

**BRUNSWICK SCHOOL DEPARTMENT
REVENUE AND EXPENSE REPORT FOR DECEMBER 2014**

School Year 14-15

Revenues	Annual Budget	Revenues through		Remaining Bal.	% Collected	
		12/31/2014	12/31/2014			
Unapprop. Fund Bal.	3,337,000.00	3,337,000.00	3,337,000.00	0.00	100.00%	
State Subsidy	9,946,831.00	4,372,582.38	4,372,582.38	5,574,248.62	43.96%	
Federal Subsidy	0.00	2,738.03	2,738.03	-2,738.03	0.00%	
Local Share	22,188,756.00	22,188,756.00	22,188,756.00	0.00	100.00%	
Tuition	137,000.00	25,161.61	27,075.54	111,838.39	18.37%	
Misc.	118,000.00	118,000.00	27,075.54	90,924.46	22.95%	
Other	36,000.00	36,000.00	36,000.00	0.00	100.00%	
Total Revenue	35,763,587.00	29,989,313.56	29,989,313.56	5,774,273.44	83.85%	
Expenses By Warrant Number	Approved 06/-/14 Approved 08/-/14	Adjustments	Revised Budget	Expended Through 12/31/2014	Remaining Bal.	% Expended
1 Regular Instruction	15,438,450.62	0.00	15,438,450.62	5,389,675.54	10,048,775.08	34.91%
2 Spec. Ed. Instruction	5,024,342.65	0.00	5,024,342.65	1,829,127.87	3,195,214.78	36.41%
3 CTE	777,397.66	0.00	777,397.66	388,698.84	388,698.82	50.00%
4 Other Instruction	667,046.00	0.00	667,046.00	286,195.53	380,850.47	42.90%
5 Student & Staff Support	3,422,777.27	0.00	3,422,777.27	1,478,166.73	1,944,610.54	43.19%
6 System Administration	827,674.39	0.00	827,674.39	412,820.23	414,854.16	49.88%
7 School Administration	1,463,003.00	0.00	1,463,003.00	693,481.72	769,521.28	47.40%
8 Transportation	1,878,023.26	0.00	1,878,023.26	784,571.19	1,093,452.07	41.78%
9 Operation & Maintenance	4,301,719.30	0.00	4,301,719.30	1,832,554.24	2,469,165.06	42.60%
10 Debt Service	1,822,001.85	0.00	1,822,001.85	0.00	1,822,001.85	0.00%
11 All Other	36,000.00	0.00	36,000.00	36,000.00	0.00	100.00%
12 Adult Education	105,151.00	0.00	105,151.00	105,151.00	0.00	100.00%
Total Budget	35,763,587.00	0.00	35,763,587.00	13,236,442.89	22,527,144.11	37.01%

<p>July 2015</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table>	M	T	W	T	F		1	2	3		6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	<p>August 2015</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>24</td><td>25</td><td>(26)</td><td>(27)</td><td>28</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td></tr> </table> <p>25 - New Teacher Orientation 26 & 27 - Professional Development 31 - First Pupil Day</p>	M	T	W	T	F	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	(26)	(27)	28	31					<p>September 2015</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td></tr> </table> <p>7 - Labor Day - no school</p>	M	T	W	T	F		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			<p>October 2015</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>(9)</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30*</td></tr> </table> <p>9 - Prof Dev K-12 - no school 12 - Columbus Day - no school 30* - first quarter ends</p>	M	T	W	T	F				1	2	5	6	7	8	(9)	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30*					
M	T	W	T	F																																																																																																																												
	1	2	3																																																																																																																													
6	7	8	9	10																																																																																																																												
13	14	15	16	17																																																																																																																												
20	21	22	23	24																																																																																																																												
27	28	29	30	31																																																																																																																												
M	T	W	T	F																																																																																																																												
3	4	5	6	7																																																																																																																												
10	11	12	13	14																																																																																																																												
17	18	19	20	21																																																																																																																												
24	25	(26)	(27)	28																																																																																																																												
31																																																																																																																																
M	T	W	T	F																																																																																																																												
	1	2	3	4																																																																																																																												
7	8	9	10	11																																																																																																																												
14	15	16	17	18																																																																																																																												
21	22	23	24	25																																																																																																																												
28	29	30																																																																																																																														
M	T	W	T	F																																																																																																																												
			1	2																																																																																																																												
5	6	7	8	(9)																																																																																																																												
12	13	14	15	16																																																																																																																												
19	20	21	22	23																																																																																																																												
26	27	28	29	30*																																																																																																																												
<p>November 2015</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13**</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>23</td><td>24</td><td>(25)</td><td>26</td><td>27</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td></tr> </table> <p>11 - Veteran's Day - no school 13** - K-4 Trimester ends 24 - Early release K-8 Parent Conf. 25 - no school - Parent Conf K-8 Prof Dev 9 - 12 26 & 27 - Thanksgiving Break</p>	M	T	W	T	F	2	3	4	5	6	9	10	11	12	13**	16	17	18	19	20	23	24	(25)	26	27	30					<p>December 2015</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>7</td><td>8</td><td>(9)</td><td>10</td><td>11</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table> <p>9 - Early Release Prof Dev K-12 21 - 31 - Holiday Break 24 & 25 - Christmas Eve & Day</p>	M	T	W	T	F		1	2	3	4	7	8	(9)	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		<p>January 2016</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22*</td></tr> <tr><td>25</td><td>26</td><td>(27)</td><td>28</td><td>29</td></tr> </table> <p>1 - New Years Day - no school 18 - Martin Luther King Day - no school 22* - 2nd quarter ends 27 - Early Release Prof Dev K-12</p>	M	T	W	T	F					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22*	25	26	(27)	28	29	<p>February 2016</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26**</td></tr> <tr><td>29</td><td></td><td></td><td></td><td></td></tr> </table> <p>15 - President's Day - no school 16 - 19 - Winter Break 26** - K-4 Trimester ends</p>	M	T	W	T	F	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26**	29									
M	T	W	T	F																																																																																																																												
2	3	4	5	6																																																																																																																												
9	10	11	12	13**																																																																																																																												
16	17	18	19	20																																																																																																																												
23	24	(25)	26	27																																																																																																																												
30																																																																																																																																
M	T	W	T	F																																																																																																																												
	1	2	3	4																																																																																																																												
7	8	(9)	10	11																																																																																																																												
14	15	16	17	18																																																																																																																												
21	22	23	24	25																																																																																																																												
28	29	30	31																																																																																																																													
M	T	W	T	F																																																																																																																												
				1																																																																																																																												
4	5	6	7	8																																																																																																																												
11	12	13	14	15																																																																																																																												
18	19	20	21	22*																																																																																																																												
25	26	(27)	28	29																																																																																																																												
M	T	W	T	F																																																																																																																												
1	2	3	4	5																																																																																																																												
8	9	10	11	12																																																																																																																												
15	16	17	18	19																																																																																																																												
22	23	24	25	26**																																																																																																																												
29																																																																																																																																
<p>March 2016</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>(11)</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>21</td><td>22</td><td>(23)</td><td>24</td><td>25</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table> <p>11 - no school - Parent Conf K-4 Prof Dev 5-12 23 - Early Release Prof Dev K-12</p>	M	T	W	T	F		1	2	3	4	7	8	9	10	(11)	14	15	16	17	18	21	22	(23)	24	25	28	29	30	31		<p>April 2016</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td></td><td></td><td></td><td></td><td>1*</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>(14)</td><td>(15)</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> </table> <p>1* - 3rd Quarter ends 14 - Early Release Prof Dev K-4 & 9-12 Parent Conf 5 - 8 15 - no school - Prof Dev K-4 & 9-12 Parent Conf 5 - 8 18 - Patriot's Day - no school 19 - 22 - Spring Break</p>	M	T	W	T	F					1*	4	5	6	7	8	11	12	13	(14)	(15)	18	19	20	21	22	25	26	27	28	29	<p>May 2016</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>9</td><td>10</td><td>(11)</td><td>12</td><td>13</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td></tr> </table> <p>11 - Early Release Prof Dev K-12 30 - Memorial Day - no school</p>	M	T	W	T	F						2	3	4	5	6	9	10	(11)	12	13	16	17	18	19	20	23	24	25	26	27	30	31				<p>June 2016</p> <table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </table> <p>10 - Graduation 15 - 21 - Storm Days 21 - Projected last day of school 1/2 day for teachers</p>	M	T	W	T	F						6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
M	T	W	T	F																																																																																																																												
	1	2	3	4																																																																																																																												
7	8	9	10	(11)																																																																																																																												
14	15	16	17	18																																																																																																																												
21	22	(23)	24	25																																																																																																																												
28	29	30	31																																																																																																																													
M	T	W	T	F																																																																																																																												
				1*																																																																																																																												
4	5	6	7	8																																																																																																																												
11	12	13	(14)	(15)																																																																																																																												
18	19	20	21	22																																																																																																																												
25	26	27	28	29																																																																																																																												
M	T	W	T	F																																																																																																																												
2	3	4	5	6																																																																																																																												
9	10	(11)	12	13																																																																																																																												
16	17	18	19	20																																																																																																																												
23	24	25	26	27																																																																																																																												
30	31																																																																																																																															
M	T	W	T	F																																																																																																																												
6	7	8	9	10																																																																																																																												
13	14	15	16	17																																																																																																																												
20	21	22	23	24																																																																																																																												
27	28	29	30																																																																																																																													

Student Days Qtr 1: 42 Qtr 2: 45 Qtr 3 44 Qtr 4: 45 Total Student Days: () 176

Professional Dev. Days: 6.5

Storm Days: 5

Total Teacher Days:

182.5



ARCHITECTS

Architecture ■ Interior Design ■ Planning

December 11, 2014

Paul Perzanoski
Superintendent of Schools
Brunswick School Department
46 Federal Street
Brunswick, ME 04011

Re: Professional Services for Repair Project at Coffin Elementary School and Brunswick Jr. High School in Preparation for Public Referendum

Dear Paul:

Principals:

Brian M. Curley, AIA, LEED AP
Ann M. Fontaine-Fisher, AIA, LEED AP
Lyndon D. Keck, AIA, LEED AP
Alan G. Kuniholm, AIA, LEED AP
David C. Webster, AIA, LEED AP

Associates:

Rebecca S. Casey, AIA
Robert R. Curtis, LEED AP BD+C
Marilyn E. Leivian, AIA, LEED AP
F. David Lewis, CSI, LEED AP
Suzanne W. Morin, MCID
Susan L. Ransom, CPSM

Thank you for meeting with me and sharing the new direction the Brunswick School Board has chosen to take concerning the Coffin Elementary School and Brunswick Jr. High School. It is my understanding that the School Board has chosen to proceed with a referendum request for the public to do a "repairs-only" project at both Coffin and the Brunswick Jr. High School. The project will be focused on student safety, security and structural integrity and will involve developing a detailed scope of repair work for both buildings. This will extend the life expectancy at both buildings for another ten years while Brunswick determines the next approach for new school projects at both schools.

Based on our conversation and previously prepared budgets for repairs to both buildings, we have developed a professional services proposal to provide the School Board and School Department with detailed structural repair descriptions and cost estimates as well as the necessary collateral materials to explain the project to the public as part of the funding request process. To accomplish this, we propose the following scope of work:

1. Provide schematic level design and cost estimates for structural repairs and reinforcements at both Coffin and Brunswick Jr. High School.
2. Review costs for removing and possibly replacing portable classrooms at Coffin Elementary School and Brunswick Jr. High School.
3. Developing costs for studying site utilities, traffic, pedestrian, bus loops and outdoor play areas at both schools.

49 Dartmouth Street
Suite 2
Portland, Maine 04101

207-775-1059
207-775-2694 Fax
www.pdtarchs.com

4. Perform additional field verification at both schools to confirm a detailed "repair-item" scope of work.
5. Prepare cost estimates to demolish Jordan Acres Elementary School.
6. Develop a phasing work plan and calendar schedule to implement repairs at both schools.
7. Develop a strategy and approach for implementing pricing and bidding of individual work items at both schools.
8. Develop cost estimates for all proposed repairs with assumed construction costs for 2015 and 2016.
9. Prepare public information materials, such as Powerpoint slide presentations, homeowner mailings and photographic and graphic materials able to be put on the school department website and for newspaper articles concerning the project.

COMPENSATION PROPOSAL:

PDT proposes to provide the scope of services listed above on a fixed fee basis as described below:

1. Structural analysis at both schools:	\$10,900
2. Field verification with walk-thru of both buildings, with photographic documentation and cost estimates	\$20,000
3. Cost estimates for each repair item at both schools	\$ 8,000
4. Attendance at public meetings and public presentations	\$ 2,500
5. Preparation of Powerpoint and presentation materials for mailings and newspaper articles	\$ 4,100
6. Reimbursable expenses	\$ 500
Total Architectural and Engineering Fee	<u>\$46,000</u>

We will invoice for services in both the 2015 and 2016 fiscal years.

Our assumption is that the School Department and School Board will hope to finance the project in November 2015 at the latest. We would expect to meet with the Facility Committee monthly to update them on the progress of the work as it proceeds. We would also expect to meet on a regular basis with you and Paul Caron to confirm the scope of work for repair as it gets developed. Paul Caron has already shared with us additional repair items he feels are essential to the project and which have been included in revised preliminary project budgets attached to this letter.

Please understand the attached repair budgets are very preliminary in nature and may expand as a result of the additional field work and cost estimating which needs to be completed during the next three months.

Professional fees to help with the repair projects after financing approved financing will be included in the detailed project budgets we prepare for both schools.

The revised project budgets will also include the price to help the School Board submit Major Capital Improvement Project submissions for both schools if they choose to do so in the future.

Please let me know if you require any additional information or require changes to this proposal.

Very truly yours,
PDT ARCHITECTS

A handwritten signature in black ink, appearing to read 'Lyndon D. Keck', is written over a horizontal line. The signature is stylized and somewhat cursive.

Lyndon D. Keck, AIA, LEED, ap
Maine Licensed Architect
Principal

Encl. PDT Hourly Rate Sheet
Coffin Elementary Preliminary Budget dated 12/10/14
Brunswick Jr. High School Preliminary Budget dated 12/10/14



ARCHITECTS

Architecture ■ Interior Design ■ Planning

December 2014

Hourly Rates

Firm Partners	\$ 135
Project Managers	\$ 100
Project Architects	\$ 100
Job Captains	\$ 90
Interior Designers	\$ 85
CADD Drafters/Designers	\$ 80
Administrative Support	\$ 60

Principals:

Brian M. Curley, AIA, LEED AP
Ann M. Fontaine-Fisher, AIA, LEED AP
Lyndon D. Keck, AIA, LEED AP
Alan G. Kuniholm, AIA, LEED AP
David C. Webster, AIA, LEED AP

Associates:

Rebecca S. Casey, AIA
Robert R. Curtiss, LEED AP BD+C
Marilyn E. Leivian, AIA, LEED AP
F. David Lewis, CSI, LEED AP
Suzanne W. Morin, MCID
Susan L. Ransom, CPSM

49 Dartmouth Street
Suite 2
Portland, Maine 04101

207-775-1059
207-775-2694 Fax
www.pdtarchs.com

Coffin Elementary School 1955
 Grades PK-2
 396 students 54,718 sf

Brunswick School Dep

Item 1: Construction			
1.2 Repairs		\$1,446,000	
1.3 Removals of Portables		\$100,000	
1.4 Haz-Mat Abatement		\$170,000	
1.5 Site Development-		\$100,000	
1.6 Site Upgrades		\$80,000	
1.7 Alternate Energy Investments		\$0	
1.8 Heating Plant Repair		\$0	
Subtotal		\$1,896,000	\$1,896,000
Item 2: Admin. Costs and Reserves			
2.1 Site Purchase		\$0	
2.2 Furnishings & Moveable Equipment 6%		\$0	
2.3 Technology 3%		\$0	
2.4 Advertising, Insurance, Legal, Printing		\$10,000	
2.5 Contingency (10% of Item 1)		\$189,600	
2.6 % for Art		\$0	
Subtotal		\$199,600	\$199,600
Item 3: Fees and Services			
Basic Services			
3.1 Architect New (Item 1 x State of ME Fee)	\$1,896,000 @	10.6 %	\$200,976
3.2 Architect Reno(Allocatted Reno 1.2 above)			\$0
3.3 Reimbursables & Permits			\$10,000
Special Services			
3.4 Environmental Permitting			\$0
3.5 Survey, Soils and Wetlands			\$0
3.6 Construction Testing			\$10,000
3.7 Special Inspections			\$10,000
3.8 Clerk			\$0
3.9 Commissioning			\$0
3.10 Owner's Representative			\$0
			\$0
Subtotal		\$230,976	\$230,976
Total Project Cost			\$2,326,576

PDT ARCHITECTS
September 24, 2014
REVISED December 10, 2014

BRUNSWICK MASTER PLAN
Repair Only Project
Coffin Elementary School

A. Architectural

1. ADA Toilet Renovations	\$150,000
2. ADA Door Hardware	\$25,000
3. Exterior Door Replacement	\$35,000
4. Asbestos Abatement	\$20,000
5. Flooring Replacement	\$80,000
6. Fire Wall Upgrades	\$50,000
7. Access Control System	\$30,000
8. Intrusion Detection System	\$40,000
9. Window and Door Repairs	\$200,000
Subtotal Architectural	\$630,000

B. Structural

1. Roof Structural Reinforcement	\$100,000
----------------------------------	-----------

C. Mechanical

1. Boiler Room Modifications	\$5,000
2. Ventilation System Upgrades	\$50,000
3. Control System Upgrades	\$65,000
4. Piping Modifications	\$45,000
Subtotal Mechanical	\$165,000

D. Plumbing

1. Plumbing Fixture Upgrades	\$0
------------------------------	-----

E. Sprinkler

1. Sprinkler System Upgrade	\$50,000
-----------------------------	----------

F. Electrical

1. Electrical Service/Distribution Upgrades	\$62,000
2. Lighting Control Upgrades	\$28,000
3. Emergency Lighting Upgrades	\$12,000
4. Add Receptacles	\$12,000
5. Fire Alarm Upgrades	\$130,000
6. Voice/Data Upgrades	\$105,000
7. Security System	\$80,000
8. Clocks/PA System	\$72,000
Subtotal Electrical	\$501,000

G. Total Construction

\$1,446,000

Brunswick Junior High School 1959
 Grades 6-8
 600 Students Repairs only

Brunswick School Dep

Existing Gross 98,834 sf

Item 1: Construction			
1.1			
1.2a Repairs			\$2,051,000
1.2b CIP Estimate \$1,904,000			\$0
1.3 Demolition			\$0
1.4 Haz-Mat Abatement	98,834 sf		\$397,668
1.5 Site Development-			\$150,000
1.6 Off-Site Improvements			\$150,000
1.7 Course Repair			\$25,000
1.8 Heating Plant Repairs			\$100,000
Subtotal			\$2,873,668
			\$2,873,668
Item 2: Admin. Costs and Reserves			
2.1 Site Purchase			\$0
2.2 Furnishings & Moveable Equipment 6%			\$0
2.3 Technology 3%			\$0
2.4 Advertising, Insurance, Legal, Printing			\$10,000
2.5 Contingency (10% of Item 1)			\$287,367
2.6 % for Art			\$0
Subtotal			\$297,367
			\$297,367
Item 3: Fees and Services			
Basic Services			
3.1 Architect New (Item 1 x State of ME Fee)	\$2,873,668 @	10.5 %	\$301,735
3.2 Architect Reno(Allocatted Reno 1.2 above)			\$0
3.3 Reimbursables & Permits			\$10,000
Special Services			
3.4 Environmental Permitting			\$0
3.5 Survey, Soils and Wetlands			\$0
3.6 Construction Testing			\$10,000
3.7 Special Inspections			\$10,000
3.8 Clerk			
3.9 Commissioning			\$10,000
3.10 Owner's Representative			
			\$0
Subtotal			\$341,735
			\$341,735
Total Project Cost			\$3,512,770



PDT ARCHITECTS
September 24, 2014
Revised December 10, 2014

BRUNSWICK MASTER PLAN
Repair Only Project
Brunswick Junior High School

A. Architectural

1. ADA Toilet Renovations	\$200,000
2. Asbestos Abatement	\$58,000
3. Flooring Replacement	\$80,000
4. Window Replacement	\$85,000
5. Lobby Ceiling Replacement	\$30,000
6. Gym Floor Refinishing	\$33,000
7. Access Control System	\$50,000
8. Intrusion Detection System	\$58,000
9. Roof Edge Modifications	\$75,000
10. Arts/Music/Classroom Floors & Walls	\$725,000
Subtotal Architectural	\$1,394,000

B. Structural

1. Roof Upgrades	\$90,000
------------------	----------

C. Mechanical

1. Boiler Room Modifications	\$28,000
2. Control System Upgrades	\$78,000
3. Terminal Units	\$25,000
Subtotal Mechanical	\$131,000

D. Plumbing

1. Plumbing Fixture Upgrades	\$0
2. DHW Upgrades	\$24,000
3. DHW Controls	\$12,000
Subtotal Plumbing	\$36,000

E. Electrical

1. Electrical Service/Distribution Upgrades	\$105,000
2. Lighting Control Upgrades	\$12,000
3. Emergency Lighting Upgrades	\$24,000
4. Add Receptacles	\$18,000
5. Fire Alarm Upgrades	\$134,000
6. Voice/Data Upgrades	\$12,000
7. Security System	\$25,000
8. Clocks/PA System	\$70,000
Subtotal Electrical	\$400,000

Total Construction **\$2,051,000**

Outline of Effective Educator Law System

3 Major Goals of the PE/PG Evaluation System for teachers and principals –

1. Professional Practice – A measure of effective instruction, management of classroom environment and professional learning as defined in the Kim Marshall Teacher Evaluation Model. This is one of three major evaluation models approved by the State Department of Education.

2. Professional Growth – A measure of professional growth and reflection that is based on the progress made toward and attainment of professional goals that develop the skills that lead to student achievement of learning targets. Much of this evidence will come from the Teacher Portfolio that is developed over the evaluation cycle.

3. Student Learning and Growth – A measure of the teacher's influence on students' academic growth based on student performance on assessments of measureable growth targets as defined in the Student Learning Objective (SLO).

4. Rule 180 – All of the components or requirements set in law by the legislature in order to meet the Effective Educator law. (See Handout).

5. Kim Marshall – Teacher Evaluation Rubrics – Summative Evaluation .

6. The importance of ongoing professional development for teachers and administrators to make this system work effectively. Critical components: The Skillful Teacher course for teachers and the Skillful Leader course for administrators/department heads. These courses are offered through Jon Saphier's Research for Better Teaching Professional Development organization.

7. Questions/ General discussion.

August, 2014

New Teacher Effectiveness Performance Evaluation And Professional Growth System
Rule: Chapter 180

Purpose of the Rule: Chapter 508 requires school administrative districts to develop, pilot and implement systems of performance evaluation and professional growth for teachers and principals. This rule is to improve educator effectiveness by clearly setting forth expectations for professional practice and student learning and growth, and providing actionable feedback and support to help educators to meet those expectations. The goal is to improve student achievement.

Each school administrative unit must submit its PE/PG system plan for the Department approval not less than 90 days before the beginning of the school year in which PE/PG system will be used to assign a summative effectiveness rating.

Each school unit must submit its PE/PG system plan on a form provided by the Department.

The PE/PG System must include:

- A professional practice model applicable to teachers.
- A professional practice model applicable to principals.
- Student learning and growth measures.
- If a school uses team-wide, school-wide or other collective measures of student learning and growth in the evaluation process then we must seek teacher approval of the use of these measures.
- A description of other measures of educator effectiveness to determine the educator's summative effectiveness rating.
- A description of 4 rating levels and the method of combining the multiple measures of educator effectiveness, weights, targets and actual performance to arrive at a summative effectiveness rating for an educator.
- Implementation of procedures to make and review "teacher of record" determinations.
- Description of how educators will be involved in the system, be trained, and understand fully their participation in the system.
- Description on how teachers, principals, administrators, school board members, parents and the public will be involved in the development of the system.
- Description of how the Steering Committee is formed and will revise the PE/PG system and set goals and priorities.
- Description of the PE/PG system pilot and how it is revised.
- Evidence of adoption by the School Board.

The System must be aligned with the INTASC Standards (Interstate Teacher Assessment and Support Consortium) for teachers and the ISLLC standards (Interstate School Leaders Licensure Consortium Standards) for principals.

Each district must adopt the National Board for Professional Teaching Standards Model, Framework for Teaching by Charlotte Danielson, or the Marzano Art and Science of Teaching Framework. The Kim Marshall Model was approved after our York and Cumberland County Collaborative convinced and

aligned Kim Marshall's work with the INTASC Standards through curriculum crosswalks approved by the D.O.E. last Spring.

Key Components:

- Student learning and growth measures must be a "significant factor" in the determination of summative effectiveness rating of an educator.
- Teacher of Record – must be established for a student by enrollment in a course, by at least 80% of the scheduled instructional time, by a pre-test and post-test to measure achievement.
- School unit must provide each teacher with a list of students the teacher is responsible for being the teacher of record. The teacher must check for inaccuracies or to request revision or review and must include information about the pre-test to be given. A calculation of the amount of time each student was present and taught by the teacher. A final list must be provided to the teacher within a reasonable time and before the end of the learning experience. The PE/PG system must include a process by which a teacher can contest and seek correction of determinations of "teacher of record" status.
- Permissible Measures – student learning and growth must measure student growth in achievement, not solely the level of achievement.
- Multiple measures – Large scale standardized, norm- referenced tests may not be the sole type of learning and growth measure used.
- There must be a pre-assessment and post-assessment must be evident and are not required to occur in the same year.
- Student Learning Objectives (SLOs) and Individual Education Plans (IEP) goals may be used to establish appropriate basis for measuring student growth.
- Collective Student Growth Measures may be used outside the teacher's instructional cohort if agreed to by the teachers to whom it will be applied and comprise not more than one-fourth of the total student growth measure.
- Rating System should rate as: Highly Effective, Effective, Partially Effective, and Ineffective.
- An educator rated as Ineffective must be provided the opportunity to develop and implement a professional improvement plan.
- Formal Evaluation frequency is up to each district but full evaluations must be conducted at least every three years, even for highly effective teachers. Observations and feedback must occur each year throughout the school year for all educators.
- A person is a qualified evaluator only if that person has completed training appropriate to the role he or she will play within the system.
- Evaluators must be trained in conducting pre-observation and post-observation conferences, observing and evaluating the professional practice of teachers, and the development and guidance of professional growth plans.
- Training in evaluating performance based on evidence, and without bias; adequate time for evaluators to practice and become familiar with the model; opportunity to work collaboratively; training in assessing evidence of performance not directly observed in classroom observations or direct observations of principals in incorporating that evidence into a summative evaluation.
- Training to ensure high level of inter-rater reliability agreement. In addition to the summative effectiveness rating, each educator must receive a written evaluation narrative providing recommendations and commendations that describe the educator's effectiveness. These are all confidential materials.
- The Steering Committee must be composed of a majority of teachers.

- The Committee must use a consensus decision-making process, including the proportionate weight of the student learning and growth measures. If the Committee cannot meet consensus on the weight of growth measures then the school unit will be required to adopt one of the State Models by June, 2015.
- The school unit must provide training to each educator being evaluated.
- The system will need to provide for “peer review” and collaboration. Peer Review will be for “formative evaluation only” and cannot be included in the summative evaluation rating unless the peer reviewer is trained in evaluation and the teacher chooses to include the peer review as part of their summative evaluation rating.
- Professional development must be provided to educators based on individual needs identified during the PE/PG evaluations.
- Any educator who receives a summative evaluation rating of “ineffective” must be provided with a professional improvement plan.
- Professional Improvement plans must be in writing; be developed with input from the educator, set forth clear and measurable objectives and deadlines; be focused on specific areas needing improvement.
- A school unit may not use a summative evaluation effectiveness rating during the pilot period as related to employment or compensation.
- The State will provide technical assistance to districts in developing, piloting, and implementing PE/PG system plans.

Teacher Evaluation Rubrics

by Kim Marshall – Revised November 23, 2012

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a teacher's job performance:

- A. Planning and Preparation for Learning
- B. Classroom Management
- C. Delivery of Instruction
- D. Monitoring, Assessment, and Follow-Up
- E. Family and Community Outreach
- F. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective
- 3 – Effective
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

2. The rubrics are designed to give teachers an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. They are not checklists for classroom visits. To knowledgeably fill out the rubrics, supervisors need to have been in classrooms frequently throughout the year. It is irresponsible to fill out the rubrics based on one classroom observation. Unannounced mini-observations every 2-3 weeks followed by face-to-face conversations are the best way for supervisors to have an accurate sense of teachers' performance, give ongoing praise and suggestions, and listen to concerns. For a detailed account of the development of these rubrics and their broader purpose, see Kim Marshall's book, *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2009).

3. The *Effective* level describes solid, expected professional performance; teachers should feel good about scoring at this level. The *Highly Effective* level is reserved for truly outstanding teaching that meets very demanding criteria. *Improvement Necessary* indicates that performance has real deficiencies; no teacher should be content to remain at this level (although some novices might begin here). Performance at the *Does Not Meet Standards* level is clearly unacceptable should lead to dismissal if it is not improved immediately.

4. When scoring, take each of the ten criteria, read across the four levels (Highly Effective, Effective, Improvement Necessary, and Does Not Meet Standards), find the level that best describes the teacher's performance, and circle or highlight that cell. This creates a clear graphic display of areas for commendation and areas that need work. Then give an overall score for that domain at the bottom of the page (averaging the scores on the page) and make brief comments in the space provided. When all six pages have been scored, record the ratings on the summary sheet (page 8).

5. Evaluation conferences are greatly enhanced if the supervisor and teacher fill out the rubrics in advance, then meet and compare scores one page at a time. The supervisor has the final say, of course, but the discussion should aim for consensus based on actual evidence of the more accurate score for each criterion. Supervisors should go into the evaluation process with humility since they can't know everything about a teacher's instructional activities, collegial interactions, parent outreach, and professional growth. Similarly, teachers should be open to feedback from someone with an outside perspective. For a discussion of the role of student achievement in teacher evaluation, see "Merit Pay or Team Accountability" (Education Week, Sept. 1, 2010) by Kim Marshall.

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help teachers improve. The kindest thing a supervisor can do for an underperforming teacher is give candid, evidence-based feedback, listen to the teacher's concerns, and provide robust follow-up support.

7. If an entire staff is scored honestly using these rubrics, it's possible to create a color-coded spreadsheet that can serve as a powerful (confidential) road-map for schoolwide professional development (see the sample on page 9).

8. These rubrics are "open source" and may be used and adapted by schools and districts as they see fit.

A. Planning and Preparation for Learning

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on external assessments.	Plans the year so students will meet high standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans all units embedding big ideas, essential questions, knowledge, skill, and non-cognitive goals that cover all Bloom's levels.	Plans most units with big ideas, essential questions, knowledge, skill, and non-cognitive goals covering most of Bloom's levels.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j. Environment	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating: _____ Comments:

B. Classroom Management

4
Highly Effective

3
Effective

2
Improvement
Necessary

1
Does Not Meet
Standards

The teacher:

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with <i>ad hoc</i> rules and punishments as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Wins almost all students' respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Gets all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and some students are not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

Overall rating: ____ Comments:

C. Delivery of Instruction

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks all students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Orchestrates highly effective strategies, questions, materials, technology, and groupings to boost the learning of all students.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets all students highly involved in focused work and discussions in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches all students by skillfully differentiating and scaffolding and using peer and adult helpers.	Differentiates and scaffolds instruction and uses peer and adult helpers to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i. Nimbleness	Defly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Application	Consistently has all students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Overall rating: ____ Comments:

D. Monitoring, Assessment, and Follow-Up

4
Highly Effective

3
Effective

2
Improvement
Necessary

1
Does Not Meet
Standards

The teacher:

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Criteria	Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students.	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention so they all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Overall rating: ____ Comments:

E. Family and Community Outreach

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The teacher:				
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall rating: _____ Comments:

F. Professional Responsibilities

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Attendance	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95-97%).	Has moderate absences (6-10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
f. Above-and-beyond	Is an important member of teacher teams and committees and frequently volunteers for extra activities.	Shares responsibility for grade-level and schoolwide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.
g. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
h. Openness	Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Overall rating: ____ Comments:

Evaluation Summary Page

Teacher's name: _____ School year: _____

School: _____ Subject area: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Planning and Preparation for Learning:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. Classroom Management:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Delivery of Instruction:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Monitoring, Assessment, and Follow-Up:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Family and Community Outreach:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Professional Responsibilities:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY TEACHER:

Principal's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Spreadsheet of Rubric Scores of 11 Teachers for PD Purposes

A. Planning and Preparation
 B. Classroom Management
 C. Delivery of Instruction
 D. Monitoring, Assessment...
 E. Family and Community
 F. Professional Responsibilities

	<i>A. Planning and Preparation</i>	<i>B. Classroom Management</i>	<i>C. Delivery of Instruction</i>	<i>D. Monitoring, Assessment...</i>	<i>E. Family and Community</i>	<i>F. Professional Responsibilities</i>
Cynthia						
Henry		4				
Belinda				2		
Marcia	4	4	4	4	4	4
Charles		3	3	2	3	4
Raymond	3	3	3		3	4
Sandy				2	3	
Mark	4	4	4	4	4	4
Placida				2		
Anne		3	3			
Richard	2		2		2	

Sources

- Alexandria Public Schools (Virginia) performance evaluation rubrics (2003)
- Aspire Charter Schools, California teacher evaluation rubrics (2003)
- Boston Public Schools Performance Evaluation Instrument (1997)
- City on a Hill Charter School (Boston) performance evaluation rubrics (2004)
- Conservatory Lab Charter School (Boston) performance evaluation rubrics (2004)
- Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 1996)
- “Indicators of Teaching for Understanding” by Jay McTighe and Eliot Seif (unpublished paper, 2005)
- Leading for Learning: Reflective Tools for School and District Leaders*, Michael Knapp et al., Center for the Study of Teaching and Policy, University of Washington (February 2003)
- Linking Teacher Evaluation and Student Learning* by Pamela Tucker and James Stronge (ASCD, 2005)
- North Star Academy Charter School of Newark: Teaching Standards (2004-05)
- Roxbury Preparatory Charter School, Boston: Criteria for Outstanding Teaching (2004-05)
- The Skillful Teacher* by Jon Saphier and Robert Gower (Research for Better Teaching, 1997)
- The Three Big Rocks of Educational Reform* by Jon Saphier (Research for Better Teaching, 2005)
- Vaughn Next Century Learning Center, Chicago performance evaluation rubric (2004)
- What Works in Schools: Translating Research into Action* by Robert Marzano (ASCD, 2003)

Acknowledgements

Pete Turnamian, Mark Jacobson, Andy Platt, Jon Saphier, and Rhoda Schneider provided valuable suggestions on the development and revision of these rubrics. Committees of principals, teachers, and central office personnel from the Hamilton County schools in Tennessee did a thorough critique of the rubrics in 2010 and suggested a number of important improvements. Staff in the New York State Department of Education provided valuable feedback in the summer of 2011.