggered throughout the month of April for final submission of encumbrances for routine purchases. Subsequently, funds must be earmarked for on-going consumables, repairs, incidentals and unknown costs through June 30.

Costs for the series of unfortunate events this year were funded at different levels by several sources. Osborn Hill PCB costs were transferred to the town as a special appropriation. Our expenses include approximately \$42,000 or 25% of Hurricane Sandy costs with the balance funded by FEMA. All the costs associated with the FLHS roof are covered by insurance or the town's deductible. Security enhancements are underway as a result of the Sandy Hook incident. These projects are in progress and will be funded within the Support Expenses category of our budget to the extent possible. Snow removal costs associated with the blizzard which includes overtime and purchased services were absorbed by our budget.

**Personnel Services:**

Although 97 % of the Personnel Services category has been expended and/or encumbered, there are other expected costs for substitutes, overtime, stipends and hourly pay that will be expended as incurred. The Custodial/maintenance overtime account is expected to be close to budget this year since the budget was increased significantly based on historical expenses. Considerable savings are projected in this category due to turnover, vacancies and additional retirees.

**Fixed Charges:**

Employee benefits are categorized as fixed charges. The total amount budgeted for health insurance has been transferred to the medical retention fund. A small residual balance in that account is for insurance waivers paid at year end. Life and disability insurances as well as social security are paid as incurred throughout the year. Social security costs are directly related to salaries and based on projected savings under personnel services there will be a balance in this account. Life and disability costs may be slightly over budget.

### **Pupil Personnel Expenses:**

Special education costs, with the exception of salaries, out of district transportation and capital are included in this category. This classification of expenditures is typically the most volatile as expenses are determined by the special needs of individual students and state excess cost reimbursement for qualifying expenses is always uncertain. Although in total this category appears to be over expended at this time the final excess cost grant reimbursement is expected to balance our costs. The first excess cost payment of approximately \$2 million is already reflected in the 3<sup>rd</sup> quarter financial reports. The state will adjust our final excess cost reimbursement in May based on updated student information filed in March.

### **School Expenses:**

These expenditures support instruction and activities at the building level and include supplies, materials, textbooks, copying, sports and other activities. There is a remaining balance of 27 % of this category which is expected to be reduced further as final encumbrances are submitted in April. Costs associated with sports and other student activities will continue until the end of the school year in late June which as mentioned earlier, will be difficult to finalize prior to June 30.

### **Support Expenses:**

Program implementation, centrally funded instructional programs, non-special education tuition and central support operations are included here. Professional development and instructional supplies/materials comprises 40 % of this funding and follows the same justification as school expenses. Professional / Technical, maintenance services (software/network maintenance), security, legal fees and postage indirectly support school operations and are expended on a contractual or as-needed basis. There will be slight savings in the magnet / Vo-Ag tuition accounts, however, legal costs and security projects will be over budget.

### **Maintenance/Operation/Transportation:**

In total, student transportation is projected to be over budget due to a substantial increase in special education transportation costs. Utilities look as if there may be savings, especially in heat but there are outstanding invoices for the heating season.

The maintenance services category budgeted at \$3.4 million for preventative maintenance, repairs and major maintenance projects is 98% encumbered or expended.

**Capital:**

The capital budget totals approximately \$1,200,000 and virtually the entire amount has been expended and/or encumbered to date. The K-8 wireless project and multi-media projectors budgeted were initially put on hold when costs for the Osborn Hill PCB issue began to escalate but due to specific needs of special education students the wireless project has been initiated and will potentially be over budget.

Submitted: April 4, 2013

Doreen T. Munsell



# Statement of Account - Summary by Major Classification

4/1/2013 4:39:44 PM

## Fairfield Public Schools Fiscal Year 2012-2013

Major Classification	Appropriation As Adopted	Spec Approp and Transfers	Appropriation Amended	Total Expenditures	Outstanding Encumbrance	Outstanding Requisitions	Unencumbered Balance	% Used
Personnel Services	\$99,406,961.00	\$1,103.00	\$99,408,064.00	\$61,233,049.31	\$35,394,101.12	\$0.00	\$2,780,913.57	97.20%
Fixed Charges	\$20,827,541.00	\$10,000.00	\$20,837,541.00	\$19,557,706.27	\$0.00	\$0.00	\$1,279,834.73	93.86%
Pupil Personnel Expense	\$5,232,886.00	\$0.00	\$5,232,886.00	\$3,688,507.43	\$1,883,156.07	\$154,148.51	(\$492,926.01)	109.42%
School Expenses	\$2,851,230.00	(\$23,898.00)	\$2,827,332.00	\$1,466,677.17	\$547,530.21	\$51,410.37	\$761,714.25	73.06%
Support Expenses	\$3,421,935.00	\$11,295.00	\$3,433,230.00	\$2,530,863.23	\$555,176.89	\$53,568.46	\$293,621.42	91.45%
Maint/Oper/Trans	\$15,988,243.00	\$48.00	\$15,988,291.00	\$8,375,430.99	\$5,796,046.55	\$30,921.58	\$1,785,891.88	88.83%
Capital	\$1,207,668.00	\$1,452.00	\$1,209,120.00	\$934,805.95	\$16,512.14	\$236,341.14	\$21,460.77	98.23%
<b>Grand Total</b>	<b>\$148,936,464.00</b>	<b>\$0.00</b>	<b>148,936,464.00</b>	<b>\$97,787,040.35</b>	<b>\$44,192,522.98</b>	<b>\$526,390.06</b>	<b>\$6,430,510.61</b>	<b>95.68%</b>

**Statement of Account - Summary by  
Major Classification and Summary Object**

4/1/2013 4:40:27 PM

Fairfield Public Schools  
Fiscal Year 2012-2013

Major Classification Summary Object	Appropriation As Adopted	Spec Approp and Transfers	Appropriation Amended	Total Expenditures	Outstanding Encumbrance	Outstanding Requistions	Unencumbered Balance	% Used
<b>Personnel Services</b>								
101 TEACHING STAFF	\$67,815,850.00	(\$1,156,456.00)	\$66,659,394.00	\$39,911,219.49	\$26,753,186.84	\$0.00	(\$5,012.33)	100.01%
103 CERTIFIED SUPPORT STAFF	\$6,358,059.00	(\$223,554.00)	\$6,134,505.00	\$3,691,738.76	\$2,442,875.97	\$0.00	(\$109.73)	100.00%
105 SCHOOL ADMINISTRATION STAFF	\$5,336,069.00	(\$56,008.00)	\$5,280,061.00	\$3,974,306.97	\$1,305,752.29	\$0.00	\$1.74	100.00%
107 CENTRAL ADMINISTRATION STAFF	\$1,028,228.00	\$5,261.00	\$1,033,489.00	\$775,673.63	\$257,814.96	\$0.00	\$0.41	100.00%
109 DIRECTOR/SUPERVISOR/MANAGER	\$680,611.00	\$13,614.00	\$694,225.00	\$520,671.09	\$173,556.20	\$0.00	(\$2.29)	100.00%
111 SECRETARIAL/CLERICAL STAFF	\$3,286,308.00	(\$49,511.00)	\$3,236,797.00	\$2,230,793.81	\$1,006,002.72	\$0.00	\$0.47	100.00%
113 PARAPROFESSIONAL STAFF	\$3,053,506.00	(\$103,208.00)	\$2,950,298.00	\$1,926,396.70	\$1,024,476.09	\$0.00	(\$574.79)	100.02%
115 CUSTODIAN STAFF	\$3,578,761.00	(\$78,510.00)	\$3,500,251.00	\$2,623,698.68	\$876,546.84	\$0.00	\$5.48	100.00%
117 MAINTENANCE STAFF	\$1,068,977.00	(\$88,832.00)	\$980,145.00	\$737,629.54	\$242,515.26	\$0.00	\$0.20	100.00%
121 SUPPORT STAFF	\$1,104,671.00	(\$66,445.00)	\$1,038,226.00	\$746,433.49	\$291,796.78	\$0.00	(\$4.27)	100.00%
123 INFO TECH SUPPORT STAFF	\$756,115.00	(\$19,106.00)	\$737,009.00	\$526,102.09	\$210,905.22	\$0.00	\$1.69	100.00%
125 SE TRAINER STAFF	\$613,638.00	(\$32,575.00)	\$581,063.00	\$436,143.27	\$144,922.31	\$0.00	(\$2.58)	100.00%
129 PART-TIME EMPLOYMENT	\$3,135,077.00	\$283,239.00	\$3,418,316.00	\$2,466,211.75	\$254,551.76	\$0.00	\$697,552.49	79.59%
131 WAGE/BENEFIT RESERVE	\$432,590.00	(\$219,932.00)	\$212,658.00	\$7,059.00	\$0.00	\$0.00	\$205,599.00	3.32%
133 STAFF REPLACEMENT	(\$460,000.00)	\$2,046,039.00	\$1,586,039.00	(\$110,000.00)	\$0.00	\$0.00	\$1,696,039.00	-6.94%
135 DEGREE CHANGES	\$280,000.00	(\$254,661.00)	\$25,339.00	\$0.00	\$0.00	\$0.00	\$25,339.00	0.00%
307 OTHER SERVICES	\$1,338,501.00	\$1,748.00	\$1,340,249.00	\$768,971.04	\$409,197.88	\$0.00	\$162,080.08	87.91%
<b>Total for Personnel Services</b>	<b>\$99,406,961.00</b>	<b>\$1,103.00</b>	<b>\$99,408,064.00</b>	<b>\$61,233,049.31</b>	<b>\$35,394,101.12</b>	<b>\$0.00</b>	<b>\$2,780,913.57</b>	<b>97.20%</b>
<b>Fixed Charges</b>								
201 HEALTH INSURANCE	\$16,622,772.00	\$0.00	\$16,622,772.00	\$16,620,522.00	\$0.00	\$0.00	\$2,250.00	99.99%
203 LIFE/DISABILITY INSURANCE	\$244,665.00	\$0.00	\$244,665.00	\$188,157.79	\$0.00	\$0.00	\$56,507.21	76.90%
205 SOCIAL SECURITY	\$2,213,500.00	\$0.00	\$2,213,500.00	\$1,293,726.48	\$0.00	\$0.00	\$919,773.52	58.45%
207 PENSION/RETIREMENT	\$1,746,604.00	\$10,000.00	\$1,756,604.00	\$1,455,300.00	\$0.00	\$0.00	\$301,304.00	82.85%
<b>Total for Fixed Charges</b>	<b>\$20,827,541.00</b>	<b>\$10,000.00</b>	<b>\$20,837,541.00</b>	<b>\$19,557,706.27</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,279,834.73</b>	<b>93.86%</b>
<b>Pupil Personnel Expense</b>								
301 INSTRUCTIONAL SERVICES	\$110,000.00	\$0.00	\$110,000.00	\$39,913.54	\$1,062.50	\$3,100.00	\$65,923.96	40.07%
303 PUPIL PERSONNEL SERVICES	\$1,248,469.00	\$0.00	\$1,248,469.00	\$729,529.48	\$539,956.93	\$8,200.00	(\$29,217.41)	102.34%
307 OTHER SERVICES	\$175,000.00	\$0.00	\$175,000.00	\$106,642.27	\$375,843.81	\$18,734.00	(\$326,220.08)	286.41%
315 RENTALS	\$10,200.00	\$0.00	\$10,200.00	\$9,752.50	\$0.00	\$0.00	\$447.50	95.61%
317 STUDENT TRANSPORTATION	\$122,748.00	\$0.00	\$122,748.00	\$167,458.80	\$0.00	\$0.00	(\$44,710.80)	136.42%
319 CONFERENCE & TRAVEL	\$14,931.00	\$0.00	\$14,931.00	\$9,551.14	\$296.90	\$0.00	\$5,082.96	65.96%
327 PRINTING/COPYING	\$6,800.00	\$0.00	\$6,800.00	\$3,277.51	\$3,522.00	\$0.00	\$0.49	99.99%
329 TUITION	\$3,490,803.00	\$0.00	\$3,490,803.00	\$2,602,443.81	\$960,637.64	\$123,756.52	(\$196,034.97)	105.62%
401 INSTRUCTIONAL SUPLS/MATLS	\$30,000.00	\$0.00	\$30,000.00	\$8,087.87	\$1,150.50	\$316.25	\$20,445.38	31.85%
404 SUPLS, BKS & MATLS-DIST SPRT	\$19,500.00	\$0.00	\$19,500.00	\$7,944.02	\$163.90	\$41.74	\$11,350.34	41.79%
411 TEXTBOOKS	\$2,500.00	\$0.00	\$2,500.00	\$3,213.64	\$389.89	\$0.00	(\$1,103.53)	144.14%
415 OTHER SUPPLIES/MATERIALS	\$1,000.00	\$0.00	\$1,000.00	\$402.85	\$132.00	\$0.00	\$465.15	53.49%
601 DUES AND FEES	\$935.00	\$0.00	\$935.00	\$290.00	\$0.00	\$0.00	\$645.00	31.02%
<b>Total for Pupil Personnel Expense</b>	<b>\$5,232,886.00</b>	<b>\$0.00</b>	<b>\$5,232,886.00</b>	<b>\$3,688,507.43</b>	<b>\$1,883,156.07</b>	<b>\$154,148.51</b>	<b>(\$492,926.01)</b>	<b>109.42%</b>

**Statement of Account - Summary by  
Major Classification and Summary Object**

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Fairfield Public Schools  
Fiscal Year 2012-2013

Major Classification Summary Object	Appropriation As Adopted	Spec Approp and Transfers	Appropriation Amended	Total Expenditures	Outstanding Encumbrance	Outstanding Requisitions	Unencumbered Balance	% Used
<b>School Expenses</b>								
129 PART-TIME EMPLOYMENT	\$21,981.00	\$0.00	\$21,981.00	\$2,645.37	\$0.00	\$0.00	\$19,335.63	12.03%
301 INSTRUCTIONAL SERVICES	\$6,500.00	\$0.00	\$6,500.00	\$1,295.64	\$0.00	\$0.00	\$5,204.36	19.93%
307 OTHER SERVICES	\$68,800.00	\$0.00	\$68,800.00	\$9,242.00	\$14,035.75	\$0.00	\$45,522.25	33.83%
315 RENTALS	\$83,124.00	\$0.00	\$83,124.00	\$8,302.50	\$2,700.00	\$0.00	\$72,121.50	13.24%
317 STUDENT TRANSPORTATION	\$36,500.00	\$0.00	\$36,500.00	\$15,219.95	\$2,231.87	\$376.64	\$18,671.54	48.85%
319 CONFERENCE & TRAVEL	\$54,413.00	(\$5,629.00)	\$48,784.00	\$10,021.79	\$2,351.62	\$2,203.10	\$34,207.49	29.88%
327 PRINTING/COPYING	\$312,536.00	\$0.00	\$312,536.00	\$150,874.85	\$142,330.57	\$1,147.00	\$18,183.58	94.18%
400 SUPPLIES, BOOKS & MATERIALS	\$1,486,785.00	(\$12,250.00)	\$1,474,535.00	\$879,822.11	\$250,915.14	\$39,180.82	\$304,616.93	79.34%
402 INSTRUCTIONAL SPLS-DIST SUPPRT	\$35,000.00	(\$5,000.00)	\$30,000.00	\$16,605.72	\$5,178.61	\$0.00	\$8,215.67	72.61%
404 SUPLS, BKS & MATLS-DIST SPRT	\$137,584.00	\$1,029.00	\$138,613.00	\$66,665.94	\$70,564.04	\$0.00	\$1,383.02	99.00%
409 STUDENT ACTIVITY EXPENSES	\$572,855.00	(\$1,748.00)	\$571,107.00	\$282,236.25	\$57,006.71	\$8,131.90	\$223,732.14	60.82%
415 OTHER SUPPLIES/MATERIALS	\$7,600.00	(\$400.00)	\$7,200.00	\$2,067.11	\$126.90	\$331.91	\$4,674.08	35.08%
601 DUES AND FEES	\$27,552.00	\$100.00	\$27,652.00	\$21,677.94	\$89.00	\$39.00	\$5,846.06	78.86%
<b>Total for School Expenses</b>	<b>\$2,851,230.00</b>	<b>(\$23,898.00)</b>	<b>\$2,827,332.00</b>	<b>\$1,466,677.17</b>	<b>\$547,530.21</b>	<b>\$51,410.37</b>	<b>\$761,714.25</b>	<b>73.06%</b>
<b>Support Expenses</b>								
301 INSTRUCTIONAL SERVICES	\$149,253.00	(\$6,000.00)	\$143,253.00	\$88,031.58	\$14,707.37	\$1,000.00	\$39,514.05	72.42%
305 PROFESSIONAL/TECHNICAL SVCS	\$323,786.00	\$0.00	\$323,786.00	\$258,092.74	\$219,499.47	\$500.00	(\$154,306.21)	147.66%
307 OTHER SERVICES	\$2,100.00	\$0.00	\$2,100.00	\$964.00	\$106.26	\$0.00	\$1,029.74	50.96%
309 SECURITY SVCS/EXPENSES	\$160,000.00	\$0.00	\$160,000.00	\$97,872.57	\$110,603.52	\$15,947.35	(\$64,423.44)	140.26%
313 MAINTENANCE SERVICES	\$616,785.00	\$0.00	\$616,785.00	\$555,758.04	\$31,958.03	\$0.00	\$29,068.93	95.29%
319 CONFERENCE & TRAVEL	\$47,110.00	\$0.00	\$47,110.00	\$28,399.66	\$0.00	\$0.00	\$18,710.34	60.28%
321 PROFESSIONAL DEVELOPMENT	\$572,814.00	\$5,092.00	\$577,906.00	\$395,270.20	\$12,632.56	\$6,463.13	\$163,540.11	71.70%
323 POSTAGE	\$108,374.00	\$0.00	\$108,374.00	\$98,100.30	\$3,990.15	\$2,690.00	\$3,593.55	96.68%
325 PERSONNEL/RECRUITMENT EXP	\$25,000.00	\$0.00	\$25,000.00	\$2,426.74	\$25.00	\$0.00	\$22,548.26	9.81%
327 PRINTING/COPYING	\$70,950.00	\$5,000.00	\$75,950.00	\$44,776.29	\$31,565.91	\$0.00	(\$332.20)	100.44%
329 TUITION	\$345,452.00	\$0.00	\$345,452.00	\$322,084.93	\$0.00	\$0.00	\$23,367.07	93.24%
401 INSTRUCTIONAL SUPPLS/MATLS	\$795,535.00	\$7,203.00	\$802,738.00	\$515,965.69	\$111,668.62	\$25,494.98	\$149,608.71	81.36%
402 INSTRUCTIONAL SPLS-DIST SUPPRT	\$24,000.00	(\$4,347.00)	\$19,653.00	\$12,952.63	\$1,993.42	\$0.00	\$4,706.95	76.05%
403 OFFICE/GENERAL SUPPLIES	\$14,500.00	\$0.00	\$14,500.00	\$8,491.92	\$4,634.76	\$0.00	\$1,373.32	90.53%
404 SUPLS, BKS & MATLS-DIST SPRT	\$0.00	\$4,347.00	\$4,347.00	\$4,346.63	\$0.00	\$0.00	\$0.37	99.99%
411 TEXTBOOKS	\$10,000.00	\$0.00	\$10,000.00	\$3,978.70	\$1,320.69	\$0.00	\$4,700.61	52.99%
415 OTHER SUPPLIES/MATERIALS	\$93,071.00	\$0.00	\$93,071.00	\$45,028.57	\$7,952.83	\$1,473.00	\$38,616.60	58.51%
424 OTHER SUPPLIES	\$11,457.00	\$0.00	\$11,457.00	\$9,034.85	\$2,578.30	\$0.00	(\$156.15)	101.36%
601 DUES AND FEES	\$51,748.00	\$0.00	\$51,748.00	\$39,287.19	\$0.00	\$0.00	\$12,460.81	75.92%
<b>Total for Support Expenses</b>	<b>\$3,421,935.00</b>	<b>\$11,295.00</b>	<b>\$3,433,230.00</b>	<b>\$2,530,863.23</b>	<b>\$555,176.89</b>	<b>\$53,568.46</b>	<b>\$293,621.42</b>	<b>91.45%</b>
<b>Maint/Oper/Trans</b>								
305 PROFESSIONAL/TECHNICAL SVCS	\$65,000.00	\$0.00	\$65,000.00	\$38,658.00	\$3,100.00	\$4,080.00	\$19,162.00	70.52%
311 UTILITY SERVICES	\$4,151,200.00	\$0.00	\$4,151,200.00	\$2,788,170.45	\$71,461.98	\$0.00	\$1,291,567.57	68.89%
313 MAINTENANCE SERVICES	\$3,433,734.00	\$48.00	\$3,433,782.00	\$2,238,049.91	\$894,648.41	\$15,501.15	\$285,582.53	91.68%
317 STUDENT TRANSPORTATION	\$7,424,616.00	\$0.00	\$7,424,616.00	\$2,665,559.94	\$4,579,837.81	\$7,220.00	\$171,998.25	97.68%
319 CONFERENCE & TRAVEL	\$29,800.00	\$0.00	\$29,800.00	\$24,730.40	\$0.00	\$0.00	\$5,069.60	82.99%
321 PROFESSIONAL DEVELOPMENT	\$92,180.00	\$0.00	\$92,180.00	\$65,684.52	\$1,455.39	\$261.51	\$24,778.58	73.12%
424 OTHER SUPPLIES	\$335,213.00	\$0.00	\$335,213.00	\$196,967.40	\$127,600.68	\$0.00	\$10,644.92	96.82%
429 MAINTENANCE/REPAIR SUPPLIES	\$456,500.00	\$0.00	\$456,500.00	\$357,610.37	\$117,942.28	\$3,858.92	(\$22,911.57)	105.02%
<b>Total for Maint/Oper/Trans</b>	<b>\$15,988,243.00</b>	<b>\$48.00</b>	<b>\$15,988,291.00</b>	<b>\$8,375,430.99</b>	<b>\$5,796,046.55</b>	<b>\$30,921.58</b>	<b>\$1,785,891.88</b>	<b>88.83%</b>
<b>Capital</b>								
501 CAPITAL OUTLAY	\$235,700.00	\$1,452.00	\$237,152.00	\$175,484.90	\$16,512.14	\$3,897.66	\$41,257.30	82.60%
503 TECHNOLOGY	\$971,968.00	\$0.00	\$971,968.00	\$759,321.05	\$0.00	\$232,443.48	(\$19,796.53)	102.04%
<b>Total for Capital</b>	<b>\$1,207,668.00</b>	<b>\$1,452.00</b>	<b>\$1,209,120.00</b>	<b>\$934,805.95</b>	<b>\$16,512.14</b>	<b>\$236,341.14</b>	<b>\$21,460.77</b>	<b>98.23%</b>

**Statement of Account - Summary by  
Major Classification and Summary Object**

4/1/2013 4:40:28 PM

Fairfield Public Schools  
Fiscal Year 2012-2013

Major Classification Summary Object	Appropriation As Adopted	Spec Approp and Transfers	Appropriation Amended	Total Expenditures	Outstanding Encumbrance	Outstanding Requisitions	Unencumbered Balance	% Used
Grand Total	148,936,464.00	\$0.00	148,936,464.00	\$97,787,040.35	\$44,192,522.98	\$526,390.06	\$6,430,510.61	95.68%

ENCLOSURE NO. 4

APR 09 2013

Board of Education  
Policy Guide

## Students

## Welfare

### ADMINISTRATION OF MEDICATION IN THE SCHOOLS

5514

In compliance with the Connecticut General Statutes\*, administration of medications by school personnel will be permitted to meet the health needs of individual students with chronic or short term health problems.

Medications will be administered pursuant to the written order of an authorized prescriber and the written consent of the parent or guardian.

Medications in the schools will be administered by a licensed nurse (RN or LPN) or in the absence of a nurse, the following school personnel who have been properly trained by a school nurse or school medical advisor may administer medications:

- Principals and teachers;
- Licensed physical therapists (PT) or occupational therapists (OT) employed by the school district;
- Paraprofessionals in the case of a specific student with a medically diagnosed allergic conditions that may require prompt treatment to protect the student against serious harm or death;
- Coaches and licensed athletic trainers, during intramural or interscholastic athletic events, employed by the school district for inhalant medications prescribed to treat respiratory conditions or medication administered with a cartridge injector for students with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death;
- In school readiness programs and before and after-school programs, directors or directors' designees, lead teachers or school administrators.

**Students**

**Welfare**

**ADMINISTRATION OF MEDICATION IN THE SCHOOLS**  
(continued)

5514

**The school nurse or school principal shall select a qualified school employee to, under certain conditions, give a glucagon injection to a student with diabetes who may require prompt treatment to protect him/her from serious harm or death. The nurse or principal must have the written authority from the student's parent/guardian and a written order from the student's Connecticut-licensed physician. The authorization shall be limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer this medication unless (A) he/she annually completes training required by the school nurse and school medical advisor in the administration of medication with injectable equipment used to administer glucagon, (B) the school nurse and school medical advisor attest, in writing, that the qualified school employee has completed such training, and (C) the qualified school employee voluntarily agrees to serve as a qualified school employee. The injections are to be given through an injector or injectable equipment used to deliver an appropriate dose of glucagon as emergency first aid response to diabetes. For the purpose of administering a glucagon injection "qualified school employee" means a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the district, coach, or school paraprofessional.**

The nurse must examine on-site any new medication~~s~~, medication order and parental permission form and develop a medication administration plan for the student before any medication is given. If a school nurse determines any medication administration plan should be re-evaluated, the parent/guardian and licensed prescriber shall be notified immediately by the school nurse. In addition, the nurse will consult with the nursing supervisor and the school medical advisor. In accordance with standard nursing practice, the school nurse may refuse to administer or allow ~~to be administered~~ **school personnel to administer** any prescription medication which, based on her/his individual assessment and professional judgment, has the potential to be harmful, dangerous, or inappropriate. In such cases a parent has the right to come to the school and administer the medication himself/herself.

**The time or place where a student with diabetes may test his/her blood-glucose level on school grounds shall not be restricted provided the student has written parental/guardian permission and a written order from a physician stating that such child is capable of conducting self-testing on school grounds.**

\*CGS Section 10-212a Administration of Medications in Schools, including liability.

**Students**

**Welfare**

**ADMINISTRATION OF MEDICATION IN THE SCHOOLS**  
(continued)

5514

Reviewed and Approved 8/10/98  
by Town of Fairfield Board of Health

Reviewed and Approved 9/15/98  
by Town of Fairfield Board of Education

Reviewed and approved 6/12/00  
by Town of Fairfield Board of Health

Reviewed and Approved 8/22/00  
by Town of Fairfield Board of Education

Reviewed and Approved 8/19/02  
by Town of Fairfield Board of Health

Reviewed and Approved 10/22/02  
by Town of Fairfield Board of Education

Reviewed and Approved 8/4/03  
by Town of Fairfield Board of Health

Reviewed and Approved 1/29/04  
by Town of Fairfield Board of Education

Reviewed and Approved 8-6-07  
by Town of Fairfield Board of Health

Reviewed and Approved 12/10/07  
by Town of Fairfield Board of Health

Reviewed and Approved 1/22/08  
by Town of Fairfield Board of Education

Reviewed and Approved 1-10-11  
by Town of Fairfield Board of Health

Reviewed and Approved 5-10-11  
by Town of Fairfield Board of Education

Reviewed and Approved 11-19-12  
by Town of Fairfield Board of Education

SHM Vol. II, Sec. 3, Medications

APR 09 2013

Office of the Headmasters  
Fairfield Warde High School  
Fairfield Ludlowe High School

## Memo

**To:** Dr. Title  
**From:** Jim Coyne & Greg Hatzis  
**Date:** 4/3/2013  
**Re:** Graduation for the Class of 2013

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We are recommending that the Board of Education establish June 27, 2013 at 6:00 PM as the date and time for this year's high school graduation. The leadership teams from both high schools discussed the matter in detail and recommend this date for several reasons:

- This allows us to maximize instructional time for all classes. We see this is especially important during a year in which there were so many school cancellations and interruptions to continuity within the calendar.
- Having graduation at an earlier date would have negative impact on the senior exam schedule and that of underclass students as well. Availability of proctors and adequate space for senior exams while other students are in regular classes make administering senior exams separately very problematic.
- There are a number of classes in which seniors and juniors are enrolled; graduating the seniors early would affect these classes too.
- Holding graduation on the final day of school has been our practice for many years and we suspect that the families of seniors who are aware of this long-standing practice have planned for that date.

We'd be glad to answer any questions you may have.



ENCLOSURE NO. 6

APR 09 2013

DRAFT

**Fairfield Public Schools  
Facilities Plan  
2011 - 2020**

**April 4, 2013**

Fairfield Public Schools  
Facilities Plan 2011-2020

Introduction

## Fairfield Board of Education -Facilities Planning Principles

June 22, 2010

- 1. Core Facilities** - *Additional classrooms shall not be added without addressing the core facilities that they will impact.* With any new classroom additions at our schools, we must equally incorporate relative additional space to expand core facilities when necessary. More children may bring more space needs in the cafeteria, library, gymnasium, bathrooms, and hallways.
- 2. Class Size** - *Facilities planning, whenever possible, shall have a goal of providing adequate space to enable educational guidelines to be met.* Class size should not be viewed as a variable designed to simplify facilities and budgetary problems. Class size should not be used as a means to fit students into the limited space we have, wherever it may be. Instead we should endeavor to provide appropriate facilities that meet educational specifications throughout the district.
- 3. Specialized Curriculum** - *We must provide, whenever possible, appropriate and dedicated spaces for specialized curriculum needs such as special education, art, music, and technology* - We should endeavor to provide appropriate and dedicated spaces for specialized curriculum needs, as specified in the Educational Specifications that are generated for our elementary schools. In particular, space must be provided for art, music, technology and special education. These critical components of our curriculum cannot be effectively delivered “on a cart,” in a closet, or in similar inappropriate spaces.
- 4. Enrollment Projections** - *A long term plan should account for and accommodate peak enrollment projections* –When realistic and feasible we should not ignore the new dynamics that play a role in school population like in-migration, zoning density, regional economy, or being named “The Best Town in Connecticut” by CT Magazine. We should endeavor, whenever possible, to use projected enrollment figures that account for these factors, and that compensate for the fact that recent projections have at times underestimated actual enrollment, when determining space needs.
- 5. Stability** - *We should strive to create district plans that provide stability for the district's students.* We should endeavor to plan for stability in our educational system. Whenever possible, redistricting should not be revisited every 3-5 years, especially without a major event such as a school opening or closing.
- 6. Headroom** – *To ensure stability we should leave headroom in each school- the maximum number we should PLAN to is 90%/85% of capacity.* We should ensure that headroom is built into our calculations for school planning. Because enrollment projections are not an exact science district planning must account for the statistical variance between projected and actual enrollments. As such, whenever possible, schools should be operated at a utilization level that accommodates year-to-year fluctuations in enrollment without resorting to inappropriate measures, such as redistricting, or buying and installing portable classrooms. For elementary schools, this utilization level is 90%. For middle and high schools, this utilization level is 85%.
- 7. Commitment to Adding Space Where Students Are Located-** *At the elementary school level we must have a commitment of maintaining the concept of “neighborhood schools” and/or allowing students to attend the elementary school which is reasonably close to the students’ homes whenever educationally feasible and possible.* We should not be busing students past or away from their neighborhood school or a school which is reasonably close to their home because there is an open seat in another school located in different part of town. Therefore, the planning process must evaluate where the population centers are and build or expand in those areas.
- 8. Phase out Temporary Solutions (Portables)** - *Eliminate the Town's reliance on portable classrooms as a permanent substitute for brick and mortar classrooms.* Whenever possible phase out the temporary solutions by eliminating the town’s reliance on temporary portable classrooms – wood, steel, or otherwise – as a permanent substitute for brick and mortar classrooms.

This document is organized into several sections. The first section updates the enrollment to include the latest projections provided by MGT of America in December 2010 (pp. 4-5). The second section is a Statement of Needs for each school, whether or not any project is proposed in this Plan (pp. 6-15). On page 16 we have included a description of our cost methodology for estimating these projects.

The third section gives an overview of the projects recommended for 2011-2015 with an estimated cost (pp. 17-21). The fourth section gives the detail behind each of these projects (pp 22-25). Projects beyond 2015 are included on page 26. Two appendices are also attached.

Appendix A (pp. 27-39) – MGT Functional and Operational Capacities (source MGT Report dated December 14, 2010)

Appendix B (pp. 40-41) – Portable Classrooms

**FAIRFIELD PUBLIC SCHOOLS**  
**SUMMARY OF ENROLLMENT PROJECTION**  
**BY SCHOOL AND YEAR**  
**December 14, 2010 – MGT of America, Inc.**

SCHOOL	YEAR				
	11-12	12-13	13-14	14-15	15-16
BURR	395	396	386	376	379
DWIGHT	301	290	286	283	287
HOLLAND	328	325	319	313	322
JENNINGS	327	308	318	327	333
McKINLEY	487	482	507	531	536
MILL HILL	465	461	469	477	482
N.STRATFIELD	490	478	475	473	493
OSBORN HILL	543	545	552	559	565
RIVERFIELD	430	423	428	433	439
SHERMAN	448	441	451	460	459
STRATFIELD	514	528	545	562	600
FWMS	755	836	915	915	860
RLMS	999	944	905	860	860
TMS	765	757	673	718	679
FLHS	1541	1603	1633	1663	1705
FWHS	1340	1408	1469	1530	1573
<b>TOTAL K-12</b>	10,128	10,225	10,331	10,480	10,572
ECC					
ALTERNATIVE HS	Included in High School Count				
<b>TOTAL</b>	10,128	10,225	10,331	10,480	10,572

Note: Numbers are rounded from the original report

**FAIRFIELD PUBLIC SCHOOLS**  
**SUMMARY OF ENROLLMENT PROJECTION**  
**BY SCHOOL AND YEAR (3-YEAR SURVIVAL RATIO)**  
**December 14, 2010 – MGT of America, Inc.**

SCHOOL	YEAR				
	16-17	17-18	18-19	19-20	20-21
BURR	375	379	376	372	368
DWIGHT	293	308	310	312	315
HOLLAND	325	325	322	319	316
JENNINGS	341	346	342	340	341
McKINLEY	550	562	583	604	625
MILL HILL	489	489	466	456	449
N.STRATFIELD	513	523	525	528	532
OSBORN HILL	577	586	578	579	583
RIVERFIELD	453	472	490	501	509
SHERMAN	469	477	485	493	500
STRATFIELD	632	652	672	699	720
FWMS	848	836	821	794	745
RLMS	838	854	846	849	799
TMS	755	724	763	788	810
FLHS	1734	1757	1792	1815	1839
FWHS	1567	1589	1576	1588	1629
<b>TOTAL K-12</b>	<b>10,759</b>	<b>10,879</b>	<b>10,947</b>	<b>11,037</b>	<b>11,080</b>
ECC					
ALTERNATIVE HS	Included in High School Count				
<b>TOTAL</b>	<b>10,759</b>	<b>10,879</b>	<b>10,947</b>	<b>11,037</b>	<b>11,080</b>

Note: Numbers are rounded from the original report

# FACILITY EVALUATION

## Statement of Needs

The district conducted an assessment that considered the current use and condition of the facilities throughout the Fairfield Public Schools (including regular and special area classrooms, technology centers, grounds, parking, libraries/media centers, athletic fields, gymnasiums, etc.). Principals participated in the review of the facilities to provide perspective and insight with regard to programs and the use of assigned spaces. The assessment was then updated to reflect information in the MGT Capacity Report of December 14, 2010 (Appendix A).

### Elementary Schools

#### Burr Elementary School

*Built:* 2004  
*Renovated:* N/A  
*Status:* N/A  
*Portables:* None

#### **Parking issues**

- Expand parking lots for staff and visitors
- Extend sidewalk along front parking lot for improved safety

#### **Kitchen storage issues**

- Expand kitchen for extra storage, refrigerators and freezers
- Relocate custodial slop sink in kitchen manager's office

#### **Building storage issues**

- Provide storage rooms for custodial and maintenance needs
- Provide storage rooms for staff and school materials

#### **Building HVAC control system upgrades**

- Design and install added controls for HVAC for better operating functions

#### **Security systems and safety issues**

- Provide increased security and safety measures

#### Dwight Elementary School

*Built:* 1962  
*Renovated:* 1960's & 2000  
*Status:* N/A  
*Portables:* None

#### **Full renovation and upgrades, including ADA**

- Upgrade the building and the site for ADA compliance
- Include space for a new elevator
- Connect the two building wings with a closed-in connector corridor
- Design and install new fire sprinkler system
- Design and install new HVAC fresh air and air-conditioning system
- Expand the library media center.

**Program/Capacity Deficiencies**

- Provide 1.0 Computer Lab Classroom
- Provide 1.0 Science Classroom
- Provide 1.0 Band Classroom
- Provide .5 Gifted Classroom
- Provide .5 SPED Areas
- Provide .25 Early Literacy Classroom
- Provide .5 Conference Room

**Security systems and safety issues**

- Provide increased security and safety measures

**Parking issues**

- Extend sidewalk along front entrance loop for improved safety
- Relocate high electrical wires and telephone poles for bus and truck traffic

**Kitchen storage issues**

- Expand kitchen for extra storage, refrigerators and freezers
- Improve cafeteria serving line

**Building storage issues**

- Provide storage rooms for custodial and maintenance needs
- Provide storage rooms for staff and school materials

**Septic system upgrade/replacement**

- Design and install new septic system for replacement of existing system

**Playground Issues**

- Accessibility issues with stairs and ramp
- Wash out issues with wood chips and grade

**Holland Hill Elementary School**

***Built:*** 1956

***Renovated:*** 1978 & 2001

***Status:*** N/A

***Portables:*** 3 (2 purchased in 2007 & 1 purchased in 2000)

**Renovation and Addition**

- Design and install an addition to eliminate portable classrooms
- Implement all building code, life safety code and fire code requirements
- Upgrade core facilities (expand APR/Cafeteria for increased enrollment)
- Design and install new fire sprinkler system
- Design and install new HVAC fresh air and air-conditioning system

**Program/Capacity Deficiencies**

- Provide 1.0 Science Classroom
- Provide 1.0 Music Classroom
- Provide 1.0 Instrumental Music Classroom
- Provide 2.0 General Classrooms
- Provide 1.0 Computer Lab Classroom
- Provide 1.0 Gifted, Social Worker, MRT
- Provide .5 SPED Area
- Provide .5 Conference Room
- Provide .5 Copy Room
- Provide .25 Server Room
- Provide .25 Spanish teacher office



**Kitchen storage issues**

- Expand kitchen for extra storage, refrigerators and freezers
- Investigate the need for a second serving line

**Building storage issues**

- Provide storage rooms for custodial and maintenance needs
- Provide storage rooms for staff and school materials

**Parking issues**

- Expand parking lots for staff and visitors
- Extend sidewalk along front entrance loop for improved safety

**Security systems and safety issues**

- Provide increased security and safety measures

**Jennings Elementary School**

<b>Built:</b>	1967
<b>Renovated:</b>	2000 & 2002
<b>Status:</b>	N/A
<b>Portables:</b>	1 (purchased in 2002)

**Renovation and Addition**

- Design and install an addition to eliminate the portable classroom
- Implement all building code, life safety code and fire code requirements
- Upgrade core facilities (expand APR/Cafeteria for increased enrollment)
- Design and install new fire sprinkler system
- Design and install new HVAC fresh air and air-conditioning system

**Program/Capacity Deficiencies**

- Provide 1.0 Science Classroom
- Provide 1.0 Music Classroom
- Provide 1.0 Instrumental Music Classroom
- Provide 1.0 Computer Lab Classroom
- Provide .5 LAC, MRT, IIT, Instructional Support, and Conference
- Provide .5 Gifted Room
- Provide .25 ELT Room
- Provide .25 ELL Room
- Provide .25 Spanish Teacher Office
- Provide .25 OT/PT Room

**Kitchen storage issues**

- Expand kitchen for extra storage, refrigerators and freezers
- Investigate the need for a second serving line

**Building storage issues**

- Provide storage rooms for custodial and maintenance needs
- Provide storage rooms for staff and school materials

**Parking issues**

- Expand parking lots for staff and visitors
- Extend sidewalk along front entrance loop for improved safety

**Security systems and safety issues**

- Provide increased security and safety measures

## **McKinley Elementary School**

**Built:** 2003  
**Renovated:** N/A  
**Status:** N/A  
**Portables:** None

### **Parking issues**

Expand parking lots for staff and visitors

### **Security systems and safety issues**

Provide increased security and safety measures

## **Mill Hill Elementary School**

**Built:** 1955  
**Renovated:** 1978, 1991 & 2000  
**Status:** N/A  
**Portables:** 5 (3 purchased in 2008, 1 purchased in 2001 & 1 purchased in 2000)

### **Renovation and Addition**

Design and install an addition to eliminate portable classrooms

Implement all building code, life safety code and fire code requirements

Upgrade core facilities (expand APR/Cafeteria for increased enrollment)

Design and install new HVAC fresh air and air-conditioning system

### **Program/Capacity Deficiencies**

Provide 5.0 General Classrooms

Provide 1.0 Science Classroom

Provide 1.0 Music Classroom

Provide 1.0 Computer Lab Classroom

Provide .5 Instrumental Music Classroom

Provide .5 Gifted Room

Provide .5 SPED Room

Provide .5 OT/PT Room

Provide .25 ELT Room

Provide .25 ELL Room

Provide .25 MRT Room

Provide .25 IIT Room

Provide .25 Spanish Teacher Office

Provide .25 Social Worker Office

### **Kitchen storage issues**

Expand kitchen for extra storage, refrigerators and freezers

Investigate the need for a second serving line

### **Building storage issues**

Provide storage rooms for custodial and maintenance needs

Provide storage rooms for staff and school materials

### **Parking issues**

Expand parking lots for staff and visitors

Extend sidewalk along front entrance loop for improved safety

**Security systems and safety issues**

Provide new increased security and safety measures

**North Stratfield Elementary School**

**Built:** 1961  
**Renovated:** 1996 & 2000  
**Status:** N/A  
**Portables:** None

**Renovation and Addition**

Implement all building code, life safety code and fire code requirements  
Upgrade core facilities  
Design and install new HVAC fresh air and air-conditioning system

**Program/Capacity Deficiencies**

Provide 1.5 Gym Space  
Provide 1.0 Science Classroom  
Provide .5 Instrumental music classroom  
Provide .5 Gifted Room  
Provide .5 SPED Room  
Provide .5 OT/PT Room  
Provide .25 ELL Room

**Kitchen storage issues**

Expand kitchen for extra storage, refrigerators and freezers  
Improve cafeteria serving line

**Parking issues**

Expand parking lots for staff and visitors

**Building storage issues**

Provide storage rooms for custodial and maintenance needs  
Provide storage rooms for staff and school materials

**Security systems and safety issues**

Provide increased security and safety measures

**Osborn Hill Elementary School**

**Built:** 1958  
**Renovated:** 1969, 1981, 1997, 2000 & 2009  
**Status:** 2009 Annex Building (five classroom addition) completed  
**Portables:** None

**Renovation and Addition**

Design and install an addition to attach steel fabricated modular building to existing facility  
Implement all building code, life safety code and fire code requirements  
Upgrade core facilities  
Design and install new fire sprinkler system  
Design and install new HVAC fresh air and air-conditioning system  
Install additional lockers due to increased enrollment

**Program/Capacity Deficiencies**

- Provide 1.5 Gym Space
- Provide 1.0 Instrumental Music Classroom
- Provide .5 Teachers Work Room
- Provide .5 Conference Room
- Provide .5 Art Room
- Provide .5 Music Room
- Provide .5 Gifted Room
- Provide .5 SPED Room
- Provide .25 LAC Room
- Provide .25 ELL Room
- Provide .25 MRT Room
- Provide .25 IIT Room
- Provide .25 Spanish Teacher Office
- Provide .25 Literary Tutor Office
- Provide .25 Social Worker Office

**Parking issues**

- Expand parking lots for staff and visitors

**Building storage issues**

- Provide storage rooms for custodial and maintenance needs
- Provide storage rooms for staff and school materials

**Security systems and safety issues**

- Provide increased security and safety measures

**Riverfield Elementary School\***

**Built:** 1959

**Renovated:** 1971 & 2000

**Status:** 2012 Riverfield Building Committee addition and renovation project –  
September 2015 completion date for project

**Portables:** 5 (2 Purchased in 2000 – moved from Osborn Hill 2009  
& 3 purchased in 2001– moved from FHS 2004)

**Renovation and addition**

- Design and install an addition to eliminate portable classrooms
- Implement all building code, life safety code and fire code requirements
- Upgrade core facilities
- Design and install new fire sprinkler system
- Design and install new HVAC fresh air and air-conditioning system
- Install additional lockers

**Program/Capacity Deficiencies**

- Provide 1.5 Gym Space
- Provide 3.0 General Classrooms
- Provide 1.0 Instrumental Music Classroom
- Provide 1.0 Music Classroom
- Provide 1.0 Staff Lunch and Work Room
- Provide .5 SPED Room
- Provide .75 OT/PT Room and Spanish Classroom
- Provide .25 LAC Room

- Provide .25 ELT Room
- Provide .25 Social Worker Room
- Provide .25 Gifted Room
- Provide .25 Spanish Teacher Office

**Parking Issues**

- Expand parking lots for staff and visitors
- Extend sidewalk along front entrance loop for improved safety

**Kitchen storage issues**

- Expand kitchen for extra storage, refrigerators and freezers
- Improve cafeteria serving line

**Building storage issues**

- Provide storage rooms for custodial and maintenance needs
- Provide storage rooms for staff and school materials

**Security systems and safety issues**

- Provide increased security and safety measures

\*Some items listed above will be addressed in the Riverfield Building Committee project scheduled for completion in 2015.

**Sherman Elementary School\***

- Built:** 1963
- Renovated:** 1977, 2001 & 2009
- Status:** Phase one – 2009 Annex Building (six classroom addition) completed  
Phase two – 2012 Partial Addition and Renovation completed by SPSBC  
Phase three – 2013 Project to be considered by all Town Bodies
- Portables:** 1 (Purchased in 2001 and moved from FHS in 2003)

**Renovation and Addition**

- Implement all building code, life safety code and fire code requirements
- Upgrade core facilities
- Design and install new fire sprinkler system
- Design and install new HVAC fresh air and air-conditioning system
- Install additional lockers due to increased enrollment

**Program/Capacity Deficiencies**

- Provide .5 OT/PT Classroom
- Provide 1.0 Instrumental Music Classroom
- Provide 1.0 Computer Lab Classroom
- Provide .5 Teachers Work Room
- Provide .25 Spanish Teacher Office
- Provide .25 Social Worker Office
- Provide .25 Server Room

**Parking issues**

- Expand parking lots for staff and visitors
- Extend sidewalk along front entrance loop for improved safety

**Building storage issues**

- Provide storage rooms for custodial and maintenance needs
- Provide storage rooms for staff and school material

**Security systems and safety issues**

- Provide new, increased security and safety measures
- Close in canopy walkway from Annex Building to School Building

\*Some items listed above will be addressed in the SPSBC project scheduled for completion in 2015.

**Stratfield Elementary School**

- Built:** 1929
- Renovated:** 1948, 1972 & 2010
- Status:** 2010 Stratfield Building Committee Addition and Renovation project – completed in September 2011
- Portables:** None

**Kitchen storage issues**

- Expand kitchen for extra storage, refrigerators and freezers
- Investigate the need for a second serving line

**Security systems and safety issues**

- Provide increased security and safety measures

**Middle Schools:**

**Fairfield Woods Middle School**

- Built:** 1954
- Renovated:** 1961, 1972 & 1995
- Status:** 2011 Fairfield Woods Building Committee addition and renovation project - September 2012 completion date for project
- Portables:** None

**Renovation and Addition**

- Design and install new HVAC fresh air and air-conditioning system to add to existing system to cover entire school
- Install new lockers to replace old lockers for a portion of the school (Bradley/Jackson Wing) and for increasing enrollment

**Windows**

- Replace old windows with new windows

**Building storage issues**

- Provide storage rooms for custodial and maintenance needs
- Provide storage rooms for staff and school materials

**Security systems and safety issues**

- Provide increased security and safety measures

**Roger Ludlowe Middle School**

*Built:* 2003  
*Renovated:* N/A  
*Status:* N/A  
*Portables:* None

**Building storage issues**

Provide storage rooms for custodial and maintenance needs  
Provide storage rooms for staff and school materials

**Security systems and safety issues**

Provide increased security and safety measures

**Tomlinson Middle School**

*Built:* 1917  
*Renovated:* 1942, 1958, 1976, 2006  
*Status:* N/A  
*Portables:* None

**Renovation and Addition**

Evaluate cafeteria size and options to accommodate enrollment

**Kitchen storage issues**

Expand kitchen for extra storage, refrigerators and freezers

**Building storage issues**

Provide storage rooms for custodial and maintenance needs  
Provide storage rooms for staff and school materials

**Parking issues**

Expand parking lots for staff and visitors

**Security systems and safety issues**

Provide increased security and safety measures

**High Schools:**

**Fairfield Ludlowe**

*Built:* 1950  
*Renovated:* 1963, 1972, 1995 & 2005  
*Status:* 2013 Town of Fairfield to assign a building committee for an addition and renovation project to be completed in 2015  
*Portables:* None

**Renovation and Addition**

Design and install classrooms to accommodate increased enrollment  
Install additional lockers to accommodate increased enrollment  
Design and install an addition onto the existing cafeteria to accommodate increased enrollment  
Design and install new HVAC fresh air and air-conditioning system to add to existing

system to cover entire school  
Renovate all boys and girls gang bathrooms

**Windows**

Replace old windows with new windows

**Parking issues**

Expand parking lots for staff, visitors and growing enrollment and investigate all the parent drop off areas for handling increased enrollment

**Building storage issues**

Provide storage rooms for custodial and maintenance needs  
Provide storage rooms for staff and school materials

**Kitchen storage issues**

Expand kitchen for extra storage, refrigerators and freezers and make arrangements to open and operate the fourth serving line

**Security systems and safety issues**

Provide increased security and safety measures

**Fairfield Warde**

*Built:* 1955  
*Renovated:* 2003, 2006  
*Status:* N/A  
*Portables:* None

**Renovation and Addition**

Design and install classrooms to accommodate increased enrollment  
Install additional lockers to accommodate increased enrollment  
Design and install an addition onto the existing cafeteria to accommodate increased enrollment  
Design and install new HVAC fresh air and air-conditioning system to add to existing system to cover entire school  
Renovate all boys and girls gang bathrooms

**Windows**

Replace old windows with new windows

**Building storage issues**

Provide storage rooms for custodial and maintenance needs  
Provide storage rooms for staff and school materials

**Kitchen storage issues**

Expand kitchen for extra storage, refrigerators and freezers and make arrangements to open and operate the fourth serving line

**Security systems and safety issues**

Provide increased security and safety measures

**Alternative High School**

In fiscal year 2008-2009 the CO-OP and PAL program were combined and the Alternative High School was created. This program is housed in a leased facility located at 108 Biro Street formerly known as St. Emery's School. This lease is a three-year lease and was negotiated and facilitated by the Town of Fairfield. We are proposing that the Town of Fairfield purchase this property.



# Methodology for Determining Project Cost Estimates

1. Review and define scope of work with the principal, staff and users.
2. Review and define scope of work with the central office internal renovation and construction professionals.
3. Perform a history “checks and balances” of past similar projects, similar scope of work, bid documents and cost estimates.
4. Solicit opinions at no cost from consultants, vendors, and contractors for similar projects to provide cost estimates.
5. Discuss scope of projects with the Town Department of Public Works and purchasing for assistance with similar projects for cost estimating purposes.
6. Review project scope for State Department of Education, Bureau of School Facilities reimbursement, capability, and filing.
7. Review project for possible grants and funding sources from the State and/or other local organizations.
8. Calculate project scope square footage and provide draft costs per square foot from the following sources:
  - a. SDE BSF cost per square foot for educational facilities
  - b. Contractors cost per square foot for similar projects
  - c. Previous bid projects/documentation for similar scope of work
9. Investigate hazardous material issues with old building materials to identify if testing data needs to be figured into the cost estimates. Estimates are based on past similar projects.
10. Review architectural, engineering, and other consultants required for projects and provide cost estimates based on verbal discussions and past similar projects.
11. Investigate and define the project scheduling to identify if all work will be straight time versus premium time.
12. Determine project contingencies according to the size of the project, the scope of work and the possibility of unknowns for the building and/or the project site.
13. Incorporate project safety procedures and interim life safety measures for work to be performed in an educational facility, as well as work performed during occupied hours.
14. For projects that are scheduled over multiple years and/or are part of a long term plan, cost escalation factors are figured into the cost estimate.
15. Determine project cost estimate.

Fairfield Public Schools  
Long Range Facilities Plan  
2012-2020 Summary

School	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Estimated Total
Ir Elementary School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Wright Elementary School	294,000	-	1,232,342	-	-	303,877	4,356,012	-	6,186,231
Wald Hill Elementary School	-	-	9,960,850	-	-	-	-	-	9,960,850
Winnings Elementary School	131,250	-	-	382,000	-	1,167,798	-	-	1,681,048
McKinley Elementary School	159,740	-	-	-	-	-	-	-	159,740
Mill Hill Elementary School	-	-	-	13,000,000	-	-	-	-	13,000,000
North Stratfield Elementary School	-	-	364,652	-	-	-	335,024	-	699,676
Osborn Hill Elementary School	4,195,013	-	-	-	364,652	-	-	-	4,559,665
Overfield Elementary School	13,000,000	-	-	-	-	-	-	-	13,000,000
German Elementary School	-	1,995,000	-	-	-	-	-	-	1,995,000
Stratfield Elementary School	-	-	-	-	-	-	-	351,775	351,775
Ward Woods Middle School	-	-	-	-	-	-	-	-	-
Wenger Ludlowe Middle School	-	-	-	-	-	-	-	-	-
Wilmington Middle School	533,000	-	-	837,791	-	-	-	668,528	2,039,319
Early Childhood Center	-	-	-	-	-	-	-	-	-
Wardfield Ludlowe High School	-	8,951,700	461,614	1,815,101	1,815,101	401,100	-	-	13,454,616
Wardfield Warde High School	1,587,750	1,587,750	1,587,750	1,587,750	125,000	3,150,000	1,447,031	-	11,073,031
District Wide	250,000	-	-	-	-	-	-	-	250,000
Total - Gross Estimate	20,150,753	12,544,450	13,607,208	17,622,642	2,304,753	5,022,774	6,138,067	1,020,303	78,410,950
DE Reimbursement	(4,900,423)	(3,272,847)	(3,430,896)	(4,498,083)	(473,560)	(1,126,513)	(1,136,484)	-	(18,838,806)
Total - Net Estimate	\$ 15,250,330	\$ 9,271,603	\$ 10,176,312	\$ 13,124,559	\$ 1,831,193	\$ 3,896,261	\$ 5,001,584	\$ 1,020,303	\$ 59,572,144

Some projects may include an annual 5 percent construction inflation adjustment

Fairfield Public Schools  
Facilities Plan  
2012-2013 Summary

School	Description	Cost Estimate
Dwight Elementary School	Replace two 1962 boilers*	\$ 294,000
Jennings Elementary School	Renovate bathrooms (phase two)*	131,250
McKinley Elementary School	Roof/Coping repair*	159,740
Osborn Hill Elementary School	New windows	4,195,013
Riverfield Elementary School	New classroom addition and renovations with core upgrades	13,000,000
Tomlinson Middle School	Front façade cornice work and painting* Traffic expansion project* Old wood flooring issues*	250,000 150,000 133,000
	Subtotal Tomlinson Middle School	533,000
Fairfield Warde High School	Major roof replacement (Phase 1 of a 4 phase program)	1,587,750
District wide	Underground fuel tank replacements (Dwight, Jennings, Holland Hill, Osborn Hill, Riverfield, Sherman FLHS and FWHS)*	250,000
	Gross Total	20,150,753
	Estimated SDE Reimbursement	(4,900,423)
	Net Total	\$ 15,250,330

\*potential short-term capital improvement projects

Fairfield Public Schools  
Facilities Plan  
2013-2014 Summary

School	Description	Cost Estimate
Sherman Elementary School	Renovate and upgrade phase III	\$ 1,995,000
Fairfield Ludlowe High School	New windows	3,000,000
	Renovate bathrooms*	1,378,125
	Enrollment driven renovations and upgrades	4,583,575
	Subtotal Fairfield Ludlowe High School	8,961,700
Fairfield Warde High School	Major roof replacement (Phase 2 of a 4 phase program)	1,587,750
Gross Total		12,544,450
Estimated SDE Reimbursement		(3,272,847)
Net Total		\$ 9,271,603

\*potential short-term capital improvement projects

Fairfield Public Schools  
 Facilities Plan  
 2014-2015 Summary

School	Description	Cost Estimate
Dwight Elementary School	Major roof replacement*	\$ 1,232,342
Holland Hill Elementary School	New classroom addition and renovation with core upgrades	9,960,850
North Stratfield Elementary School	Replace two 1964 boilers*	364,652
Fairfield Ludlowe High School**	Minor roof replacement*	461,614
Fairfield Warde High School	Major roof replacement (Phase 3 of a 4 phase program)	1,587,750
	Gross Total	13,607,208
	Estimated SDE Reimbursement	(3,430,896)
	Net Total	\$ 10,176,312

\*potential short-term capital improvement projects

\*\*FLHS

This roof expires in 2019. However, the roof is failing and needs to be replaced sooner. The reimbursement on this project will be 80% of the 26.09% reimbursement rate.

Fairfield Public Schools  
Facilities Plan  
2015-2016 Summary

School	Description	Cost Estimate
Jennings Elementary School	Replace two 1966 boilers*	\$ 382,000
Mill Hill Elementary School	New addition and renovations with core upgrades	13,000,000
Tomlinson Middle School	Minor roof replacement*	837,791
Fairfield Ludlowe High School	Major roof replacement (Phase 1 of 2)	1,815,101
Fairfield Warde High School	Major roof replacement (Phase 4 of a 4 phase program)	1,587,750
	Gross Total	17,622,642
	Estimated SDE Reimbursement	(4,498,083)
	Net Total	\$ 13,124,559

\*potential short-term capital improvement projects

Fairfield Public Schools  
Facilities Plan  
2016-2017 Summary

School	Description	Cost Estimate
Osborn Hill Elementary School	Renovate Bathrooms*	\$ 364,652
Fairfield Ludlowe High School	Major roof replacement (Phase 2 of 2)	1,815,101
Fairfield Warde High School	Replace boiler*	125,000
	Gross Total	2,304,753
	Estimated SDE Reimbursement	(473,560)
	Net Total	\$ 1,831,193

\*potential short-term capital improvement projects

Fairfield Public Schools  
Facilities Plan  
2017-2018 Summary

School	Description	Cost Estimate
Dwight Elementary School	Renovate bathrooms*	\$ 303,877
Jennings Elementary School	Addition & Renovations	1,167,798
Fairfield Ludlowe High School	Replace two 1971 boilers*	401,100
Fairfield Warde High School**	New windows	3,150,000
	Gross Total	5,022,774
	Estimated SDE Reimbursement	(1,126,513)
	Net Total	\$ 3,896,261

\* potential short-term capital improvement projects

\*\*FWHS

Does not include hazardous material testing and cleanup.



**Fairfield Public Schools  
Facilities Plan  
2018-2019 Summary**

School	Description	Cost Estimate
Dwight Elementary School	ADA and core upgrades	\$ 4,356,012
North Stratfield Elementary School	New acoustical ceiling and lights*	335,024
Fairfield Warde High School	Renovate bathrooms*	1,447,031
	Gross Total	6,138,067
	Estimated SDE Reimbursement	(1,136,484)
	Net Total	\$ 5,001,584

\*potential short-term capital improvement projects

Fairfield Public Schools  
Facilities Plan  
2019-2020 Summary

School	Description	Cost Estimate
Stratfield Elementary School	Front façade and cornice wall painting*	\$ 351,775
Tomlinson Middle School	Ceiling and lights*	668,528
	Gross Total	1,020,303
	Estimated SDE Reimbursement	-
	Net Total	\$ 1,020,303

\*potential short-term capital improvement projects

Fairfield Public Schools  
 Long Range Facilities Plan  
 Future Projects (beyond 2020)

School	Description	Projected Cost Estimate
Osborn Hill Elementary School	Addition and renovation with core upgrades	\$ 3,988,542
Sherman Elementary School	Replace roof	1,181,242
Fairfield Woods Middle School	Renovate bathrooms Replace windows	984,970 825,000
Tomlinson Middle School	Replace windows	825,000
Central Office (501 Kings Highway East)** Maintenance Office (418 Meadow Street)** St. Emery (108 Biro Street)**	Leased property Leased property Leased property	- - -
System-wide	Oil tank replacements at Burr, McKinley, Stratfield, RLMS and TMS	250,000
	<b>Total</b>	<b>\$ 8,054,754</b>

\*\* Leased property costs have not been determined or included in this long term plan

# Riverfield Elementary School

School building upgrades and renovations with cost estimates

<b>Space Deficiencies</b>		
\$	6,395,435	
<b>Core Upgrades</b>		
\$	618,098	
	180,000	New Mechanical means of fresh air ventilation & air conditioning
	350,000	Expand Cafeteria for increased enrollment
	250,000	ACT Ceilings and Lights
	320,000	ADA compliance
	230,000	Fire protection (add sprinklers)
	75,000	Expand Kitchen
	60,000	Fire protection (add service)
	55,200	Controls
	60,000	Lockers
	50,000	Grounds (staff parking expansion)
	95,000	Protection Phase
	25,000	Cutout & Connection Corridor
	75,000	Technology
	120,000	Security/Safety
	25,000	Expand Serving line
	15,000	Classroom relocation allowance
	12,000	Electrical (panel upgrade)
	10,000	Phone System
	25,500	Dedicated Server Room
	500,000	Carpeting - Media Center
	5,000	New stage addition off of gymnasium
	95,000	Alarms
	1,432,685	Furniture, Fixtures, and Equipment
		Construction Contingency
\$	1,921,082	<b>Soft Cost/Miscellaneous items</b>
		Architectural/Engineering
		Asbestos abatement allowance
		IAQ Monitoring (Air Clearance Consultants)
		Start up and training
		Cleaning of existing building systems
		Demolition
		Unforeseen conditions
		Furniture, Fixtures and Equipment
		Owner contingency
		Other
		<b>Total Budget Estimate (2013 Dollars)</b>
		<b>\$13,000,000</b>

# Fairfield Ludlowe High School

School building upgrades and renovations with cost estimates

## Space Deficiencies

\$ 3,724,200

New Classrooms and Addition(s)

*Includes:*

- ADA compliance*
- Fresh Air Ventilation/Air Conditioning*
- ACT Ceilings and Lights*
- Fire protection*
- Expand Kitchen with Freezer/Refrigerator Storage*
- Expand Serving Line by Opening Fourth Serving Line*
- Controls*
- Lockers*
- Grounds and Site Work*
- Protection Phase*
- Technology*
- Security/Safety*
- Classroom relocation allowance*
- Electrical (panel upgrade)*
- Phone System*
- Life safety code updates (hardware replacements)*
- Alarms*

## Maintenance Projects

1,150,000

Girls and Boys Gang Bathroom Renovations

435,000

Construction Contingency

\$ 652,500

- Soft Cost/Miscellaneous items**
- Architectural/Engineering
- Asbestos abatement allowance
- IAQ Monitoring (Air Clearance Consultants)
- Start up and training
- Cleaning of existing building systems
- Demolition
- Unforeseen conditions
- Furniture, Fixtures and Equipment
- Owner Contingency
- Other

Total Budget Estimate (2014 Dollars) \$ 5,961,700



# Holland Hill Elementary School

School building upgrades and renovations with cost estimates

## Space Deficiencies

\$ 4,873,391

## Core Upgrades

\$

520,500  
 550,000  
 255,000  
 320,000  
 230,000  
 75,000  
 72,000  
 55,000  
 45,000  
 50,000  
 75,000  
 25,000  
 20,000  
 120,000  
 25,000  
 15,000  
 12,000  
 25,000  
 7,500  
 350,000  
 45,000  
 5,000  
 1,165,559

## New Classrooms and Addition(s)

ADA compliance  
 New mechanical means of fresh air ventilation & air conditioning  
 ACT Ceilings and Lights  
 Fire protection (add sprinklers)  
 Expand Kitchen  
 Fire protection (add service)  
 Controls  
 Lockers  
 Grounds (paving and striping)  
 Protection Phase  
 Cutout & Connection Corridor  
 Technology  
 Security/Safety  
 Expand Serving line  
 Classroom relocation allowance  
 Electrical (panel upgrade)  
 Phone System  
 Carpeting - Media Center  
 Life safety code updates (hardware replacements)  
 New stage addition off of gymnasium  
 Furniture, Fixtures, & Equipment  
 Alarms  
 Construction Contingency

\$ 1,024,900

## Soft Cost/Miscellaneous items

Architectural/Engineering  
 Asbestos abatement allowance  
 IAQ Monitoring (Air Clearance Consultants)  
 Start up and training  
 Cleaning of existing building systems  
 Demolition  
 Unforeseen conditions  
 Furniture, Fixtures and Equipment  
 Owner contingency  
 Other

Total Budget Estimate (2015 Dollars) \$ 9,960,850





# Jennings Elementary School

School building core upgrades and renovations with costs

<b>Core Upgrades</b>			
\$	443,673	New mechanical means of fresh air ventilation & air conditioning	
	35,000	ADA compliance	
	221,320	Expand Media Center	
	121,640	Fire protection (add sprinklers)	
	95,000	ACT Ceilings and Lights	
	25,000	Fire protection (add service)	
	5,000	Controls	
	40,800	Lockers	
	15,000	Technology	
	20,000	Security/Safety	
	15,000	Classroom relocation allowance	
	15,000	Electrical (panel upgrade)	
	12,000	Phone System	
	7,000	Fire protection (upgrades)	
	25,000	Carpeting - Media Center	
	5,000	Alarms	
	25,000	Construction Contingency	
<b>Soft Cost/Miscellaneous items</b>	<b>41,365</b>		
\$		Architectural/Engineering	
		Asbestos abatement allowance	
		IAQ Monitoring (Air Clearance Consultants)	
		Start up and training	
		Cleaning of existing building systems	
		Demolition	
		Unforeseen conditions	
		Other	
		<b>Total Budget Estimate (2018 Dollars)</b>	<b>\$ 1,167,798</b>



## Appendix A

### BUILDING USE AND CAPACITY REPORT (MGT Report – December 14, 2010)

#### UTILIZATION RATES

The effective management of school facilities requires a school's capacity and enrollment to be aligned. When capacity exceeds enrollment (underutilization), operational costs are higher than necessary and facilities may need to be repurposed or the facilities may need to be removed from inventory. When enrollment exceeds capacity (overutilization), the school may be overcrowded and may require capital expenditures or redistricting to alleviate the crowding.

Exhibit 2-7 shows the functional capacities as calculated using the MGT and FPS approaches, and the operational capacity for each elementary school. The detailed calculations for each school are included in

Exhibit 2-7  
Fairfield Public Schools  
Functional and Operational Capacities

School	FPS Functional Capacity	MGT Functional Capacity	Operational Capacity
Burr	504	547	525
Holland Hill	336	363	159
Jennings	398	429	293
McKinley	504	547	525
Mill Hill	378	405	137
North Stratified	504	547	434
Osborn Hill	535	577	464
Riverfield	399	430	204
Roger Sherman	462	502	343
Stratfield	504	547	547
Timothy Dwight	388	420	307
<b>Elementary School Total</b>	<b>4912</b>	<b>5314</b>	<b>3938</b>

Source MGT of America, Inc. 2010.

As would be expected, the relationship between the FPS functional capacity and the MGT functional capacity is consistent, with MGT's capacity being eight percent higher on the average. However, the relationship of the operational capacity varies and this is due to the differing conditions at each school.

## Appendix B

### PORTABLE CLASSROOM STUDY

T. Cullen  
May 8, 2012

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#### SHERMAN ELEMENTARY SCHOOL

- A. HAS 1 PORTABLE CLASSROOM.
- B. BY COMPANIES: G.E., VANGUARD, ARTHUR and CARPENTER.
- C. YEARS INSTALLED:  
2003 - (moved from FHS) – Purchase 2001.

#### MILL HILL ELEMENTARY SCHOOL

- A. HAS 5 PORTABLE CLASSROOMS.
- B. BY COMPANIES: CARPENTER and M-SPACE.
- C. YEARS INSTALLED:  
2000 - Purchase.  
2001 - Purchase.  
2008 - (3 classrooms) - Purchase.

#### HOLLAND HILL ELEMENTARY SCHOOL

- A. HAS 3 PORTABLE CLASSROOMS.
- B. BY COMPANIES: G.E., VANGUARD and CARPENTER.
- C. YEARS INSTALLED:  
2007 - (2 classrooms) - Purchase.  
2000 - Purchase.

#### RIVERFIELD ELEMENTARY SCHOOL

- A. HAS 5 PORTABLE CLASSROOMS.
- B. BY COMPANIES: G.E., CARPENTER and VANGUARD
- C. YEARS INSTALLED:  
2009 - (2 classrooms) - Moved from Osborn Hill – Purchase 2000.  
2004 - (3 classrooms) - Moved from FHS - Purchase 2001.

#### JENNINGS ELEMENTARY SCHOOL

- A. HAS 1 PORTABLE CLASSROOM.
- B. BY COMPANY: G.E.
- C. YEAR INSTALLED:

2002 - Purchase.

**The following Elementary Schools DO NOT have any portable classrooms:**

- A. BURR ELEMENTARY SCHOOL
- B. DWIGHT ELEMENTARY SCHOOL
- C. MCKINLEY ELEMENTARY SCHOOL
- D. NORTH STRATFIELD ELEMENTARY SCHOOL
- E. OSBORN HILL ELEMENTARY SCHOOL
- F. STRATFIELD ELEMENTARY SCHOOL

**The following Middle Schools DO NOT have any portable classrooms:**

- A. FAIRFIELD WOODS MIDDLE SCHOOL
- B. ROGER LUDLOWE MIDDLE SCHOOL
- C. TOMLINSON MIDDLE SCHOOL

**The following High Schools DO NOT have any portable classrooms:**

- A. FAIRFIELD LUDLOWE HIGH SCHOOL
- B. FAIRFIELD WARDE HIGH SCHOOL
- C. ALTERNATIVE HIGH SCHOOL

**TRANSPORTATION**

- A. HAS 1 PORTABLE CLASSROOM.
- B. YEAR INSTALLED:  
2009 – (moved from Osborn Hill) – Purchase 2000.

<b>TOTAL:</b> <b>16</b> Portable Classrooms
<b>15</b> Are at Elementary Schools