FAIRFIELD PUBLIC SCHOOLS

Board of Education Regular Meeting Agenda
501 Kings Highway East, 2nd Floor Board Conference Room
June 12, 2018
7:30 PM

1. Call to Order of the Regular Meeting of the Board of Education and Roll Call

2. Pledge of Allegiance

3. Public Comment*

4. Presentation: Vision of a Graduate, Dr. Jones, Mr. Cummings, Mr. Hatzis, Mr. Ebling

5. New Business

   A. Food Services Program and Financial Summary
   (Enclosure No. 1)

      Approval of Participation in the Healthy Food Certification Program
      Recommended Motion: "that the Board of Education approve participation in the Healthy Food Certification Program for the school year 2018-19 with the exclusion of the sale of food and the sale of beverages not listed in section 10-221q of the Connecticut General Statutes: (1) sold in connection with an event occurring after the after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store"

   B. First Reading of TEVAL Revisions, Mr. Cummings
   (Enclosure No. 2)

   C. First Reading of Graduation Requirements Policy
   (Enclosure No. 3)

   D. Discussion: Board Goals

6. Approval of Regular Minutes of May 22, 2018
   Recommended Motion: "that the Board of Education approve the BOE Regular Minutes of May 22"

   (Enclosure No. 4)

7. Superintendent's Report
   a. Administrative Regulations for Policies 1311.1 and 1311.2
   b. Proposed BOE Meeting Schedule, 2018-2019

8. Committee/Liaison Reports
9. Open Board Comment
10. Public Comment*
11. Board Discussion: Superintendent Evaluation
    <u>Recommended Motion</u>: "that the Board of Education hereby moves to enter into Executive Session to discuss superintendent evaluation in accordance with Connecticut General Statute §CGS 1-210(b)(9)"

12. Adjournment
    <u>Recommended Motion</u>: "that this Regular Meeting of the Board of Education adjourn"

During this period the Board will accept public comment on items pertaining to this meeting's agenda from any citizen present at the meeting (per BOE By-Law, Article V, Section 6). Those wishing to videotape or take photographs must abide by CGS §1-226.

<u>CALENDAR OF EVENTS</u>

June 26 Special Meeting/Executive Session	6:30 PM	501 Kings East 2nd Floor Board Conference Room
June 26, 2018 Regular Meeting	7:30 PM	501 Kings Hwy East 2nd Floor Board Conference Room

<u>*RELOCATION POLICY NOTICE*</u>
The Fairfield Public Schools System provides services to ensure students, parents and other persons have access to meetings, programs and activities. The School System will relocate programs in order to ensure accessibility of programs and activities to disabled persons. To make arrangements, please contact the office of Special Education, 501 Kings Highway East, Fairfield, CT 06825, Telephone: (203) 255-8379.

FAIRFIELD
PUBLIC SCHOOLS

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To: Dr. Toni Jones and Board of Education Members

From: Doreen Munsell, Executive Director of Finance & Business Services

Date: June 7, 2018

Re: Healthy Food Certification for School Year 2018 – 2019

The recommended motion presented to the Board of Education is to renew the Connecticut State Healthy Food Certification, which provides an additional $ .10 compensation per reimbursable school lunch meal. Each year the Board of Education is required to vote on the school district's commitment to the requirements of Healthy Food Certification.

We do not recommend any changes to school lunch prices. Many factors were taken into consideration, such as, increased prices last year, and already meeting the state standards for pricing on reimbursable meals. The Whitsons Management team is in agreement, and they do not recommend price changes for the 2018 – 2019 school year.

FAIRFIELD PUBLIC SCHOOLS
FOOD SERVICES
INCOME STATEMENT

		(1)	(2)	(3)	(4)	Col (4) - Col (1)
		2016-2017		2017-2018		Change
		Actual 4/30/2017	Actual 6/30/2017	Whitson's Contract	Actual 4/30/18	4/30/2017 vs. 4/30/2018
	Revenue					
1	Cafeteria Sales	1,809,784	2,198,485	2,321,565	1,859,316	$ 49,531
2	Reimbursement Federal	431,384	521,985	582,462	438,563	$ 7,179
3	Reimbursement State	65,041	93,243		62,675	$ (2,366)
4	Catering	14,471	22,510		8,957	$ (5,513)
5	Vending Commission	6,543	8,737		7,119	$ 576
6	**Total Revenue**	$ 2,327,223	$ 2,844,960	$ 2,904,027	$ 2,376,630	$ 49,408
	Expenses					
7	Food Purchases	719,649	875,265	888,037	$ 760,040	$ 40,391
8	Supplies Purchases	63,990	80,367	90,025	$ 74,869	$ 10,879
9	**Sub Total**	$ 783,639	$ 955,632	$ 978,062	$ 834,909	$ 51,270
10	Payroll & Benefits	1,135,231	1,335,817	1,499,569	$ 1,212,504	$ 77,274
11	Operating Expenses-Support & Administration	136,000	170,000	174,250	$ 139,400	$ 3,400
12	Operating Expenses-General	84,536	109,964	88,619	$ 92,057	$ 7,521
13	Management Fee	72,000	90,000	92,250	$ 73,800	$ 1,800
14	**Total Cost of Operation**	$ 2,211,405	$ 2,661,413	$ 2,832,750	$ 2,352,670	$ 141,265
15	**Guaranteed Minimum - Actual Profit/(Loss)**	$ 115,818	$ 183,547	$ 77,776	$ 23,960	$ (91,858)
16	**District Expenses** Secretary Salary, Benefits, Repairs & Maintenance, Equipment	95,495	$ 115,148		$ 51,348	$ (44,147)
17	**Profit/(Loss) after District Expenses**	$ 20,323	$ 68,399		$ (27,388)	$ (47,710)

Guaranteed Minimum Profit is $77,776 at Year End

FAIRFIELD PUBLIC SCHOOLS
Lunch Meal Comparison April 2017 YTD versus April 2018 YTD

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
SCHOOL	2017			2018			Variance		Comparison		Variance
	MEAL DAYS 147			MEAL DAYS 145					% OF AVG. MEALS TO AVG ENROLLMENT YTD APR 2017 (Col 3/Col 1)	% OF AVG. MEALS TO AVG ENROLLMENT YTD APR 2018 (Col 6/Col 4)	% OF AVG. MEALS TO AVG ENROLLMENT (Col 10 less Col 9)
	Avg. Daily ENROLLMENT (Sept 2016 - Apr 2017)	TOTAL MEALS	AVERAGE MEALS PER DAY	Avg. Daily ENROLLMENT (Sept 2017 - Apr 2018)	TOTAL MEALS	AVERAGE MEALS PER DAY	DAILY MEAL VARIANCE	ENROLLMENT VARIANCE			
Fairfield Warde HS	1502	52,953	360	1437	51,389	354	(6)	(65)	24%	25%	1%
Fairfield Ludlowe HS	1502	38,797	264	1424	45,985	317	53	(78)	18%	22%	5%
TOTAL	3004	91,750	624	2861	97374	672	47	(143)	21%	23%	3%
Roger Ludlowe MS	778	45,780	311	815	45,897	317	5	37	40%	39%	-1%
Tomlinson MS	686	34,097	232	626	33,935	234	2	(60)	34%	37%	4%
Woods MS	893	40,483	275	909	42,662	294	19	16	31%	32%	2%
TOTAL	2,357	120,360	819	2,350	122,494	845	26	(7)	35%	36%	1%
Burr Elementary	415	17,052	116	407	13,807	95	(21)	(8)	28%	23%	-5%
Dwight Elementary	343	14,598	99	297	12,676	87	(12)	(46)	29%	29%	0%
Holland Hill Elementary	405	26,660	181	361	20,215	139	(42)	(44)	45%	39%	-6%
Jennings Elementary	319	15,669	107	294	13,415	93	(14)	(25)	33%	32%	-2%
McKinley Elementary	453	33,215	226	413	32,087	221	(5)	(40)	50%	54%	4%
Mill Hill Elementary	454	18,441	125	331	16,355	113	(13)	(123)	28%	34%	6%
North Stratfield Elementary	397	24,398	166	364	19,683	136	(30)	(33)	42%	37%	-5%
Osborn Hill Elementary	444	22,556	153	407	22,384	154	1	(37)	35%	38%	3%
Riverfield Elementary	427	20,404	139	398	18,103	125	(14)	(29)	33%	31%	-1%
Sherman Elementary	487	21,840	149	450	23,094	159	11	(37)	31%	35%	5%
Stratfield Elementary	422	19,016	129	426	19,622	135	6	4	31%	32%	1%
TOTAL	4,566	233,849	1,591	4,149	211,441	1,458	(133)	(417)	35%	35%	0%
DISTRICT TOTAL	9,927	445,959	3,034	9,360	431,309	2,975	(59)	(567)	30%	32%	1%

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FAIRFIELD PUBLIC SCHOOLS
LUNCH PRICE COMPARISONS

SCHOOL DISTRICT	Contracted Service	LUNCH PRICES 2017-2018				LUNCH PRICES 2018-2019			
		Elem.	M.S.	H.S.	Deluxe	Elem.	M.S.	H.S.	Deluxe
DRG B									
AVON		$3.00	$3.25	$3.25	$3.75	$3.00	$3.25	$3.25	$3.75
BROOKFIELD	*	$2.50	$3.00	$3.25	$3.75	$2.50	$3.00	$3.25	$3.75
CHESHIRE		$2.75	$3.00	$3.35	$4.35	$3.00	$3.25	$3.60	$4.60
FARMINGTON	*	$3.05	$3.55	$3.55	$3.80	$3.05	$3.55	$3.55	$3.80
GLASTONBURY		$3.00	$3.50	$3.50		$3.00	$3.50	$3.50	
GRANBY	*	$2.65	$2.80	$2.80		$2.75	$2.90	$2.90	
GREENWICH		$3.45	$3.60	$3.70		$3.60	$3.75	$3.85	
GUILFORD		$2.75	$3.00	$3.50	$5.50	$2.75	$3.00	$3.50	$5.50
MADISON	*	$3.25	$3.25	$3.50		$3.25	$3.50	$3.50	
MONROE	*	$2.90	$3.25	$3.60		$3.05	$3.50	$3.70	
NEW FAIRFIELD	*	$2.90	$3.25	$3.25	$4.30	$2.90	$3.25	$3.25	$4.30
NEWTOWN	*	$2.85	$3.10	$3.35	$4.25	$2.85	$3.10	$3.35	$4.25
ORANGE		$2.85	$2.85	$2.85		$2.95	$2.95	$2.95	
SIMSBURY		$3.00	$3.25	$3.25		$3.25	$3.50	$3.50	
SOUTH WINDSOR	*	$2.75	$2.85	$3.00	$3.50	$2.75	$2.85	$3.00	$3.50
TRUMBULL		$2.75	$2.85	$3.00	$3.75	$2.75	$2.85	$3.00	$3.75
WEST HARTFORD		$3.00	$3.25	$3.25		$3.00	$3.25	$3.25	
WOODBRIDGE		$2.80	$2.80	$2.80	$3.80	$2.80	$2.80	$2.80	$3.80
REGION 5	*	$2.80	$2.80	$2.80	$4.10	$2.90	$2.90	$2.90	$4.20
REGION 15		$2.75	$2.90	$2.90					
DRG B Average Price		**$2.89**	**$3.11**	**$3.22**	**$4.08**	**$2.95**	**$3.19**	**$3.29**	**$4.11**
Southern Fairfield County Towns									
NORWALK	*	$2.65	$3.25	$3.85		$2.65	$3.25	$3.85	
STRATFORD	*	$2.70	$2.95	$3.10		$2.70	$2.95	$3.10	
WESTPORT	*	$2.45	$2.70	$2.80		$2.45	$2.70	$2.80	
Southern Fairfield County Average Price		**$2.82**	**$3.10**	**$3.34**	**$4.00**	**$2.86**	**$3.16**	**$3.38**	**$4.00**
FAIRFIELD	*	**$2.85**	**$3.10**	**$3.15**	**$4.05**	**$2.85**	**$3.10**	**$3.15**	**$4.05**
* Indicates Contracted Service									
Indicates Southern Fairfield County Towns									
Fairfield Compared to DRG B Avg Price		($0.04)	($0.00)	($0.07)	($0.03)	($0.10)	($0.09)	($0.14)	($0.06)
Fairfield Compared to Southern Ffld Cty Avg Price		$0.03	$0.00	($0.19)	$0.05	($0.01)	($0.06)	($0.23)	$0.05

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FAIRFIELD
PUBLIC SCHOOLS

Michael Cummings
Chief Academic Officer
Phone: 203-255-8372
FAX: 203-255-8273

To: Dr. Toni Jones
              Superintendent of Schools

From: Mike Cummings
              Chief Academic Officer

Date: June 7, 2018

Re: Proposed Changes to the Fairfield Public Schools' Educator Evaluation Plan

At a meeting of the District Educator Evaluation Committee on June 6, 2018 the committee voted unanimously to recommend the attached changes to the Teacher Evaluation Plan.

The impetus for the proposed changes is to move beyond the compliance nature of our current plan and to focus more heavily on the professional growth of teachers. This is done in two ways.   First we are looking to address the current observation process. We want to emphasize the formal observation process which promotes ongoing dialogue between the administrator and teacher. We also are proposing the inclusion of a yearly Review of Practice which will allow for observations of performance in settings other than the classroom. In this way we can support teacher development in grade level and learning community meetings, professional learning settings, PPT and 504 meetings, etc. Second we are encouraging greater alignment of professional learning and goal setting to the authentic work of teachers. We wish to encourage teachers to engage in work that has meaning to their own development and the learning of their students. We are offering more guidance on how goals can be written and we are offering options that support staff collaboration.

As a result of the committee's decision the proposal goes to the Board of Education for discussion and a vote. I will address Board member questions at that time.

Thank you.

Fairfield Educator Professional Growth Plan
Outline of Revisions

Beginning pages
- Committee members updated
- Learning Principles and Vision of a Graduate added

Page 8
- Language for mid-year conference revised

Page 11
- Role change from IIT to Program Facilitators

Page 12-14, 15
- Consultations added as a professional learning opportunity
- Additional Professional Growth Opportunities added
- Evaluation chart updated to remove cycles. Observation schedule changed for year 3+ teachers. Now includes 1 formal plus 1 Review of Practice each year.

Page 15, 17
- Titles corrected to reflect revised Central Office positions

Pages 21-23
- Language revised to further define types of observations

Page 25
- Language referring to rating observations was clarified
- Language was added to reflected the relationship between the performance and practice goal and IAGDs
- SMART language was removed from the sample Practice and Performance goal

Page 31-33
- SLO and IAGD examples were revised, and new examples were added
- Language was added to show the need for 2-4 IAGDs to be created
- Language was added to clarify that IAGDs be written as SMART goals, and that all students within the SLO should be included
- Language added to clarify that State mastery testing may not be used for SLOs

Page 34
- Language was changed to show that Standardized testing is no longer mandated, but may be used as appropriate

- Language for % of IAGDs used for standardized and/or non-standardized IAGD was added
- Changed DRA to STAR
- Fairfield's test list was updated
- State tests were removed because they may not be used for IAGDs

Page 36: Language revised to show a single SLO

Page 38: Eliminated Note at the bottom of the page regarding calculation if State testing data is not available.

Page 44
- Conflict resolution must go to the Superintendent
- Language around summer work to prepare the data system for 2013-14 was removed

Page 72
- Observation schedule changed for year 3+ teachers. Now includes 1 formal plus 1 Review of Practice each year.
- Language was added to show that the evaluator may add observations
- Language was added to show that Reviews of Practice may take place during the mid or end year conferences

Page 75
- IAGD template added

Page 77
- SMART goal requirement revised to refer to IAGD goal writing
- Language revised to align with requirement of "at least two" IAGDs

Page 78
- Types of observations definitions refined

Other
- References to CMT, CAPT, SBA were removed from the document

Sample SLOs and IAGDs
Using Student Work
SLO: Students will improve in their ability to convey and defend ideas to an audience.   • **IAGD:** Students will increase 1 band on the Exploring and Understanding component of the Academic Expectations rubric from fall 2018 to spring 2018.

SLO: Students will improve in their ability to convey and defend ideas to an audience.
Differentiated IAGD
    a. Students who score between 1-2 on the Exploring and Understanding component of the Academic Expectations rubric will increase 2 bands from fall 2018 to spring 2019.
    b. Students who score a 3-4 on the Exploring and Understanding component of the Academic Expectations rubric will maintain or increase 1 band from fall 2018 to spring 2019.

SLO: Students will improve interpersonal skills in order to strategically collaborate with others. **IAGD:** Students will increase 1 band on the Collaborating Strategically component of the Academic Expectations rubric from fall 2018 to spring 2018.

SLO: Students will improve interpersonal skills in order to strategically collaborate with others.
Differentiated IAGD
    a. Students who score between 1-2 on the Collaborating Strategically component of the Academic Expectations rubric will increase 2 bands from fall 2018 to spring 2019.
    b. Students who score a 3-4 on the Collaborating Strategically component of the Academic Expectations rubric will maintain or increase 1 band from fall 2018 to spring 2019.

SLO: Students will increase the use a range of media and technology tools to convey information.

IAGD: Students will increase 1 band on the Using Communication Tools component of the Academic Expectations rubric from fall 2018 to spring 2018.
Differentiated IAGD
c. Students who score between 1-2 on the Using Communication Tools component of the Academic Expectations rubric will increase 2 bands from fall 2018 to spring 2019.
d. Students who score a 3-4 on the Using Communication Tools component of the Academic Expectations rubric will maintain or increase 1 band from fall 2018 to spring 2019.
STAR
SLO: Students will increase achievement in (Reading; Early Literacy skills; Math). **IAGD:** _____ grade students in _____ class will achieve an average growth of 1.5 GE on the STAR (Reading; Early Literacy, Math) assessment from fall 2018 to spring 2019.

EDUCATOR

PROFESSIONAL GROWTH PLAN

Fairfield Public Schools
Fairfield, Connecticut
2017-18 DRAFT edition
(Revision date: June 7, 2018)

DISTRICT EDUCATOR EVALUATION COMMITTEE

Jason Bluestein (Principal, Burr Elementary School)

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

Mike Cummings (Chief Academic Officer)

Gayle Donowitz (Secondary Special Education Coordinator)

David Ebling (Housemaster, Fairfield Warde High School)

Dr. Jeannette Faber (English Teacher, Fairfield Warde High School)

Denise Lewis (Health teacher, Fairfield Warde High School)

Darla Miner (Executive Director of Innovation, Curriculum and Programs PK-12)

Joan Robb (3rd grade teacher, Dwight Elementary School)

Eileen Roxbee (Principal, Sherman Elementary School)

Robert Smoler (President, Fairfield Education Association/ Math Fairfield Warde High School)

FPS Learning Principles

The Students and Teachers of the Fairfield Public Schools believe that:
- Learning involves teachers and students who are passionate learners.
- Learning celebrates the belief that all learners are capable of success and growth.
- Learning explores the creation of meaning and the extension of knowledge through its application to relatable real world conditions.
- Learning encourages academic and social risk taking and open communication in a safe community.
- Learning inspires self-assessment, reflection, and continuous adjustment and adaptation.

When learners develop this mindset of belief in their own capacity and in the significance and value of their work, then they are more able to overcome challenges, solve problems, thrive and celebrate growth.

Vision of the Graduate

The fulfillment of the mission, for all students PK-12+, demands our ongoing commitment to realize the vision of the graduate.

All students will be
- Critical Thinkers
- Collaborators
- Communicators
- Innovators
- Goal Directed, Resilient Learners
- Responsible Citizens

TABLE OF CONTENTS

EDUCATOR EVALUATION AND DEVELOPMENT MODEL

Excellent schools begin with great school leaders and teachers. A strong body of evidence confirms that effective teachers are one of the most important school-level factors in student learning and effective leadership is an essential component of any successful school. The Fairfield Public Schools is committed to raising the overall quality of our teachers and administrators. The purpose of Fairfield's Educator Professional Growth Plan is to continuously improve teaching and learning by facilitating a culture of collaboration focused on professional learning. To accomplish this, supervision and evaluation must be a continuous, constructive and collaborative process among professional educators in a climate characterized by trust, support, clear expectations and the availability of appropriate resources and materials. We believe student achievement will improve because of the district's focus on teacher supervision, support and evaluation.

Our commitment to quality teaching calls us to set high standards for teacher performance, provide resources and training for professional growth, and use a model for teacher performance evaluation that focuses on the following objectives:

- Implementing a performance evaluation system that supports a positive working environment featuring communication between the educator and evaluator that promotes continuous professional growth and improved student outcomes.

- Promoting self-growth through a variety of opportunities such as goal setting, reflection, observations of practice, collaboration between educators and administrators and professional development plans that contribute to instructional effectiveness and overall professional performance.

- Providing timely, constructive feedback to teachers to improve the quality of instruction and ensure accountability for classroom performance and teacher effectiveness.

- Supporting teacher induction and professional development.

- Supporting collaborative teams and processes that contribute to successful achievement of goals and objectives defined in the school improvement plan.

Introduction

This document outlines Fairfield's Educator Professional Growth Plan, aligned with the Marzano *Causal Teacher Evaluation Model* (see **Appendix D**). This plan will be implemented beginning in the 2013-2014 school year.

Core Design Principles

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

- *Promote both professional judgment and consistency*
  Assessing an educator'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 educators 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, educators' 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 educators and administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what educators and their administrators can do to support teaching and learning.

- *Encourage aligned professional learning, coaching and feedback to support educator growth*
  Novice and veteran educators 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.

- *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 an educator's performance. The new model defines four categories of educator effectiveness: Student Learning (45%), Educator 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; and locally-developed curriculum standards.

EDUCATOR EVALUATION SYSTEM

Evaluation and Support System Overview

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

1. **Educator 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 Educator Performance and Practice (40%)** as defined in the *Marzano Causal Teacher Evaluation Model*, which articulates four domains and sixty components of educator practice
    (b) **Parent Feedback (10%)** on educator practice through surveys

2. **Student Outcomes Related Indicators:** An evaluation of educators' 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 educator's student learning objective (SLO) and Indicators of Growth and Development (IAGDs)
    (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, Accomplished, Developing or Below Standard. The performance levels are defined as:

Exemplary – Substantially exceeding indicators of performance

Accomplished – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

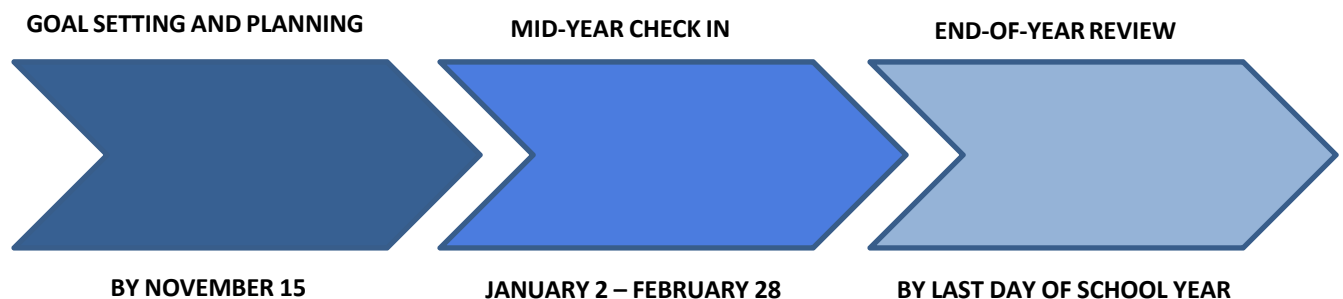**Below Standard** – Not meeting indicators of performance
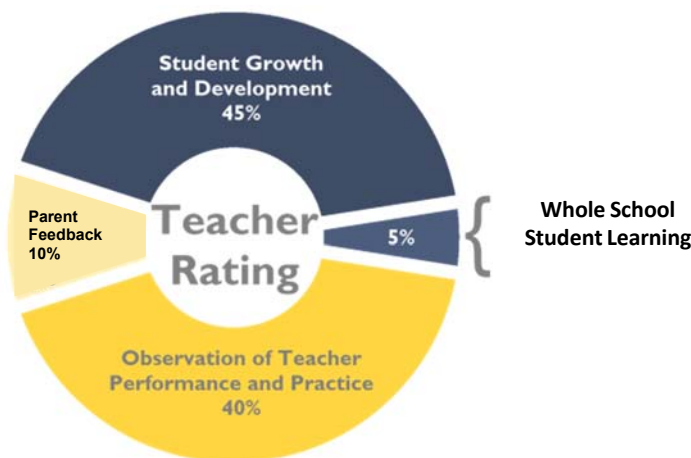
Orientation Programs

Educators and administrators need time to learn and understand the Fairfield Educator Professional Growth Plan. Information will be provided to educators as follows:

- Spring: Overview of changes to the Fairfield Educator Professional Growth Plan will be presented to all educators in Fairfield (depending on date of approval of any changes by the Connecticut State Department of Education).
- August: One (1) day of professional learning for administrators to be recalibrated to the model.
- Annually:
  - Educators will receive orientation on the plan from their administrators at the beginning of the school year.
  - Educators new to the district will participate in an orientation session about the plan during their three-day induction program in August.
  - The Fairfield Professional Learning Committee will review the Fairfield Educator Professional Growth Plan each year and make any recommended changes by April 1 of each school year.

Educator Evaluation Process and Timeline

The annual evaluation process between an educator 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 educator 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 educator in order to be productive and meaningful.

GOAL SETTING AND PLANNING	MID-YEAR CHECK IN	END-OF-YEAR REVIEW
BY NOVEMBER 15	JANUARY 2 – FEBRUARY 28	BY LAST DAY OF SCHOOL YEAR

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 educators, 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 educator 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 educators will

be provided with materials on the evaluation process and will have the opportunity to review these materials at this meeting.

2. *Educator Reflection and Goal-Setting*–The educator examines student data, survey results, information from last year's educator evaluation and the *Marzano Causal Teacher Evaluation Model* to draft a proposed performance and practice goal(s), a parent feedback goal, a student learning objectives (SLO), and a whole-school learning indicator goal for the school year. The educator may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. G*oal-Setting Conference*–The evaluator and educator meet to discuss the educator's proposed goals and objectives in order to arrive at mutual agreement about them. The educator collects evidence about his/her practice and the evaluator collects evidence about the educator'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 educator and evaluator collect and reflect on evidence to date about the educator's practice and student learning in preparation for the check-in.

2. *Mid-Year Conference.*-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, educators 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 educator can take and supports the evaluator can provide to promote educator growth in his/her development areas. Each educator will also provide an analysis of student survey responses (conducted in January by each educator) and reflect on his/her practice as a result of the survey responses.

   During the mid-year conference, the evaluator and educator review progress on:

   a.   Teacher practice and performance goal

   b.   Student learning objective (SLO)

   c.   Student survey results

   d.   Parent feedback goal

End-of-Year Summative Review:
Timeframe: must be completed by **the last day of the school year**

In preparation for the End-of-Year Conference, the educator will complete a Self-Assessment– The educator 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 educators to complete the self-assessment (See **Appendix G).**

1. *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.

2. *End-of-Year Conference–*The evaluator and the educator 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 Fairfield Public Schools continue to implement the *Marzano Causal Teacher Evaluation Model.* This rubric was selected as an effective model to measure and provide feedback to teachers on their performance and practice, and to assist them in improving their practice. Fairfield will continue to provide comprehensive training and support to educators regarding the rubric and to ensure that evaluators are proficient in conducting educator evaluations. The district is working with *Learning Sciences* and will be using expert-scored videos to use with district administrators on inter-rater reliability. Each summer, administrators will go through a calibration process, aligned with the Marzano rubric, to ensure inter-rater reliability. Additional opportunities throughout the year to observe and rate teachers' practice through videos will occur during District Leadership Team meetings to further ensure proficiency for evaluators and to ensure they are providing quality feedback to teachers. The district has been using an observation feedback form for a number of years and will continue to provide feedback to teachers based on specific evidence gained from observations (see **Appendix E**).

At the request of a district or employee, the CSDE or a third-party entity approved by the CSDE will audit the evaluation components that are combined to determine an individual's summative rating in the event that such components are significantly dissimilar (i.e., include both exemplary and below standard ratings) ratings in different components. In these cases, the CSDE or a third-party entity will determine a final summative rating.

Additionally, there is an annual audit of evaluations. "The CSDE or a third-party designated by the CSDE will audit ratings of exemplary and below standard to validate such exemplary or below standard ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated exemplary and two educators rated below standard in those districts selected at random, including at least one classroom teacher rated exemplary and at least one teacher rated below standard per district selected." [Connecticut Guidelines for Educator Evaluation 2.8 (3)]

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 educators along the path to exemplary practice.

Evaluation-Based Professional Learning

Throughout the Fairfield Educator Evaluation Plan, every educator will be identifying their professional learning needs in mutual agreement between the educator and his/her evaluator. This process serves as the foundation for ongoing conversations about the educator's practice and impact on student outcomes. The professional learning opportunities identified for each educator 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 educators, which can then be targeted with school-wide professional development opportunities.

The Fairfield Educator Evaluation Plan is designed to increase student learning and promote educator 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 educator 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
- Educator and administrative feedback surveys
- District annual reports
- School improvement plans

Professional learning activities are regularly provided which bring together educators and the district's educator 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 educator staffing including language arts specialists, mathematics/science resource teachers, curriculum coordinators, curriculum liaisons and program facilitators. 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 educators 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 educators in the Fairfield Public Schools:

- Peer coaching
- Consultations
- Educator 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

Professional Growth Opportunities

The underlying purpose of Fairfield's Educator Professional Growth Plan is to develop our teachers and grow instructional practices. Aside from formal and informal observations, teachers may engage in Professional Growth Opportunities related to their Practice and Performance Goals. For Years 3+ teachers who are accomplished or above, these professional growth opportunities may also serve as a Review of Practice observation by the teacher sharing results of his/her learning with the evaluator. As the Review of Practice, the teacher will meet with his/her evaluator at the beginning of the year to share a plan for the chosen Professional Growth Opportunity. This plan will include the following: This plan will include the following:

- Type of Professional Growth Opportunity
- Specific alignment to the Practice and Performance Goal
- Purpose- What is the anticipated impact on student learning? How will this activity grow your instructional practice? How is this related to addressing a problem of practice as evidenced by student data?
- Plan: What will you study? Who will you study with? What resources will you use? When will you engage in this study? How will you implement your new learning in the classroom?

Throughout the school year, the teacher will meet with the evaluator to check in on the progress of the Professional Growth Opportunity, and the teacher will share data that shows the impact of new learning on student learning. The teacher will also share evidence on how the new learning grew or changed instructional practice. At the end of the year, the teacher will share additional data on the impact of student learning, specific examples of how the new learning grew/changed instruction, and then reflect upon his/her new learning- How has this changed your teaching? What went well? What may you do differently? What are your next steps?

Types of Professional Growth Opportunities that may also serve as Review of Practice Observations

- **Action Research** – Action Research is a reflective process that allows for inquiry and discussion as components of the "research." Often, Action Research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement. Rather than dealing with the theoretical, Action Research allows educators to address those concerns that are closest to them, ones over which they can exhibit some influence and make change. The linking of the terms "action" and "research" highlights the essential features of this method: trying out ideas in practice as a means of increasing knowledge about or improving curriculum, teaching, and learning (Kemmis & McTaggart, 1998).

- **Collaborative Projects** – A Collaborative Project involves two or more staff members sharing ideas, and asking targeted questions that will enable them to enhance their professional expertise, increase the effectiveness of using a particular instructional strategy, or gain deeper understanding of a particular aspect of instruction and student performance. The team pursues goals for improving student learning and professional growth by defining the project concept, developing the project concepts in great detail, communicating with others who may share the same issues, implementing the project and evaluating the outcomes. The project may emerge from an area identified through the use of data or other artifacts where staff members feel they need new skills to advance student learning. Team members may be from the same or different grade levels, departments, or buildings. Team composition should reflect the relevance of the project to the members and their interest in contributing to the project's potential for improving student learning and enhancing each member professional growth. (Source: Adopted from NCPS, Professional Evaluation and Growth System (PEGS), May 2001.)

- **Critical Friends Group** – A Critical Friends Group (CFG) is a collaborative structure for providing effective feedback and strong support in order to improve instruction and student learning. The members of a CFG bring student work, educator work and professional literature for focused analysis and feedback from their colleagues. Typically, "The Tuning Protocol" a form of collective inquiry, is used as a means to develop trust and foster professional dialogue in order to systematically share practices, examine student work, and offer feedback. Staff members commit to regularly scheduled meetings which focus on a staff member facilitating the following outline to the meeting:
    - -Opening (5 minutes) – Review agreed upon norms
    - - Presentation (15 minutes) – Staff member presents problem/task/assignment and shares student work samples, along with any other important documentation (ex. rubrics, curriculum map, etc.). During this time all other members of the group actively listen without interrupting the presenter. The presenter poses questions to the group.
    - - Clarifying Questions (5 minutes) – Facilitator offers group members opportunity to ask non-evaluative questions that seek more information.
    - - Participant Discussion (15 minutes) – Group members (participants) share both "warm" and "cool" feedback as the presenter simply listens. Warm feedback pinpoints what works well and what should be continued. Cool feedback is more

critical – though not criticizing – and suggests through "what ifs" or questions what could be improved.

- Presenter Reflection (10 minutes) – The Presenter reflects aloud on the conversation as the group listens.

- Debriefing (10 minutes) – The Facilitator guides the group regarding newinformation or insights that were gained.

There are variations and adaptions to "The Tuning Protocol" and the team needs to determine what model works best for the nature of the group's focus. Through these regular meetings that respond directly to the needs of the members, CFGs provide ongoing and collaborative professional development. (Source: Educational Leadership: Redesigning Professional Development. March 2002, Volume 59, Number 6.)

- **Individual Project** - An Individual Project is an opportunity for an educator to pursue goals for improving student performance and professional growth by exploring new strategies and experimenting with innovative ideas. An Individual Project may focus on designing a new approach to engaging students, developing new curriculum or innovative program, using a particular instructional model, establishing a set of common materials and strategies, strengthening an important teaching skill, or meeting the specific learning needs of a small group of students. (Source: Adopted from NCPS, Professional Evaluation and Growth System (PEGS), May 2001.)

- **Lesson Study**–Lesson Study is a professional development process that engages staff members in the process of systematically examining their practice, with the goal of becoming more effective. This examination centers on staff members working collaboratively on a small number of "study lessons". Working on these study lessons involves planning, teaching, observing, and critiquing the lessons. To provide focus and direction to this work, staff members select an overarching goal and related research question that they want to explore. This research question then serves to guide their work on all the study lessons. While working on a study lesson, staff members jointly draw up a detailed plan for the lesson, which one of the educators uses to teach the lesson in a real classroom (as other group members observe the lesson). The group then comes together to discuss their observations of the lesson. Often, the group revises the lesson, and another educator implements it in a second classroom, while group members again look on. The group will come together again to discuss the observed instruction. Finally, group members write a reflection of what their study lessons have taught them, particularly with respect to their research question. (Source: Teachers College, Columbia University. *What is Lesson Study?)*

- **Peer Coaching** – Peer Coaching is a strategy for educators to consult with one another, to discuss and share teaching practices, to observe one another's classrooms, to promote collegiality and support, and to help ensure quality teaching for all students. In Peer Coaching, usually two educators (though sometimes three or more) come together, share in conversations, and reflect on and refine their practice. The pair/team may also utilize study materials or other resources as a means to promote collaboration and develop new strategies to implement in the classroom and may consist of educators from the same grade level, Instructional Leaders, Department Chairs, Administrators, etc. The coaching relationship is built on confidentiality and trust in a nonthreatening, secure environment in which colleagues learn and grow together. (Source: On Site Staff Development: What is Peer Coaching? Association for Supervision and Curriculum Development (ASCD))

	2018-19	2019-20	2020-21
Y3+ at Accomplished or above	• 1 formal in- class observation (with a pre and post conference) • 1 review of practice*	• 1 formal in- class observation (with a pre and post conference) • 1 review of practice*	• 1 formal in- class observation (with a pre and post conference) • 1 review of practice*
Y1-Y2/ Growth Plan	• 3 formal in- class observations (2 with pre- conference, all with post- conference)	• 3 formal in- class observations (2 with pre- conference, all with post- conference)	• 3 formal in- class observations (2 with pre- conference, all with post- conference)

Improvement and Remediation Plans

For tenured teachers, if an educator's performance is rated as *developing* or *below standard*, it signals the need for the administrator to create an individual educator improvement and remediation plan. The improvement and remediation plan should be developed in consultation with the educator 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 *accomplished* or better at the conclusion of the improvement and remediation plan.

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

Structured Support Level

The Structured Support Level provides tenured 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, Chief Academic Officer and the Executive Director of Personnel and Legal Services 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 H**: 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 I**), indicating that performance in the areas considered to be *developing* or *below standard* have improved and will continue to be monitored through the Fairfield Educator Evaluation Plan. If the staff member does not receive a summative rating of accomplished or better at the conclusion 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, Executive Director of Personnel and Legal Services and/or the Fairfield Education Association.

Intensive Supervision Level

If the evaluator has serious concerns about a tenured 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 J**) 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, ==Chief Academic Officer and the Executive Director of Personnel and Legal Services== will be notified immediately when a staff member is place 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 K**) indicating that performance in the areas considered to be *developing* or *below standard* has improved and will continue to be monitored on the Fairfield Educator Evaluation Plan. If performance remains ineffective, termination may result.

For a staff member who does not demonstrate performance at the accomplished level 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, Executive Director of Personnel and Legal Services 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 educators.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career educators; participating in development of educator 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.

EDUCATOR PRACTICE RELATED INDICATORS

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

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

These categories will be described in detail

below.

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

The Educator 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 educators with specific feedback to identify educator development needs and tailor support to those needs.

Educator Practice Framework

A committee comprised of Fairfield educators and administrators researched educator 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 D**), represents the most important skills and knowledge that educators 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 educators 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 educators to understand what <u>should </u>be seen as part of classroom instruction.
3. A tool to provide meaningful feedback to educators.

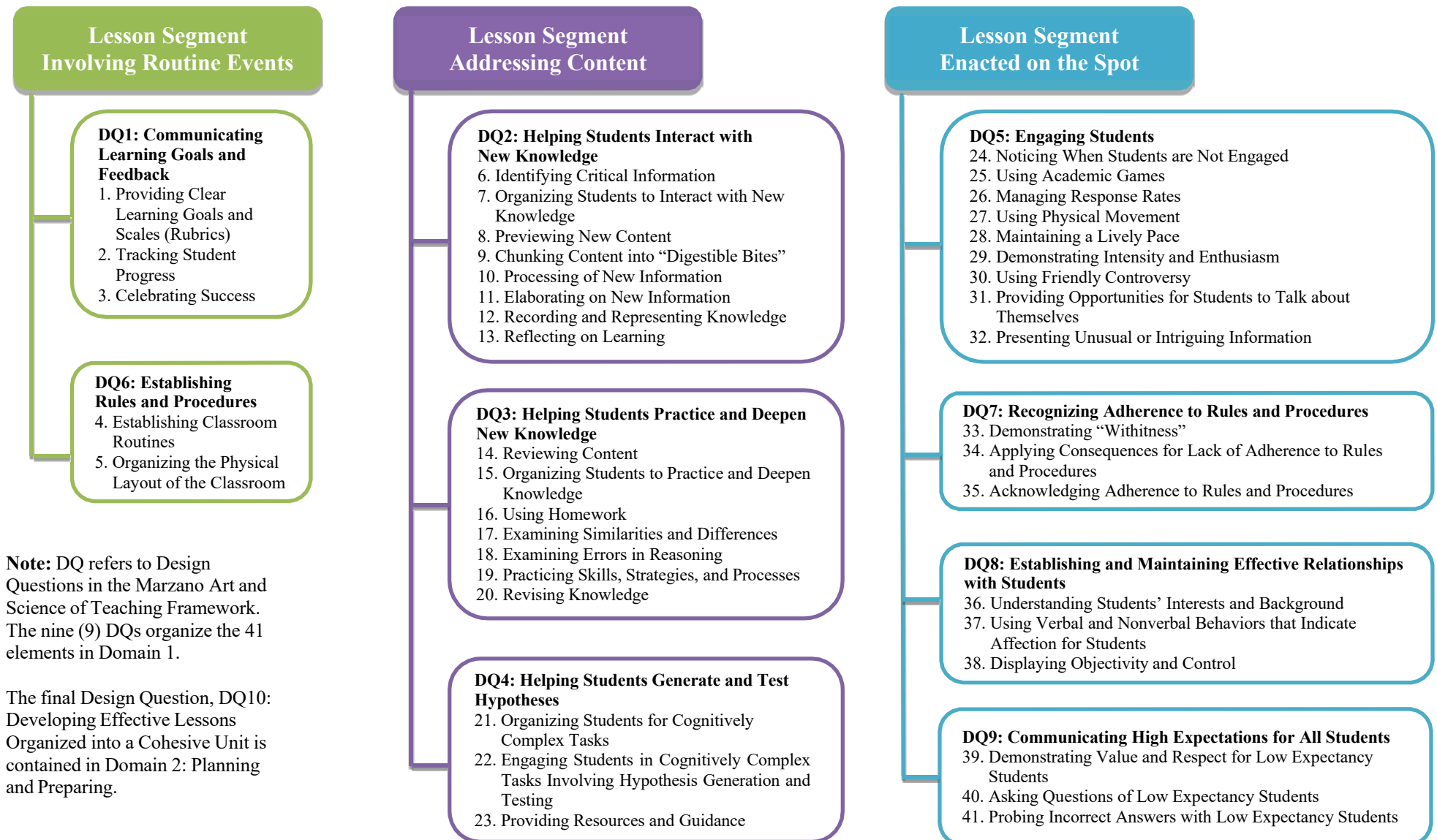Domain 2 (Planning and Preparing), Domain 3 (Reflecting on Teaching) and Domain 4 (Collegiality and   Professionalism) include the remaining elements of the model.

See pages 40 - 42 of this document for a discussion on the SESS/CCT rubric to be used for Student and Educator Support Specialists in the area of Educator Performance and Practice (40%).
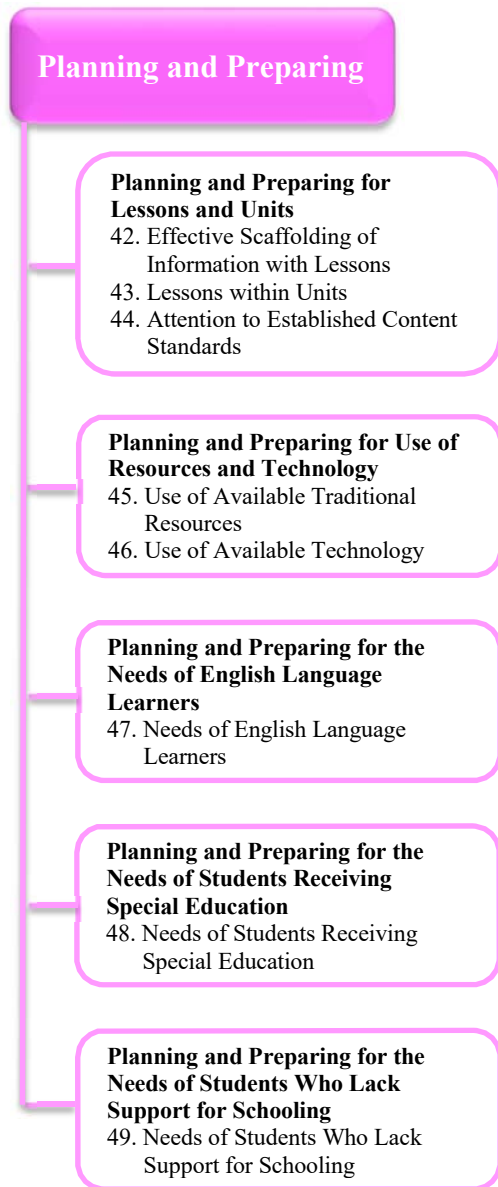
The CCT Rubric for Effective Service Delivery 2017

Marzano Art and Science of Teaching Framework
Learning Map

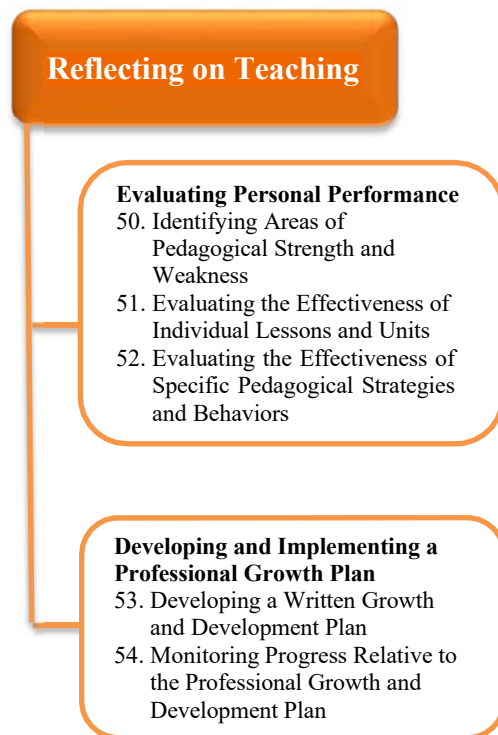## Domain 1: Classroom Strategies and Behaviors

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.

Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback
1. Providing Clear Learning Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

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.

Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Information
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

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
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

DQ4: Helping Students Generate and Test Hypotheses
21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance

Lesson Segment Enacted on the Spot

DQ5: Engaging Students
24. Noticing When Students are Not Engaged
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

DQ7: Recognizing Adherence to Rules and Procedures
33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students
36. Understanding Students' Interests and Background
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

DQ9: Communicating 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

Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information with Lessons
43. Lessons within Units
44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education
48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling
49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance
50. Identifying Areas of Pedagogical Strength and Weakness
51. Evaluating the Effectiveness of Individual Lessons and Units
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development
59. Adhering to District and School Rules and Procedures
60. Participating in District and School Initiatives

Connecticut Framework for Educator 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 educator 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 educators – it's the feedback based on observations that helps educators to reach their full potential. All educators deserve the opportunity to grow and develop through observations and timely feedback. In fact, educator surveys conducted nationally demonstrate that most educators are eager for more observations and feedback that they can then incorporate into their practice throughout the year.

Therefore, in the Fairfield Educator Professional Growth Model:

- Each educator will be observed based on the following categories: First and Second Year Educators; Below Standard and Developing; Years 3+ Teachers at Accomplished or Exemplary.

- All observations must 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 a week 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 additional observations, if necessary, be unannounced.

Teacher Observations:
- **Formal in-class obervations: Mutually scheduled observations that last at least** 30 minutes, include a pre-conference and are followed by a post- observation conference, which includes both written and verbal feedback.
- **Informal Observations:** Announced or unannounced observations that last at least 10 minutes and are followed by written and/or verbal feedback. Informal observations must be in-class observations.
- **Review of Practice:** Mutually scheduled reviews of practice that last at least 30 minutes and are followed by written feedback and may also include verbal feedback. A review of practice may occur during the mid-year or end fo year review and will involve a discussion between the evaluator and teacher.
  The evaluation and support model aims to provice teachers with comprehensive feedback on their practice, as defined by the Marzano rubrics. Therefore, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation.

- Review of practice may include,but are not limited to:
  - Planning meetings
  - Data team meetings
  - Planning and placement team meetings
  - Observations of coaching/mentoring other teachers
  - Reviews of lesson/unit plans and assessments or other teaching artifacts
  - Call logs or notes from parent-teacher meetings
  - Reviews of attendance records from professional learning or school-based activities/events
  - Discussion of Marzano rubric component(s)
  - Mid or end-year conferences
  - Review of Professional Growth Opportunity plan

Districts and principals can use their discretion to decide the right number of observations for each educator based on school and staff needs and in accordance with the Requirements for Educator Evaluation.

Evaluators are not limited to the number of observations in the table below. It is at the discretion of the evaluator to add additional observations (formal or informal) for each teacher based on school and staff needs in accordance with the Guidelines for Educator Evaluation. Teachers may also request additional observations.

- A summary of requirements are below:

Educator Category	Requirements For Educator Evaluation
First and Second Year Educators*	At least 3 formal observations; all of which are in-class. Two (2) must include a pre-conference and all must include a post-conference
Below Standard and *Developing**	At least 3 formal observations; all of which are in-class. Two (2) must include a pre-conference and all must include a post-conference
Years 3+ *Accomplished* and *Exemplary**	Educators will receive 1 formal in-class observation and 1 review of practice each year. For yearly observation requirements see **Appendix L**. For non-classroom educators, the above frequency of observations shall apply in the same ways, except that observation need not be in –classroom (they shall instead be conducted in appropriate settings). An educator in this category may receive a formal in-class observation if an informal observation or formal review of practice in a given year results in a concern about the teacher's practice.

*   **Educators on Structured Support Level or Intensive Supervision Level will follow the guidelines on pages 12-14. The number of observations will be indicated in the plan.**

<u>Pre-conferences and Post-Conferences</u>
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 pages 18 - 19. A pre-conference can be held with a group of educators, where appropriate.

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

- Opener: begins with an opening casual conversation for the educator 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 educator
- part B: Educator Identified Strengths
    - Educator identifies strengths, or is prompted to do so
    - Focuses on educator decisions and actions
- part C: Growth Areas Identified by Educator
    - Educator identifies growth area or is prompted to do so
    - Focus on educator 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: Educator 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).

<u>Feedback</u>
The goal of feedback is to help educators grow and become more effective with each and every one of their students. With this in mind, discussion between evaluators and educators should be clear and direct, following the Post Observation Feedback Protocol. Feedback should include:
- specific evidence and ratings, where appropriate, on observed components of the *Marzano Causal Teacher Evaluation Model or the SESS/CCT rubric for Student and Educator Support Specialists*;
- prioritized commendations and recommendations for development actions;
- educator-led conversation for the majority of the post-conference
- next steps and supports the educator 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

Educator Performance and Practice Goal-Setting

As described in the Evaluation Process and Timeline section (pages 7 - 9), teachers develop a practice and performance goal that is aligned to the *Marzano Causal Teacher Evaluation Model*. This goal provides a focus for the observations and feedback conversations.

At the start of the year, each educator will work with his or her evaluator to develop their practice and performance goal through mutual agreement. The goal should have a clear link to student achievement and should move the educators towards *accomplished* or *exemplary* on the *Marzano Causal Teacher Evaluation Model or the SESS/CCT rubric* for Student and Educator Support Specialists. 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 educators will include as their goal.

> **Sample: I will use higher-order thinking questioning and discussion techniques to actively engage my students in discussions that promote understanding of content, interaction among students and opportunities to extend thinking.**

The goal and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although the performance and practice goal is not explicitly rated as part of the Educator Performance and Practice category, progress on the goal will be reflected as the teacher and evaluator review the impact of the performance and practice goal in relation to student performance toward the SLO and IAGDs.

Educator Performance and Practice Scoring

Individual Observations
Evaluators are not required to provide an overall rating for each observation, but observed components must be scored and supported with evidence. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the educator and students said and did in the classroom. Evidence-based notes are factual (e.g., the educator asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the educator 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 Educator Performance and Practice Rating

At the end of the year, primary evaluators must determine a final Educator Performance and Practice rating and discuss this rating with educators during the End-of-Year Conference. The final educator Performance and Practice rating will be determined by the evaluator in a two-step process:

1) Evaluator and educator review and discuss evidence collected through observations and reviews of practice (e.g., team meetings, conferences) to reach consensus on holistic ratings for each of the four (4) Domains based on the descriptive language of the *Marzano rubric* or the *SESS/CCT rubric* for Student and Educator Support Specialists. If the educator and evaluator do not agree on a Domain rating, the evaluator will determine the Domain rating based on a preponderance of the evidence.
2) The evaluator determines the final Educator Performance and Practice Rating based on the chart on page 24.

Each step is illustrated below:

1) Evaluator and educator holistically review and discuss evidence collected through observations and reviews of practice to reach consensus on holistic ratings for each of the four (4) Domains (see chart below).

By the end of the year, evaluators and educators should have collected a variety of evidence on educator practice from the year's observations and reviews of practice. Evaluators and educators then analyze the consistency, trends, and significance of the evidence to reach consensus on a holistic rating for each Domain. Some questions to consider while analyzing the evidence include:

Consistency: Does the evidence paint a clear, unambiguous picture of the educator's performance in this area over time?

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 reviews of practice where I was able to better assess this aspect of performance?) Are there extenuating circumstances that might have had an impact on the teacher's performance during the year?

Domain	Rating
1	Accomplished
2	Accomplished
3	Accomplished
4	Exemplary

2) The final summative rating for the 40% area of Teacher Performance and Practice will be determined as follows:

Exemplary	Domain 1 is rated Exemplary. A combination of Exemplary, Accomplished and Developing ratings in Domains 2,3, and 4. No more than one Developing rating.
Accomplished	Domain 1 is rated Exemplary. A combination of Exemplary, Accomplished, Developing, and/or Below Standard ratings in Domains 2,3, and 4. OR Domain 1 is rated Accomplished. No more than one Below Standard rating in Domains 2, 3, and 4.
Developing	Domain 1 is rated Accomplished. Two or more other Domains are rated as Below Standard in Domains 2, 3, and 4. OR Domain 1 is rated Developing.
Below Standard	Domain 1 is rated Below Standard.

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

Category #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Educator Practice Indicators focus area of the Fairfield Educator 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)   Educator and evaluator identifying **one** related parent engagement goal and setting improvement targets;
    (4)   Measuring progress on growth targets; and
    (5)   Determining an educator's summative rating. This Parent Feedback rating shall be based on four performance levels.

1.   <u>Administration of a Whole-School Parent Survey</u>
Parent surveys should be conducted at the whole-school level as opposed to the educator-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: 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. **Appendix B** contains the School Climate Survey and the state model parent survey.

2.   <u>Determining School-Level Parent Goals</u>
Principals and educators 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 educators (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, educators 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-educator conferences, etc. See the sample state model survey in **Appendix B** for additional questions that can be used to inspire goals.

Educators 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

Educators and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. Educators will measure and demonstrate progress on their growth targets. An educator 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 an educator successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the educator and application of the following scale:

Exemplary	Accomplished	Developing	Below Standard
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 Educator Evaluation Plan captures the educator's impact on students. Every educator is in the profession to help children learn and grow, and educators 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 Educator Evaluation process, educators 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 Educator Evaluation Plan will ask educators 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 educators 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 educator is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources educators 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 1 SLO (goal for learning)

Each educator will write one SLO based on an area identified as a need in SLO Phase 1 (above) and on discussion with the educator's administrator. Assessments to measure student performance in the next step of IAGD development will be identified below.

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

Step 1: Decide on the Student Learning Objective

The SLO will be a broad goal for student learning that is aligned to school improvement plans. It should address a central purpose of the educator's assignment and should pertain to a large proportion of his/her students. For educators who teach multiple grades or courses or whose total student load exceeds 130 students, one grade level or course will be targeted each year. The 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.

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

Teacher Category	Student Learning Objective
8th Grade Science	Students will master critical concepts of Science inquiry.
High School Visual Arts	Students will demonstrate proficiency in applying the five principles of drawing.
2nd Grade Numeracy	Students in 2nd grade will demonstrate growth and/or achieve mastery of grade level mathematics skills.
Middle School Music	Students in vocal music class will sing alone with others, a varied repertoire of songs.
High School Physical Education	Students in grades 9-12 will demonstrate an understanding of physical fitness and healthy lifestyle behaviors.
Writing	Students will improve their writing skills in the areas of argument/opinion and informational writing.
	Students will produce effective andwell-grounded writing for a range of purposes and audiences.
Reading	Students will demonstrate growth in comprehension skills.
	Students will improve reading accuracy skills in order to increase fluency.
Other	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.

Step 2: Select 2-4 Indicators of Academic Growth and Development (IAGDs)

Sample IAGD: Third grade students will achieve an average growth of 1.5 GE on the STAR Reading assessment from fall 2018 to spring 2019.

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 educators 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**).

Sample SLOs and IAGDs
Using Student Work
SLO: Students will improve in their ability to convey and defend ideas to an audience. • **IAGD 1:** Students will increase 1 band on the Exploring and Understanding component of the Academic Expectations rubric from fall 2018 to spring 2018. • **IAGD 2:** *Based on standardized assessment if available and appropriate*
SLO: Students will improve in their ability to convey and defend ideas to an audience. **Differentiated IAGD 1** • Students who score between 1-2 on the Exploring and Understanding component of the Academic Expectations rubric will increase 2 bands from fall 2018 to spring 2019. • Students who score a 3-4 on the Exploring and Understanding component of the Academic Expectations rubric will maintain or increase 1 band from fall 2018 to spring 2019. **IAGD 2:** *Based on standardized assessment if available and appropriate*
SLO: Students will improve interpersonal skills in order to strategically collaborate with others. **IAGD 1:** Students will increase 1 band on the Collaborating Strategically component of the Academic Expectations rubric from fall 2018 to spring 2018. **IAGD2:** *Based on standardized assessment if available and appropriate*
SLO: Students will improve interpersonal skills in order to strategically collaborate with others. **Differentiated IAGD 1:** a. Students who score between 1-2 on the Collaborating Strategically component of the Academic Expectations rubric will increase 2 bands from fall 2018 to spring 2019. b. Students who score a 3-4 on the Collaborating Strategically component of the Academic Expectations rubric will maintain or increase 1 band from fall 2018 to spring 2019. **IAGD 2:**
SLO: Students will increase the use a range of media and technology tools to convey information.
IAGD 1: Students will increase 1 band on the Using Communication Tools component of the Academic Expectations rubric from fall 2018 to spring 2018. **Differentiated IAGD 2:** Students who score between 1-2 on the Using Communication Tools component of the Academic Expectations rubric will increase 2 bands from fall 2018 to spring 2019. c. Students who score a 3-4 on the Using Communication Tools component of the Academic Expectations rubric will maintain or increase 1 band from fall 2018 to spring 2019.
STAR **SLO:** Students will increase achievement in (Reading; Early Literacy skills; Math). **IAGD 1:** _____ grade students in _____ class will achieve an average growth of 1.5 GE on the STAR (Reading; Early Literacy, Math) assessment from fall 2018 to spring 2019. **IAGD 2:** *Related to a non-standardized assessment*

The Fairfield Educator Evaluation Plan adopts the definition of a standardized assessment from the Connecticut Guidelines for Educator Evaluation. Standardized assessments, ==*when available and appropriate,* will count for 22.5% of the IAGDs==. That definition identifies that a standardized assessment is characterized by the attributes below:

- 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.

==Note: State mastery data may not be used to measure an educator's SLO.==

Examples of Standardized Assessments recommended, ==when appropriate,== and determined by the evaluator for use in the Fairfield Public Schools for educators are:

- Fountas and Pinnell Benchmark Reading Assessments
- Concepts About Print
- ==CORE assessments==
- ==STAR==
- Math Fluency
- Oral Counting
- Letter ID
- Number ID
- ==AP==
- ==PE – Mile run==
- ACTFL (Level 20 French, Spanish, Chinese)
- ALIRA (Level 20 Latin)

==22.5% if the IAGDs will be based on non-standardized assessments, and 45% if no standardized assessments are available and appropriate.== 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

Since indicator targets are calibrated for the educator's particular students, educators 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 educators might use the ==STAR== assessment as one of their IAGDs, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 4th grade educators.

Step 3: Provide Additional Information

During the goal-setting process, educators 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 educator plans to use to gauge students' progress toward the SLO during the school year; and
- any training or support the educator thinks would help improve the likelihood of meeting the SLO.

Step 4: Submit SLOs to Evaluator for Approval

Educators and evaluators will confer during the goal-setting process to select mutually agreed-upon SLOs.

The evaluator will examine the SLO relative to three criteria described below. SLOs must meet all three criteria. 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 educator'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 educator.	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 the SLO is approved, educators will monitor students' progress towards the objective. They can, for example, examine student work products; administer interim assessments and track students' achievement related to the indicators. Educators 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. Each educator will conduct a student survey in January and will provide an analysis of student survey responses and reflect on his/her practice as a result of the survey responses.

If an educator'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 educator. Evaluators and educators should review evidence of student progress to date. The conversation should focus on what is working well, next steps, and a discussion of any adjustments or support needed. This is also an opportunity for a discussion of any concerns around regression of student data or any extenuating circumstances that might have arisen since the beginning of the year.

SLO Phase 4: Assess student outcomes relative to SLOs

At the end of the school year, educators will collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, educators will complete and submit a self-assessment that asks educators 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 and educators will review the evidence and the educator's self-assessment and determine one of four ratings to the SLO: Exemplary (Exceeded), Accomplished (Met), Developing (Partially Met), or Below Standard (Did Not Meet). These ratings are defined as follows:

Exemplary (Exceeded)	>90% of students exceeded the target(s) contained in the indicator(s).
Accomplished (Met)	All or most students met the target(s) contained in the indicators.
Developing (Partially Met)	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.
Below Standard (Did Not Meet)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

The evaluator should score each IAGD separately, and then average those scores for the SLO score, or they can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

The individual SLO/IAGD ratings and the student growth and development rating will be discussed during the End-of-Year Conference.

Category #4:Whole-School Student Learning Indicator (5%)

The Fairfield Educator Evaluation Plan will include a "whole-school student learning indicator" as the 5% component of a educator'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.

An educator'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.

Exemplary	Accomplished	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

SUMMATIVE EDUCATOR EVALUATION SCORING

Summative Scoring

The individual summative educator evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Student Outcomes Related Indicators and Educator Practice Related Indicators.
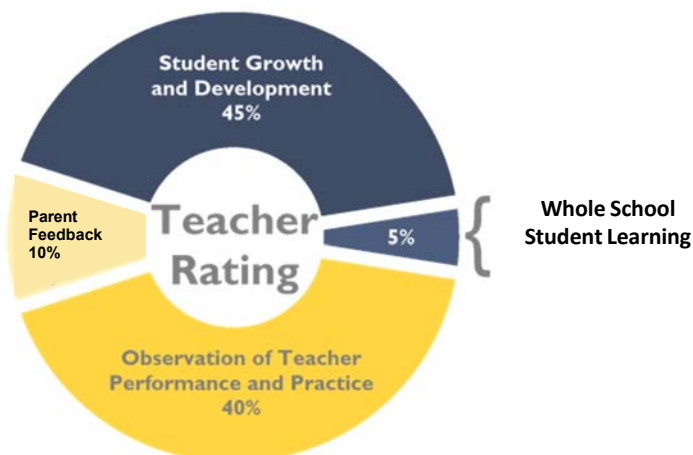
Every educator will receive one of four performance ratings:

Exemplary – Substantially exceeding indicators of performance

Accomplished – 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) Determine an Educator Practice Related Indicators score by combining the observation of Educator Performance and Practice score and the Parent Feedback score
2) Determine a Student Outcomes Related Indicators score by combining the Student Growth and Development score and Whole-school Student Learning indicator
3) Use Summative Matrix (below) to determine Summative Rating

Each step is illustrated on the following pages:

Total Educator Practice Related Indicators:

Determine an Educator Practice Related Indicators Rating by combining the observation of educator performance and practice score and the parent feedback score.

Use the chart below to find the Educator Practice Related Indicators Rating:

Observation of Teacher Performance and Practice (40%)
Parent Feedback (10%)

		Observation of Teacher Performance and Practice Rating			
		Exemplary	**Accomplished**	**Developing**	**Below Standard**
Parent Feedback Rating	**Exemplary**	Exemplary	Accomplished	Developing	Below Standard
	Accomplished	Exemplary	Accomplished	Developing	Below Standard
	Developing	Accomplished	Accomplished	Developing	Below Standard
	Below Standard	Accomplished	Accomplished	Developing	Below Standard

Using the chart above, the educator's Total Educator Practice Rating would be "Accomplished."
This rating will be used in the final summative rating chart.

Total Student Outcomes Related Indicators

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

Use the chart below to find the Total Student Outcomes Related Indicators Rating:

Student Growth and Development (45%)
Whole School Student Learning Indicator (5%)

		Student Growth and Development Rating			
		Exemplary	**Accomplished**	**Developing**	**Below Standard**
Whole School Student Learning Rating	**Exemplary**	Exemplary	Accomplished	Developing	Below Standard
	Accomplished	Exemplary	Accomplished	Developing	Below Standard
	Developing	Accomplished	Accomplished	Developing	Below Standard
	Below Standard	Accomplished	Accomplished	Developing	Below Standard

Using the chart above, the educator's Total Student Outcomes Rating would be "Accomplished."
This rating will be used in the final summative rating chart.

Determining the Summative Rating

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 Educator Practice Related Indicators rating is *accomplished* and the Student Outcomes Related Indicators rating is *accomplished*. The summative rating is therefore *accomplished*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary* for Educator Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

Summative Rating Matrix		Total Educator Practice Rating			
		Exemplary	Accomplished	Developing	Below Standard
Total Student Outcomes Rating	Exemplary	Rate Exemplary	Rate Exemplary	Rate Accomplished	*Gather further information*
	Accomplished	Rate Exemplary	Rate Accomplished	Rate Accomplished	Rate Developing
	Developing	Rate Accomplished	Rate Accomplished	Rate Developing	Rate Developing
	Below Standard	*Gather further information*	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating Summative ratings must be completed for all educators 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 an educator may be significantly impacted by state standardized test data, the evaluator may recalculate the educator'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 educators shall generally be deemed effective if said educator receives at least two sequential *accomplished* ratings, one of which must be earned in the fourth year of a novice educator's career. A *below standard* rating shall only be permitted in the first year of a novice educator's career, assuming a pattern of growth of *developing* in year two and two sequential *accomplished* 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 Educator Evaluation Plan adopts the definition as stated in the state model, above.

Dispute-Resolution Process

A "Standing Review Committee on Educator Evaluation" shall be formed to resolve disputes where the evaluator and educator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice or the final summative rating. This committee will be composed of the Executive Director of Personnel and Legal Services, district TEAM Facilitator, a representative from the Executive   Board of the Fairfield School Administrator Association, a representative designated by 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 educator will submit within five working days a Conflict Resolution Process form (See **Appendix G**) 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 Educator Evaluation. The evaluatee and his/her primary evaluator will select a member of the Standing Review Committee on Educator 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 the ==Superintendent== (depending on the   staff member's assignment) for a resolution and final decision.

Use of Data Management System

The Fairfield Public Schools will utilize a data management system as part of the educator evaluation and support process in order to address system efficiencies and ensure confidentiality and security.

The 2013-2014 school year was the first year that a data management system was implemented in Fairfield to support educator evaluation. Over the course of the year, many changes were made to improve efficiency and remove redundancy. These changes were communicated to district leaders who in turn worked to provide the information to the educators in the building. During the 2014-2015 school year, and each   year thereafter, guidance shall be provided on an on-going basis to educators in Fairfield regarding   entering information into the data management system, as well as to gather feedback to continue to   improve our efficiency in this area.

The following guidance is presented regarding how data is managed that assists in reducing paperwork and documentation while maintaining plan integrity:

1. Entry of data is limited only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;
2. The SDE is prohibited from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits mandated by C.G.S. 10-151b(c) and 10-151i, and third-party organizations will keep all identifiable student data confidential;
3. The sharing or transference of individual teacher data from one district to another or to any other entity is prohibited without the teacher or administrator's consent, as prohibited by law;
4. Access to teacher or administrator data is limited to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the SDE's data collection authority;
5. The data management system will include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.

Core Requirements for the Evaluation of Student and Educator Support Specialists

As provided in Sec.10-151b of the 2012 Supplement (C.G.S.) as amended by P.A. 13-245, "The Superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist," in accordance with the requirements of this section.

In the Fairfield Public Schools, the following roles are identified as Student and Educator Support Specialists (SESS):

Assistive Technology Specialist	Middle School Math Resource Support Teacher
Behavior Support Specialist	Program Support Teacher
Dean	School Counselor
Elementary Math/Science Support Teacher	School Psychologist
English Language Learner Teacher	Social Worker
Gifted/Talented Teacher	Speech/Language Pathologist
Instructional Improvement Teacher	Teacher of Hearing Impaired
Language Arts Specialist	Teacher of Visually Impaired
Library Media Specialist	

These educators will follow the guidelines described previously in the Whole School Student Learning Indicator (5%) and Parent Feedback (10%) sections.

The Student Growth and Development (45%) and Teacher Performance and Practice (40%) areas are modified for Student and Educator Support Specialists as described below.

Student Growth and Development (45%)

Flexibility is provided for Student and Educator Support Specialists (SESS) in the development of IAGDs to measure attainment of goals and/or objectives for student growth. The goal-setting conference for identifying SLOs/IAGDs shall include the following steps:

- The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
- Student and Educator Support Specialists are encouraged to collaborate witih other educators in the creation of SLOs and IAGDs. Educators may have identical objectives although they will be individually accountable for their own students' results.
- The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school, etc.).
- The educator and evaluator will identify the learning standard to measure: the assessment/measure of progress, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.

Teacher Performance and Practice (40%)

A sub-committee of the Fairfield Educator Growth committee met to review appropriate rubrics for SESS staff members. This sub-committee was comprised of staff members who support students and educators in non-traditional classroom settings. Several rubrics were reviewed and discussed, and ultimately the SESS/CCT adapted rubric was chosen to best represent their practice in non-traditional classroom settings.

Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.

The CCT Rubric for Effective Service Delivery 2014 – AT A GLANCE

Evidence Generally Collected Through **Observations**

Domain 1 — **Learning Environment, Student Engagement and Commitment to Learning**

Service providers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

1a. Promoting a positive learning environment that is respectful and equitable.

1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

1c. Maximizing service delivery by effectively managing routines and transitions.

Domain 3 — **Service Delivery**

Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

3a. Implementing service delivery for learning.

3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

3c. Assessing student learning, providing feedback to students and adjusting service delivery.

Evidence Generally Collected Through **Non-Classroom/Reviews of Practice**

Domain 2 — **Planning for Active Learning**

Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

2a. Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

2b. Planning prevention/intervention to actively engage students in the content.

2c. Selecting appropriate assessment strategies to monitor student progress.

Domain 4 — **Professional Responsibilities and Leadership**

Service providers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

4a. Engaging in continuous professional learning to impact service delivery and student learning.

4b. Collaborating to develop and sustain a professional learning environment to support student learning.

4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

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 a way 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:	DON'T:
Create a plan	Expect to accomplish without effort
Start small	Focus on too much at once
Write it down	Forget to make a deadline
Be specific	Deal in absolutes
Track your progress	Expect perfection
Celebrate your success	Keep your goal on a shelf
Ask for support sooner than later	Beat yourself up over shortcomings
Make commitments	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.	○	○	○	○	○	○
2. I talk with my child's teacher(s) about what I can do to help my child learn.	○	○	○	○	○	○
3. I know how my child is doing in school before I get my child's report card.	○	○	○	○	○	○
4. I have attended at least one meeting or event at school this year.	○	○	○	○	○	○
5. I feel welcome at this school.	○	○	○	○	○	○
6. My child is learning a lot in school this year.	○	○	○	○	○	○
7. My child's teacher(s) have high expectations for my child.	○	○	○	○	○	○
8. My child's teacher(s) talk to me about how my child is doing in class.	○	○	○	○	○	○
9. My child's teacher(s) care about my child.	○	○	○	○	○	○

Part II: Background

10. What is your child's gender?

○ Male   ○ Female

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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

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

○ White   ○ Black or African-   ○ Asian   ○ Hispanic or Latino
                        American

○ American-Indian   ○ Native-Hawaiian or   ○ Two or More
   or Alaska Native   Other Pacific-Islander   Races/Ethnicities

Climate Survey - Parents/Guardians

Please indicated how much you agree or disagree with the following statements about your child's school.

1. My child likes his/her school.
   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

2. My school has clear rules and expectations for behavior.
   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

3. The rules are fairly and consistently enforced at this school.
   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

4. There is an excellent learning environment at this school.
   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

5. Children are taught to think independently at this school.
   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

6. Students at this school are well-behaved.
   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

7. My child has a sense of pride and achievement at school.
   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

8. My child's school is clean and well maintained.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

9. My child has friends at this school.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

10. I feel welcome at this school.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

11. My child's school offers sufficient opportunities for my child to explore strengths and interests.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

12. I am satisfied with the technology and other instructional resources available to my child.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

13. My child is challenged to meet high expectations at this school.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

14. Students at this school treat faculty and staff with courtesy and respect.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

15. My child rides the school bus.

  ○ Yes
  ○ No

16. If no, why not?

  ○ My child is a walker
  ○ I drive them
  ○ I am concerned about safety on the bus

17. I am proud to be a member of this school community.

  ○ Strongly agree
  ○ Agree
  ○ Disagree
  ○ Strongly disagree

18. This school offers me many ways to be involved in my child's education.

  ○ Strongly agree
  ○ Agree
  ○ Disagree
  ○ Strongly disagree

19. This school is sensitive to issues related to race/ethnicity.

  ○ Strongly agree
  ○ Agree
  ○ Disagree
  ○ Strongly disagree

20. This school is sensitive to issues related to gender.

  ○ Strongly agree
  ○ Agree
  ○ Disagree
  ○ Strongly disagree

21. This school is sensitive to issues related to sexual identity/sexual orientation.

  ○ Strongly agree
  ○ Agree
  ○ Disagree
  ○ Strongly disagree

22. This school is sensitive to issues related to disabilities.

  ○ Strongly agree
  ○ Agree
  ○ Disagree
  ○ Strongly disagree

23. This school is sensitive to issues related to socioeconomic status.

  ○ Strongly agree
  ○ Agree
  ○ Disagree
  ○ Strongly disagree

24. This school is sensitive to issues related to cultural diversity.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

25. My child has been insulted, teased, made fun of or excluded at school.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

26. If yes, did you or your child report it?

- ○ Yes, I reported it and was satisfied with outcome.
- ○ No, I did not report it.
- ○ Yes, I reported it but was dissatisfied.
- ○ Yes, my child reported it and was satisfied
- ○ Yes, my child reported it and was dissatisfied
- ○ No, my child did not report it

27. My child has been insulted, teased, made fun of or excluded through social media.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

28. My child has been physically hurt or threatened by another student.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

29. I am a member of my school's PTA/SEPTA.

- ○ Yes, I am an active member
- ○ Yes, I am a member, but not active
- ○ No, I am not a member

30. I am a regular volunteer at my child's school.

- ○ 10+ times per year
- ○ 5-10 times per year
- ○ 1-5 times per year
- ○ No, I am unable to volunteer at this time
- ○ Don't know what opportunities are available

31. I am able to read/understand all aspects of my child's progress reports/report cards.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

32. I am satisfied with the steps being taken to provide a safe learning environment at this school.

   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

33. I regularly access the Infinite Campus Parent Portal.

   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

34. If no, why not?

35. Homework is productive and supports learning in the classroom.

   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

36. There are policies and procedures in place at this school to keep students and faculty/staff safe.

   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

37. I would recommend this school to friends and family.

   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

Appendix C: 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
DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	
I. Lesson Segments Involving Routine Events	
Design Question #1: 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	
Design Question #6: 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	
II. Lesson Segments Addressing Content	
Design Question #2: 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	
Design Question #3: 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	
Design Question #4: 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 2010Common Core of Teaching: Foundational Skills
III. Lesson Segments Enacted on the Spot	
DesignQuestion#5: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	
DesignQuestion#7: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	
DesignQuestion#8: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	
DesignQuestion#9: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	
DOMAIN2:PLANNING AND PREPARING	
I. Planning and Preparing for Lessons and Units	
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	
II. Planning and Preparing for Use of Resources and Technology	
45.Use of Available Traditional Resources	
46.Use of Available Technology	
III. Planning and Preparing for Needs of English Language Learners **IV. Planning and Preparing for Needs of Students Receiving Special Education** **V. Planning and Preparing for Needs of Students Who Lack Support for Schooling**	

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	
DOMAIN 3: REFLECTING ON TEACHING	
I. Evaluating Personal Performance	
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	
II. Developing and Implementing a Professional Growth Plan	
53. Developing a Written Growth and Development Plan	
54. Monitoring Progress Relative to the Professional Growth and Development Plan	
DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM	
I. Promoting a Positive Environment	
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	
II. Promoting Exchange of Ideas and Strategies	
57. Seeking Mentorship for Areas of Need or Interest	
58. Mentoring Other Teachers and Sharing Ideas and Strategies	
III. Promoting District and School Development	
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 EssentialSkills

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. PlanningforActiveLearning

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. ProfessionalResponsibilitiesandTeacherLeadership

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 D: Marzano Causal Teacher Evaluation Model and

CCT Rubric for Effective Service Delivery 2014

The full rubric for the Marzano Causal Teacher Evaluation Model can be accessed below:

Domain 1:   http://cdn.fairfieldschools.org/hr/teacher-eval/Marzano_Domain_1_Protocols.pdf

Domains 2-4:   http://cdn.fairfieldschools.org/hr/teacher-eval/Marzano_Domain_2-4_Protocols.pdf

The full rubric for the Connecticut *Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2014, Adapted for Student and Educator Support Specialists* can be accessed below:

http://cdn.fairfieldschools.org/curriculum/misc/CCT_Rubric_for_Effective_Service_Delivery_2014.pdf

POST-CONFERENCE PLANNING

Teacher: _____   Date:_____

Time/Period: _____   Subject:_____

Observer: _____

Instructional Objective of Lesson:

Conference Opener:

POSSIBLE CONFERENCE MESSAGE STARTERS

A. **Supervisor Analysis – Strength Pattern**
   [use specific evidence, label, discuss **why** worked]
   "Let me share some decisions you made that promoted student success."

B. **Teacher Self Analysis – Strength Pattern**
   [label, discuss **why** worked]
   "What were some additional decisions that you were pleased with?"

C. **Teacher Self Analysis – Growth Pattern**
   [label, discuss **why** didn't work]
   "Were there decisions you'd alter if you could? or
   "If you were to teach this lesson again, what would you do differently?""

D. **Supervisor Analysis – Growth Pattern**
   [use specific evidence, label, discuss **why** didn't work]
   "Were you aware that…?   What were your reasons for…? Then
   "I observed that …is that an issue for you?"
   "Let's brainstorm options…"

CHECK BACK
"What discussion was most important to you from this conference?"

D. Title
11/3/10

Name: Location:
Position: Grade:
Mentor Name:

Student Growth Indicators (45%)

Provide any evidence specific to each SLO/Goal and indicate your overall progress by rating "Attainment of the Objective" (i.e. a brief "description" of the data that you will bring to the summative meeting.

SLO (45%) – Indicate your overall progress by rating attainment of the goal

Attainment of Objective (IAGD 1):

Did Not Meet	Partially Met	Met	Exceeded
◯	◯	◯	◯

Attainment of Objective (IAGD 2):

Did Not Meet	Partially Met	Met	Exceeded
◯	◯	◯	◯

Whole-School Student Learning Indicators (5%)

Describe what you did to achieve your goal. Give a brief description of the information you will bring to the summative meeting.

Whole School Student Learning Indicator (5%) – Indicate your overall progress by rating attainment of the goal

Attainment of Objective:

Did Not Meet	Partially Met	Met	Exceeded
◯	◯	◯	◯

Parent Feedback (10%)

Describe what you did to achieve your goal. Give a brief description of the evidence you will bring to the summative meeting.

[ ]

Parent Feedback (10%)- Indicate your overall progress by rating attainment of the goal.

Attainment of Objective:

Did Not Meet	Partially Met	Met	Exceeded
◯	◯	◯	◯

Teacher Practice and Performance (40%)

Describe the action steps you took to develop your Focus Area and your growth related to student achievement.

[ ]

TEACHER SELF-ASSESSMENT/REFLECTION

Provide a brief reflection summary related to your work this year (e.g. what you've learned this year, professional learning activities you attended, on-going professional learning or support you need, etc.).

[ ]

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:**_____

Fairfield Public Schools
Structured Support Level
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 Structured Support Level is to provide guided support to staff members who have been identified as experiencing difficulty meeting the 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 Structured Support.**

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**

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**

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**

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

Appendix L: Teacher Professional Growth Plan Information

	2018-19	2019-20	2020-21
Y3+ at Accomplished or above	• 1 formal in- class observation (with a pre and post conference) • 1 review of practice*	• 1 formal in- class observation (with a pre and post conference) • 1 review of practice*	• 1 formal in- class observation (with a pre and post conference) • 1 review of practice*
Y1-Y2/ Growth Plan	• 3 formal in- class observations (2 with pre- conference, all with post-conference)	• 3 formal in- class observations (2 with pre- conference, all with post-conference)	• 3 formal in- class observations (2 with pre- conference, all with post-conference)

*A review of practice may occur during the mid-year or end of year review and will involve a discussion between the evaluator and teacher.

Evaluators are not limited to the number of observations in the table above. It is at the discretion of the evaluator to add additional observations for each teacher based on school and staff needs in accordance with the Guidelines for Educator Evaluation. Teachers may also request additional observations.

Academic Achievement

Defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Achievement is a set point or "bar" that is the same for all students, regardless of where they begin.

ACTFL

The American Council on the Teaching of Foreign Languages (ATFL) assessment is given to students in Level 20 classes of French, Spanish or Chinese to assess their proficiency with the language.

ALIRA

The ACTFL Latin Interpretive Reading Assessment (ALIRA) assessment is given to students in Level 20 Latin classes to assess their proficiency with the language.

CCT

The Connecticut Common Core of Teaching (CCT) articulates essential knowledge, skills and qualities Connecticut teachers need to prepare students to meet the challenges of the 21st century. These foundational skills are grouped into six interrelated domains: (1) Content and Essential Skills, (2) Classroom Environment, Student Engagement and Commitment to Learning, (3) Planning for Active Learning, (4) Instruction for Active Learning, (5) Assessment for Learning; and (6) Professional Responsibilities and Teacher Leadership. The CCT was designed as a guide to help build teacher competence beginning with pre-service and continuing throughout a teacher's career.

Classroom Assessment

A teacher-developed assessment used by a single teacher for a particular course or group of students. A classroom assessment does not refer to an assessment created by and administered by groups of teachers.

Content Mastery Standard

A score on an assessment that a student must obtain in order to be considered as having achieved mastery. A content mastery standard is typically established somewhere between a passing score and 100%.

Educator Evaluation and Support System

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of educator performance. All teachers and administrators will be evaluated in four categories, grouped in two major focus areas: Practice Related Indicators and Student Outcomes Related Indicators. The performance levels are defined as:

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

End-of-Year Conference

The annual evaluation process between a teacher/administrator and evaluator (administrator or designee) is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. It is expected that the End-of-Year conference will occur in May or June but no later than June 30th. During the End-of -Year conference, the teacher/administrator will present their self-assessment and related documentation for discussion and the evaluator will present his or her evaluation of the teacher/administrator's performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher/administrator in order to be productive and meaningful.

Goal-Setting Conference

The annual evaluation process between a teacher/administrator and evaluator (administrator or designee) is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. It is expected that the Goal-Setting and Planning conference will occur on or before October 15th but must be completed prior to November 15th. A portion of the conference may include a brief orientation to the new teacher/administrator evaluation process but the main purpose of this conference is for the teacher/administrator and evaluator to discuss school and district priorities and the teacher/administrator's objectives and goals to ensure they are related to school and district priorities.

Growth

Improving skills required to achieve mastery on a subject or grade level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.

IAGD

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

IAGD Goals must be SMART: S=Specific and Strategic M=Measurable A=Aligned and Attainable R=Results-Oriented T=Time-Bound

Sample IAGD template:

1. Assessment measure 1
   a. Students with a baseline score between _____ and ____ on the fall 2018 XX assessment will improve their scores by at least _____ points on the (same_ assessment by spring 2019.
   b. Students with a baseline score between _____ and ____ on the fall 2018 _____ assessment will improve their scores by at least _____ points on the XX assessment by spring 2019.
2. Assessment measure 2
   a. Students who received a score of _____ or less on the YY rubric in the fall of 2018 will increase by ____ points on the YY rubric by spring 2019.
   b. Students who received a score of _____ or higher on the YY rubric in the fall of 2018 will increase by ____ points on the YY rubric by spring 2019.

Mid-Year Check-In

The annual evaluation process between a teacher/administrator and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. The evaluator and teacher/administrator must complete at least one Mid-Year Conference at which they review progress on the teacher/administrator's goals and objectives to date. The Mid-Year Conference is an important point in the year for addressing concerns, reviewing results and adjusting goals and objectives as needed. Evaluators can deliver mid-year formative information on categories of the evaluation framework for which evidence has been gathered and analyzed. Each educator will also provide an analysis of student survey responses (conducted in January by each educator) and reflect on his/her practice as a result of the survey responses. If needed, teachers/administrators and evaluators can mutually agree to revise goals and/or objectives.

Parent Feedback

A whole-school parent survey (data is aggregated at the school level) must be conducted each spring and trends analyzed from year-to-year to inform teacher practice. Parent surveys must be confidential and survey responses should not be tied to parents' names. Survey results may be used to identify a parent engagement goal and related improvement target.

Post-Conference

A post-conference follows a formal observation or review of practice and may or may not follow an informal observation or review of practice. Post-conferences provide a forum for reflecting on the observation/review of practice against the CT Framework for Teacher Evaluation and Support and for generating action steps that will lead to the teacher's improvement.

Pre-Conference

A pre-conference precedes a formal observation or review or practice and allows the teacher to provide the context for the lesson/practice session and information about the students to be observed. It is also an opportunity for the evaluator to set expectations for the observation process.

Professional Growth Plan

A Professional Growth Plan is co-created with mutual agreement between a teacher and his/her evaluator and serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. Professional learning opportunities identified in a Professional Growth Plan should be based on the individual strengths and needs of a teacher that are identified through the evaluation process.

School Assessment

Assessments developed by groups of teachers that are mandated or optional for use school-wide (e.g., end-of-course assessment written by science teaches and used in all chemistry courses in the school).

SLO

A Student Learning Objective (SLO) is an academic goal that teachers/administrators and evaluators set for groups of students. In the SEED Handbook, there are differences between how SLOs are defined within the teacher model and the administrator model. The table below outlines these differences.

Administrator SLOs	Teacher SLOs
Administrator SLOs combine the three areas of teacher SLO into one SMART statement. They are written like a SMART goal and include target, measurement and time within a single SLO. They should: • Align to district and school learning goals • Provide a measure • Be written in SMART format • Focus on priority areas	Teacher SLOs contain three component parts: **Broad goals** for student learning that address a central purpose, **a rationale** that explains why this is an important area of improvement, and **at least two IAGDs** which is the specific evidence, with **a quantitative target,** that will demonstrate whether the objective was met. Teachers may have 2-4 IAGDs.

Sample SLO template: Students will demonstrate progress in (specific skill area.)

SMART Goal

At the start of the school year, each educator will work with his or her evaluator to develop their practice and performance goal(s) and SLO through mutual agreement. All goals should have a clear link to student achievement and school/district priorities.

IAGD Goals must be

SMART: S=Specific and

Strategic M=Measurable

A=Aligned and Attainable

R=Results-Oriented

T=Time-Bound

Student Outcomes Related Indicators

An evaluation of a teacher's contribution to student academic progress, at the school and classroom level. This   focus area is comprised of two categories:

- *Student Growth and Development (45%)* as determined by academic progress related to a teacher's student learning objectives (SLOs), and
- *Whole-school Measure of Student Learning (5%)* as determined by aggregate student learning   indicators.

Teacher Observations:
- **Formal in-class obervations:** Mutually scheduled observations that last at least 30 minutes, include a pre-conference and are followed by a post- observation conference, which includes both written and verbal feedback.
- **Informal Observations:** Announced or unannounced observations that last at least 10 minutes and are followed by written and/or verbal feedback. Informal observations must be in-class observations.
- **Review of Practice:** Mutually scheduled reviews of practice that last at least 30 minutes and are followed by written feedback and may also include verbal feedback. A review of practice may occur during the mid-year or end fo year review and will involve a discussion between the evaluator and teacher.
  The evaluation and support model aims to provice teachers with comprehensive feedback on their practice, as defined by the Marzano rubrics. Therefore, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation.
    - Review of practice may include,but are not limited to:
      - Planning meetings
      - Data team meetings
      - Planning and placement team meetings
      - Observations of coaching/mentoring other teachers
      - Reviews of lesson/unit plans and assessments or other teaching artifacts
      - Call logs or notes from parent-teacher meetings
      - Reviews of attendance records from professional learning or school-based activities/events
      - Discussion of Marzano rubric component(s)
      - Review of Professional Growth Opportunity plan

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 a week of an observation.

Teacher Practice Related Indicators

An evaluation of the core instructional practices and skills that positively affect student learning. In the SEED   model, this focus area is comprised of two categories:

- ***Observation of Educator Performance and Practice (40%)*** as defined in the Connecticut Framework   for Teacher Evaluation and Support, which articulates four domains and eighteen components of teacher   practice; and
- ***Parent Feedback (10%)*** on teacher practice through surveys

Whole-School Student Learning Indicators

For districts that include whole-school student learning indicators in teacher evaluations, a teacher's indicator   ratings shall be represented by the aggregate rating for the multiple student learning indicators established by   the administrator's evaluation rating.

Board of Education
Policy Guide

Students

Progress / Records

REQUIREMENTS FOR GRADUATION   **6146 (a)**

Introduction

I.   **Graduating Classes 2018 - 2019**

To graduate from the Fairfield Public Schools students in the class of 2018 to 2019 must earn a minimum of 43 credits and meet the credit distribution requirement. A student must demonstrate the designated computer applications proficiency. One semester equals 1 credit.

Credit Requirements for Graduation

To meet the minimum requirements for a high school diploma, a student must earn 43 credits and achieve the following credit distribution:

English	8 credits
Math	6 credits
Science	6 credits
Social Studies	7 credits
Physical Education & Health	3 credits (16 units)
Arts / Vocational	2 credits

II.   **Graduating Classes 2020-2022**

To graduate from the Fairfield Public Schools students in the class of 2020 to 2022 must earn a minimum of 43 credits and meet the credit distribution requirement. One semester equals 1 credit.

Credit Requirements for Graduation

To meet the minimum requirements for a high school diploma, a student must earn 43 credits and achieve the following credit distribution:

English	8 credits
Math	6 credits
Science	6 credits
Social Studies	7 credits
Physical Education & Health	3 credits (16 units)
Arts / Vocational	2 credits

III.   **Graduating Classes Beginning 2023**

For the graduating classes commencing in 2023 students must earn a minimum of 25 credits and meet the credit distribution requirement. One semester equals .5 of a credit ==for a full block assignment. Single courses requiring additional scheduled time to be blocked will also receive commensurate credit==.

For 7th and 8th grade students - credit earned upon successful completion in grade seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, up to three (3) credits. ==8th grade students must commit by the end of the school year to having eligible course(s) count toward high school credit and GPA.==

Credit Requirements for Graduation

To meet the minimum requirements for a high school diploma, a student must earn 25 credits. ==Each course taken can be credited to only one of the areas below. The 25 credits must achieve== the following credit distribution:

Credits in the Humanities	<u>9 credits</u>
Comprising:	
English	4.0 credits
Social Studies (1 in US History; .5 in Civics)	3.5credits
Additional credit in Humanities area, core or elective	1.5 credits
Credits in Science, Technology, Engineering and Technology (STEM)	<u>9 credits</u>
Comprising:	
Math	3 credits
Science	3 credits
Additional credit in STEM area core or elective	3 credits
Physical Education and Wellness	<u>1 credit</u>
0.5 credit must be in PE	
Health and Safety	<u>1 credit</u>
0.75 credit must be in Health	
World Language	<u>1 credit</u>
Electives	<u>3 credits</u>
0.5 credit must be in Fine Arts/Vocational Arts	

Mastery Based Diploma Assessment/Assured Skill Experiences	<u>0.5 credit</u>

Students will demonstrate proficiency in each of the indicators of the academic expectations which are embedded in projects and activities developed by the FPS faculty in the following areas:

- Critical and Creative Thinking (Exploring and Understanding, Synthesizing and Evaluating, Creating and Constructing); and
- Communicating and Collaborating (Conveying Ideas, Using Communication (Media) Tools, Collaborating Strategically)

Mastery-Based Diploma Assessment/Assured Content Experience   <u>0.5 Credit</u>
     Completion of one of the options listed below in each of the two sections.

IV. Mastery-Based Diploma Assessment/Assured Content Experience Options

Mathematics:

Meet the State of Connecticut expectations for 11th Grade proficiency on the Math portion of the PSAT or SAT

Meet the State of Connecticut expectations for proficiency on the Math portion of the ACT

Present an SAT or ACT sub-score test which meets the criteria for a score of proficient.

Pass a competency-based assessment to demonstrate proficiency in those designated sub-test areas.

Meet the proficiency standard on a district developed math portfolio

Completion of a capstone course

Completion of a course internship in a field of study or employment opportunity or volunteer role that requires the use of Algebra II level math at a minimum

Provide a grade equivalency sub-score on a scientifically valid assessment of mathematics.

Evidence Based Reading and Writing:

Meet the State of Connecticut expectations for 11th Grade proficiency on the Evidence Based Reading and Writing portion of the PSAT or SAT

Meet the State of Connecticut expectations for proficiency on the English or Reading portion of the ACT

Present an SAT or ACT sub-score test which meets the criteria for a score of proficient.

Pass a competency based assessment to demonstrate proficiency in those designated sub-test areas.

Present a grade equivalency sub-score on a scientifically valid assessment of reading.

Meet the proficiency standard on a district developed literacy portfolio

Completion of a capstone course

Completion of a course internship in a field of study or employment opportunity or volunteer role that requires the use of junior year level English

~~Provide evidence of a self-published or professionally published piece of work available for public access or purchase.~~

V. Additional Considerations

Transfers

If a student transfers to a Fairfield high school after completing three (3) years of high school elsewhere, he/she is exempt from Fairfield High School Performance Standards.

Notification: Teachers, Students, and Parents

By August before the start of the Senior Year, the guidance department will formally notify students, their teachers, and their parents or guardians if the district's standard has not been met in the areas of Mathematics or Evidence- Based Reading and Writing. A plan will be put in place to assist the student in successful completion of an alternate pathway.

Options

If a student does not meet the credits required for graduation he or she may return to the high school for a fifth year, enroll in summer school, or enroll in other course options, all to be pre-approved by the headmaster(s) and Chief Academic Officer.

Appeals

The headmaster(s) shall oversee all appeals processes for accepting credit substitutions in unique circumstances, or accepting credit from accredited institutions outside the Fairfield Public School system, such as other high schools, higher education, and national programs. The final authority to determine graduation eligibility rests with the Chief Academic Officer.

Legal Reference: Connecticut General Statutes

NEW LEGISLATION REFERENCE HERE

Approved 8/27/04
Revised and Approved 9/27/05
Revised and Approved 1/12/2010

Fairfield Public Schools
Board of Education
Policy Guide

Instruction

REQUIREMENTS FOR GRADUATION   **6146(a)**

Introduction

To graduate from the Fairfield Public Schools a student must earn a minimum of 43 credits and meet the credit distribution requirement. A student must demonstrate the designated computer applications proficiency.

Beginning with the graduating Class of 2006, a student must also meet designated levels of academic proficiency in mathematics, reading across the disciplines, and writing across the disciplines. Beginning with the Class of 2008, a student must also meet designated academic proficiency in science.

Credit Requirements for Graduation

To meet the minimum requirements for a high school diploma, a student must earn 43 credits and achieve the following credit distribution:

English	8 credits
Math	6 credits
Science	6 credits
Social Studies	6 credits
	(7 credits beginning with the class of 2015)
Physical Education & Health	3.2 credits (16 units)
Arts / Vocational	2 credits

The 3.2 credit requirement in Physical Education & Health will be applicable with the class of 2014.

Both the 6 credit requirement in Science and 43 credit minimum requirement will be applicable to the class of 2009.

Demonstrate Computer Applications Proficiency

Demonstrate Academic Proficiency

Score at or above the Proficiency Level on each of four areas of The Connecticut Academic Performance Test (CAPT): Mathematics, Reading Across the Disciplines, Writing Across the Disciplines and Science;

OR

Demonstrate proficiency on performance assessments, which correspond to any areas of CAPT, which fall below the designated score levels.

Instruction

REQUIREMENTS FOR GRADUATION (continued) 6146(b)

High School Performance Standards

Math: A student who has not met the CAPT mathematics criterion must demonstrate proficiency in one of the following ways.

a. The student will be retested on the CAPT the following year in order to demonstrate proficiency by meeting the district's identified standard;

<div align="center">OR</div>

b. The individual sub-tests of CAPT that do not meet the above criteria will be identified. Open-ended math problems, which correspond to these sub-tests and are appropriate to the content of the course in which the student is enrolled, will be constructed. Student work on these assessments will be retained in an electronic folder or in a work folder maintained by the student and monitored by the student's teacher. During the summer between junior and senior year, a committee of math teachers will examine this collective work, rate each assessment against an established rubric, and determine if the work demonstrates proficiency.

c. Additional performance tasks will be provided during the fall of the senior year for those students who did not demonstrate proficiency on their junior demonstration folder. By the second week in January, a committee of mathematics teachers will examine this work against the established rubric and determine if the work demonstrates proficiency.

d. A student who does not demonstrate proficiency in his senior demonstration folder must successfully complete a performance-based Senior Exit Program.

Reading Across the Disciplines consists of two sub-categories: Response to Literature and Reading for Information. A student who has not met the CAPT Reading Across the Disciplines criteria must demonstrate proficiency in one of the following ways.

a. The student will be retested on the CAPT the following year in order to demonstrate proficiency by meeting the district's identified standard;

<div align="center">OR</div>

Instruction

REQUIREMENTS FOR GRADUATION (continued)   **6146(c)**

Reading Across the Disciplines (continued)

Assessment instruments will be constructed by English teachers (Response to Literature) and social studies teachers (Reading for Information) to allow students to demonstrate proficiency in reading based on the CAPT criteria:

b. The individual sub-tests of CAPT, which do not meet the above criteria, will be identified. Reading assessments, which correspond to these sub-tests and are appropriate to the content of the course in which the student is enrolled, will be constructed. (The English department will be responsible for the subset of Response to Literature and the social studies department will be responsible for Reading for Information.) Student work on these assessments will be retained in an electronic folder or in a work folder maintained by the student and monitored by the student's teacher. During the summer between junior and senior year, a committee of English and social studies teachers will examine this collective work, rate each assessment against an established rubric, and determine if the work meets performance standards.

c. Additional performance tasks will be provided during the fall of the senior year for those students who did not demonstrate proficiency on their junior reading assessments. By the second week in January, a committee of English and/or social studies teachers will examine this work against the established rubric and determine if the work demonstrates proficiency.

d. A student who does not demonstrate proficiency in his senior demonstration folder must successfully complete a performance-based Senior Exit Program.

Writing Across the Disciplines consists of two (2) subcategories, which are: Interdisciplinary Writing and Editing and Revising**.** A student who has not met the CAPT Writing Across the Disciplines criteria must demonstrate proficiency in one of the following ways.

a. The student will be retested on the CAPT the following year in order to demonstrate proficiency by meeting the district's identified standard;

OR

Instruction

REQUIREMENTS FOR GRADUATION (continued)   **6146(d)**

Writing Across the Disciplines (continued)

Assessment instruments in English and social studies will be constructed to allow students to demonstrate proficiency in writing based on the CAPT rubrics. Internal assessment prompts will be constructed to allow students to demonstrate proficiency in writing in the following manner:

b. The individual sub-tests of CAPT, which do not meet the above criteria, will be identified. Writing assessments, which correspond to the two sub-tests and are appropriate to the content of the course in which the student is enrolled, will be constructed. Student work on these assessments will be retained in an electronic folder or in a work folder maintained by the student and monitored by the student's teacher. A committee of English and social studies teachers will examine this collective work, rate each assessment against an established rubric, and determine if the work meets performance standards.

c. Additional performance tasks will be provided during the fall of the senior year for those students who did not demonstrate proficiency on their junior writing assessments. By the second week in January, a committee of English and/or social studies teachers will examine this work against the established rubric and determine if the work demonstrates proficiency.

d. A student who does not demonstrate proficiency in his senior demonstration folder must successfully complete a performance-based Senior Exit Program.

Science: A student who has not met the CAPT Science criterion must demonstrate proficiency in one of the following ways:

a. The student will be retested on the CAPT the following year in order to demonstrate proficiency by meeting the district's identified standard;

<div align="center">OR</div>

b. The individual CAPT science standards that do not meet the above criteria will be identified. Performance tasks that correspond to these standards and are appropriate for the course in which the student is enrolled, will be constructed. Student's work on these tasks will be retained in an electronic folder or in a work folder maintained by the student and monitored by the student's teacher. During the summer between junior and senior year, a committee of science teachers will examine this collective work, rate each task against an established rubric, and determine if the work demonstrates proficiency.

Instruction

REQUIREMENTS FOR GRADUATION (continued)   **6146(e)**

Writing Across the Disciplines (continued)

c.   Additional tasks will be provided during the fall of senior year for those students who did not demonstrate proficiency on their junior demonstration folder. By the second week in January, a committee of science teachers will examine this work against the established rubric and determine if the work demonstrates proficiency.

d.   A student who does not demonstrate proficiency in his/her senior demonstration folder must successfully complete a performance-based Senior Exit Program.

Procedures for Review of Student Work

The Headmaster(s) of Fairfield high school(s) and the appropriate curriculum leaders will appoint a committee of teachers. Student work will be submitted and reviewed at the end of the student's junior year. Students who do not meet the standards on either the CAPT retest(s) or the submitted demonstration folder will be allowed to submit another demonstration folder at the conclusion of the first semester of their senior year. Students who do not demonstrate proficiency will enroll in a designated senior project course and/or a designated math course.

Transfers

If a student transfers to a Fairfield high school after completing three (3) years of high school elsewhere, he may be exempt from Fairfield High School Performance Standards.

Notification: **Teachers, Students, and Parents**

The guidance department will formally notify students, their teachers, and their parents or guardians if the district's standard on the CAPT has not been met in the areas of Mathematics, Reading Across the Disciplines, and Writing Across the Disciplines. Students who have not met the district's standard will be encouraged to retake designated CAPT areas in the spring of their junior year and to submit a demonstration folder of their work by June 1st as indicated above. The results of the assessment of the student work will be communicated to students who have demonstrated proficiency on their folder of work by the second week of September. The results of the CAPT retest and the scoring of the folder of student work from the first semester of the senior year will be communicated by the guidance department via certified mail to the student and parent or guardian by the second week of January of the senior year.

Successful completion of a performance-based Senior Exit Program will be communicated to the students and parent or guardian by June 1st of the senior year.

Instruction

REQUIREMENTS FOR GRADUATION (continued)   **6146(f)**

Options

If a student does not demonstrate proficiency as described, he may return to the high school for a fifth year, enroll in summer school, or register for appropriate night school classes.

Appeals

The headmaster(s) shall design and implement an appeals process. The final authority to determine proficiency on appeal will rest with the headmaster(s).

Legal Reference: Connecticut General Statutes
                10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results
                10-16(l) Graduation exercises (as amended by PA 96-108 An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)
                10-221a High school graduation requirements (as amended by PA 00-156 An Act Concerning High School Diplomas and Veterans of World War II

Adopted 8/27/2004
Revised and Adopted 9/27/2005
Revised and Adopted 1/12/2010
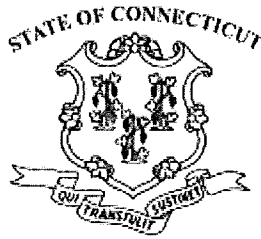
Substitute Senate Bill No. 1026

Public Act No. 17-42

AN ACT CONCERNING REVISIONS TO THE HIGH SCHOOL GRADUATION REQUIREMENTS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Section 10-221a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(a) For classes graduating from 1988 to 2003, inclusive, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty credits, not fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education.

(b) For classes graduating from 2004 to [2020] 2022, inclusive, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty credits, not fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, including at least a one-half credit course on civics and American government, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education.

[(c) Commencing with classes graduating in 2021, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed (1) a minimum of twenty-five credits, including not fewer than: (A) Nine credits in the humanities, including not fewer than (i) four credits in English, including composition; (ii) three credits in social studies, including at least one credit in American history and at least one-half credit in civics and American government; (iii) one credit in fine arts; and (iv) one credit·in a humanities elective; (B) eight credits in science, technology, engineering and mathematics, including not fewer than (i) four credits in mathematics, including algebra I, geometry and algebra II or probability and statistics; (ii) three credits in science, including at least one credit in life science and at least one credit in physical science; and (iii) one credit in a science, technology, engineering and mathematics elective; (C) three and one-half credits in career and life skills, including not fewer than (i) one credit in physical education; (ii) one-half credit in health and safety education, as described in section 10-16b; and (iii) two credits in career and life skills electives, such as career and technical education, English as a second language, community service, personal finance, public speaking and nutrition and physical activity; (D) two credits in world languages, subject to the provisions of subsection (g) of this section; and (E) a one credit senior demonstration project or its equivalent, as approved by the State Board of Education; and (2) end of the school year examinations

for the following courses: (A) Algebra I, (B) geometry, (C) biology, (D) American history, and (E) grade ten English.]

(c) Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject to the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment.

(d) Commencing with classes graduating in [2021] 2023, and for each graduating class thereafter, local and regional boards of education shall provide adequate student support and remedial services for students beginning in grade seven. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements [or end of the school year examinations] described in subsection (c) of this section, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, as defined in section 10a-1, pursuant to subdivision (4) of subsection (g) of this section; (3) allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (4) allowing those students whose individualized education programs state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

(e) Any student who presents a certificate from a physician or advanced practice registered nurse stating that, in the opinion of the physician or advanced practice registered nurse, participation in physical education is medically contraindicated because of the physical condition of such student, shall be excused from the physical education requirement, provided the credit for physical education may be fulfilled by an elective.

(f) Determination of eligible credits shall be at the discretion of the local or regional board of education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The local or regional board of education may permit a student to graduate during a period of expulsion pursuant to section 10-233d, if the board determines the student has satisfactorily completed the necessary credits pursuant to this section. The requirements of this section shall apply to any student requiring special education pursuant to section 10-76a, except when the planning and placement team for such student determines the requirement not to be appropriate. For purposes of this section, a credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through on-line coursework that is in accordance with a policy adopted pursuant to subsection (g) of this section, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

(g) Only courses taken in grades nine to twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education pursuant to section

10-4, as amended by this act, shall satisfy the graduation requirements set forth in this section, except that a local or regional board of education may grant a student credit (1) toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, courses taken in middle school, internships and student-designed independent studies, provided such demonstration of mastery is in accordance with such state-wide subject matter content standards; (2) toward meeting a specified course requirement upon the successful completion in grade seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, inclusive; [(2)] (3) toward meeting the high school graduation requirement upon the successful completion of a world language course (A) in grade six, seven or eight, (B) through on-line coursework, or (C) offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed, within available appropriations, by the Commissioner of Education and such credits do not exceed four; [(3)] (4) toward meeting the high school graduation requirement upon achievement of a passing grade on a subject area proficiency examination identified and approved, within available appropriations, by the Commissioner of Education, regardless of the number of hours the student spent in a public school classroom learning such subject matter; [(4)] (5) toward meeting the high school graduation requirement upon the successful completion of coursework during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this section; [(5)] (6) toward meeting the high school graduation requirement upon the successful completion of on-line coursework, provided the local or regional board of education has adopted a policy in accordance with this subdivision for the granting of credit for on-line coursework. Such a policy shall ensure, at a minimum, that (A) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional classroom setting, (B) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (C) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (D) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (E) the courses are (i) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (ii) offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited; or [(6)] (7) toward meeting the high school graduation requirement upon the successful completion of the academic advancement program, pursuant to section 10-5c.

(h) A local or regional board of education may offer one-half credit in community service which, if satisfactorily completed, shall qualify for high school graduation credit pursuant to this section, provided such community service is supervised by a certified school administrator or teacher and consists of not less than fifty hours of actual service that may be performed at times when school is not regularly in session and not less than ten hours of related classroom instruction. For purposes of this section, community service does not include partisan political activities. The State Board of Education shall assist local and regional boards of education in meeting the requirements of this section. The State Board of Education shall award a community service recognition award to any student who satisfactorily completes fifty hours or more of community service in accordance with the provisions of this subsection.

(i) (1) A local or regional board of education may award a diploma to a veteran, as defined in subsection (a) of section 27-103, of World War II or the Korean hostilities, as described in section 51-49h, or of the Vietnam Era, as defined in subsection (a) of section 27-103, who withdrew from high school prior to graduation in order to serve in the armed forces of the United States and did not receive a diploma as a consequence of such service.

(2) A local or regional board of education may award a diploma to any person who (A) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941, to December 31, 1946, inclusive, (B) did not receive a diploma as a consequence of such work, and (C) has been a resident of the state for at least fifty consecutive years.

(j) For the school year commencing July 1, 2012, and each school year thereafter, each local and regional board of education shall create a student success plan for each student enrolled in a public school, beginning in grade six. Such student success plan shall include a student's career and academic choices in grades six to twelve, inclusive.

Sec. 2. Subsection (a) of section 10-4 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(a) Said board shall have general supervision and control of the educational interests of the state, which interests shall include preschool, elementary and secondary education, special education, vocational education and adult education; shall provide leadership and otherwise promote the improvement of education in the state, including research, planning and evaluation and services relating to the provision and use of educational technology, including telecommunications, by school districts; shall adopt state-wide subject matter content standards, provided such standards are reviewed and revised at least once every ten years; shall prepare such courses of study and publish such curriculum guides including recommendations for textbooks, materials, instructional technological resources and other teaching aids as it determines are necessary to assist school districts to carry out the duties prescribed by law; shall conduct workshops and related activities, including programs of intergroup relations training, to assist teachers in making effective use of such curriculum materials and in improving their proficiency in meeting the diverse needs and interests of pupils; shall keep informed as to the condition, progress and needs of the schools in the state; and shall develop or cause to be developed evaluation and assessment programs designed to measure objectively the adequacy and efficacy of the educational programs offered by public schools and shall selectively conduct such assessment programs annually and report, pursuant to subsection (b) of this section, to the joint standing committee of the General Assembly having cognizance of matters relating to education, on an annual basis.

Sec. 3. Section 10-5e of the general statutes is repealed. (*Effective July 1, 2017*)

Approved June 13, 2017

Proposed Proficiency Scores for SAT and ACT

Assessment	Sub-Score Assessment	Sub-Score Assessment Range	Benchmark for Graduation
SAT	Mathematics	200-800	530
	Evidenced-Based Reading and Writing	200-800	480
ACT	Mathematics	1-36	22
	Reading	1-36	22
	English	1-36	18

DRAFT

Regular Meeting Minutes
Fairfield BoE, May 22, 2018

<u>NOTICE</u>: A full meeting recording can be obtained from Fairfield Public Schools. Please call 203-255-8371 for more information and/or see the FPS website (under Board Meeting Minutes) for a link to FAIRTV.

Voting Summary

<u>Call to order of the Regular Meeting of the Board of Education and Roll Call</u>
Chairman Philip Dwyer called the Regular meeting to order at 7:49PM. Present were members Trisha Pytko, Jennifer Leeper, Christine Vitale, Jessica Gerber, Philip Dwyer, Jennifer Jacobsen, Nick Aysseh and Jeff Peterson. Jennifer Maxon-Kennelly was not present. Others present were Superintendent Dr. Toni Jones, members of the central office leadership team, student representatives Molly Baker, Isabella Schichter, Ted Orben and Paul Rivera, and approximately 10 members of the public.

<u>Old Business</u>
Approval of PK-5 Music Curriculum

Mr. Aysseh moved/Mrs. Jacobsen seconded the recommended motion "that the Board of Education approve the PK-5 Music Curriculum" Motion passed 8-0.

<u>New Business</u>
Approval of FLHS and FWHS Window Security Project
Mrs. Gerber moved/Ms. Pytko seconded the recommended motion "that the Board of Education approve the plans and specifications for the FLHS and FWHS Window Security Project, State Project Numbers TMP-051-FWGJ and TMP-051-FRRN"
Mrs. Gerber moved/Mr. Aysseh seconded to amend the motion to read "that the Board of Education approve the plans and specifications for the FLHS and FWHS Window Security Project." Motion passed 8-0.
The original motion, as amended, passed 8-0.

Superintendent's Recommended Budget Adjustments
Mrs. Gerber moved/Mr. Peterson seconded the recommended motion "that the Board of Education approve the Superintendent's Recommended Budget Adjustments." Motion passed 8-0

<u>Approval of Minutes</u>
Approval of Special Minutes of May 8, the Regular Minutes of May 8 and the Special Minutes of May 15
Mrs. Gerber moved/Ms. Pytko seconded the recommended motion "that the Board of Education approve Special Minutes of May 8, the Regular Minutes of May 8 and the Special Minutes of May 15." Motion passed 8-0

<u>Adjournment</u>
Mr. Aysseh moved/Ms. Leeper seconded the recommended motion "that this Regular Meeting of the Board of Education adjourn." Motion passed 8-0. Meeting adjourned at 8:18PM.

Detailed Minutes:

Student Reports

Mr. Dwyer noted that the student representatives would be presenting final reports for the year and thanked them for their valuable service to the Board. He invited them to offer final comments.

Ms. Baker and Ms. Schichter reported for FLHS: Fashion Night took place; Senior Internships begin next week; International Day takes place this week; all had fun at the Senior and Junior Proms; 102 senior and 104 junior inductees will attend the NHS induction ceremony this week – where awards and scholarships will be presented; other honor society ceremonies will also take place in the coming weeks.

Mr. Rivera and Mr. Orben reported for FWHS: Warde's Junior Prom was held last Saturday; the NHS Convention was held last week; over 700 AP tests were administered within the previous 2 weeks; the May 21 Student Rotary Luncheon honored the top ten students at FLHS, FWHS, Prep and Notre Dame; Senior Prom is June 2nd; May 4 was college shirt day; the Cinderella Project distributed donated prom-related items to a school in South Bronx; graduation takes place on June 20 and all are hoping for great weather.

Mr. Rivera enjoyed reporting to the Board and hopes to return in his senior year. He said the following 3 words got him through last year: Believe, Achieve, Succeed.

Mr. Orben said he will attend Brown University next fall, and thanked the Board for the student representative experience.

Old Business
Approval of PK-5 Music Curriculum
Mr. Aysseh moved, Mrs. Jacobsen seconded that the Board of Education approve the PK-5 Music Curriculum.

Motion Passed: 8-0

New Business
Approval of FLHS and FWHS Window Security Project
Mrs. Gerber moved, Ms. Pytko seconded that the Board of Education approve the plans and specifications for the FLHS and FWHS Window Security Project, State Project Numbers TMP-051-FWGJ and TMP-051-FRRN.

> Mr. Morabito requested the removal of the state project numbers from the motion as requested by the state; the state project numbering assignment is changing. The CSDE requires the Chairman's signature; the motion is a formality required for reimbursement.

> Mrs. Gerber moved, Mr. Aysseh seconded to amend the motion to read "that the Board of Education approve the plans and specifications for the FLHS and FWHS Window Security Project."

Motion Passed 8-0

The original motion, as amended, passed 8-0

DRAFT

Superintendent's Recommended Budget Adjustments
Mrs. Gerber moved, Mr. Peterson seconded that the Board of Education approve the Superintendent's Recommended Budget Adjustments.

Dr. Jones briefly reviewed the enclosure and noted that the First Selectman was aware of the changes prior to budget approval.

Motion Passed: 8-0

Approval of Minutes
Approval of Special Minutes of May 8, the Regular Minutes of May 8 and the Special Minutes of May 15
Mrs. Gerber moved/Ms. Pytko seconded the recommended motion "that the Board of Education approve Special Minutes of May 8, the Regular Minutes of May 8 and the Special Minutes of May 15."

Motion Passed: 8-0

Superintendent's Report

Dr. Jones reported:
- The district has been very active with end-of-year evening activities including art shows, concerts and celebrations.
- Many students will participate in the upcoming Memorial Day Parade.
- Congratulations were extended to Mr. Frank Arnone for his new district position, Director of Innovation, that begins in July. The process to find a new OHS Principal will be a collaborative and inclusive process.
- The Mill Hill presentation to the RTM committee went well and the RTM vote takes place next week.
- The schedule of 2018-2019 agenda topics is being prepared and should be ready prior to the June 12 Board meeting.

Committee/Liaison Reports

Ms. Pytko reported for SEPTA: The monthly meeting takes place on May 30 and CPP will be presenting about post-high school transitions. The SEPTA resource and provider fair was successful. On Wed., May 23rd at FWHS, there will be a transition series about life after high school. Please contact Pilot House for more information on 'Camp Fun in the Sun.' On July 21, a Special Needs Caregiver Class will be offered.

Mrs. Vitale reported for the PTAC: Nominations are currently being accepted for awards that recognize outstanding community volunteers. The award ceremony will take place on June 14.

Ms. Jacobsen reported for the Policy Committee: The graduation requirements policy is scheduled for a first reading at the June 12 Board meeting. Mr. Dwyer added that this is a significant policy change based on state law and all members should review this carefully.

Mr. Peterson reported for the BOF: At the recent BOF quarterly review, the BOF raised the issue of Board agreement on the return of $600K to the Town; and some have hinted that the robust debate over the issue was undersold.

Mr. Aysseh reported for the Holland Hill BC: A successful groundbreaking event was held.

Mr. Dwyer requested Board volunteers to serve on the Building Committees for Mill Hill and Sherman.

Open Board Comment:

Ms. Vitale said FPS students will be performing acapella at FTC and tickets are available.
Mrs. Gerber said the Music PTA Jazz Dinner Dance was incredible and there were many great items available at the silent auction.
Mrs. Jacobsen wished all a happy Memorial Day weekend in honor and memory of the veterans.
Ms. Pytko and Mr. Peterson attended the 'Kindness' mural unveiling at McKinley, followed by a wonderful reception and art show.
Mr. Dwyer would like everyone to see the events of tonight's awards, with the achievements of the amazing group of performers and achievers.

Adjournment
Mr. Aysseh moved, Ms. Leeper seconded that this Regular Meeting of the Board of Education adjourn.
Motion Passed: 8-0
Meeting adjourned at 8:18PM

Respectfully submitted by
Jessica Gerber
Fairfield Board of Education, Secretary