

# Mansfield Board of Education Meeting

April 11, 2013

Council Chambers 7:30 p.m.

**Board Members:** Mark LaPlaca, Chair; Shamim Patwa, Vice-Chair; Martha Kelly, Secretary, April Holinko, Katherine Paulhus, Jay Rueckl, Carrie Silver-Bernstein, Randy Walikonis

## Agenda

- 7:30 Call to Order  
7:35 Special Presentation  
7:50 Hearing for Visitors  
7:55 Communications (P. 1)  
8:00 Appointment of Board Member (M)  
8:05 Additions to the Present Agenda

### Reports:

- 8:20 Committee Reports
- 8:30 Report of the Superintendent
- Mansfield Advocates for Children
  - MMS Writing Center Update (P. 3)
  - Common Core State Standards Update (P. 5)
  - Mansfield Public Schools Professional Learning and Evaluation Plan (M) (P. 25)
  - Emergency Procedures Update
  - Enhancing Student Achievement (P. 29)
  - Class Size/Enrollment

NEW BUSINESS: (If needed, items from the "Consent Agenda" may be added at this time.)

CONSENT AGENDA: (M) (P. 13) (P. 31)

The following items for the Board of Education April 11, 2013 meeting be approved or received for the record, unless removed by a Board member or the Superintendent of Schools.

That the Mansfield Public Schools Board of Education approves the minutes of the March 14, 2013 Board meeting.  
That the Mansfield Public Schools Board of Education accepts the resignations of John Hart, instrumental music teacher, and Phyllis Bain, 6<sup>th</sup> grade teacher at Mansfield Middle School effective the end of the 2012-2013 school year.

- 9:45\* Hearing for Visitors  
9:55 Suggestions for Future Agenda  
Executive Session (M) to discuss non-renewal of teachers.  
Possible action regarding non-renewal of teachers.

Adjournment

\* Estimate

## Mansfield Public Schools

### Board of Education Goals – 2012-2013

- I) Help every student to be a confident and successful learner.
  - a) Engage and motivate every student.
  - b) Improve, as appropriate, the mathematics, reading, science, and writing skills of every student.
  - c) Ensure student safety, health, physical, and emotional well-being.
  - d) Preserve and support the full breadth of the District's program.
  - e) Encourage the civic engagement of students.
  - f) Maintain a systematic review of all program offerings.
  - g) Involve and engage a wide variety of parents/guardians in the education of their children.
  - h) Obtain and maintain National Association for the Education of Young Children (NAEYC) accreditation, as well as review, evaluate, and implement an expanded preschool program to address the needs of early learners.
  - i) Address the need to align our current Language Arts/ Reading and Mathematics curriculum with the Common Core State Standards (CCSS).
  - j) Select an anthology which addresses the CCSS and provides a strong pk-6 Language Arts/Reading foundation.
  - k) Integrate current technology in a value added way to the instructional program as well as use it to extend student learning of both subject matter and appropriate use of technology.
  - l) Explore and develop additional support services for those students in need of community and/or health services.
  - m) Review recommendations from all sources and implement best practices as appropriate.
  
- II) Attract, hire, support, and retain qualified and motivated professional staff.
  - a) Facilitate and encourage a positive, professional learning community.
  - b) Recognize teacher and staff effort and success regularly.
  - c) Foster a climate of respect at all levels.
  - d) Maintain quality educational programs at multiple sites while adjusting staff levels and resources despite increase and/or decrease in overall enrollment.
  - e) Address school/district leadership issues to maintain and surpass current levels of student achievement.
  - f) Integrate current technology in a value added way to the instructional program as well as use it to extend student learning of both subject matter and appropriate use of technology.
  - g) Develop with input and collaboration from certified staff, an effective evaluation program which supports the development of confident student learners and encourages the continued growth of all staff.
  - h) Refine our current professional development program to maximize the growth of certified and non-certified staff while addressing state and federal requirements for required training while maximizing student instructional time.
  - i) Review recommendations from all sources and implement best practices as appropriate.
  
- III) Continue to improve the effectiveness of the Board of Education.
  - a) Invest time and effort in Board members' learning and development.
  - b) Celebrate and acknowledge student achievements at Board meetings and other venues.
  - c) Foster and encourage communication between the Board and the communities it serves.
  - d) Collaborate with community members and organizations that support the District's students.
  - e) Review recommendations from all sources and implement best practices as appropriate.
  - f) Address the need to align our current Language Arts/ Reading and Mathematics curriculum with the Common Core State Standards (CCSS).
  
- IV) Monitor and regularly assess the District's status and requirements with respect to the quality of facilities, sufficiency of space, level of security, adequacy of maintenance, and reliability of student transportation.
  - a) Stay involved in all aspects of any School Building Project decisions.
  - b) Keep the public informed and involved.
  - c) Reduce energy consumption and minimize the District's environmental impact.
  - d) Pursue practices and develop policies that reduce energy consumption and district costs.
  - e) Incorporate curricula that investigate energy use and environmental issues.
  - f) Implement a long term plan endorsed by Mansfield Town Council and supported by voters to address pk-8 building needs.
  
- V) Employ Fiscal Planning for Long Term Sustainability
  - a) Transition from a budget which used a series of federal/state funds to support district staff to a predictable and sustainable funding source.
  - b) Advocate for continued Education Cost Sharing which supports current programming and develop a plan to address any change to current funding level.
  - c) Continue to explore potential partnerships with other groups to maximize program effectiveness while containing costs.

### Robert's Rules of Order General Guidelines

As outlined in the MBOE By-Laws, Robert's Rules of Order shall govern the proceedings of the Board unless otherwise provided by the by-laws. Following are some general guidelines from Robert's Rules and the By-Laws that should be followed to ensure efficient meetings and the rights of all members, aid decision-making and allow all to be heard.

1. During any discussion, a member must be recognized by the Chair before speaking.
2. A member will not be allowed to speak a second time until all other members wishing to speak have been allowed to do so.
3. Members should refrain from speaking a second time unless they have a new point to make or need to respond to new information.
4. As a general rule during discussion, comments should be directed through the Chair to the whole Board, rather than to other or individual members. All discussion is with the Board as a whole. Questions of the Superintendent or other non-BOE members making presentations should be directed to that individual.
5. Private conversations can be distracting to those speaking and should be limited.
6. During discussion, the Chair should try to provide equal time to those in favor or against a given topic or motion.
7. A majority is more than half of the votes cast, not a majority of the Board. For example: if only 7 members choose to vote, and the result is 4-3 in favor, the motion is adopted. Members who abstain are "refraining from voting".
8. If discussion on a *motion* is lasting a long time, any member can "move the previous question" or "call the question". They must be recognized by the Chair in order to do so. This is not debatable, and a two-thirds vote is required to pass. If two-thirds vote in favor of ending debate, the Board ends all discussion on a motion and then moves to an immediate vote on that motion.
9. Committee reports that recommend action should be submitted in writing. This allows for clear understanding of recommendations.

Toni Moran  
Mansfield DTC  
Mansfield Center, CT  
March 26, 2013

Mark LaPlaca  
Chair, Mansfield Board of Education  
4 South Eagleville Rd  
Mansfield CT 06268

Members of the Mansfield Board of Education:

At our meeting on March 21st, the Mansfield Democratic Town Committee voted unanimously to recommend that the Board appoint Susannah Everett to fill the vacancy on the Mansfield Board of Education until the next municipal election.

Susannah is extremely well suited to the position. She has been a long time resident of Mansfield, has children in the public school system and has been active in the field of education in several different communities and states.

Professionally, Susannah is a school psychologist and has worked with school districts throughout Connecticut and more recently in Massachusetts. Her knowledge as well as her passion for equity in the education system is impressive.

I hope you will act favorably on this recommendation. Please let us know if you have any questions.

Sincerely,

Toni Moran  
Secretary, Mansfield DTC



## Writing Center Progress

How has the writing center supported grades thus far?

- In-class support at the start of the school year, which included entering 4 classrooms.
- Pull-out once a week for identified 5<sup>th</sup> and 6<sup>th</sup> graders based on entering scores and/or classroom observations—and until small groups could be identified for *ongoing* support.
- Co-taught with two teachers who were interested in teaming. (One class included a number of students who would benefit from two instructors in one setting. Note: students from both classes eventually received small group instruction in the center.)
- Assisted with planning and reviewing of student work with reading teacher, which took place once a week and after school.
- Participated with Language Arts teachers in grades 5 and 6 for team-planning.
- Scheduled writer in residence to work with small groups of 8<sup>th</sup> graders in June.

Overall number of students who have received services ( <i>Small Group and One to One Instruction</i> ) from the writing center to current date (September 2012 to February 2013)			
<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
29 Students	25 Students	8 Students	12 Students
Comments	Teachers in grades 7 and 8 have just begun to utilize the writing center at the start of February, 2013.		

Students who received small group instruction, specifically related to writing on demand/expository writing in preparation for district and CMT testing.

Grade 5	Grade 6	Grade 7	Grade 8
11 students who earned below an 8 on fall district prompt or low CMT writing score.	12 students have worked specifically as a small group w/ focus on essay writing.	5 students have met two times to date for one to one or small group instruction. Focus has been to review elaboration strategies for (prompt) persuasive writing.	4 students met for one session in order to review January district writing prompt.
7 of the 11 students earned a score of 8 or higher on the January district writing test.	8 of the 12 earned a score of 8 or higher on the January district writing test.	3 students received small group instruction once a week, prior to the January district prompt.	2 of the 4 students continued with writing intervention to date/last session scheduled for 2/28/13.
Remaining 4 students returned to the center for small group work/ Continued intervention	4 remaining students showed an increase of 1 or 2 points, earning a 6 or 7 on the district writing prompt.	Of the 8 students, 2 students will continue with writing center support after the CMTs.	8 other students, which include 1 from above, have begun small group instruction 3x a week.
9 new students began small group work after the January district test.	All 12 students have remained in the writing center for small group instruction.	The writing center is scheduling a new group that needs writing support to begin after the CMTs.	
1 student, who passed winter test, increasing original score from a 5 to an 8 and has continued to receive support/small group instruction.	5 students, which include 3 from above have received 5 sessions of writing intervention during x-block. (Focus: editing and revising)		
2 students (w/ IEPs and assigned to small group Language Arts class) have shown improvement: <u>Student a)</u> earned 9 from a fall score of 6 <u>Student b)</u> earned an 11 from a fall score of 7			

## MANSFIELD PUBLIC SCHOOLS

NO hard copy to follow.

Date: March 21, 2013  
 To: PreK-8 Certified Staff  
 From: Fred Baruzzi  
 Re: Professional Development Day – Thursday, March 28, 2013

The following outlines times, locations and activities related to the day's events.

TIME	AUDIENCE	AGENDA	LOCATION/PRESENTER	CEU's
7:45am	All Staff	Hot and Cold Continental Breakfast	MMS and Vinton	
8:30am – 3:30pm	K-4 Teachers, Gr. 5 LA, K-4 Classroom, Enrichment, & Selected Support Svcs.	Empowering Writers	Vinton	.6 provided by Fred Baruzzi
	Selected K-4 sub- Councils: Art, Music, PreK, Phys. Ed, Psych., Speech, World Language	CCSS Sub-Council Work on integrating/aligning curriculum	Vinton	
8:30-10:00 10:00 – 3:30	MMS Math sub-council	Discussion on 5-8 Math Programming for students Review of new learning from the CPM training on the 26th CCSS Sub-Council Work on integrating/aligning curriculum	MMS 311	
	MMS sub-councils:  Language Arts (6-8) LA Enrichment Music Physical Education Related Arts Science Social Studies Support Services: Guidance, Psych. Reading Support, Speech World Language	CCSS Sub-Council Work on integrating/aligning curriculum	MMS 116 MMS 112 MMS 117 MMS 105 Ind. RA Rooms MMS 206 MMS 308  MMS 109-110 MMS 106A MMS 111 MMS 211 MMS 201	
1:00-3:00pm	MMS Staff (voluntary by individual(s))	Renaissance: Star Assessment Informational Session	Computer Labs Room 96 & 98	
11:30am- 12:30pm	All Staff	Lunch on your own		

- *Our hope is that the limited amount of time we have will be used in ways that support our mutual goals.*
- *If you have any questions, concerns, or comments, please feel free to contact your building principal or me.*

## CEU Instructions:

Please make sure you have signed a sign-in sheet for each session you have attended. Attendance must be recorded in the ProTraxx system before you can complete the evaluation form.

In order to receive CEU's for the today's activities, please do the following:

- Log onto ProTraxx at [www.ProTraxx](http://www.ProTraxx) and click on Login at the top right of the page. You will be asked for your user name and password. If you have forgotten your user name and password, click on *Forgot Your Password?*, an email will be sent to you with this information.
- Once you log in, you will be on MyEzTraxx. At the top menu, place your cursor on **Activity Enrollment** and select **Enrollment Management** from the drop-down list.
- You will see a list of previous activities you have completed. Click on the Evaluation Form link, fill out the evaluation and click Submit Evaluation Form.
- When you have submitted the evaluation form, the link on the Enrollment Management will disappear.

If you need help, there are instructions on [Completing the Evaluation Forms](#) in the Help Box on the left side of the MyEzTraxx page.

If you have any questions, please contact me, [baruzzifa@mansfieldct.org](mailto:baruzzifa@mansfieldct.org).





CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Common Core State Standards Strategic Plan

December 2012

# Common Core State Standards & Smarter Balanced

-7-

### What are the Common Core State Standards?

The Common Core State Standards (Common Core or CCSS) are a set of K-12 expectations for English language arts and mathematics, adopted by 45 states across the country and designed to ensure all students are able to compete and succeed globally.

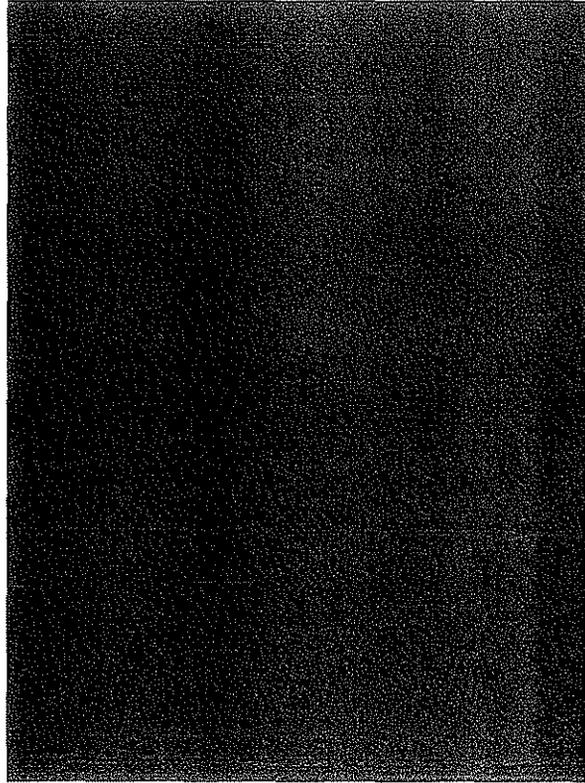
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### When did Connecticut adopt the Common Core?

On July 7, 2010, the State Board of Education adopted the Common Core as Connecticut's standards in English language arts and mathematics.

4

### Why did Connecticut adopt the Common Core?



5

Link to 3 minute video:  
<http://vimeo.com/51933492>

### What's new about the Common Core?

The Common Core State Standards are fewer but higher and clearer standards, which are comparable across states and progressively aligned with what children need to know to be ready for college and career.

They require states to focus on what children know and don't know before they move-on.

6

## The Instructional Shifts in the Classroom

### English language arts (ELA)

- Building knowledge through content-rich **nonfiction and informational texts**
- Reading, writing and speaking grounded in **evidence from text**, both literary and informational
- Regular practice with **complex text** and its academic language

### Mathematics

- **Focus** Strongly where the Standards focus
- **Coherence**: Think across grades, and link to major topics within grades
- **Rigor**: In major topics, pursue conceptual understanding, procedural skill and fluency, and application

7

## What is Smarter Balanced?

Smarter Balanced is a state-led consortium developing a next-generation assessment system aligned to the Common Core State Standards.

A subset of the 25 Smarter Balanced states, including Connecticut, make-up its Governing Board, which has a vote in policy decisions for over 19 million K-12 students nationwide.

8

## What are the Smarter Balanced assessments?

The Smarter Balanced summative and interim assessments are valid, reliable, and fair.

The system will use computer adaptive testing technologies to the greatest extent possible to provide meaningful feedback and actionable data that educators can use to help students succeed.

9

College- and Career-Ready

10

**Connecticut State Department of Education Mission**

The Connecticut State Department of Education (CSDE) will empower districts to leverage the Common Core so that all students are ready for college and career.

**For all students to become college- and career-ready,**

*in partnership, the CSDE will...*

...align curriculum, instruction, assessments, and program resources to the Common Core.

...communicate with and integrate diverse stakeholders into Common Core efforts.

...organize staff, financial, and other resources to achieve college- and career-ready goals.

For all students to become college- and career-ready,

in partnership, the CSDE will...

...alignment to Common Core.

...communication and integration.

...organization of resources.

None of this is possible without meaningful parental and community engagement.

The CSDE will provide guidance and support

Alignment to  
Common Core

Model Curriculum  
Practices & Resources  
Exemplar Student Work

Professional Learning  
(Including Teacher and  
Leader Preparation)

Assessment Tools  
State Assessment Shifts

Communication  
& Integration

Multi-Stakeholder  
Platform

Focused & Meaningful

Identify and Manage  
Stakeholder  
Relationships &  
Stakeholder Engagement

Organization of  
Resources

Strategic Planning  
Change Management

Best Practices

Better Performance

## Alignment to the Common Core State Standards

All content/subject areas need to incorporate the instructional shifts for all students in all grade levels.

CSDE will support these instructional shifts by identifying, revising, and making available model curriculum practices and resources, exemplar programs and student work, CCSS-aligned professional learning, assessment tools, and assessments to all districts.

## The Instructional Shifts in the Classroom

### English language arts (ELA)

- Building knowledge through content-rich **nonfiction and informational texts**
- Reading, writing and speaking grounded in **evidence from text**, both literary and informational
- Regular practice with **complex text** and its academic language

### Mathematics

- **Focus** Strongly where the Standards focus
- **Coherence:** Think across grades, and link to major topics within grades
- **Rigor:** In major topics, pursue conceptual understanding, procedural skill and fluency, and application

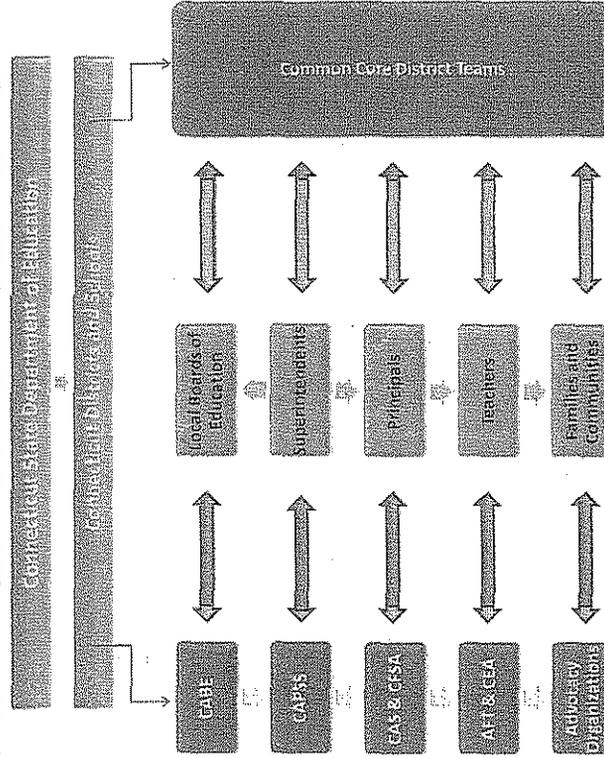
## Communication and Integration

All communication around the Common Core State Standards from all educational stakeholders must be coordinated and consistent.

The CSDE will create a systemic communications platform that engages "Common Core District Teams" and integrates educational stakeholders. Communication will be focused, meaningful, and provided in multiple mediums. Roles and responsibilities of the CSDE, districts, higher education institutions, and educational stakeholders will be clearly delineated.

17

## Common Core District Teams



18

## Organization of Resources

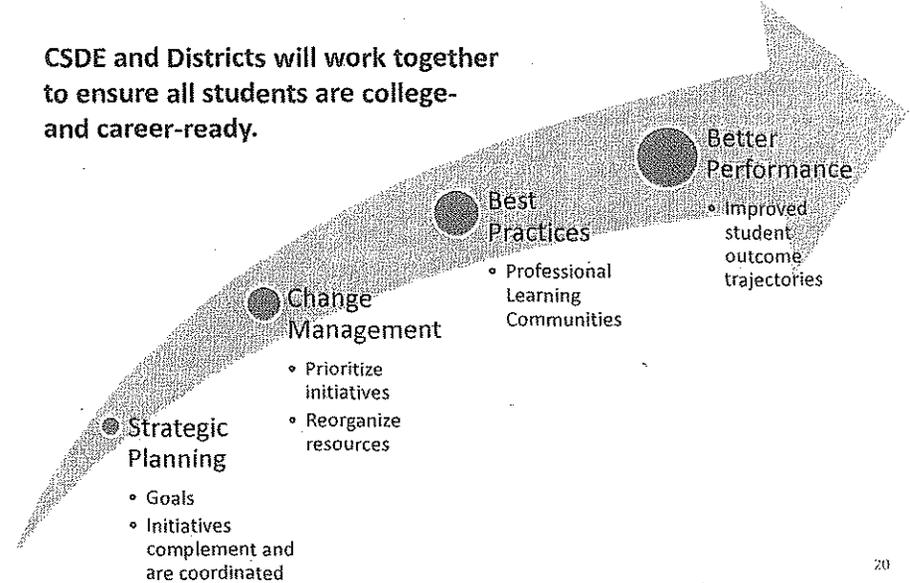
All Connecticut districts must effectively support the implementation of the Common Core State Standards.

The CSDE will reorganize and, with educational stakeholders, coordinate internal resources to support districts in the implementation of the Common Core and make external resources more accessible. The CSDE will work with Superintendents to strategize and better allocate and/or reallocate resources to yield results based on each district's goals.

19

## Trajectory Toward Student Success

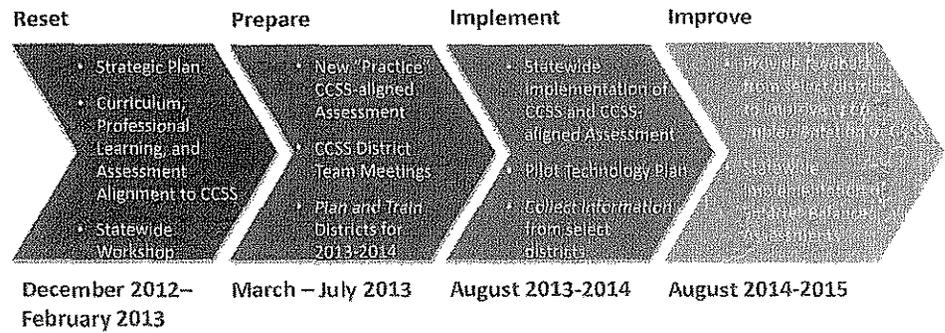
CSDE and Districts will work together to ensure all students are college- and career-ready.



20

# Implementation Timelines

## Timeline at a Glance



## December 2012 – February 2013

### Districts will commit to:

- Creating a Common Core District Team with guidance from the CSDE and attending the Common Core District Team meetings
- Engaging with the CSDE in content specific Professional Learning Communities (PLCs)
- Nominating educators to become Common Core Coaches

### The CSDE will support districts by:

- Exploring and analyzing the possibility of providing a new "Practice" Common Core-aligned state assessment in the Spring of 2013
- Providing coordinated and consistent communication through the Common Core District Teams and other mediums *as well as* setting Common Core District Team meetings, the first of which will be a statewide workshop in February
- Aligning and making available model curriculum practices and resources & exemplar student work

23

## March – July 2013

### Districts will commit to:

- Participating in the Common Core District Team meetings
- Participating in the ELA and Math PLCs
- Planning and training for statewide implementation of the Common Core and new Common Core-aligned assessment in August 2013-2014

### The CSDE will support districts by:

- Providing coordinated and consistent communication through the Common Core District Teams and other mediums *as well as* setting Common Core District Team meetings
- Organizing ELA and Math PLCs for districts to learn and share best practices as well as share lessons learned
- Aligning and making available model curriculum practices and resources & exemplar student work, professional learning, & pilot assessments

24

## August 2013 – August 2014

### Districts will commit to:

- Participating in the ELA and Math PLCs
- Implementing Common Core and new Common Core-aligned assessment
- Participating in the pilot Technology Plan
- Inviting CSDE to visit and view implementation of Common Core in classrooms
- Providing feedback to the CSDE on how to improve upon implementation of Common Core in 2014-2015

### The CSDE will support districts by:

- Providing coordinated and consistent communication through the Common Core District Teams and other mediums
- Organizing ELA and Math PLCs for districts to learn and share best practices as well as share lessons learned
- Aligning and making available model curriculum practices and resources & exemplar student work, professional learning, assessment tools, & assessments

-19-



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Stefan Pryor**

*Commissioner, Connecticut State Department of Education*

**Dr. Diane Ullman**

*Chief Talent Officer*

diane.ullman@ct.gov

**Dr. Dianna  
Roberge-Wentzell**

*Chief Academic Officer*

dianna.roberge-  
wentzell@ct.gov

**Emily Byrne**

*Director of Strategic  
Initiatives*

emily.byrne@ct.gov

Contact the CSDE at (860) 713-6500

26

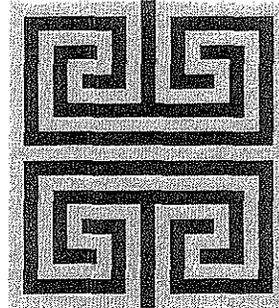


# Common Core State Standards: What Board of Education Members, Superintendents and Members of the Business Community Must Know

April 2, 2013

8:30 am - Registration

9:00 am - 12:00 pm - Program



## AGENDA

- 8:30–9:00 am           **Registration**
- 9:00–9:25 am           **The Importance of Common Core Standards**  
Presenter: *Robert Corcoran*, President and Chairman, GE Foundation
- ~~9:25~~–10:05 am           **A Look at the Common Core Standards**  
Presenter: Student Achievement Partners, TBD
- 10:05–10:15 am           **Break**
- 10:15–11:15 am           **Connecticut's Plan for the Implementation of Common Core Standards**  
Presenter: *Dianna Roberge-Wentzell*, Chief Academic Officer, Connecticut State  
Department of Education
- 11:15–12:00 pm           **Panel Discussion**  
Moderator: *Robert Rader*, Executive Director, CABE
- Panelists: *Dianna Roberge-Wentzell*, Chief Academic Officer, Connecticut State  
Department of Education  
Student Achievement Partners, TBD  
*Elizabeth Feser*, Superintendent, Milford  
*Andy Powell*, Board Chair, Tolland  
*John Rathgeber*, President, CBIA
- 12:00 pm - 12:05 pm           **Wrap Up**

Directions to Aqua Turf in Plantsville can be found on CABE's website:  
<http://www.cabe.org/page.cfm?p=114>

### Registration Form

Common Core State Standards:  
What Board of Education  
Members, Superintendents and Members of  
the Business Community Must Know

Yes, I will attend the workshop on Tuesday, April 2,  
2013 at the Aqua Turf in Plantsville, CT

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip Code \_\_\_\_\_

District \_\_\_\_\_ Position \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail address \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip Code \_\_\_\_\_

District \_\_\_\_\_ Position \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail address \_\_\_\_\_

**There is NO registration fee for this program.  
Register early because seating is limited.**

Light refreshments will be served.

Please let us know of any special requirements you may  
have.

**Registration/Cancellation Deadline: March 20**  
**Return this form to: CABE Board Member Academy,**  
81 Wolcott Hill Rd., Wethersfield, CT 06109-1242 or call  
800-317-0033; 860-571-7446; Fax 860-571-7452;  
website [www.cabe.org](http://www.cabe.org).



Memorandum of Collaboration  
by and between  
**The Connecticut State Department of Education**  
and  
**Connecticut Public School District**

This Memorandum of Collaboration (“MOC”) establishes a framework of collaboration and articulates the creation, specific roles, and responsibilities of the Connecticut State Department of Education (CSDE) and Connecticut Public School District. The Common Core District Team and Common Core District Coaches are targeted at facilitating effective communication to and with said district as well as supporting Connecticut’s implementation of the Common Core State Standards and next generation of assessments. This MOC is, and should be viewed as a tool that will help the CSDE to better serve your district as you implement the Common Core and next generation of assessments. The CSDE serves as the lead agency in this effort.

Please have an authorized district representative complete the MOC and return pages two through four (2-4) to the CSDE via email ([emily.byrne@ct.gov](mailto:emily.byrne@ct.gov)) no later than March 7, 2013.

**ASSURANCES**

- 1) All content/subject areas in all school districts will incorporate the instructional shifts necessary to implement the Common Core for all students in all grade levels.
- 2) CSDE will support these instructional shifts by identifying, revising and making available model curriculum practices and resources, exemplar programs and student work, CCSS-aligned professional learning, assessment tools, and assessments to all districts.

**CONNECTICUT STATE DEPARTMENT OF EDUCATION RESPONSIBILITIES**

The Connecticut State Department of Education hereby certifies that it will, to the best of its ability, support districts by:

- 1) Providing a statewide, new Common Core aligned “Practice” assessment in the Spring of 2013 and 2014;
- 2) Providing coordinated and consistent communication through the Common Core District Teams and other mediums as well as organizing Common Core District Team convenings, the first of which will be a statewide workshop in the spring;
- 3) Organizing English language arts and mathematics Professional Learning Communities (PLCs) and/or communities of practice for districts to learn from and share best practices as well as share lessons learned; and
- 4) Aligning and making available model curriculum practices and resources, exemplar student work, professional learning opportunities, assessment tools, and assessments.

## CONNECTICUT PUBLIC SCHOOL DISTRICT RESPONSIBILITIES

The Connecticut Public School District hereby certifies that it will, to the best of its ability, commit to (check  your district commitments for 2012-13):

Creating a Common Core District Team with guidance from the CSDE and attending the Common Core District Team convenings so the CSDE will easily be able to provide information to the appropriate people within your district;

Nominating educators to become Common Core District Coaches so that the CSDE will be able to easily call upon the right people within your district to participate in professional learning opportunities and take back lessons learned to your district;

Engaging with the CSDE in content-specific Professional Learning Communities (PLCs) and/or other communities of practice;

Planning, training for, and implementing the Common Core and new 2013 Common Core aligned "Practice Assessment;"

Inviting the CSDE to visit the district and view implementation of Common Core in schools and classrooms; and

Providing feedback to the CSDE on how the Department can support districts in order to improve upon implementation of Common Core in 2014-2015.

## DURATION

This Memorandum of Collaboration shall become effective March 1, 2013, upon your district's authorized representative's signature and return of the MOC to the CSDE.

**COMMON CORE DISTRICT TEAM:** *District Team should be listed regardless if your district agrees to and signs the MOC.* District Team could be a currently established group so long as it includes the following categories of people: executive district leader, principal, teacher, parent and Smarter Balanced point person. District Team may include more than one of any particular category of people. District Team must include a Smarter Balanced point person. The Smarter Balanced point person should be an existing district person and will serve as the primary receiver of information as it pertains to the next generation of assessments, specifically Smarter Balanced, and should be relatively senior within your district as s/he will need to facilitate the administration and technology components of the Smarter Balanced assessments.

Please include a list of no fewer than 5 team members and one person for each category.

Team Leader (Executive district leader with responsibility for CCSS implementation such as Superintendent, Assistant Superintendent, Curriculum Director, and/or CAO):

Name \_\_\_\_\_ Email \_\_\_\_\_

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

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

**Teacher Evaluation:**

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

**Administrator Evaluation:**

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

**2013-14 Implementation Plan:**

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

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

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

**Board Approval:**

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

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



## OVERVIEW

### *INTRODUCTION*

Mansfield Public Schools is a pk-8 public school in the town of Mansfield, Connecticut dedicated to serving the educational and training needs of our students and staff.

Mansfield Public Schools Professional Learning and Evaluation Program has been designed to create pathways for the continuous learning and advancement of educational professionals throughout their careers. The Program components are aligned with the Core Requirements of the Connecticut Guidelines for Educator Evaluation (adopted by the State Board of Education in June 2012). Mansfield Public Schools Professional Learning and Evaluation Program represents our commitment to incorporating current, high-quality research in the creation of professional learning opportunities, to fostering best practices in teacher supervision and evaluation, and to improving student learning through effective curriculum, instruction, and assessment practices, in our classrooms, schools and programs, and in the districts we serve. As such, the Program: a) addresses the elements of CT's Core Requirements for Teacher and Administrator Evaluation; b) is aligned with our schools' and agency's missions and values; and c) meets the educational needs of the stakeholders in our schools and region.

The plan was developed during 2012-2013 and reviewed by Mansfield Public Schools Professional Development Committee, comprised of representative teachers and administrators.

***CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING***

MANSFIELD PUBLIC SCHOOLS Professional Learning and Evaluation Program establishes high standards for the performance of teachers and administrators that ultimately lead to and are evidenced by improved student learning. Professional standards, including *Connecticut's Common Core of Teaching (2010)*, *Connecticut's Common Core of Leading-Connecticut School Leadership Standards (2012)*, the *Standards for Professional Learning (2012)*, and national standards for educational specialists provide the foundation for Mansfield Public Schools Professional Learning and Evaluation Program.

We acknowledge that deep student learning and high achievement that transfers to enrichment of future learning, career and personal experiences later in life is built by the collaborative, interdependent work of teachers and administrators, students and families, and school districts and the communities they serve. Therefore, our Program seeks to create a professional culture in our educational programs that is grounded in the following beliefs:

***We believe that:***

- An effective teaching and learning system must reflect and be grounded in the vision and core values of the district and its schools.
- An effective teaching and learning system creates coherence among the functions of supervision and evaluation of professional practice, professional learning and support, and curriculum and assessment development.
- A comprehensive evaluation process includes:
  - on-going inquiry into and reflection on practice;
  - goal-setting aligned with expectations for student learning;
  - information gathered from multiple sources of evidence;
  - analysis of data from multiple sources of evidence;
  - support structures for feedback, assistance, and professional collaboration;
  - research-based professional learning opportunities aligned with the needs of teachers.
- An effective teaching and learning system that increases educator effectiveness and student outcomes is standards-based, and promotes and is sustained by a culture of collaboration and knowledge-sharing.

**Mansfield Public Schools  
Enhancing Student Achievement  
2012-2013**

School	Gr.	Number Served	Subject	Focus	Activity Name	# of Sessions	Length of Each Session	Instructional Hours Per Student	Start/End Date	Total Cost
GW	K	8-10	Reading	Read Aloud	Books & Breakfast I	6	1 hr.	6	10/18/12-11/29/12	\$375.00
GW	K	8-10	Reading	Read Aloud	Books & Breakfast II	6	1 hr.	6	10/19/12-11/30/12	\$375.00
GW	All	15	Reading	Reading	Read All About It!	13	1 hr.	13	10/10/12-12/3/12	\$927.83
GW	All	15	Reading/ Writing/ Math	Reading/ Writing/ Math	Homework & Independent Work Club	14	1 hr.	14	10/10/12-12/3/12	\$1089.98
GW	All	12	Reading	Reading	Books, Books, Books! (Online Reading)	5	1 hr.	5	10/10/12-12/3/12	\$250.55
GW	2-4	15	Reading/ Writing/ Math	Reading/ Writing/ Math	Homework & Independent Work Club	21	1 hr.	21	2/5/13-3/22/13	\$946.75
GW	1-2	10	Logic & Reasoning	Logic & Reasoning	Puzzlers	6	1 hr.	6	2/5/13-3/21/13	\$182.25
GW	2-3	12	PE	PE/ Motivation	Dance, Dance, Dance	6	1 hr.	6	2/5/13-3/21/13	\$455.00
GW	4	10	Reading/ Writing/ Math	Reading/ Writing/ Math	Study Island	6	1 hr.	6	2/5/13-3/21/13	\$428.25
SE	3/4	All	Physical Fitness	Improving Physical Fitness	Southeast Running Club	10	1.25 hrs.	12.5	9/7/11-11/9/12	\$1,600.00
SE	3/4	All	Reading	Reading for enjoyment	Battle of the Books I	24	1.5 hrs.	36	10/10/12-1/28/13	\$366.24
SE	3/4	All	Reading	Reading for enjoyment	Battle of the Books II	24	1.5 hrs.	36	2/11/13-5/15/13	\$366.24
SE	3/4	12/14	Math/ Reading	Increased reading & math skills	Study Island	17	1 hr.	17	10/2/12-12/6/12	\$456.79
SE	K	8-10	Reading	Read Aloud	Books & Breakfast	6	1 hr.	6	10/16/12-12/4/12	\$375.00
SE	3/4	12/14	Math/ Reading	Increased reading & math skills	Study Island	17	1 hr.	17	1/8/13-3/7/13	\$456.79
SE	2	8/10	Math/ Reading	Increased reading & math skills	Study Island	17	1 hr.	17	3/19/13-5/23/13	\$456.79
SE	3/4	All	Physical Fitness	Improving Physical Fitness	Southeast Running Club	10	1.25 hrs.	12.5	4/30/13-5/31/13	\$1,509.75

School	Gr.	Number Served	Subject	Focus	Activity Name	# of Sessions	Length of Each Session	Instructional Hours Per Student	Start/End Date	Total Cost
SE	3/4	Selected	Reading	Reading for enjoyment	Expanding Horizons	17	1.5 hrs.	25.5	4/11/30-6/13/13	\$637.50
VN	3/4	All	All	Scientific process, Reading, Math	VN Giving Garden Club	13 per grade	1.5 hrs.	19.5 per grade	2/12/13-5/22/13	\$3,306.50
MMS	All	22+	All	Homework Help	Big Friends	6	1 hr.	6	10/16/12-12/4/12	\$150.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help (I)	6	1.25 hrs.	7.5	9/17/12-11/2/12	\$750.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help (II)	8	1.25 hrs.	10	11/5/12-1/18/13	\$1,000.00
MMS	5-8	All	All	Completion of Homework	Afterschool Homework Help (III)	10	1.25 hrs.	12.5	1/22/13-4/5/13	\$1,250.00
MMS	K-8	All	All	Access to library/books	A Night at Your School Library	14	2.5 hrs.	35	1/16/13-4/17/13	\$875.00
MMS	All	22+	All	Homework Help	Big Friends	9	1 hr.	9	1/29/13-4/9/13	\$225.00
<b>TOTAL</b>										<b>\$20,312.21</b>
<b>REMAINING BALANCE</b>										<b>\$9,687.79</b>

**DRAFT**

**Mansfield Board of Education Meeting**

**March 14, 2013**

**Minutes**

**Attendees:** Mark LaPlaca, Chair, Shamim Patwa, Vice-Chair, Martha Kelly (By Phone), Secretary, April Holinko, Katherine Paulhus, Jay Rueckl, Carrie Silver-Bernstein, Superintendent Fred Baruzzi, Board Clerk, Celeste Griffin

**Absent:** Randy Walikonis

The meeting was called to order at 7:30pm by Mr. LaPlaca.

Mr. LaPlaca asked for a moment of silence in memory of Jim Dillman, retired MMS physical education teacher.

**SPECIAL PRESENTATIONS:**

Mr. Nguyen and Ms. Dona Stratton, MMS Social Studies teacher presented MMS students, Aden Abbatemarco and Heather Abdullah, discussed the students' trip to Hartford to testify at the Legislative Office Building in front of the Transportation Committee in favor of a bill that would make it illegal to smoke in a car containing a child seven years old or younger.

Mr. Baruzzi honored Susan Irvine, Southeast Enrichment Teacher, who with Steve Sokoloski, Elementary Computer Education teacher, received the 2013 Chris Rogers Award from the Neag School of Education. Mr. Baruzzi honored Mike DiCicco, fifth grade mathematics teacher at MMS, for his receipt of a scholarship from the National Council of Teachers of Mathematics to provide financial support for improving teachers' understanding of mathematics by completing course work in mathematics.

Mr. Baruzzi reported that a group of teachers attended the Columbia University Teachers College Reading & Writing Project Workshop on Saturday, March 9, 2013. The district funded transportation for the teachers to participate in this voluntary workshop.

**HEARING FOR VISITORS:** Alan Marcus, Homestead Drive, asked the Board to revisit Board Policy on Religious Pluralism/Respect. Wayne Trembly, Fort Griswold Lane, asked the Board to review the World Religion unit in the grade six curriculum in respect to non-religious beliefs.

**COMMUNICATIONS:**

Email from Mr. LaPlaca responding to letter written to Mr. Baruzzi by Grade Eight teachers regarding 2013-2014 proposed budget.

Letter from Mayor Paterson recommending the Board of Education consider taping and broadcasting their meetings.

Letter from CAFE honoring Ms. Patwa's completion of the CAFE Leadership Institute.

**ADDITIONS TO THE PRESENT AGENDA:** MOTION by Mr. Rueckl, seconded by Mrs. Paulhus to add letters from two staff members requesting a retirement and resignation to the consent agenda. VOTE: Unanimous in favor.

**COMMITTEE REPORTS:** Mr. LaPlaca reported he is the Board representative on the Mansfield Tomorrow Advisory Group. He also reported that he attended the CAFE Day on the Hill. Carrie Silver-Bernstein has been appointed Board representative on the Teacher of the Year Committee.

**REPORT OF THE SUPERINTENDENT:**

- Board Policy on Religious Pluralism/Respect: MOTION By Ms. Patwa, seconded by Mrs. Paulhus, to refer this item to the Policy Committee to further consideration. VOTE: Unanimous in favor.
- Elementary School Redistricting: Mr. Baruzzi reported on enrollment at the elementary schools and history of redistricting in the district. He recommended that redistricting is not needed at this time.
- Charles H. Barrows STEM Academy: The board did not move to participate as a partner district in the magnet school.
- Common Core State Standards Implementation and Next Generation Assessments: Mr. Baruzzi shared a memo from the Dr. Dianna Roberge-Wentzell, Chief Academic Officer of the State Department of Education regarding Common Core State Standards Implementation and Next Generation Assessments.

- Class Size/Enrollment: The principals noted no major changes in class size or enrollment in the past month. Mr. Baruzzi discussed the enrollment at Mansfield Middle School in relation to class size guidelines.
- Town Council: Capital Budget Update: Mr. Baruzzi reported that at its meeting on March 11, 2013 the Mansfield Town Council voted to endorse the Board of Education's plan for ongoing maintenance for the four school buildings for the next five years. The financing was referred to the Finance Committee for their recommendation.
- School Building Security Update: Mr. Baruzzi reported that he will meet with staff at all four schools and each school's parent organization before April vacation to update them on emergency procedures and the recommendation implementation timeline.
- 2013-2014 Proposed Budget: MOTION by Mr. Rueckl, seconded by Ms. Patwa to adopt the Superintendent's Proposed 2013-2014 Budget of \$20,941,020. Discussion followed with Mr. Baruzzi and Cherie Trahan, Director of Finance, answering questions by Board members. VOTE: Mrs. Holinko, Ms. Patwa, Mr. LaPlaca, Mr. Rueckl, Mrs. Paulhus, and Ms. Silver-Bernstein in favor and Mrs. Kelly opposed.

NEW BUSINESS: Mrs. Paulhus requested the minutes of the February 21, 2013 meeting be removed from the Consent Agenda. She requested the title of the Enhancing Student Achievement activity be added to the agenda. MOTION by Ms. Patwa, seconded by Mrs. Kelly to approve the minutes with the requested addition. VOTE: Unanimous in favor with Ms. Silver-Bernstein in abstention.

CONSENT AGENDA: MOTION by Ms. Silver-Bernstein, seconded by Mrs. Holinko, to approve the following items for the Board of Education March 14, 2013 meeting. VOTE: Unanimous in favor.

That the Mansfield Public Schools Board of Education accepts the retirement of Barbara Zirakzadeh, Literacy Coach at Southeast School effective the end of the 2012-2013 school year.

That the Mansfield Public Schools Board of Education accept the resignation of Carol Sweet Patterson, mathematics teacher at Mansfield Middle School, effective the end of the 2012-2013 school year.

HEARING FOR VISITORS: None.

SUGGESTIONS FOR FUTURE AGENDA:

Mrs. Holinko: Start time of meetings

Mrs. Kelly: Schools realignment by grade level and safety discussions held as work sessions or separate meeting

Ms. Silver-Bernstein: Ways to supplement budget

Mrs. Paulhus: Movies played in schools and detail level in minutes

MOTION by Mrs. Paulhus, seconded by Mrs. Kelly to adjourn at 10:16pm. VOTE: Unanimous in favor.

Respectfully submitted,  
Celeste Griffin, Board Clerk

Thanh Nguyen, Principal  
Mansfield Middle School  
205 Spring Hill Road  
Storrs, CT 06268

March 28, 2013

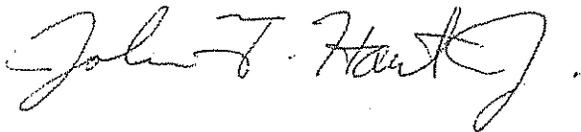
Dear Mr. Nguyen,

Please accept this letter as my official resignation from my teaching position with the Mansfield Public Schools, effective at the end of the 2012-2013 school year.

I have decided to pursue my long-held dream of obtaining a doctorate in music. I have been offered a full scholarship at the Hartt School of Music to pursue that goal, and I have chosen to accept. This promises to be a new and exciting challenge for me.

While I look forward to the experiences ahead of me, I will also look back fondly on my time teaching in Mansfield. My fellow music colleagues, and the teaching staff at large, set the highest standard in education, and demonstrate excellence on a daily basis.

Sincerely,

A handwritten signature in cursive script that reads "John T. Hart Jr." with a period at the end.

John T. Hart Jr.

**Celeste N. Griffin**

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**From:** Thanh V. Nguyen  
**Sent:** Thursday, March 28, 2013 8:06 AM  
**To:** Fred A. Baruzzi; Candace V. Morell  
**Subject:** FW: resignation

FYI-Thanh

Thanh Nguyen  
MMS Principal  
(860)429-9341  
(860)429-1020 fax  
[nguyentv@mansfieldct.org](mailto:nguyentv@mansfieldct.org)

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**From:** Phyllis B. Bain  
**Sent:** Thursday, March 28, 2013 7:59 AM  
**To:** Thanh V. Nguyen  
**Subject:** resignation

March 28, 2013

Dear Mr. Nguyen,

By this letter I tender my resignation from my teaching position with the Mansfield School District, effective July 1, 2013.

Sincerely,  
Phyllis B. Bain