

Section 3

BOE agenda

4/8/13

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: State-Mandated Teacher and Administrator Evaluation Plans

Date: April 8, 2013

Marge Cion, Director of Human Resources, has chaired a working committee of teachers and administrators that has prepared the attached *Teacher Professional Development and Evaluation Plan* for submission to the State Education Department, as required by statute.

Included on the committee were Marge Cion, Lis Comm, Cynthia Gilchrest, Susie Da Silva, AJ Scheetz, Maria Zachery, Diann Drenosky, John Horrigan, Jamie Pacuk, Julia McNamee and Lori Buskey.

Additionally, you will find as an attachment the *Administrator Professional Development and Evaluation Plan*, also prepared by a committee chaired by Ms. Cion, to be submitted to the State Education Department as required by statute. The membership of this committee included Marge Cion, me, John Bayers, Lis Comm and Cynthia Gilchrest,

Both of these plans are comprehensive in scope and consistent with the requirements of Connecticut General Statutes and Connecticut State Board of Education Regulations.

As noted by the State, “[t]he primary purpose of teacher evaluation is to strengthen individual and collective practices and foster continuing collaborative dialogue around teaching and learning in order to increase student academic growth and development.” The multiple measures of performance contained in the Teacher Professional Development and Evaluation Plan have been “designed to paint an accurate and comprehensive picture of teacher effectiveness.” Towards that end, the Plan being submitted to the Board for its approval will evaluate teacher effectiveness through measures of: (1) Teacher Performance and Practice [40%]; (2) Parent Feedback [10%]; (3) Student Growth and Development [45%]; and, Student Feedback [5%].

The administrator evaluation plan “defines principal effectiveness in terms of (1) administrator practice; (2)...teacher effectiveness and student achievement; and (3) the perceptions of the administrator’s leadership among key stakeholders in the Westport school community.” This model “meets all of the requirements for the evaluation of administrators as outlined in Connecticut General Statutes and Connecticut State Board of Education Regulations. Within this model administrators will be evaluated on their: (1) Leadership Practice [40%]; (2) Stakeholder Feedback [10%]; (3) Student Learning [45%]; and, (4) Teacher Effectiveness [5%].

There is much skepticism about the implementation of these evaluation plans in school systems throughout the State. That is especially so in Westport, where our current Professional Development and Evaluation Plan for teachers and support personnel has served our students extraordinarily well. In that regard, of interest to note, is the following piece that was published in the New York Times on March 31, 2013:

Curious Grade for Teachers: Nearly All Pass

By JENNY ANDERSON

Across the country, education reformers and their allies in both parties have revamped the way teachers are graded, abandoning methods under which nearly everyone was deemed satisfactory, even when students were falling behind.

More than half the states now require new teacher evaluation systems and, thanks to a deal announced last week in Albany, New York City will soon have one, too.

The changes, already under way in some cities and states, are intended to provide meaningful feedback and, critically, to weed out weak performers. And here are some of the early results:

In Florida, 97 percent of teachers were deemed effective or highly effective in the most recent evaluations. In Tennessee, 98 percent of teachers were judged to be “at expectations.”

In Michigan, 98 percent of teachers were rated effective or better.

Advocates of education reform concede that such rosy numbers, after many millions of dollars developing the new systems and thousands of hours of training, are worrisome.

“It is too soon to say that we’re where we started and it’s all been for nothing,” said Sandi Jacobs, vice president of the National Council on Teacher Quality, a research and policy organization. “But there are some alarm bells going off.”

The new systems, a central achievement of the reform movement, generally rate teachers on a combination of student progress, including their test scores, and observations by principals or others. The Obama administration has encouraged states to adopt the new methods through grant programs like Race to the Top.

The teachers might be rated all above average, like students in Lake Wobegon, for the same reason that the older evaluation methods were considered lacking. Principals, who are often responsible for the personal-observation part of the grade, generally are not detached managerial types and can be loath to give teachers low marks.

“There’s a real culture shift that has to occur and there’s a lot of evidence that that hasn’t occurred yet,” Ms. Jacobs said.

But even the part of the grade that was intended to be objective, how students perform on standardized tests, has proved squishy. In part, this is because tests have changed so much in recent years — and are changing still, because of the new “Common Core” curriculum standards that most states have adopted — that administrators have been unwilling to set the test-score bar too high for teachers. In many states, consecutive “ineffective” ratings are grounds for firing.

“We have changed proficiency standards 21 times in the last six years,” Jackie Pons, the schools superintendent for Leon County, Fla., said. In the county, 100 percent of the teachers were rated “highly effective” or “effective.”

“How can you evaluate someone in a system when you change your levels all the time?” Mr. Pons asked.

Until recently, Florida teachers were typically observed once a year for about 20 minutes and deemed satisfactory or unsatisfactory. Roughly 100 percent of them were rated satisfactory in 2010-11. Florida districts are spending \$43 million in federal Race to the Top grant money on devising and beginning new methods.

Generally, 50 percent of the evaluation is now based on administrators’ observations of teachers and 50 percent on student growth as measured by test scores (districts can alter that ratio to some extent). For the observation part, teachers are no longer rated simply on “classroom management” and

“planning,” but rather on 60 specific elements, including “engaging students in cognitively complex tasks involving hypothesis generation” and “testing and demonstrating value and respect for low expectancy students.”

One Leon County principal, Melissa Fullmore of Ruediger Elementary school in Tallahassee, said that had it been solely up to her, one or two of her teachers would have been graded “highly effective,” the top category. Three would have been marked “needs improvement,” one rung up from the bottom, and the rest would have fallen under “effective.”

But because Leon County set the test-score bar so low, when their marks came out, all but one were highly effective, and the other was categorized as effective. “I wouldn’t put stock in the numbers,” Ms. Fullmore said.

The same was true at Springwood Elementary School nearby. “We had three or four teachers that were rated as ‘needs improvement’ on the observation, but due to changes in the cut scores, they were all bumped up to effective,” Dr. Christopher Small, the principal, said.

Officials in another county, Alachua, set scores relatively high, but when only 78 percent of teachers were deemed highly effective or effective, and when they saw how lenient other districts were, they set them much lower; ultimately, 99.4 percent of teachers were rated effective or highly effective. “It’s inconsistent, it’s unfair and it’s unscientific,” the superintendent, Dan Boyd, wrote in a letter to The Gainesville Sun criticizing how the state’s new evaluations had been carried out.

Kathy Hebda, Florida’s deputy chancellor for educator quality, said: “Directionally, we are off to a good start. But we have pockets in the state where we need attention.”

Grover J. Whitehurst, director of the Brown Center on Education Policy at the Brookings Institution, said variations in teacher quality had been proven to affect student academic growth. If an evaluation system is not finding a wider distribution of effectiveness, “it is flawed,” he said.

“It would be an unusual profession that at least 5 percent are not deemed ineffective,” he added.

The new evaluation systems have been closely scrutinized in the education world by policy makers, publications like Education Week, and foundations that have provided money to help perfect the methods.

Education reformers insist they help to identify and remove ineffective teachers, while offering more feedback for teachers to improve their practice.

But teachers’ unions have fought to make sure evaluations do not rely too heavily on testing data, contending that the data are prone to errors. (In Florida’s first go-round with the new evaluations, for example, some teachers had to be rated based on students in their school, but not in their classrooms, because there was not enough data for their own students.) The linking of teachers’ employment, and sometimes their pay, to test scores has also been blamed for sporadic incidents of cheating, and on Friday, 35 Atlanta educators, including the former superintendent, were indicted in a what prosecutors called a widespread scheme of doctoring students’ answers.

In January, talks between the Bloomberg administration and the New York City teachers’ union fell apart, costing the city about \$250 million in state aid. Last week, Gov. Andrew M. Cuomo and legislative leaders announced measures designed to help put an evaluation system in place.

Randi Weingarten, president of the American Federation of Teachers, said that even though the data from these systems “was not ready for prime time,” it proved what she had long argued: That the majority of teachers are very good.

“Maybe this information will debunk the myth about bad teachers,” she said.

In New Haven, Conn., where the teachers’ union collaborated with the school district in devising the new evaluation system, 90 percent of teachers were rated “exemplary,” “strong” or “effective,” and 2 percent received the lowest rating, “needs improvement.”

As part of the program, teachers are warned months ahead of time if they are in danger of receiving the lowest mark; some improved, and some left.

Washington, D.C., like New York a center of education reform, was among the first to try new evaluations, replacing a system under which 95 percent of teachers were meeting expectations and 0.4 percent received the lowest rating.

Three years ago, when the new method began, only 82 percent of teachers were rated as effective or highly effective. Two percent were rated ineffective and the rest "minimally effective."

Most recently, 89 percent received one of the top two ratings, and only 1 percent were ineffective, which Scott Thompson, the deputy chief of human capital for teacher effectiveness for D.C. public schools, said was evidence that the evaluations were making teachers better.

"We are seeing improvements in practice," he said, noting that 400 teachers had been fired as a result of the new system, and several hundred had left voluntarily after weak ratings.

Despite any hiccups, principals and education officials said the new systems had helped them better discern specific teaching weaknesses. Dr. Small, from Springwood Elementary School in Florida, said he had more detailed feedback to offer teachers.

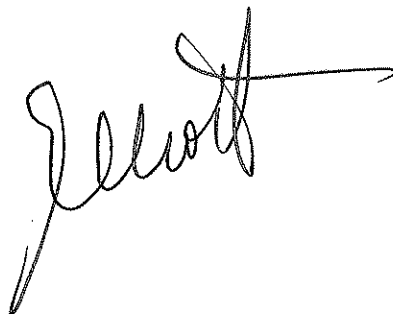
"I can identify an aspect of their teaching and work on that element versus the catchall from before," he said.

In Michigan, Dr. Joseph A. Martineau, executive director for the Bureau of Assessment and Accountability in the state Education Department said that even with all the system's flaws, many of which will be corrected under new legislation, the 0.8 percent of teachers deemed ineffective last year translated to nearly 800 teachers who will be in jeopardy of losing their jobs.

"There's a possibility, a real possibility, that students will have a more effective teacher," he said.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves for submission to the Connecticut State Education Department the Westport Public Schools *Administrator Professional Development and Evaluation Plan* dated April 2013 and the *Teacher Professional Development and Evaluation Plan* dated April 2013.

A handwritten signature in black ink, appearing to be "J. Small", written in a cursive style with a long horizontal stroke extending to the right.

DRAFT

**TEACHER PROFESSIONAL DEVELOPMENT
AND EVALUATION PLAN**

APRIL 2013



PROFESSIONAL DEVELOPMENT AND EVALUATION PLAN FOR
TEACHERS
(PDEP)

*Improvement of student learning and continuous improvement of staff
effectiveness through professional development and evaluation*

DRAFT

Introduction

The Westport Public Schools Professional Development and Evaluation Plan (PDEP) is designed to support teachers in their continuous efforts to meld knowledge of content and curriculum, pedagogy, and motivational techniques in their quest to provide excellent instruction resulting in meaningful student learning. The plan is built upon the belief that teachers are career-long learners who collect and use student performance data to inform instruction and participate in a professional learning community that promotes collaborative inquiry and reflective practice.

The plan was last updated in 2008. Based upon the substantive professional development focus on teaching for deep understanding in recent years, the need arose to revise PDEP both in terms of its clarity of content and its processes. The plan is being updated again for implementation in the 2013 -2014 school year in light of recent changes to the teacher evaluation mandated by the State of Connecticut.

Driven by a clearly articulated set of teaching and learning standards, Westport's PDEP links teaching effectiveness directly to the student learning that occurs through teachers' planning and implementation of instruction. The plan also aligns professional development with the teacher evaluation process. The plan fosters a professional culture that acknowledges the individual and experiential differences among teachers in an atmosphere that facilitates individual, school-wide, and district-wide growth that benefits all learners in the Westport Public Schools.

The ultimate goal of PDEP is to foster student achievement through the high level of the professional practice of teachers and administrators in order to close any gaps that exist between Westport's expectations for student learning and actual student performance.

Highlights of the Westport Public Schools Professional Development and Evaluation Plan

- ❖ Guiding Principles for PDEP align professional practice with current district, state, and national best practices in professional development and evaluation
- ❖ Descriptive Westport Teaching and Learning Standards create a common language for teaching performance (“inputs”) in association with student learning (“outputs”)
- ❖ The use of a common Pre-Observation Planning Form outlining key facets and considerations in lesson planning helps administrators observe teaching within a clearly communicated framework
- ❖ Teachers’ annual student learning objectives are written in terms of student outcomes identified through student performance data. Teachers meet with their respective administrators each fall to express goals in terms of the learning needs of students. The goals are reviewed in the spring with an emphasis on the progress made by students relative to the goal.⁶
- ❖ The plan includes continuous dialogue about teaching and learning between teachers and administrators and through annual classroom observations for non-tenured and tenured teachers.
- ❖ Central Office Administrators formally observe all non-tenured teachers as part of the non-tenured renewal/tenure process.

Guiding Principles of the Professional Development and Evaluation Plan

Creating a system focused on the ongoing improvement of instruction must be the central aim of any educational improvement effort. Students' achievement will not improve unless and until we create schools and districts where all educators are learning how to significantly improve their skills as teachers and as instructional leaders.

Tony Wagner, Change Leadership, 2006

The Westport Professional Development and Evaluation Plan (PDEP) is grounded in the belief that effective teacher professional development and evaluation should result in continuously improving student achievement. At the core of this belief is the conviction that every child can and must learn; therefore, it is the responsibility of all educators to create the conditions for each student to achieve. Westport's PDEP is built upon six guiding principles, which emphasize the importance of:

- a common language for teaching and learning
- continuous training for administrators
- inquiry and collaboration with a focus on student achievement
- feedback that is frequent, timely, and specific
- data-driven decision making and action research
- reflective practice

A Common Language for Teaching and Learning

If good instruction in every classroom and for all students is the central focus of systemic change in education, then districts and schools need to define "goodness" and come to a shared understanding of what is meant by competent teaching.

Tony Wagner, Change Leadership, 2006

Having a defined set of standards which describe the factors necessary for effective teaching in terms of student learning outcomes creates a common language and conceptual system for analyzing and improving upon teaching and learning. Becoming conversant in an agreed upon professional language is an essential step to making supervision and evaluation meaningful to educators. The Westport Teaching and Learning Standards (and associated Standards for School Psychologists, School Counselors, Library/Media Specialists, Speech and Language Pathologists and Audiologists, and School Social Workers—see Appendices A-F) include all of the foundational skills and competencies of Connecticut's Common Core of Teaching (CCT) and additional best-practice resources contributed to the creation of the Westport Teaching and Learning Standards. Through clearly stated "Sample Performance Indicators," the Standards describe for both teachers and administrators what excellent teaching looks like in a descriptive and concise manner. It is not expected that all sample performance indicators are to be present in each lesson taught and/or observed, but that over the course of the hundreds of hours of instruction that occur each year there would be evidence of these indicators. The professional vocabulary embedded in the Standards provides the criteria for effective teaching that observations, feedback, and written evaluations

are based upon. The Standards also ultimately provide a basis for the performance criteria which are used to determine the continuing employment status of teachers.

Continuous Training for Administrators

Supervision and evaluation are primary aspects of the administrator's role as instructional leader and therefore ongoing training must be given high priority. Such training supports the administrator's capacity to engage in constructive conversations with individual teachers, departments, grade-level teams, and full faculty groups about what constitutes effective instruction within the context of how it leads to meaningful learning for all students. Just as teachers benefit from professional development aimed at continuous improvement of instruction aligned with their needs and interests, administrators must be provided with opportunities to continuously hone their skills in supervision and evaluation through systematic training in conducting effective classroom observations, conducting constructive conversations about instruction, and writing accurate and meaningful written observation reports. A key component of training for administrators involves infusing the expectations embedded in the Westport Teaching and Learning Standards with the claims, evidence, interpretations, and judgments included in observation reports and summative evaluations of teachers. (Need description of how administrators will demonstrate proficiency on an ongoing basis in conducting teacher evaluations.)

Inquiry and Collaboration with a Focus on Student Achievement

Adults need to work together to solve core problems of practice that inhibit effective teaching and learning. Such collaboration affords teachers with opportunities to build and share knowledge as a means of becoming increasingly effective in the art and craft of teaching. Teachers collaborate with one another and with administrators to analyze student progress and reflect upon their performance in relation to the gains in knowledge and skill demonstrated by students.

Feedback: Frequent, Timely, and Specific

Teachers want and need feedback, not only on the act of teaching, but also on the results of teaching. Timely, informative feedback is vital to any improvement effort.

Pamela Tucker & James Stronge, Linking Teacher Evaluation and Student Learning, 2005

The Westport Public Schools PDEP requires that teachers are "formally" (formal observation report) and "informally" (observation report is not necessarily written) observed multiple times by an administrator (or administrative team) throughout their teaching career. This frequency of supervision accomplishes both formative and accountability functions ensuring that competent instruction is taking place for all students; the teacher receives formative and timely feedback including ideas and recommendations as to how to improve upon specific aspects of lessons, and; notable commendations and/or improvements in practice are specified. Following a classroom observation, the administrator engages in a face-to-face conversation with the teacher as soon as possible,* followed by written feedback, so that the lesson is fresh in the minds of the teacher and the administrator and to allow suggestions for improvement to be incorporated by the teacher, as appropriate, into upcoming lessons.

[*Barring unusual circumstances, the face-to-face conversation and written feedback are to take place within ten (10) school days after the observed lesson.]

Data-Driven Decision Making and Action Research

Classrooms and schools are data-rich environments. When teachers make a commitment to systematically collect student performance data, they are embarking on a process that fosters continuous growth and development. When each lesson is looked on as an empirical investigation into factors affecting teaching and learning and when reflections on the findings from each day's work inform the next day's instruction, teachers can't help but develop greater mastery of the art and science of teaching.

Richard Sagor, Guiding School Improvement with Action Research, 2000

The essential questions that teachers ask themselves as they design instruction in order to yield desired student learning outcomes are:

- What do I expect students to know and be able to do?
- Do I know why I'm getting the student outcomes that I have?
- What is the best way to assess student knowledge and application of skills?

Establishing, reviewing, or revising goals (in terms of what students are to know and be able to do) and creating measurable and achievable objectives lay at the heart of using student performance data to inform instruction. In the Westport PDEP, teachers write annual goals in terms of identified student learning needs. Such learning needs are most often identified through data provided by classroom work that students produce, although performance on standardized testing instruments can be a useful source of student performance data as well. (We need to add description of Indicators of Academic Growth and Development and evidence of IAGD based on the range of criteria used by the District.)

The goals that teachers write for their students are S-M-A-R-T: Specific, Measurable, Achievable, Relevant, and Timely (adapted from Reeves, The Center for Performance Assessment, 2000). Goal statements should include:

- a focused aspect of student learning to be investigated.
- the target student population.
- the criteria to be achieved by the target student population.
- the expected change in performance by students.
- the instructional strategies or interventions that the teacher expects to lead to the attainment of the desired student learning outcome(s).
- the assessment instrument(s) to be used by the teacher to measure the performance change made by the target student population.

Reflective Practice Promotes Professional Growth

Through reflection, real growth and therefore excellence are possible. By trying to understand the consequences of actions and contemplating alternative courses of action, teachers expand their repertoire of practice.

Charlotte Danielson, Enhancing Professional Practice, 1996

Through systematic reflection on subject matter, pedagogy, and student work, teachers along with their administrators can evaluate the impact of instruction upon student achievement.

**Roles and Responsibilities
Related to the Evaluation Component of the Westport Professional Development and Evaluation
Plan**

The Westport Board of Education

Connecticut General Statute 10-220a requires that boards of education develop a comprehensive staff development plan that must be directly related to the educational goals of the district. Westport Board of Education Policy 4115(a) is written in conjunction with CGS 10-220a. The format of the evaluation process is regulated by Connecticut General Statute 10-151(b) which provides that the board of education shall develop and implement teacher evaluation programs consistent with guidelines established by the State Board of Education. As long as the district teacher evaluation plan is consistent with state guidelines (see Appendix L), the board retains the final decision on the content of the plan.

The Superintendent of Schools

Connecticut law vests in the superintendent of schools responsibility for the evaluation of all certified staff (i.e. teachers, principals, and all other administrators). The Superintendent is responsible for supervising subordinate central office administrators and principals. Evaluations are conducted by the superintendent and by administrators to whom the superintendent has delegated such authority.

The decision whether to non-renew the contract of a non-tenured teacher is within the discretion of the superintendent and can be based on the judgment that the teacher's performance is not up to district standards (as articulated by the Westport Teaching and Learning Standards).

The Central Office administrators observe all non-tenured teachers as part of the renewal process. Teachers who have not been previously tenured in Connecticut are observed by their building administrators and by a central office administrator in the third year of employment (assuming that contract renewals occurred after years one and two). Teachers who have been previously tenured in Connecticut (within the last five years) are observed by their building administrators and by a central office administrator in their first year in the district.

The Director of Human Resources

The Director of Human Resources has overall responsibility for the implementation of the PDEP. Responsibilities include:

- informing certified staff of any updates or changes to the plan.
- providing orientation to PDEP to newly hired teachers and administrators.
- collaborating with supervisors as they evaluate teachers to ensure a high quality process that is in concert with the stated guidelines and goals of the plan.
- preparing an annual report of non-tenured teacher non-renewals to the Superintendent and the board by April 1.

- informing the Superintendent of any and all Intensive Supervision cases, including those that could potentially lead to the non-renewal of a non-tenured teacher or the termination of a tenured teacher.
- maintaining records for tenure.
- accounting for graduate course credit.

The Director of Elementary Education and the Director of Secondary Education

The Directors of Elementary and Secondary Education lead the organizational structure that provides professional development for the certified staff in the district. The Directors have overall responsibility for Professional Development in the district, including

- serving as chairpersons of the PDEP Joint Committee and making recommendations to the superintendent and the board regarding any updates or revisions to PDEP.
- planning and providing for ongoing training for teachers and administrators on effective instruction and supervision .
- accounting for the number of professional development hours required by statute.

Supervisors

The primary responsibility of supervisors as it pertains to PDEP is to support teachers as they develop proficiency in relation to the Westport Teaching and Learning Standards and to evaluate the effectiveness of teaching taking place in terms of student learning. Principals, assistant principals, department heads, and, where appropriate, directors and administrative coordinators are the primary PDEP supervisors for teachers. Supervisors are assigned to teachers by the building principal.

The Director of Pupil Services, or a designee, i.e. the Coordinator of Psychological Services and the Director of Stepping Stones Pre-School, works in consultation with all primary PDEP supervisors as it relates to the pupil services staff.

The principal is responsible for making all re-employment recommendations to the director of human resources who in turn prepares recommendations to the superintendent.

The Westport Education Association (WEA)

In accordance with Connecticut General Statute 10-220a, while developing the district teacher evaluation plan, the board of education must have the "advice and assistance" of the teachers and administrators, including representatives from both bargaining groups.

Such advice and assistance does not include negotiation, rather, the board must assure that it has the input of these groups when it adopts and periodically revises the plan.

The PDEP Consultant

The State Teacher Evaluation Guidelines provide that there should be a process for resolving disputes between the evaluatee and the evaluator, and any disputes over the substance of a teacher evaluation should be left to that process. The PDEP Consultant and the Director of Human Resources serve as

facilitators to resolve conflicts which arise between supervisors and teachers as it relates to evaluation. If a conflict is not resolved, it will be referred to the Superintendent for a decision.

The PDEP Joint Committee

The implementation of the teacher evaluation plan is an ongoing process. Because it is a responsibility of the board to periodically review and revise the plan, the PDEP Joint Committee serves as a standing committee. The committee is composed of representative teachers and administrators from the various grade levels and programs in the district. The Joint Committee meets as appropriate to monitor the implementation of the plan and to periodically make recommendations to the Superintendent who in turn makes recommendations to the board regarding modifications to the program.

Parents

Parent input will be solicited primarily through the stakeholder survey, which will be administered each year. In addition, the District considers parents to be partners with the schools, regularly communicating with teachers and administrators and taking an active role in their children's lives.

Comprehensive Professional Development Plan *Linking Evaluation to Professional Development*

Professional development is inexorably linked to the process of supervision and evaluation and to achieving goals to improve student learning. Westport's long-standing policies and procedures for providing rich and diversified professional development activities are reflected in the provisions of the updated Professional Development and Evaluation Plan. In this plan, data gathered in both supervisory and peer settings will enable the planning of differentiated professional development that addresses gaps in teacher experience and knowledge while at the same time affirming competency and nurturing leadership to improve student learning. Professional development will provide teachers with skills and knowledge to promote students' academic achievement and social and emotional skills to become confident, competent members of the emerging society.

Programs are designed to nurture the growth of professionals at various stages of their careers. Differentiated growth opportunities are planned to address the needs of teachers and administrators in relation to improving student learning. A range of programs is designed to provide appropriate training and development for new and experienced teachers and administrators at various stages of their careers.

The Westport Board of Education recognizes that professional development requires time and commitments. Recognizing the needs of the school system, teachers may be released, at the discretion of the administration, to attend certain kinds of professional development activities. Professional development opportunities may be provided outside the school day and during the summer recess. In addition, all staff members shall be required to attend periodic professional activities scheduled for two hours beyond the normal teacher work day, not to exceed twenty hours annually, such as curriculum committees, team meetings, meetings relating to specific students, and other professional activities.

The Comprehensive Professional Development Plan describes the process by which supervisors and groups of teachers design appropriate professional development activities to support, enhance, and increase instructional effectiveness to improve student learning.

Goals for Professional Development – Teachers

- Professional development will provide enrichment, diversity, and choice of opportunities that reflect appreciation of individual differences. In cases of new or revised curriculum, professional development is essential and participation may be mandated.
- Professional development will be offered in current educational research.
- Teachers will be included in all phases of curriculum planning (choice, development, implementation, evaluation, and professional development)
- Teachers will be provided time to work and plan with each other as a part of their professional development program.
- The staff of each building will have a system for identifying needs and developing plans for professional development.
- Collaborative decision making around curriculum and professional development will be encouraged
- Professional development will encourage a cooperative, caring atmosphere throughout the school system.
- Specially designed professional development opportunities will be provided for teachers new to the school system or to a grade level/subject area.
- Opportunities will be provided to update knowledge and skills of technology and student achievement data analysis, to enhance teaching and learning in all classrooms.

Goals for Professional Development - Administrators

- To increase awareness of current research and innovations in curriculum, instruction, assessment, student achievement data analysis, and technology.
- To use student achievement data to inform instructional decisions.
- To improve communication skills in such areas as presenting and writing.
- To set priorities and improve self-management skills.
- To update knowledge and skills of Information and Technology Literacy.
- To further develop staff supervision skills and techniques.
- To study management innovations.
- To encourage team-building at all levels of the organization such as: grade level, subject area, department, school, instructional level, district
- To develop strategies for the management of change.
- To develop the skills needed for a nurturing and challenging educational community.

Organizational Structure for Professional Development

The Directors of Elementary and Secondary Education lead the organizational structure that provides professional development for the certified staff in the district. The Directors have overall responsibility for Professional Development. The organizational structure for professional development includes a committee composed of administrators and teachers who develop teaching and learning goals to improve student achievement. These goals are proposed to the Board of Education through the Superintendent of Schools for approval. The goals, often modified by this approval process, return to the Administrators and Curriculum Leaders Committee for implementation.

Responsibilities of the Administrators and Curriculum Leaders Committee include:

- evaluating and revising the Comprehensive Professional Development Plan as required by state mandate.

- sharing and discussing the new Professional Development Plan with building and/or district staff.
- planning, implementing, and evaluating activities in response to system-wide needs as expressed in the board objectives.
- allocating budget for professional development programs established by priorities based on the system-wide needs as expressed in the board objectives.
- designing needs assessments that will identify school and district-wide concerns.
- working with the curriculum committees in the district to plan for professional development offerings related to implementation of curriculum, instruction, and assessment.
- providing assistance, direction, and policy information for anyone interested in providing professional development in the system.
- designing a method for evaluation of professional development efforts both at an individual workshop level as well as examining the effectiveness of the professional development program as a whole.
- providing a calendar of professional development events in the district.

The following system-wide structures exist so that the teaching and learning goals are translated and implemented at each level:

- Elementary Leadership Team:
 - Elementary Principals, Assistant Principals
- Middle School Administrators and Curriculum Leaders:
 - Middle School Principals, Assistant Principals, Department Chairs, 6-12
- Staples High School Administrators Group:
 - High School Principal, Assistant Principals, Department Chairs, 6-12

Evaluation of the Professional Development Plan

Activities will focus on improving student achievement and will be aligned to goals and objectives set forth at the district level, instructional level, and in PDEP conferences. The process of annual needs assessment and planning activities will be implemented based on the organizational structure and processes described in the preceding sections. Evaluation data will inform this structure and processes. Evaluation will take place at a number of levels.

Structure and Processes

- 1) Each committee/level within the professional development organizational structure will be responsible for evaluating the overall effectiveness of the plan. This evaluation will include a review of communications, interpersonal relations, representation and efficiency.
- 2) The Directors of Elementary and Secondary Education will be responsible for synthesizing the data and evaluating the professional development structure and processes as a whole in collaboration with the administrators and teachers.
- 3) Each subject area/grade level committee will evaluate the effectiveness of offerings. This will be done through immediate feedback evaluations as well as the long-term data collected from participants.

- 4) Although each committee is responsible for evaluating its own work, emphasis will also be placed on individuals evaluating their own professional growth as a result of the PDEP process.

Professional Development Needs Assessment

In order to identify gaps between existing and desired opportunities for improving teaching and learning, three levels of needs assessment are conducted on a yearly basis throughout the school system.

- 1) Individual Needs – as determined and agreed upon with a supervisor through PDEP
- 2) School Level Needs - as identified by the administrators in each building
- 3) System- wide Needs - as identified by Administrators and Curriculum Leaders

- Multiple sources of system-wide needs information include:
 - District goals and objectives
 - Student achievement data
 - State and federal mandates
 - Staff perceptions of programs needed to improve teaching and learning
 - Curriculum development and revision schedules

Procedures for Implementation of the Westport Public Schools Professional Development and Evaluation Plan

Evaluation and Support System Overview

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

1. **Teacher Practice and Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
 - a. Observation of Teacher Performance and Practice (40%);
 - b. Parent Feedback (10%)

2. **Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:
 - a. Student growth and development (45%) as determined by the teacher's student learning objectives (SLO's)
 - b. Student Feedback (5%)

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

Exemplary - *Substantially exceeding indicators of performance*

Proficient - *Meeting indicators of performance*

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

Below Standard - *Not meeting indicators of performance*

Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and an evaluator is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities.

Goal-Setting and Planning

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

1. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.
2. *Teacher Reflection and Goal-Setting* – The teacher examines student data. Prior year evaluation and survey results and the Westport Teaching and Learning Standards to draft a proposed performance and practice goal(s), a parent feedback goal, SLOs, and a student feedback goal for the school year.
3. *Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects

evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to her proposed goals and objectives if they do not meet the district's approval criteria. This conference must be completed by **November 15**.

Mid-Year Check-In

Timeframe: **January and February** (More frequent check-ins are encouraged)

1. *Reflection and Preparation* – The teacher and evaluator collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the check-in.
2. *Mid-Year Conference* – The evaluator and teacher complete at least one mid-year check-in conference during which they review the progress on teacher practice goals, SLOs, and performance on each to date. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and or/mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignments, etc.). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

End-of-Year Summative Review

Timeframe: May and June; must be completed by **June 30**

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference. This Self-Assessment must be completed by **June 1**.
2. *Scoring* – The evaluator reviews the teacher's self-assessment and all additional relevant evidence and data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state testing data, are available, the evaluator *may* adjust the summative rating if the state test data change the student-related indicators significantly enough to change the final rating. Such revisions should take place as soon as the state test data are available and no later than **September 15**.
3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation no later than **June 30**.

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

Non-Tenured Teachers

Teachers who are in their first through fourth year of teaching participate in this phase. The main action of this phase is for teachers to receive assistance in developing and demonstrating excellence according to the Westport Teaching and Learning Standards. New teachers (in their first year of teaching) are paired with a TEAM mentor for collegial guidance and feedback. Teachers who are not new to teaching but are new to Westport are paired with informal mentors for the same purpose.

Year One and Two Teachers

Teachers in their first and second year of teaching (and teachers previously tenured in Connecticut and in their first and second year of teaching in Westport) are formally observed a minimum of three (3) times. The goal for teachers in Years One and Two is to demonstrate the potential for a rating of Exemplary

according to the Westport Teaching and Learning Standards. Administrators provide timely written feedback and guidance and align teachers with appropriate resources so that they have every opportunity to meet Westport standards. It is expected that the teacher have the capacity for Exemplary status as reported by the supervisor on the **Summative Evaluation Form (Appendix A-4)**, in order for their contract to be renewed for the next year. This recommendation is made by the Principal to the Superintendent of Schools by April 1st.

- ❖ All formal observations must include a pre and post-conference during which the supervisor and teacher engage in face-to-face conversation as soon as possible, followed by timely written feedback, so that the lesson is fresh in the minds of the teacher and the administrator and to allow suggestions for improvement to be incorporated by the teacher, as appropriate, into upcoming lessons.

Teachers in their first year of teaching in Westport, who have previously received tenure in Connecticut, will be observed by a Central Office Administrator.

Year Three and Four Teachers Who Have Received a Rating of Proficient or Exemplary

Teachers in their third or fourth year of teaching who receive a performance evaluation rating of Proficient or Exemplary shall receive a minimum of two formal in-class observations. These observations must include a pre-conference and also a post-conference meeting during which the supervisor and teacher engage in face-to-face conversation as soon as possible, followed by timely written feedback, so that the lesson is fresh in the minds of the teacher and the administrator and to allow suggestions for improvement to be incorporated by the teacher, as appropriate, into upcoming lessons. In addition, these teachers shall receive at least one additional formal observation or a review of practice. Any additional formal observations may include a pre-conference and must include a post-conference meeting. If the Principal and the teacher agree, the third observation may be a non-classroom observation or a review of practice. Examples of non-classroom observations or reviews of practice include, but are not limited to: observations of data team meetings, observations of grade level, team or department meetings, observations of coaching/mentoring other teachers, and review of lesson plans or other teaching artifacts.

Teachers in their third year of teaching will be observed by a Central Office Administrator.

Year Three and Four Teachers Who Have Received a Rating of Developing or Below Standard

Teachers in their third or fourth year of teaching who receive a performance evaluation rating of Developing or Below Standard shall receive a number of observations appropriate to their individual support plan (See “**Intensive Support – Non-Tenured Phase**” below) but no fewer than three formal in-class observations. Two of these observations must include a pre-conference and all three must include a post-conference meeting during which the supervisor and teacher engage in face-to-face conversation as soon as possible, followed by timely written feedback, so that the lesson is fresh in the minds of the teacher and the administrator and to allow suggestions for improvement to be incorporated by the teacher, as appropriate, into upcoming lessons.

All teachers beyond year 2 are expected to achieve ratings of Proficiency or Exemplary. If a teacher achieves a rating of below standard or developing, an Intensive Support Plan will be developed.

Tenured Teachers

If a non-tenured teacher's contract is renewed year after year, based upon meeting Westport's standards of performance, for a period of forty consecutive months (which do not include July and August) from their date of hire (or 20 consecutive months if the teacher was previously tenured in Connecticut within the past five years) the teacher achieves tenure status as long as the Superintendent offers the teacher a contract for the following year.

Tenured Teachers Who Have Received a Rating of Proficient or Exemplary

Tenured Teachers who receive a performance evaluation rating of Proficient or Exemplary shall receive a minimum of one formal in-class observation. This observation must include a pre-conference and also a post-conference meeting during which the supervisor and teacher engage in face-to-face conversation as soon as possible, followed by timely written feedback, so that the lesson is fresh in the minds of the teacher and the administrator and to allow suggestions for improvement to be incorporated by the teacher, as appropriate, into upcoming lessons. In addition, these teachers shall receive at least two additional formal observations or reviews of practice. Any additional formal observation must include a minimum of one pre-conference and must always include a post-conference meeting. If the Principal and the teacher agree, the third observation may be a non-classroom observation or a review of practice. Examples of non-classroom observations or reviews of practice include, but are not limited to: observations of data team meetings, observations of grade level, team or department meetings, observations of coaching/mentoring other teachers, and review of lesson plans or other teaching artifacts.

Tenured Teachers Who Have Received a Rating of Developing or Below Standard

Tenured teachers who receive a performance evaluation rating of Developing or Below Standard shall receive a number of observations appropriate to their individual support plan (See "**Intensive Support – Tenured Phase**" below) but no fewer than three formal in-class observations. Two of these observations must include a pre-conference and all three must include a post-conference meeting during which the supervisor and teacher engage in face-to-face conversation as soon as possible, followed by timely written feedback, so that the lesson is fresh in the minds of the teacher and the administrator and to allow suggestions for improvement to be incorporated by the teacher, as appropriate, into upcoming lessons.

INTENSIVE SUPPORT – Non-Tenured Phase

If a supervisor determines that a non-tenured teacher has not demonstrated excellence or the capacity for excellence in teaching the supervisor will:

- inform the PDEP consultant;
- inform the teacher in a face-to face conference;
- follow-up with the teacher with a letter summarizing the concerns;

The conference and written notification are to take place by January 10th. An Intensive Support Plan is developed collaboratively by the supervisor and the teacher detailing the performance indicators in need of improvement and aligning support resources to assist the teacher toward making significant improvement for both the teacher's professional growth and to ensure that students receive a solid

instructional experience. Significant improvement, as evidenced by classroom observations, must be demonstrated before April 1st for a principal to recommend contract renewal.

INTENSIVE SUPPORT – Tenured Phase

The purpose of the Intensive Support Phase is to provide support and assistance to help teachers receive a rating of either Proficient or Exemplary and to meet the district’s teaching standards. Teachers will be assigned to this phase by their primary PDEP supervisor (in consultation with the principal/director and the Director of Human Resources) to correct identified performance problems (in relation to the Westport Teaching and Learning Standards). An Intensive Support Plan is developed collaboratively by the supervisor and the teacher detailing the performance indicators in need of improvement and aligning support resources to assist the teacher toward making significant improvement for both the teacher’s professional growth and to ensure that students receive a solid instructional experience.

The development, implementation, and monitoring of an Intensive Support Plan requires substantial investment of time and effort by the teacher and the supervisor. Teachers who are assigned to this phase will meet regularly (as indicated in the plan) with the supervisor to share progress toward objectives outlined in the plan. Significant improvement, as evidenced by classroom observations (plus other relevant and agreed upon sources of performance data), must be demonstrated before the Intensive Support Plan ends.

There are four possible outcomes that may occur: (1) the teacher demonstrates significant growth (as demonstrated by a rating of either Proficient or Exemplary); (2) the problem(s) have been partially (and/or satisfactorily) addressed, but the plan needs to be continued with appropriate modifications; (3) the initial problems have been addressed, but there are other areas that need to be addressed, thus requiring a new Intensive Support Plan; (4) little to no improvement has been noted, and the supervisor (in consultation with the principal, Director of Human Resources and the Superintendent) must decide next steps that may include more intensive support or perhaps progressive disciplinary actions outside the scope of this plan. If a teacher is not to be recommended for re-employment, the school district would initiate a termination process (as defined in CGS 10-151).

Observation by Central Office Administrator

Teachers in their third year of teaching in Westport (who have not previously received tenure in Connecticut) are observed by a central office administrator in the third year.

If a teacher was previously tenured in Connecticut, that teacher is observed by a central office administrator in the first year of employment.

CATEGORY #2: Parent Feedback (10%)

Feedback from parents is used to help determine the remaining 10% of the Teacher Practice Indicators.

1. Feedback shall be solicited through survey questions taken from the National School Climate Survey or such other survey as the Superintendent may approve from time to time.
2. Principals and teachers shall review the survey results and set 2 – 3 general parent engagement goals based on the survey results.

3. After school level goals have been set, teachers, through consultation and mutual agreement with their evaluator, will determine one parent goal that they would like to pursue.
4. Teachers will also set improvement targets for the goals that they select. The evaluator will ensure that the goal is related to the overall school improvement plan and that the improvement targets are aligned and attainable.
5. The Parent Feedback Rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

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

STUDENT OUTCOME RELATED INDICATORS

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

Student Related Indicators includes two categories:

- Student growth and development(45%); and
- Student feedback (5%)

These categories will be described in detail below.

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

Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Connecticut, like many other states and localities around the nation, has selected a goal-setting process called **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

SLOs will support teachers in using a planning cycle that will be familiar to most educators:

SLO Phase 1: Learn about this year's students	SLO Phase 2: Set goals for student learning	SLO Phase 3: Monitor students' progress	SLO Phase 4: Assess student outcomes relative to goals
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The district will ask teachers to set specific and measurable targets develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:

SLO Phase 1:
Learn about this year's students

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

SLO Phase 2:
Set minimum of one and maximum of four SLO's
(goals for learning)

To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning. They should each address a central purpose of the teacher's assignment and should pertain to a significant proportion of his/her students relative to the grade level being taught. Teacher can choose one or two classes. Each SLO should reflect high expectations for student learning - a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national, or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery or it might aim for skill development or for both content and skills.

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

The following are examples of SLOs based on student data:

Teacher Category	Student Learning Objective
8th Grade Science	My students will master critical concepts of science inquiry.
High School Visual Arts	All of my students will demonstrate proficiency in applying the five principles of drawing.

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

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

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL

students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students. The Template for Setting SMART Goals should be referenced as a resource for setting SLOs/IAGDs.

Since indicator targets are calibrated for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

Taken together, a SLO's indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

Sample SLO-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (<i>at least one is required</i>)
8th Grade Science	My students will master critical concepts of science inquiry.	75-85% of my students will score at the proficient or higher level on the science CMT in March 2013.
4th Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013.	Of 17 students assessed on the standard CMT, 65 - 75% will show growth on the 4th grade CMT Reading. Of 5 students assessed on the MAS for Reading CMT, 60-80% will show growth on the 4th grade CMT reading MAS

Sample SLO-Non-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (<i>at least one is required</i>)
8th Grade Science	My students will master critical concepts of science inquiry.	My students will design an experiment that incorporates the key principles of science inquiry. 80- 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	75-85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.

Step 3: Provide Additional Information

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

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

Step 4: Submit SLOs to Evaluator for Approval

Teachers and evaluators will confer during the goal-setting process to select mutually agreed-upon SLOs. SLOs remain proposals until both the teacher and evaluator sign off on them. This **Goal Setting Conference** must take place no later than **November 15**.

SLOs must meet all three criteria below to be approved. If they do not meet one or more criteria, the evaluators will provide written comments and discuss their feedback with the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to teacher's assignment and addresses a significant proportion of his/her students relative to the grade level being taught.	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	Objective and indicator(s) are attainable but ambitious and taken together, represent a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

SLO Phase 3:
Monitor students' progress

Once SLOs are approved, teachers should monitor students' progress towards the objectives. They can, for example, examine student work products, administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If a teacher's assignments change, if student population shifts significantly, or if a recalibration of goals is needed, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher. This **Mid-Year Conference** should be held no later than **January 15**.

SLO Phase 4:
Assess student outcomes relative to SLOs

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

- a. Describe the results and provide evidence for each indicator.
- b. Provide your overall assessment of whether this objective was met.
- c. Describe what you did that produced these results.
- d. Describe what you learned and how you will use that going forward.

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

Exceeded (4)	90% of the students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	80% of the students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	70% of the students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	Less than 70% of the students met the target(s). Little progress toward the goal was made.

For SLOs with more than one indicator, the evaluator will look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

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

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

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

Additional Information About Writing Student Outcomes Related Indicators

Each teacher will write at least one but no more than four SLO's. One half (22.5%) of the indicators of academic growth and development (IAGD) used as evidence of whether goal/objectives are met shall be based on the state test for those teaching tested grades and subjects. For the other half (22.5%) of the IAGD there may be:

- A maximum of one additional standardized indicator, if there is mutual agreement, between teacher and supervisor, subject to the dispute resolution procedure described in this plan
- A minimum of one non-standardized indicator. However, more indicators may provide more chances for student success.

Examples of indicators that may be used to produce evidence of academic growth and development include, but are not limited to:

- 1 Standardized indicators;
 - a Standardized assessments are characterized by all of the following attributes;
 - i Administered and scored in a consistent - or "standard" - manner;
 - ii Aligned to a set of academic or performance "standards;"
 - iii Broadly administered (e.g., nation - or statewide);
 - iv Commercially produced;
 - v Often administered only once a year
 - b Standardized assessments include, but are not limited to: AP exams;
 - i SAT-9
 - ii DRA (administered more than once a year);
 - iii DIBELS (administered more than once a year);
 - iv NWEA (administered more than once a year);
 - v Trade certification exams;
 - vi Standardized vocational ED exams;
 - vii Curriculum based assessments taken from banks of state-wide or assessment consortium assessment item banks.
- 2 Non-Standardized indicators;
 - a Non-standardized indicators include, but are not limited to:
 - i Performances rated against a rubric (such as music performance, dance performance);
 - ii Performance assessments or tasks rated against a rubric (such as constructed projects),
 - iii Portfolios of student work rated against a rubric;
 - iv Curriculum-based assessments, including those constructed by a teacher or team of teachers;
 - v Problem Based Learning Activities (PBL)
 - vi Periodic assessments that document student growth over time (such as formative assessments, diagnostic assessments, and district benchmark assessments);
 - vii Other indicators (such as teacher developed tests, student written work, or constructed projects).

Indicators of academic growth and achievement should be fair, reliable, valid and useful to the greatest extent possible. These terms are defined as follows:

- 1 Fair to Students - the IAGD is used in such a way as to provide students an opportunity to show that they have met or are making progress in meeting the goal. The use of the IAGD is as free as possible from bias and stereotype.
- 2 Fair to Teachers - The use of an IAGD is fair when a teacher has the professional resources and opportunity to show that his/her students have made growth and when the indicator is appropriate to the teacher's content, assignment and class composition.
- 3 Reliable - Use of the indicator is consistent among those using the indicators over time
- 4 Valid - The indicator measures what it is intended to measure.
- 5 Useful - The indicator may be used to provide the teacher with meaningful feedback about student knowledge, skills, perspective and classroom experience that may be used to enhance student learning and provide opportunities for teacher professional growth and development.

CATEGORY #4: Student Feedback (5%)

Research, including the Gates Foundation *Measures of Effective Teaching* study, has shown that student surveys can be valid and reliable indicators of teacher performance and that student feedback about a teacher is correlated with student performance in class. Additionally, student surveys provide teachers with actionable information they can use to improve their practice – feedback that teachers would not necessarily receive elsewhere in the evaluation process.

Feedback from students is used to help determine the remaining 5% of the Student Outcome Related Indicators.

1. Feedback shall be solicited through survey questions taken from the National School Climate Survey or such other survey as the Superintendent may approve from time to time.
2. Principals and teachers should use their judgment in setting goals for the student feedback category. It is recommended that teachers measure performance in terms of percentages of students who respond favorably to survey questions.
3. Principals and teachers then set a numeric performance target, based on growth or, if performance is already high, on maintenance.
4. Teachers, in consultation with their principal, may also decide to focus a goal on a particular subgroup of students.
5. The Student Feedback Rating should reflect the degree to which a teacher makes growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high.

This is accomplished through a review of evidence provided by the teacher and application of the following scale:

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

Summative Teacher Evaluation Scoring

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

Every educator will receive one of the four performance ratings:

Exemplary- Substantially exceeding indicators of performance (a rating of 3.6 – 4.0)

Proficient- Meeting indicators of performance (a rating of 3.1 -3.5)

Developing- Meeting some indicators of performance but not others (a rating of 2.6–3.0)

Below Standard- Not meeting indicators of performance (a rating of 2.5 or less)

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

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

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-99	Below Standard
100-149	Developing
150-174	Proficient
175-200	Exemplary

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

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

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-99	Below Standard
100-149	Developing
150-174	Proficient
175-200	Exemplary

3) Use Summative Matrix to determine Summative Rating

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

Summative Rating Matrix

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

Adjustment of Summative Rating: Summative ratings must be completed for all teachers by June 30th of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by the state standardized test data, the evaluator may recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Teachers in their first year of teaching shall be deemed effective if they receive a rating of Developing. Teachers in their second year of teaching shall be deemed effective if they receive a rating of Developing but such rating must be between 275 and 298 points. Teachers in their third year or beyond shall be deemed effective if they receive a rating of Proficient or Exemplary.

All other teachers shall be deemed ineffective.

Dispute Resolution

The Professional Development Committee shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the Professional Development Committee fail to resolve a given issue, the determination regarding that issue will be made by the superintendent.

Westport Teaching and Learning Standards

Teachers' knowledge, skill and professional practices are primary factors that affect student achievement. This document is intended to provide descriptive common language for educators in Westport articulating the expectations for teachers' practices which promotes student learning.

Description of Category	
Instruction	<ul style="list-style-type: none"> • The teacher displays extensive knowledge of content, curriculum, and pedagogy and conveys his/her knowledge effectively so that all students build deep understanding.
Sample Performance Indicators	
The teacher:	<ul style="list-style-type: none"> • plans learning activities which follow a coherent progression grounded in essential questions and big ideas and based upon students' academic and developmental needs. • anticipates possible student misconceptions, difficulties, and confusion and plans lesson with strategies to address predictable obstacles to understanding. • designs learning activities which allow students to practice procedures and thinking skills in order to help students build deep understanding. • frames the learning so that students know: what they need to know and be able to do (mastery objective); what activities they will be involved with that are in direct support of the mastery objective (itinerary), and; how their learning will be assessed (assessment criteria). • activates students' current knowledge and integrates new information into the context of previously learned knowledge to help students understand the connections between items of information. • provides lessons that relate to daily life and are relevant to students; links learning to real-life applications. • uses differentiated strategies and assignments which build upon students' interests and skills in order to enable students to effectively demonstrate their understanding. • employs cognitively challenging tasks and questioning strategies which elicit higher order thinking skills. • encourages active participation through student-centered problem-solving. • checks for evidence of student understanding during instruction and adjusts the lesson accordingly. • provides individualized and/or small group support as needed and appropriate. • provides opportunities for students to reflect on their learning. • helps students make the connection between their effort and their achievement. • integrates technology tools and applications appropriately into instruction to build deep understanding.

Appendix

Westport Teaching and Learning Standards

Students:

- are aware of and focused upon the mastery objective (what it is they need to know and be able to do).
- access and transfer prior knowledge in order to develop new skills, construct knowledge, and/or gain deeper understanding.
- develop deep understanding by critically thinking including analyzing (i.e., classifying, categorizing, comparing/contrasting), synthesizing (i.e., hypothesizing, inferring, predicting, creating, imagining), and/or evaluating (i.e., judging, debating, deciding, recommending, editorializing).
- participate in differentiated instructional strategies to access the curriculum and to show what they know and are able to do.
- think flexibly (i.e., take another point of view, change perspectives, generate alternatives, consider options).
- work collaboratively in flexible groups.
- are purposefully engaged whether working as a full class, in groups, or as individuals.
- respond to questions posed by the teacher (or by fellow students) and pose questions of their own.
- are purposefully engaged in planned activities that promote reflection.
- are tenacious as they stick with a task until it is completed to the stated expectation of performance (assessment criteria).

Westport Teaching and Learning Standards for Library Media Specialists

Library media specialists' knowledge, skill and professional practices are primary factors that affect student achievement. This document is intended to provide descriptive common language for educators in Westport articulating the expectations for library media specialists' practices, which promote student learning.

Description of Category
<p>Instruction</p> <ul style="list-style-type: none"> • The library media specialist displays extensive knowledge of the ITL curriculum in relation to other curriculum areas and conveys his/her knowledge in an effective manner so that all students and staff are effective users of ideas and information.
Sample Performance Indicators
<p><u>The library media specialist:</u></p> <ul style="list-style-type: none"> • plans learning activities which follow a coherent progression grounded in essential questions and big ideas, and based upon students' academic and developmental needs. • anticipates possible student misconceptions, difficulties, and confusion and plans lesson with strategies to address predictable obstacles to understanding. • designs learning activities which afford students with the opportunity to practice requisite procedures/skills in order to help students build deep understanding. • frames the learning so that students know what they need to know and be able to do (mastery objective), and; what activities they will be involved with that are in direct support of the mastery objective (itinerary), and; how their learning will be assessed (assessment criteria). • activates students' current knowledge and integrates new information into the context of previously learned knowledge to help students understand the connections between items of information. • provides lessons that relate to daily life and are relevant to students; links learning to real-life applications. • uses differentiated strategies and assignments which build upon students' interests and skills, and enable students to effectively demonstrate their knowledge and skill. • employs cognitively challenging tasks and questioning strategies which elicit higher order thinking skills. • encourages active participation through student-centered problem-solving. • checks for evidence of student understanding during instruction and adjusts lesson plan accordingly. • provides individualized and/or small group support as needed and appropriate. • integrates a variety of technological tools and applications into instructional design and implementation. • instructs students and staff in the use of inquiry and information problem solving strategies. • designs and implements learning activities with classroom teachers which afford students the opportunity to learn and/or practice requisite ITL procedures/skills in order to help students build deep understanding. • displays extensive and current content knowledge about children's and young adult literature, fiction and nonfiction resources, and information and technology literacy. • uses knowledge of literature to select and recommend a wide range of resources for student reading. • promotes reading through reading motivation and reading guidance. • provides orientation programs for all students and staff concerning the library media facility, resources, and services.

Westport Teaching and Learning Standards for Library Media Specialists

Students:

- locate and access print and digital resources with confidence.
- reflect on the use of an information problem solving process.
- independently select reading materials.
- use information in an ethical and responsible way and cite all sources.
- employ search strategies to navigate electronic resources.
- are aware of and focused upon the mastery objective (what it is they need to know and be able to do).
- access and transfer prior knowledge in order to develop new skills, construct knowledge, and/or gain deeper understanding
- develop deep understanding by critically thinking including analyzing (i.e., classifying, categorizing, comparing/contrasting), synthesizing (i.e., hypothesizing, inferring, predicting, creating, imagining), and/or evaluating (i.e., judging, debating, deciding, recommending, editorializing).
- participate in differentiated instructional strategies to access the curriculum and to show what they know.
- think flexibly or from another point of view; change perspectives, generate alternatives, and/or consider options.
- work collaboratively in flexible groups.
- are purposefully engaged at all times whether working as a full class, in groups, or as individuals.
- respond to questions posed by the teacher (or by fellow students) and pose questions of their own.
- are tenacious-they stick with a task until it is completed with mastery in accordance with the stated expectation of performance (assessment criteria).

Westport Teaching and Learning Standards for Library Media Specialists

Description of Category

Assessment

- The library media specialist works with the classroom teacher to continually assess student progress, analyze the results, and adjust instruction to improve student achievement. The LMS supports the classroom teacher in assessment, and although s/he does not give library media grades on the report card, s/he may plan with the classroom teacher to provide teachers with student library media performance data at the end of a class or unit.

Sample Performance Indicators**In collaboration with the classroom teacher, the library media specialist:**

- gathers data about student performance and other relevant information from a variety of sources (i.e., records review, previous teachers, guidance counselors/pupil personnel staff) and analyzes such data to plan instruction accordingly.
- uses assessment information to support instructional goals when planning lessons.
- develops and communicates appropriate assessment criteria for success prior to the assignment of student work; uses rubrics, exemplars/anchor papers and models to describe the expectations for student performance.
- assesses student progress before instruction (pre-assessment; determines what students already know and/or can do), during instruction (formative assessment; checks for understanding), and after instruction (summative assessment) and makes adjustments during a lesson and/or between lessons according to student learning needs.
- differentiates assessments as needed so all students have a way to show what they know.
- provides timely feedback to students about the quality of their work and suggests specific strategies for improvement.
- develops and uses a clearly defined grading system consistent with school/district policy and practice; maintains accurate records of student performance.
- communicates with students, families, and colleagues regarding student progress. provides longitudinal perspective of students' ITL skills (K-5; 6-8; 9-12) to teachers during collaborative planning.

Westport Teaching and Learning Standards for Library Media Specialists

Description of Category

Learning Environment

- The library media specialist acts on the belief that every student can learn. The library media specialist creates and facilitates a positive learning environment through effective management and the creation of a climate conducive to learning.

Sample Performance Indicators

The library media specialist:

- holds all students to high academic standards and expectations, regardless of differences such as prior educational background and achievement, racial/ethnic membership, disabilities, gender, or socioeconomic background.
- exhibits his/her interest, enthusiasm, and energy for teaching and learning and promotes a positive learning environment where students are motivated to learn.
- creates and nurtures positive interpersonal relationships (including courtesy, fairness, trust, and respect) with and among students.
- manages the classroom with clear expectations and instructions for behavior, routines, and procedures (including those for safety) and uses effective strategies to provide momentum for maximum use of instructional time.
- organizes and arranges materials, equipment, and displays to enhance learning, support the school-wide curriculum, and build community.

Students (and staff):

- are actively engaged and participate in class, regardless of prior educational background and achievement, racial/ethnic membership, disabilities, gender, or socioeconomic background.
- take responsible intellectual risks to enhance their learning by asking questions and sharing thoughts and ideas.
- respond respectfully to the teacher and to each other.
- demonstrate familiarity and cooperate accordingly with expectations and instructions for behavior, routines, and procedures.

Westport Teaching and Learning Standards for Library Media Specialists

Description of Category

Program Coordination

- The library media specialist displays the ability to manage the library media center's resources, programs, services, and staff in order to meet the stated educational goals of the school and district.

Sample Performance Indicators

The library media specialist:

- plans, executes and evaluates the library media program which aligns with school district goals.
- manages the library media center budget.
- stays abreast of current resources by reading a variety of review sources.
- develops procedures and organizational plans for the library media center and program.
- manages the electronic circulation system and online catalog.
- articulates intellectual freedom issues and manages challenges.
- advocates for and promotes the library media program.
- provides staff development opportunities that support and enhance the ITL curriculum.
- manages support staff and volunteers to maximize the impact of the library media program and services.

Students (and staff):

- use a wide variety of current print and digital resources.
- access a rich range of resources in the library media collection that support an ever changing curriculum and personal interests.
- locate resources on the online catalog and databases at school and remotely.
- understand and can articulate the various programs and services of the library media center.

Westport Teaching and Learning Standards for Library Media Specialists

Description of Category

Professional Development

- The library media specialist is committed to his or her professional growth and contributes to the continuous improvement of the school, district, and profession.

Sample Performance Indicators

The library media specialist:

- participates in the PDEP goal-setting process—collaboratively working with his/her administrator(s) to select a goal which focuses on the improvement of student learning.*/**
- implements strategies to support student achievement associated with the PDEP goal.*/**
- analyzes the success of efforts undertaken during the PDEP goal process in terms of the impact on student achievement.*/**
- continuously reflects upon his/her practice in relation to the impact on student learning and utilizes feedback from sources including colleagues, administrators, and students to continuously improve professional practice.
- engages in ongoing collaboration with colleagues (including looking at student work together) to improve both the teacher's practice and the practice of colleagues as part of a professional learning community.
- pursues opportunities to increase subject matter knowledge and pedagogical skill as well as contributing to the profession through ongoing professional development. Examples of professional growth activities include (but are not limited to):
 - reviewing current research and using it as a foundation for planning instructional content and delivery.
 - interacting with colleagues to discuss reflect upon a specific aspect of teaching and learning, including participating in a peer-reflective conversation of a videotaped lesson.
 - participating in a study group on a topic that is central to the craft of teaching and has the potential to improve the achievement of students.
 - leading or facilitating a workshop or course.
 - participating in curriculum reviews.
 - participating in workshops, conferences, and/or activities sponsored by professional organizations.

*Non-tenured teachers in their first year will have a goal focused on the demonstration of effective teaching. Non-tenured teachers in their second year who are required to complete a BEST portfolio will have this as the focus of their goal. Non-tenured teachers move into student achievement goal-setting in the third year.

**Non-tenured teachers with previous CT tenure and/or hold a CT Provisional or Professional Certificate will have their first two years focused on the demonstration of effective teaching and will move into student achievement goal-setting in the third year.

Westport Teaching and Learning Standards for Library Media Specialists

Description of Category

Professionalism

- Teachers exhibit a high degree of professionalism when working with all members of the school community.

Sample Performance Indicators

The library media specialist:

- participates collegially with administrators and colleagues to support identifying and implementing strategies for school improvement which support the mission and vision of the school/district.
- participates and/or takes a leadership role in professional development activities and committees.
- engages in dialogue, problem-solving, planning, and/or curricular improvement with other teachers in the same grade level or subject within the school or across the district.
- serves as a mentor (formal or informal) to others.
- represents himself or herself and the school/district professionally when working with students, parents, and other members of the community.
- interacts in a respectful manner with all members of the school community.
- maintains classroom standards and policies that are consistent with school-wide policies.
- sponsors and/or supports student extracurricular and/or co-curricular activities such as clubs, teams, cultural productions, etc.
- participates in required meetings (such as staff, team, committee, and department) and parent conferences.
- performs required school duties (cafeteria/recess duty, hall monitoring, bus monitoring, chaperoning, etc.).
- meets professional obligations in a timely fashion (i.e., submits paperwork/reports, progress reports/grades, etc.).

Westport School Counselor Standards

School counselors' knowledge, clinical skills and professional practices are primary factors that affect student achievement and social-emotional development. This document is intended to provide descriptive common language for school counselors in Westport articulating the expectations for school counselors' inputs which promote student learning and social-emotional development.

Description of Category
<p>Counseling</p> <ul style="list-style-type: none"> • The counselor is committed to students and learning as demonstrated by utilizing counseling theories and techniques and their application to student learning and social-emotional development
Sample Performance Indicators
<p><u>The school counselor:</u></p> <ul style="list-style-type: none"> • assists students in developing decision-making skills. • demonstrates knowledge of family development and family life. • makes appropriate student referrals for counseling. • demonstrates the ability to provide individual counseling to target populations. • demonstrates the ability to initiate counseling relationships with students. • demonstrates skill and sensitivity in terminating counseling relationships. • displays respect for the rights and unique characteristics of students. • counsels students in their adjustment to a new school. • creates a counseling environment which fosters feelings of acceptance and empathy. • demonstrates sensitivity to multicultural and multiethnic issues in counseling. • modifies one's own professional behavior in response to constructive criticism. • facilitates group counseling effectively. • provides information and guidance in selecting schools and colleges (middle and high school). • writes effective college recommendations for students. • assists students in making schedule adjustments due to conflicts in scheduling (middle and high school). • provides a systematic approach to individual students of postsecondary planning using academic and career information (middle and high school). • manages resources for researching opportunities as scholarships, military, internships, and other post secondary options.

Westport School Counselor Standards

Description of Category
<p>Consulting</p> <ul style="list-style-type: none"> • Counselor shows knowledge of community and school resources and shares this information with students, parents, staff, and community members.
Sample Performance Indicators
<p><u>The school counselor:</u></p> <ul style="list-style-type: none"> • shows knowledge of community and school resources and shares this information with students, parents, staff, and community. • provides school expertise for community agencies. • provides counseling perspective and relevant information to other school departments. • assists instructional personnel in relating subject matter to career development. • shares general information related to family development and family life to school departments. • participates in the special education and ADA, Section 504 planning process where counselor input is required. • shares background pertinent to student performance with appropriate parties for program planning. • shares information pertinent to available community resources. • provides a counseling perspective in the development of school initiatives. • employs mediation skills with the school population. • contributes expertise to the development and implementation of district wide policies and procedures. • plans and delivers parent programs for postsecondary options, transition to new school levels, and for assisting with child development. • interprets tests and career interest inventory information to target populations in order to assist with program planning. • provides information on the selection of post secondary training (high school).

Westport School Counselor Standards

Description of Category
<p>Coordinating</p> <ul style="list-style-type: none"> • Counselor coordinates and implements counseling programs in the school and serves as liaison with students, parents, teachers, and system support personnel.
Sample Performance Indicators
<p><u>The school counselor:</u></p> <ul style="list-style-type: none"> • coordinates and implements counseling programs in the school and serves as liaison with students, parents, teachers, and system support personnel. • coordinates the services and activities of the school counseling program. • coordinates community resources related to the services and activities of the school counseling program. • develops cooperative working relationships between the school and community agencies. • coordinates school resources to ensure the provision of school counseling information to target populations. • initiates communication between the school counseling department and home. • facilitates the provision of career and vocational information to all students. • collaborates with members of the instructional staff to maximize the academic experience for students. • serves as liaison among students, parents, teachers, and system support personnel. • coordinates programs for students and parents to assist in post secondary planning.

Westport School Counselor Standards

Description of Category
<p>Managing the Curriculum</p> <ul style="list-style-type: none"> • Counselor demonstrates knowledge of school counseling topics and implements a developmentally appropriate school counseling curriculum.
Sample Performance Indicators
<p><u>The school counselor:</u></p> <ul style="list-style-type: none"> • demonstrates knowledge of school counseling topics and implements a developmentally appropriate school counseling curriculum. • designs, evaluates, and revises a planned sequential and developmentally appropriate school counseling curriculum. • addresses goals and objectives in units of instruction. • employs a variety of strategies to achieve instructional objectives in the delivery of the curriculum. • promotes a positive learning environment. • facilitates the instructional process by using school and community resources. • modifies teaching methods using a variety of evaluation techniques. • designs procedures to measure student outcomes. • collaborates with classroom teacher(s) in the delivery of the school counseling curriculum.

Description of Category
<p>Individual Planning</p> <ul style="list-style-type: none"> • Counselor provides a systematic approach to individual planning for transition to various school levels.
Sample Performance Indicators
<p><u>The school counselor:</u></p> <ul style="list-style-type: none"> • provides a systematic approach to individual planning for transition to various school levels. • provides a systematic approach to individual planning of postsecondary planning using academic and career information (middle and high school).

Westport School Counselor Standards

Description of Category
<p>Managing</p> <ul style="list-style-type: none"> • Counselor manages resources for the implementation of the school counseling program and articulates the program to students, staff, and parents.
Sample Performance Indicators
<p><u>The school counselor:</u></p> <ul style="list-style-type: none"> • manages resources for the implementation of the school counseling program and articulates the program to students, staff, and parents. • manages time, space, materials and equipment for the provision of the school counseling program. • uses technology to improve the delivery of the program. • implements and evaluates a developmental school counseling program. • organizes the public relations program of the school counseling program. • conducts evaluations of the school counseling program and interprets the results to the school and community. • uses evaluations to modify the school counseling program. • plans, implements, maintains and evaluates the systems necessary for the support and maintenance of the school counseling program. • uses applied research to modify the school program. • manages the collection, use, retention, and destruction of educational records in accordance with local policies, state and federal laws. • manages resources for researching opportunities such as scholarships, military, apprentices, and other post secondary options.

Description of Category
<p>Contributing</p> <ul style="list-style-type: none"> • Counselor is active and participates in activities for the effective operation of the school and establishes and maintains effective relationships with staff and administrators.
Performance Indicators
<p><u>The school counselor:</u></p> <ul style="list-style-type: none"> • actively participates in activities for the effective operation of the school and establishes and maintains effective relationships with staff and administrators. • communicates with administrators, teachers, staff, students, parents, and the community regarding the school counseling program. • participates in school-wide decision making. • is active on school and district committees.

Westport School Counselor Standards

Description of Category
<p>Professionalism and Professional Development</p> <ul style="list-style-type: none"> • Counselor demonstrates personal growth and professional development and adheres to the ethical standards of the counseling profession. Counselor demonstrates a high degree of collegiality, respect, and personal responsibility.
Performance Indicators
<p><u>The school counselor:</u></p> <ul style="list-style-type: none"> • demonstrates knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services to children, adolescents, and families; and of ethical, professional, and legal standards. • adheres to the ethical standards of the state and national school counselor associations. • adheres to preferred practices prescribed by state and national school counselor associations. • demonstrates knowledge of local policies and state and federal laws pertaining to school guidance and counseling program. • demonstrates knowledge of current practices in the field of school counseling. • practices in ways that are consistent with applicable ethical and professional standards. • is involved in the profession. • has the knowledge and skills needed to acquire career-long professional development. • has knowledge of, access to, evaluates, and utilizes information sources and technology in ways that safeguard and enhance the quality of school counseling services. • is committed to his or her professional growth and contributes to the continuous improvement of the school, district, and profession. <ul style="list-style-type: none"> • participates in the PDEP goal-setting process—collaboratively working with his/her administrator(s) to select a goal which focuses on the improvement of student learning and social emotional development. • implements strategies to support student achievement and social-emotional development associated with the PDEP goal. • analyzes the success of efforts undertaken during the PDEP goal process in terms of the impact on student achievement and social-emotional development. • continuously reflects upon his/her practice in relation to the impact on student learning and social-emotional development and utilizes feedback from sources including colleagues, administrators, and students to continuously improve professional practice. • pursues opportunities to increase school counseling skills as well as contributing to the profession through ongoing professional development. Examples of professional growth activities include (but are not limited to): <ul style="list-style-type: none"> ○ reviewing current research and using it as a foundation for planning delivery of school counseling services. ○ interacting with colleagues to discuss reflect upon a specific aspect of school counseling practice, including participating in a peer-reflective conversations. ○ participating in a study group on a topic that is central to the craft of school counseling and has the potential to improve the achievement and social-emotional development of students. ○ leading or facilitating a workshop or course. ○ participating in curriculum reviews. ○ engaging in school improvement dialogues. ○ participating in clinical supervision on an individual and group level.

Westport School Psychologist Standards

School Psychologists' knowledge, clinical skills and professional practices are primary factors that affect student achievement and social-emotional functioning. This document is intended to provide descriptive common language for school psychologists in Westport articulating the expectations for school psychologists' inputs which promote student social-emotional development and learning.

Description of Category
<p>Data Based Decision Making and Accountability</p> <ul style="list-style-type: none"> • School psychologists define current problem areas, strengths, and needs (at the individual, group, and systems level) through assessment, and measure the effects of the decisions that result from the problem-solving process.
Sample Performance Indicators
<p><u>The school psychologist:</u></p> <ul style="list-style-type: none"> • has knowledge of various models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. • uses varied models and methods as part of a systemic process to collect data and other information. • uses varied models and methods to translate assessment results into empirically-based decisions about service delivery. • uses varied models to evaluate the outcomes of services. • practices such that data-based decision making permeates every aspect of professional practice. • conducts comprehensive psychological evaluations. • writes effective psychological reports.

Description of Category
<p>Consultant and Collaboration</p> <ul style="list-style-type: none"> • School psychologists demonstrate the ability to listen well, participate in discussions, convey information and work together with others at an individual, group and systems level.
Sample Performance Indicators
<p><u>The school psychologist:</u></p> <ul style="list-style-type: none"> • applies behavioral, mental health, collaborative, and/or consultation models and methods appropriately to particular situations. • collaborates effectively with others in planning and decision-making processes at the individual, group, and system levels.

Westport School Psychologist Standards

Description of Category
<p>Effective Instruction and Development of Cognitive/Academic Skills</p> <ul style="list-style-type: none"> • School psychologists develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals.
Sample Performance Indicators
<p><u>The school psychologist:</u></p> <ul style="list-style-type: none"> • understands human learning processes, techniques to assess them, and direct and indirect services applicable to the development of cognitive and academic skills. • develops, in collaboration with others, appropriate cognitive and academic goals for children and adolescents with different abilities, disabilities, strengths, and needs. • implements interventions, including instructional interventions and consultation, to achieve the above goals. • evaluates the effectiveness of such interventions in terms of student progress.

Description of Category
<p>Socialization and Development of Life Skills</p> <ul style="list-style-type: none"> • School psychologists develop challenging but achievable behavioral, affective, counseling, or adaptive goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals.
Sample Performance Indicators
<p><u>The school psychologist:</u></p> <ul style="list-style-type: none"> • knows human development processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. • develops, in collaboration with others, appropriate behavioral, affective, adaptive, and social goals for children and adolescents of varying abilities, disabilities, strengths, and needs. • implements interventions including consultation, behavioral assessment/intervention and individual, small group, and large group counseling to achieve these goals. • evaluates the effectiveness of these interventions in terms of student progress.

Westport School Psychologist Standards

Description of Category
<p>Diversity in Development and Learning</p> <ul style="list-style-type: none"> • School psychologists are aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds.
Sample Performance Indicators
<p><u>The school Psychologist:</u></p> <ul style="list-style-type: none"> • knows individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. • demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics. • implements strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Description of Category
<p>School and System Organization, Policy Development, and Climate</p> <ul style="list-style-type: none"> • School psychologists understand the school as a system and work with individuals and groups to facilitate structure and policies that create and maintain schools as safe, caring and inviting places for members of the school community.
Sample Performance Indicators
<p><u>The school psychologist:</u></p> <ul style="list-style-type: none"> • demonstrates knowledge of general education, special education, and other educational and related services. • understands schools and other settings as systems. • works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and adolescents.

Westport School Psychologist Standards

Description of Category
<p>Prevention, Crisis Intervention, and Mental Health</p> <ul style="list-style-type: none"> School psychologists have knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs for students with a wide range of needs and disorders.
Sample Performance Indicators
<p><u>The school psychologist:</u></p> <ul style="list-style-type: none"> understands human development, psychopathology, and the associated biological, cultural, and social influences on human behavior. provides or contributes to prevention programs that promote the mental health and physical well-being of children and adolescents.

Description of Category
<p>Home/School/Community Collaboration</p> <ul style="list-style-type: none"> School psychologists have knowledge of family influences that affect students' wellness, learning, and achievement and form partnerships between parents, educators, and the community.
Sample Performance Indicators
<p><u>The school psychologist:</u></p> <ul style="list-style-type: none"> demonstrates knowledge of family systems, including family strengths and influences on child and adolescent development, learning, and behavior, and of methods to involve families in education and service delivery. works effectively with families, educators, and others in the community to promote and provide comprehensive services to children, adolescents, and families.

Description of Category
<p>Research and Program Evaluation</p> <ul style="list-style-type: none"> School psychologists know current literature on various aspects of education and child development, translate research into practice, and understand research design and statistics in sufficient depth to conduct investigations relevant to their own work and for their district.
Sample Performance Indicators
<p><u>The school Psychologist:</u></p> <ul style="list-style-type: none"> demonstrates knowledge of research, statistics, and evaluation methods. evaluates research studies and translates research into practice. understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

Westport School Psychologist Standards

Description of Category
<p>School Psychology Practice and Professional Development</p> <ul style="list-style-type: none"> • School psychologists take responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and to protect the rights of all parties.
Sample Performance Indicators
<p><u>The school psychologist:</u></p> <ul style="list-style-type: none"> • demonstrates knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services to children, adolescents, and families; and of ethical, professional, and legal standards. • practices in ways that are consistent with applicable ethical and professional standards. • is involved in the profession. • has the knowledge and skills needed to acquire career-long professional development. • has knowledge of, access to, evaluates, and utilizes information sources and technology in ways that safeguard and enhance the quality of school psychological services. • is committed to his or her professional growth and contributes to the continuous improvement of the school, district, and profession. • participates in the PDEP goal-setting process—collaboratively working with his/her administrator(s) to select a goal which focuses on the improvement of student learning and social emotional development. • implements strategies to support student achievement and social-emotional development associated with the PDEP goal. • analyzes the success of efforts undertaken during the PDEP goal process in terms of the impact on student achievement and social-emotional development. • continuously reflects upon his/her practice in relation to the impact on student learning and social-emotional development and utilizes feedback from sources including colleagues, administrators, and students to continuously improve professional practice. • pursues opportunities to increase school psychology skills as well as contributing to the profession through ongoing professional development. Examples of professional growth activities include (but are not limited to): <ul style="list-style-type: none"> ○ reviewing current research and using it as a foundation for planning delivery of school psychological services.. ○ interacting with colleagues to discuss reflect upon a specific aspect of school psychology practice, including participating in a peer-reflective conversations. ○ participating in a study group on a topic that is central to the craft of school psychology and has the potential to improve the achievement and social-emotional development of students. ○ leading or facilitating a workshop or course. ○ participating in curriculum reviews. ○ engaging in school improvement dialogues. ○ participating in clinical supervision on an individual and group level.

Appendix

Westport Speech-Language Pathologists and Audiologists Teaching and Learning Standards

Speech-Language Pathologists' and Audiologists' knowledge, skill and professional practices are primary factors that affect student achievement. This document is intended to provide descriptive common language for SLPs and Audiologists in Westport articulating the expectations for SLPs' and Audiologists' practice which promote student learning.

Description of Category
Instruction <ul style="list-style-type: none">• The SLPs and Audiologists display extensive knowledge of theory and practice and convey their knowledge effectively so that students' communication needs are met and students are able to make meaningful progress on identified goals and objectives.
Sample Performance Indicators
<u>The SLPs and Audiologists:</u> <ul style="list-style-type: none">• demonstrate knowledge of human growth and development, through the understanding of physical, social, emotional, and intellectual development, and the learning process of students with special needs.• demonstrate an understanding of the relationship between teaching styles and learning styles.• develop differentiated instruction based on the needs of students goals and objectives• develop, in collaboration with others, appropriate communication goals for children and adolescents according to their abilities, disabilities, strengths, and needs.• implement interventions, including instructional interventions and consultation in order for the student to make progress on his/her goals and objectives• evaluate the effectiveness of interventions, check for evidence of student understanding and adjust the lesson or modifies goals and objectives accordingly.• provide individualized and/or small group support in the least restrictive environment using a variety of service delivery models.• provide opportunities for students to reflect on their learning in order to make connections between their effort and their achievement.• integrate technology tools and applications appropriately into instruction to build deep understanding.
<u>Students:</u> <ul style="list-style-type: none">• are able to make meaningful progress on IEP goals and objectives by:<ul style="list-style-type: none">○ being aware of and focused upon the mastery goals and objectives, to the maximum extent of their ability.○ being purposefully engaged whether working in their classroom, in small groups, or individually○ being able to access and transfer prior knowledge in order to make progress on current goals and objectives○ being able to generalize mastery of skills across the curriculum.

**Westport Speech-Language Pathologists and Audiologists
Teaching and Learning Standards**

Description of Category
Consultation and Collaboration
Sample Performance Indicators
<p><u>The SLPs and Audiologists:</u></p> <ul style="list-style-type: none"> • participate in the IEP and EIP processes. • collaborate effectively with others in planning and decision-making process at the individual, group and system level. • communicate both orally and in writing effectively with students, parents, and staff regarding the needs and progress of students.

Description of Category
Assessment
<ul style="list-style-type: none"> • The SLPs and Audiologists continually assess student progress, analyze the results, and adjust goals and objectives and teaching strategies in order for the student to make progress on goals and objectives.
Sample Performance Indicators
<p><u>The SLPs and Audiologists:</u></p> <ul style="list-style-type: none"> • assess areas of strength and weakness and ability to access the curriculum. • participate in determining eligibility at the PPT. • assess and document student progress on goals and objectives as outlined by the district (quarterly and annually), as part of the triennial process, and as part of the exit process. • select, develop, maintain, and communicate appropriate assessment criteria as reported on the IEP. (This includes selecting appropriate materials and procedures for both formal and informal assessments of the student’s communication skills.) • establish and maintain service schedules, routines, and procedures. • use assessment information to support IEP goals and objectives when planning lessons. • provide opportunities for students to set learning goals. • use data about student performance and other relevant information from a variety of sources and analyze such data to plan instruction. • differentiate assessments as needed in identifying student needs and developing goals and objectives. • communicate with and provide feedback to the students, parents, and staff about the student’s progress in a timely manner. • maintain accurate records of student performance. <p><u>Students:</u></p> <ul style="list-style-type: none"> • demonstrate progress as indicated on the IEP performance criteria. • analyze and reflect on their own understanding against IEP criteria. • are aware of the how progress on goals and objectives is being measured and of their on-going progress toward mastery of goals and objectives.

**Westport Speech-Language Pathologists and Audiologists
Teaching and Learning Standards**

Description of Category
<p>Learning Environment</p> <ul style="list-style-type: none"> • The SLPs and Audiologists act on the belief that every student can learn. The SLPs and Audiologists create and facilitate a positive learning environment through effective classroom management and a classroom climate conducive for learning.
Sample Performance Indicators
<p><u>The SLPs and Audiologists:</u></p> <ul style="list-style-type: none"> • hold all students to high standards and expectations based on their present level of performance on yearly goals and objectives. • exhibit their interest, enthusiasm, and energy for teaching and learning and promote a positive learning environment where students are motivated to learn. • manage therapy sessions with clear expectations and instructions for behavior, routines, and procedures (including those for safety), and use effective strategies to provide momentum for maximum use of instructional time. • organize and arrange materials, equipment, and classroom space to enhance learning and ensure safety. <p><u>Students:</u></p> <ul style="list-style-type: none"> • are able to make progress on IEP goals and objectives because they: <ul style="list-style-type: none"> ○ actively engage and participate in each therapy session. ○ take risks with the therapy session and in the classroom in a non-judgmental climate. ○ respond with respect and courtesy to the teacher(s) and to other students.

**Westport Speech-Language Pathologists and Audiologists
Teaching and Learning Standards**

Description of Category
<p>Professional Development</p> <ul style="list-style-type: none"> • The SLPs and Audiologists are committed to their continuing professional growth and contribute to the continuous improvement of the school, district, and profession.
Sample Performance Indicators
<p><u>The SLPs and Audiologists:</u></p> <ul style="list-style-type: none"> • participate in the PDEP goal-setting process—collaboratively working with their administrator(s) to select a goal which focuses on the improvement of student learning.*/** • implement strategies to support student achievement associated with the PDEP goal.*/** • analyze the success of efforts undertaken during the PDEP goal process in terms of the impact on student achievement.*/** • continuously reflect upon their practice in relation to the impact on student learning and utilize feedback from sources including colleagues, administrators, and students to improve professional practice. • engage in ongoing collaboration with colleagues to improve both their practice and the practice of colleagues as part of a professional learning community. Examples of collaborative activities include (but are not limited to): analyzing student work, developing common assessments, reading professional literature, participating in peer observations and/or classroom walkthroughs, etc. • pursue opportunities to increase subject matter knowledge and pedagogical skill as well as contribute to the profession through ongoing professional development. Examples of professional growth activities include (but are not limited to): <ul style="list-style-type: none"> ▪ reviewing current research and using it as a foundation for planning instructional content and delivery. ▪ interacting with colleagues to discuss and reflect upon a specific aspect of teaching and learning, including participating in a peer-reflective conversation of a lesson. ▪ participating in a study group on a topic that is central to the craft of teaching and has the potential to improve the achievement of students. ▪ leading or facilitating a workshop or course. ▪ participating in curriculum reviews. ▪ participating in workshops, conferences, graduate courses, and/or activities sponsored by professional organizations.

*Non-tenured teachers in their first year will have a goal focused on the demonstration of effective teaching as described in the Westport Teaching and Learning Standards. Non-tenured teachers in their second year who are required to complete a BEST portfolio will have this as the focus of their goal. Non-tenured teachers move into student achievement goal-setting in their third year.

**Non-tenured teachers with previous CT tenure and/or a CT Provisional or Professional Certificate will have their first two years focused on the demonstration of effective teaching as described in the Westport Teaching and Learning Standards and will move into student achievement goal-setting in their third year.

**Westport Speech-Language Pathologists and Audiologists
Teaching and Learning Standards**

Description of Category
<p>Professionalism</p> <ul style="list-style-type: none"> • SLPs and Audiologists contribute to the betterment of the learning community by demonstrating a high degree of collegiality, respect, and personal responsibility.
Sample Performance Indicators
<p><u>The SLPs and Audiologists:</u></p> <ul style="list-style-type: none"> • participate collegially with administrators and colleagues to identify and implement strategies for continuous improvement which support the mission and vision of the school/district. • demonstrates knowledge of and practices the policies and procedures of the Speech/Language Department and follow the ASHA Code of Ethics. • participates and/or takes a leadership role in professional development activities and committees. • advocates for the rights and privileges of children and adolescents with communication impairments. • engages in dialogue, problem-solving, planning, and/or curricular design with other members of the learning community. • serves as a mentor (formal or informal) to others. • represent themselves and the school/district professionally when working with students, parents, and other members of the community. • interacts in a respectful manner with all members of the learning community. • maintains classroom policies that are consistent with school/district policies. • sponsors and/or supports student extracurricular and/or co-curricular activities such as clubs, teams, cultural productions, etc. • participates in required meetings (such as staff, team, committee, and department) and parent conferences. • performs required school duties (cafeteria/recess duty, hall monitoring, bus monitoring, chaperoning, etc.). • meets professional obligations in a timely fashion (i.e., submits paperwork/reports, progress reports/grades, etc.).

Westport School Social Worker Standards

The school social worker is committed to helping students be successful in school by providing supportive services and coordinating school, family, and community resources to achieve this goal. The school social workers' knowledge, clinical skills, and professional practices are supportive factors which affect student achievement and social and emotional development. This document provides a description of the skill set required of the school social worker in order to promote student learning and positive development.

Description of Category
<p>Counseling</p> <ul style="list-style-type: none"> • The school social worker assists students and their families to improve social and emotional functioning within the educational setting.
Sample Performance Indicators
<p><u>The school social worker:</u></p> <ul style="list-style-type: none"> • evaluates students' behavior, functioning, and mental health using current clinical diagnostic standards. • assists students in developing decision-making skills. • demonstrates knowledge of family development and family life. • makes appropriate student referrals to community resources. • demonstrates the ability to provide individual, group, and family counseling. • displays respect for the rights and unique characteristics of students and families. • counsels students in their adjustment to a new school. • creates a counseling environment which fosters feelings of acceptance and empathy. • demonstrates sensitivity to multicultural and multiethnic issues in counseling. • modifies one's own professional behavior in response to constructive criticism. • demonstrates the ability to conduct and write effective social/developmental histories. • makes home visits when appropriate in order to provide support to students and families.

Westport School Social Worker Standards

Description of Category
<p>Consulting</p> <ul style="list-style-type: none"> • The school social worker demonstrates knowledge of both community and school based resources and provides this information to students, families, staff, and community members and state agencies.
Sample Performance Indicators
<p><u>The school social worker:</u></p> <ul style="list-style-type: none"> • shares school-based information with community agencies. • provides mental health and family systems information to other school departments. • participates in the special education, ADA, and Section 504 planning process where social worker input is required. • shares background information regarding students and families to appropriate staff to assist in program development. • provides pertinent information to community resources to assist in treatment planning. • provides a social work perspective in the development of school initiatives. • employs mediation skills with the school population. • contributes expertise for the development and implementation of district wide policies and procedures. • provides information to the special needs population on the selection of adult (post high school) service agencies, when appropriate.

Description of Category
<p>Collaborating</p> <ul style="list-style-type: none"> • The school social worker collaborates and implements social work interventions in the school and serves as liaison with students, families, teachers, outside agencies, and system support personnel.
<p><u>The school social worker:</u></p> <ul style="list-style-type: none"> • coordinates with community resources to obtain needed services for students and families. • develops cooperative working relationships between the school and community agencies. • initiates communication between home and school to support students' educational programs. • collaborates with members of the instructional staff to maximize the academic experience for students.

Westport School Social Worker Standards

Description of Category
<p>Socialization and Development of Life Skills</p> <ul style="list-style-type: none"> The school social worker has knowledge of and an ability to assist students with the development of appropriate socialization and life skills.
Sample Performance Indicators
<p><u>The school social worker:</u></p> <ul style="list-style-type: none"> has expertise in human development processes. in collaboration with school staff, develops appropriate behavioral and social goals for children and adolescents of varying abilities. implements and evaluates interventions including consultation, behavioral assessment, and individual, family and group counseling to achieve these goals.

Description of Category
<p>Diversity in Development and Learning</p> <ul style="list-style-type: none"> The school social worker understands the background and broad range of experiences that shape students' approaches to learning.
Sample Performance Indicators
<p><u>The school social worker:</u></p> <ul style="list-style-type: none"> knows individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics. implements strategies based on an individual's characteristics, strengths, and needs.

Description of Category
<p>School and System Organization, Policy Development, and Climate</p> <ul style="list-style-type: none"> The school social worker possesses a knowledge and understanding of the organization and structure of the school system and the educational environment.
Sample Performance Indicators
<p><u>The school social worker:</u></p> <ul style="list-style-type: none"> demonstrates knowledge of general education, special education, and other educational and related services. understands schools and other settings as systems. works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and adolescents.

Westport School Social Worker Standards

Description of Category
<p>Prevention, Crisis Intervention, and Mental Health</p> <ul style="list-style-type: none"> The school social worker possesses knowledge and understanding of various mental health interventions necessary to mitigate crises and enhance student and family well-being.
Sample Performance Indicators
<p><u>The school social worker:</u></p> <ul style="list-style-type: none"> understands human development, psychopathology, and the associated biological, cultural, and social influences on human behavior. provides or contributes to prevention programs that promote the mental health and physical well being of children and adolescents.

Description of Category
<p>Home/School/Community Collaboration</p> <ul style="list-style-type: none"> The school social worker possess knowledge and understanding of the reciprocal relationship between the home, school, and community.
Sample Performance Indicators
<p><u>The school social worker:</u></p> <ul style="list-style-type: none"> demonstrates knowledge of family systems, including family strengths and influences on child and adolescent development, learning, and behavior, and of methods to involve families in education and service delivery. works effectively with families, educators and others in the community to promote and provide comprehensive services to children, adolescents, and families.

Westport School Social Worker Standards

Description of Category

Professionalism and Professional Development

The school social worker demonstrates personal growth and professional development, adheres to the ethical standards of the social work profession, and demonstrates a high degree of collegiality, respect and personal responsibility.

Sample Performance Indicators

The school social worker:

- demonstrates knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services to children, adolescents, and families; and of ethical, professional, and legal standards.
- practices in ways that are consistent with applicable ethical and professional standards.
- demonstrates knowledge of local policies and state and federal laws pertaining to school social work programs.
- demonstrates knowledge of current practices in the field of school social work.
- has knowledge of, access to, and utilizes and evaluates information sources and technology in ways that safeguard and enhance the quality of school social work services.
- is committed to his or her professional growth and contributes to the continuous improvement of the school, district, and profession.
- participates in the PDEP goal-setting process—collaboratively working with his/her administrator(s) to select a goal which focuses on the improvement of student learning and social-emotional development.
- implements strategies to support student achievement and social emotional development associated with the PDEP goal.
- analyzes the success of efforts undertaken during the PDEP goal process in terms of the impact on student achievement and social-emotional development.
- continuously reflects upon his/her practice in relation to the impact on student learning and social-emotional development and utilizes feedback from sources including colleagues, administrators, students, and families to continuously improve professional practice.
- pursues opportunities to increase school social work skills and contributes to the profession through ongoing professional development.
 - Examples of professional growth activities include (but are not limited to):
 - ❖ reviewing current research and using it as a foundation for planning and delivering school social work services.
 - ❖ interacting with colleagues to discuss and reflect upon aspects of school social work practice.
 - ❖ leading or facilitating workshops or staff development.
 - ❖ engaging in school improvement dialogues.
 - ❖ participating in clinical supervision on an individual and group level.

**Westport Public Schools
Professional Development & Evaluation Plan**

Formal Observation

Teacher:	Supervisor:
School:	Assignment:
Observation Date:	Total Time of Observation:
Conference Date:	

Performance Indicators:

B: Below Standard D: Developing P: Proficient E: Exemplary

Instruction: *The teacher displays knowledge of content, curriculum, and pedagogy and conveys his/her knowledge effectively so that all students build deep understanding.*

Assessment: *The teacher continually assesses student progress, analyzes the results, and adjusts instruction to improve student achievement.*

Learning Environment: *The teacher acts on the belief that every student can learn. The teacher creates and facilitates a positive learning environment through effective classroom management and a classroom climate conducive for learning.*

As a result of this lesson, you have evidenced a _____ performance based on the Westport Teaching Learning Standards.

Teacher's Signature Date Supervisor's Signature Date
Teacher's signature indicates that he/she has read this document. It does not indicate agreement or disagreement with its content.

**Westport Public Schools
Professional Development & Evaluation Plan**

Review of Practice

Teacher:	Supervisor:
School:	Assignment:
Observation Date:	Total Time of Observation:
Conference Date:	

Performance Indicators:

B: Below Standard D: Developing P: Proficient E: Exemplary

Professional Development: *The teacher is committed to his or her continuing professional growth and contributes to the continuous improvement of the school, district, and profession.*

Professionalism: *Teachers contribute to the betterment of the learning community by demonstrating a high degree of collegiality, respect, and personal responsibility.*

As a result of this lesson, you have evidenced a _____ performance based on the Westport Teaching Learning Standards.

Teacher's Signature Date Supervisor's Signature Date
Teacher's signature indicates that he/she has read this document. It does not indicate agreement or disagreement with its content.

**Westport Public Schools
Teacher Performance and Practice
Summative Form- Teacher Self-Assessment**

Teacher:	Supervisor:
School:	Assignment:
Observation/Reviews of Practice Date(s):	

I. Instruction: The teacher displays knowledge of content, curriculum, and pedagogy and conveys his/her knowledge effectively so that all students build deep understanding.

B: Below Standard D: Developing P: Proficient E: Exemplary

The teacher:
plans learning activities which follow a coherent progression grounded in essential questions and big ideas and based upon students' academic and developmental needs.
anticipates possible student misconceptions, difficulties, and confusion and plans lesson with strategies to address predictable obstacles to understanding.
designs learning activities that allow students with the opportunity to practice procedures and thinking skills in order to help students build deep understanding.
frames the learning so that students know: what they need to know and be able to do (mastery objective); what activities they will be involved with that are in direct support of the mastery objective (itinerary), and; how their learning will be assessed (assessment criteria).
activates students' current knowledge and integrates new information into the context of previously learned knowledge to help students understand the connections between items of information.
provides lessons that relate to daily life and are relevant to students; links learning to real-life applications.
uses differentiated strategies and assignments which build upon students' interests and skills in order to enable students to effectively demonstrate their understanding.
employs cognitively challenging tasks and questioning strategies which elicit higher order thinking skills.
encourages active participation through student-centered problem-solving.
checks for evidence of student understanding during instruction and adjusts the lesson accordingly.
provides individualized and/or small group support as needed and appropriate.
provides opportunities for students to reflect upon their learning.
helps students make the connection between their effort and their achievement.
integrates technology tools and applications appropriately into instruction to build deep understanding.

II. Assessment: The teacher assesses student progress, analyzes the results, and adjusts instruction to improve student achievement.

B: Below Standard D: Developing P: Proficient E: Exemplary

The teacher:
assesses student progress before instruction (pre-assessment; determines what students already know and/or are able to do), during instruction (formative assessment; checks for understanding), and after instruction (summative assessment) and makes adjustments during a lesson and/or between lessons according to student learning needs.
develops and communicates appropriate assessment "criteria for success" prior to the assignment of student work; uses rubrics, exemplars/anchor papers, and/or models to describe the expectations for student performance.
uses assessment information to support instructional goals when planning lessons.
provides opportunities for students to set learning goals.
uses data about student performance and other relevant information from a variety of sources and analyzes such data to plan instruction accordingly.
differentiates assessments as needed so all students have a way to show what they know and are able to do.
provides timely feedback to students about the quality of their work and suggests specific strategies for improvement.
develops, communicates, and uses a clearly defined grading system consistent with district/school/department policy and practice; maintains accurate records of student performance.
communicates effectively with students, families, and colleagues in a timely manner regarding student progress.

Westport Public Schools
Teacher Performance and Practice
Summative Form- Teacher Self-Assessment

III. Learning Environment: *The teacher acts on the belief that every student can learn. The teacher creates and facilitates a positive learning environment through effective classroom management and a classroom climate conducive for learning.*

B: Below Standard

D: Developing

P: Proficient

E: Exemplary

The teacher:

holds all students to high academic standards and expectations regardless of educational background and achievement, racial/ethnic membership, disabilities, gender, or socioeconomic background.

encourages intellectual risks through the facilitation of dialogue and the delaying of judgment.

exhibits his/her interest, enthusiasm, and energy for teaching and learning and promotes a positive learning environment where students are motivated to learn.

creates and nurtures positive interpersonal relationships (including courtesy, fairness, and respect) with and among students.

manages the classroom with clear expectations and instructions for behavior, routines, and procedures (including those for safety), and uses effective strategies to provide momentum for maximum use of instructional time.

organizes and arranges materials, equipment, and classroom space to enhance learning and to ensure safety.

IV. Professional Development: *The teacher is committed to his or her professional growth and contributes to the continuous improvement of the school, district, and profession.*

B: Below Standard

D: Developing

P: Proficient

E: Exemplary

The teacher:

continuously reflects upon his/her practice in relation to the impact on student learning and utilizes feedback from sources including colleagues, administrators, and students to improve professional practice.

engages in ongoing collaboration with colleagues to improve both his or her practice and the practice of colleagues as part of a professional learning community.

pursues opportunities to increase subject matter knowledge and pedagogical skill as well as contributing to the profession through ongoing professional development.

V. Professionalism: *Teachers contribute to the betterment of the learning community by demonstrating collegiality, respect, and personal responsibility*

B: Below Standard

D: Developing

P: Proficient

E: Exemplary

The teacher:

participates collegially with administrators and colleagues to identify and implement strategies for continuous improvement which support the mission and vision of the school/district.

participates and/or takes a leadership role in professional development activities and committees.

engages in dialogue, problem-solving, planning, and/or curricular design with other members of the learning community.

serves as a mentor (formal or informal) to others.

represents himself or herself and the school/district professionally when working with students, parents, and other members of the community.

interacts in a respectful manner with all members of the learning community.

maintains classroom policies that are consistent with school/district policies.

sponsors and/or supports student extracurricular and/or co-curricular activities such as clubs, teams, cultural productions, etc.

participates in required meetings (such as staff, team, committee, and department) and parent conferences.

performs required school duties (cafeteria/recess duty, hall monitoring, bus monitoring, chaperoning, etc.).

meets professional obligations in a timely fashion (i.e., submits paperwork/reports, progress reports/grades, etc.).

**Westport Public Schools
Teacher Performance and Practice
Summative Form- Teacher Self-Assessment**

Accomplishments:

Areas for Professional Growth:

Teacher's Signature	Date	Supervisor's Signature	Date
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Principal's Signature	Date
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Teacher's signature indicates that he/she has read this document. It does not indicate agreement or disagreement with its content.

Similar Evaluation and Summative Evaluation Forms will be prepared for all certified teaching staff, based on Westport's Teaching and Learning Standards

DRAFT

**ADMINISTRATOR PROFESSIONAL
DEVELOPMENT AND EVALUATION PLAN**

APRIL 2013



Administrator Professional Development and Evaluation Plan

April 2013

DRAFT

Introduction and Purpose of Evaluation

The Westport School District encourages all its administrators, both in the central office and school based, to broaden and deepen their knowledge, understanding of the teaching-learning process, understanding of students, and their perception of themselves as effective professionals.

The ultimate goal of our Administrator Professional Development and Evaluation Plan is to:

- focus on the four areas of administrator performance identified by the State as critical to the success of our students – student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%).
- emphasize growth over time, by evaluating an administrator primarily based on his or her improvement from an established starting point. Attaining or maintaining high levels of performance is a critical aspect of an administrator’s work and this model will encourage administrators to continually work to improve their practice.
 - plan an ongoing and systematic professional development program designed to maintain, enrich and/or improve the skills, knowledge, and abilities needed by educational personnel to meet their professional responsibilities.
 - support school leaders in their efforts to strengthen teaching and learning in their schools/department by engaging in a school improvement process.

In order to assist Westport’s school employees to maintain, enrich and/or improve their effectiveness with students, the Board of Education will, to the extent possible, support a planned professional development program for all staff by providing funds and making time available for planning and implementing the program. The Superintendent is directed to appoint a Professional Development Committee, as required by Connecticut law, comprised of representatives from the administration, teachers and other appropriate staff. This commitment to professional development on the part of the school district is a commitment to the affirmation of student and staff learning as a lifelong process which contributes to the well-being of the individual, the local school district, and society.

Administrative PDEP Mission Statement

In a complex society, sophisticated educational leadership is required to address the challenges posed by a culture of change where answers are not easily found. We are committed to developing a dynamic educational environment that rejects institutional mediocrity by demonstrating effective instructional leadership which promotes expert classroom instruction and builds a professional community of learners. Our goal is to guarantee that the highest levels of student learning and student achievement can be achieved with care and concern for the social and emotional development of every child within our schools.

Commitments

Our mission is to help students acquire the attributes necessary to be successful in the complex technological, information based and rapidly changing 21st century world. Believing that each child can and should experience the pleasure of learning and creating; we are committed to providing opportunities for students so that within the context of their age, and individual abilities, they may:

Acquire the ability to think and solve problems cooperatively as well as independently, and to use imagination and creativity to solve problems, create new knowledge, respond to new and unexpected information and forecast consequences.

Acquire advanced knowledge and develop specific skills in a variety of academic areas - including reading, writing, calculating and thinking.

Acquire the attributes necessary to become effective, problem-solving citizens of their changing communities and world.

Experience personal success, develop self-esteem and respect for others, and acquire interpersonal skills and habits of personal health and fitness.

Produce, understand and enjoy the various aesthetic forms, and benefit from artists' insights into the human experience.

Learn constructive and creative use of the tools of modern technology.

Evaluation and Professional Development

The Westport Board of Education is committed to promoting high standards for all of Westport's students and professional educators. The Westport Public Schools seek outstanding teachers and administrators who are continual learners, committed to the ongoing improvement of their professional skills and knowledge. The challenges of the new millennium call for highly educated, globally aware citizens who are capable of leading our society in an increasingly complex era. Teachers and administrators play a critical role in developing human capacities needed to meet these challenges. To ensure that our students achieve at high levels we need to provide a support structure that continually enhances their knowledge and the quality of their professional practice.

Principles and Goals

The Westport plan for professional improvement and appraisal of all professional staff (PDEP) is based on the following principles:

- Student learning is directly affected by teacher competence.
- Teacher competence is affected positively by the integration of teacher assessment and professional development.
- Teachers, like students, must be continual learners.
- An effective assessment plan requires a clear definition of teaching and learning and a system to assess it.
- The gaps between Westport's student learning outcomes and actual student performance should guide the content of professional development.
- Meaningful professional growth must be tailored to individual professional staff needs.

FOUR CATEGORIES FOR THE EVALUATION OF ADMINISTRATORS

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

CATEGORY #1: Leadership Practice (40%)

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating. Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Licensure Consortium (ISLLC) standards as their foundation and define effective administrator practice through six performance expectations.

1. **Vision, Mission and Goals:** *Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.*
2. **Teaching and Learning:** *Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.*
3. **Organizational Systems and Safety:** *Education leaders ensure the success and achievement of all students by monitoring organizational systems and resources for a safe and high-performing learning environment.*
4. **Families and Stakeholders:** *Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.*
5. **Ethics and Integrity:** *Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.*
6. **The Education System:** *Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social economic, legal and cultural contexts affecting education.*

For principals, a supervisor may vary the relative weight of the six standards for an individual principal, but the presumption shall be that Teaching and Learning is at the core of what effective educational leaders should do and, as such, should comprise 75% of the leadership practice rating for a principal, with the other five performance expectations each comprising 5% of the final rating in this area.

The supervisor may also vary the relative weight of the six standards for other individual administrators but the presumption shall be that Teaching and Learning shall be weighted 75% of the leadership practice with the other five performance standards each comprising 5% of the final rating in this area. If the weight of the performance expectations are varied, then Teaching and Learning must be weighted at least twice as much as any other standard and the other standards of practice must all have a weighting of at least 5% of the overall evaluation. The weighting of standards must be established by the evaluator as part of the goal setting conference at the beginning of the school year. For assistant principals and department chairs, evaluators may limit the rating to those elements that are relevant to the duties of the particular assignment.

In order to arrive at a summative rating for “Leadership Practice,” administrators are measured against the **Leadership Evaluation Rubric (Appendix A)** which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

- **Exemplary:** The Exemplary level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a

wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.

- **Proficient:** The rubric is anchored at the Proficient Level, using the indicator language from the Connecticut School Leadership Standards.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Examples of Evidence are provided for each element of the rubric. While these examples can be a guide for evaluator training and discussion, they are only examples and should not be used as a checklist.

Administrators and evaluators are not required to complete the **Leadership Evaluation Rubric** at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and administrators should identify a few specific areas for ongoing support and growth.

For central office administrators, assistant principals and department chairs, a rubric is not required. These administrators may generate a rating from evidence collected directly from the Connecticut School Leadership Standards or the **Leadership Evaluation Rubric** may be used in situations where it is applicable to the specific role of the administrator being evaluated.

Leadership Practice Summative Rating

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

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

1. The administrator and evaluator meet for a Goal Setting Conference to identify focus areas for the development of the administrator's leadership practice. This conference should occur no later than September 1 of each year. Administrators should use **Administrator Goal Planning Form** attached as **Exhibit B**.
2. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. Principal evaluators must conduct at least two school site observations

for any principal and should conduct at least four school site observations for principals who are new to Westport, new to a particular school in Westport, new to the profession or who have received a rating of Developing or Below Standard. Assistant principals and department chair evaluators shall conduct at least four observations of the practice of the assistant principal or department chair. Evaluators should collect evidence of these evaluations on the **Administrator Evaluation Form** attached as **Exhibit C**.

- a. Examples of school site observations include, but are not limited to, observing the administrator leading professional development or facilitating teacher teams, observing the administrator working with parents and community members, observing classrooms and instructional quality or assessing elements of the school culture.
3. In addition to the Goal Setting Conference at the beginning of each year, the administrator and evaluator shall hold at least three (3) additional conferences on or before November 15, January 15, and March 15 of each year. At each such conference explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance. Feedback from these conferences should be recorded on the **Conference Feedback Form** attached as **Exhibit D**.
 4. No later than June 1 of each year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the Goal Setting Conference.
 5. The evaluator and the administrator meet, no later than June 15 of each year, to discuss all evidence collected to date. Following the conference the evaluator uses the preponderance of evidence to assign a summative rating of Exemplary, Proficient, Developing or Below Standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation prior to June 30 of each year. Evaluators should prepare this report using the **Summary Rating Form** attached as **Appendix E**.

Principals and Central Office Administrators

EXEMPLARY	PROFICIENT	DEVELOPING	BELOW STANDARD
<i>Exemplary</i> on all performance indicators	At least <i>Proficient</i> on all performance indicators	At least <i>Developing</i> on all performance indicators	<i>Below Standard</i> on any performance indicator

Assistant Principals and Other School-Based Administrators

EXEMPLARY	PROFICIENT	DEVELOPING	BELOW STANDARD
<i>Exemplary</i> on all performance indicators expectations	At least <i>Proficient</i> on all performance indicators	At least <i>Developing</i> on all performance indicators	<i>Below Standard</i> on any performance indicator

CATEGORY 2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessed by administration of a survey with measures that align to the Connecticut Leadership Standards – is 10% of an administrator’s rating. For school based administrators, feedback shall be solicited from both teachers and parents. Parent feedback shall comprise 75% of the stakeholder feedback rating, with teacher feedback comprising 25% of the rating. Central office administrators shall be rated based on feedback from the stakeholders whom the administrators directly serve. Survey questions will be taken from the National School Climate Survey or such other survey as the Superintendent may approve from time to time.

More than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time. Administrators may also be rated based on status performance and may have less of a focus on improvement over time if that administrator has received at least two consecutive ratings of Exemplary.

The Superintendent may, in any year, set common targets of improvement and performance for all administrators in Westport.

Arriving at Stakeholder Feedback Summative Rating

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

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

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

1. Select appropriate survey measures aligned to the Connecticut Leadership Standards
2. Review baseline data on selected measures

3. Set one (1) target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high)
4. Aggregate data from the survey and determine whether the administrator achieved the established target
5. Assign a rating based on the following scale:
 - a. Exemplary – Substantially exceeded the target
 - b. Proficient – Met target
 - c. Developing – Made substantial progress but did not meet target
 - d. Below Standard – Made little or no progress against the target

EXEMPLARY	PROFICIENT	DEVELOPING	BELOW STANDARD
Substantially Exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

CATEGORY #3: Student Learning (45%)

1. Forty-five percent (45%) of an administrator’s summative rating shall be based on multiple student learning indicators.
 - a. Twenty-two point five percent (22.5%) of an administrator’s evaluation shall be based only on student performance and/or growth on the state-administered assessment in core content areas that are part of the state’s approved school accountability system.

This portion must include:

- i. School performance Index (SPI) progress from year to year;
- ii. SPI progress for student subgroups.

This portion may include:

- iii. SPI rating
- iv. SPI rating for student subgroups

The Superintendent shall determine the relative weight of each of the four indicators listed above.

For 092 holders serving in central office administrative roles, the rating will be based on results of the group of schools, group of students, or subject area most relevant to the administrator’s job responsibilities, or on district-wide student learning results.

All protections related to the assignment of school accountability ratings (i.e., the minimum number of days a student must be enrolled in order for that student's scores to be included in an accountability measure) shall apply to the use of the state test data for administrator evaluation. If the state adds a student growth indicator tied to content-area assessments to the state accountability system for schools, then the indicator shall become a required element of this portion of the administrator's evaluation system.

The Director of the District's Preschool shall be rated entirely on student learning indicators described in Paragraph b below.

b. Twenty-two point five percent (22.5%) of an administrator's evaluation shall be based on at least two locally-determined indicators of student learning. In selecting indicators the following parameters apply:

- i. All measures must align to Connecticut Learning Standards. In instances where there are no such standards that apply to the subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- ii. At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- iii. For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

For all school-based administrators, selected indicators must be relevant to the student population (i.e., grade levels) served by the administrator's school, and may include:

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

d. Such other indicators as may be approved by the Superintendent.

For assistant principals and department chairs, indicators may focus on student results from a subset of teachers, grade levels, or subjects consistent with the job responsibilities of the administrator being evaluated.

For central office administrators, indicators may be based on results in the group of schools, group of students, or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.

When setting targets or objects, the superintendent or designee must include a review of relevant student characteristics (i.e., mobility, attendance, demographic and learning characteristics). The evaluator and administrator must also discuss the professional resources appropriate to supporting the administrator in meeting the performance target.

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

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

	Target (4)	Target (3)	Target (2)	Target (1)
SPI Progress	>125% of target progress	110-125% of target progress	75-109% of target progress	<75% of target progress
Subgroup SPI Progress	Meets performance targets for all subgroups that have SPI <88 OR All subgroups have SPI >88 OR The school does not have any subgroups of sufficient size	Meets performance targets for 50% or more of subgroups that have SPI <88	Meets performance targets for at least one sub-group has SPI <88	Does not meet performance target for any subgroup that has SPI <88
SPI Rating	89-100	77-88	64-76	< 64
SPI Ratings for Subgroups	The gap between the “all students” group and each subgroup is <10 SPI points or all subgroups have SPI >88 OR The school has no subgroups	The gap between the “all students” group and 50% or more of subgroups is <10 SPI points	The gap between the “all students” group and at least one subgroup is >10 SPI points	The gap between the “all students” group and all subgroups is >10 SPI points

Step 2: Scores are weighed to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target.

While districts may weigh the four measures according to local priorities for administrator, evaluation, we recommend the follow weights:

	SPI >88	SPI between 88 to 64	SPI <64
School Performance Index (SPI) progress from year to year	10%	50%	50%
SPI progress for student subgroups	40%	50%	50%
SPI rating	10%	0%	0%
SPI rating for student subgroups	40%	0%	0%

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

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

Exemplary	Proficient	Developing	Below Standard
>3.5	Between 3.0 and 3.5	Between 2.5 and 2.9	Less than 2.5

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

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

Grade Level	Indicator of Academic Growth and Development	Goal	SLO
2 nd Grade	Students making at least one year's worth of growth in reading	Among 2 nd graders who stay in my school from September to May, 80% will make at least one year's growth in their reading skills.	MAP (NWEA)
Middle School Science	Student understanding of the science inquiry process	78% of students will attain at least the proficient or higher level on the CMT section concerning science inquiry.	7 th Grade CMT
High School	Credit accumulation	95% of students complete 10 th grade with 13 credits.	Grades

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

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

- ◆ The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - ◆ The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this portion, as follows:

Exemplary	Proficient	Developing	Below Standard
Substantially exceeded all 3 objectives	Met all 3 objectives and substantially exceeded at least 2	Met 2 objectives and made at least substantial progress on the third	Met 0 objectives

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

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

CATEGORY # 4: Teacher Effectiveness (5%)

Teacher effectiveness is 5% of an administrator’s evaluation.

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

Acceptable measures include:

1. Improving the percentage (or meeting a target of a high percentage) of teachers who meet the student learning objectives outlined in their performance evaluations.
2. Such other district-determined measures of teacher effectiveness that have been approved by the superintendent.

For assistant principals and department chairs, measures of teacher effectiveness shall focus only on those teachers that the administrator is responsible for evaluating.

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

ADMINISTRATOR EVALUATION PROCESS - Overview

Each administrator participates in the evaluation process as a cycle of continuous improvement. The Superintendent shall determine when the cycle starts. For example, the Superintendent may determine that the self-assessment process should begin in the spring so that Step 2 can begin at a summer or early fall meeting. An additional option would be to concentrate the first steps of the process in the summer months. The Superintendent shall make such determination no later than March 1 of any school year. However, in the first year of implementation of this plan, the cycle shall start during the summer of 2013.

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

1. Student learning data are available for review by the administrators and the state has assigned the school a School Performance Index (SPI) rating.
2. Stakeholder survey data are available for review by the administrator.

3. The Superintendent has communicated the student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient him/her to the evaluation process.

Step 2: Goal-Setting and Plan Development: No later than September 1, administrators identify three student learning objectives and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where available). They also determine an area of focus for their practice.

Administrators start with the outcomes they want to achieve. This includes setting three learning objectives and one target related to stakeholder feedback. Then administrators identify the areas of focus for their practice that will help them to accomplish their SLO's and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. Administrators are not expected to focus improvement in practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical progression from practice to outcomes.

Next, the administrator and evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals.

Step 3: Plan Implementation and Evidence Collection: As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, school site visits. Unlike visiting a classroom to observe a teacher, school visits to observe an administrator can vary significantly in length and setting. Visits should be planned carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Evaluators shall provide timely feedback after each visit.

Step 4: Mid-Year Formative Conferences: The administrator and evaluator hold a minimum of 3 Mid-Year Formative Conferences, no later than November 15, January 15 and March 15 with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice.

Step 5: Self-Assessment: In the spring, the administrator should begin assessing his/her practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator shall determine whether he/she:

- Needs to grow and improve practice on the element;
- Has some strengths on this element but needs to continue to grow and improve;

- Is consistently effective on this element; or
- Can empower others to be effective on this element.

This self-assessment shall be submitted to the evaluator no later than June 1.

Step 6: Summative Review and Rating: The administrator and evaluator meet in the late spring to discuss the administrator’s self-assessment and the evidence collected over the course of the year. While a formal rating follows this meeting, it is imperative that evaluators use the meeting as an opportunity to convey strengths, growth areas, and their probable ratings. After the meeting, the evaluator assigns a rating, based on all available evidence, based on the methodology described below. The evaluator should record the summative review and rating on the **Summative Rating Form** attached as **Exhibit E**.

SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

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

Determining Summative Ratings:

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

The practice rating derives from an administrator’s performance on the six performance expectations of the leadership evaluation rubric and the stakeholder feedback targets. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis for the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *exemplary* or *below standard*, respectively.

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

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

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

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

Summative Rating Matrix

		Practice Related Indicators Rating			
		Exemplary	Proficient	Developing	Below Standard
Outcomes Related Indicators Rating	Exemplary	Exemplary	Exemplary	Proficient	Gather further information
	Proficient	Proficient	Proficient	Proficient	Gather further information
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	Gather further information	Below Standard	Below Standard	Below Standard

New Administrator Support

Each new administrator will immediately be assigned an experienced administrator to serve as his/her mentor. This mentor has no role in the evaluation of the new administrator. The new administrator will receive an orientation to Westport and his or her specific role and needs. As administrators bring a different set of experiences with them to their new role, their orientation is not a “one-size fits all” model. The supervisor, mentor and the new administrator will plan the orientation program together. This orientation will occur over the first two years of service that shall include, but shall not be limited to:

- Safety and emergency procedures
- Sexual harassment training
- The Westport model for curriculum, instruction, and assessment
- Board of Education policies
- The Westport professional development program
- Business office procedures including budget planning and management
- Personnel office procedures

- Connecticut Standards for School Leaders
- Connecticut Code of Professional Responsibilities for School Administrators
- Data Analysis training regarding all tools used in Westport.

Professional Intervention Process

Intensive Support for New Administrators and Administrators New to Westport Experiencing Difficulty Meeting Westport's Performance Standards

Should it be determined that an administrator is not meeting Westport's professional standards, the supervisor will notify the administrator in writing, prior to January 15 whenever possible, and provide a list of concerns with recommendations for improvement. The supervisor will develop a clearly articulated written performance improvement plan with the administrator specifying expectations that the person must meet, the level of improvement expected (including indicators of success including a summative rating of proficient or better at the conclusion of the plan), the resources, support and other strategies to be provided to address the documented deficiencies, and a timeline for implementing such resources and support. The supervisor will monitor performance based on the expectations of the plan and recommend either continuing employment or non-renewal at the end of a six month intervention period or the end of the school year, whichever comes first.

During that time, the administrator is expected to take advantage of the resources set forth in the performance improvement plan to assist in the required performance improvement. The supervisor will closely monitor this performance. The intensive supervision phase will include support from peers and supervisors, and participation in special training designed to build the administrator's capacity to meet Westport standards. At the conclusion of the designated time, the supervisor will prepare and submit a summative statement that will describe one of two following future action steps. Should it be determined that the administrator has resolved the concern or deficiency, the plan will end. Should it be determined that the administrator has failed to demonstrate improved performance based on Westport standards, the Superintendent will prepare a formal statement recommending termination. Any recommendations or action affecting the administrator's continuing employment must comply with all contractual and statutory requirements. The administrator may have IAA representation at all conferences if he/she desires and requests such representation.

Expanded Evaluation and Support for Experienced Administrators Experiencing Difficulty Meeting Westport's Performance Standards

If a supervisor has determined that an administrator is not meeting Westport's performance standards, the supervisor will identify areas for improvement. The supervisor will develop a clearly articulated written performance improvement plan with the administrator specifying expectations that the person must meet, the level of improvement expected (including indicators

of success including a summative rating of proficient or better at the conclusion of the plan), the resources, support and other strategies to be provided to address the documented deficiencies, and a timeline for implementing such resources and support. This may be initiated at any time during the school year. The supervisor is responsible for monitoring the implementation of the agreed upon plan.

During the time period of this plan, the administrator is expected to utilize resources that may be of assistance in promoting the required performance improvement. The supervisor will closely monitor the administrator's performance. The intensive supervision will include:

- The development of an action plan for targeted improvement.
- Opportunities for the administrator to obtain assistance from peers and supervisors and/or participate in special training that are purposefully designed to build the administrator's capacity to meet Westport standards.
- A timetable developed in conjunction with the administrator that includes sufficient time to enable the administrator an opportunity to demonstrate improvement and includes a schedule for implementing the resources, support and other strategies suggested in the plan.

At the conclusion of the designated time, the supervisor will prepare and submit a summative statement concerning the administrator's performance. Should it be determined that the administrator has resolved the concern or deficiency, the plan will end. Should it be determined that the administrator has failed to demonstrate improved performance based on Westport's standards, the Superintendent will prepare a formal statement recommending termination. Any recommendations or action affecting the administrator's continuing employment must comply with all contractual and statutory requirements. The administrator will have the right to review written assessments before they are placed in the personnel file. The administrator will also have the right to attach written comments to the assessment. The administrator may have IAA representation at all conferences if he/she desires and requests such representation.

DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS: Administrators shall generally be deemed effective if said educator receives a rating of either Proficient or Exemplary. All other administrators shall be deemed ineffective.

DISPUTE RESOLUTION PROCESS: The Superintendent shall resolve all disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback or final summative rating. Resolutions must be topic-specific and timely.

LEADER EVALUATION RUBRIC

Performance Expectation 1: Vision, Mission and Goals:

Education leader¹ ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and staff and high expectations for student performance.

Element A: High Expectations for All

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

The Leader...

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

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

²Staff: all educators and non-certified staff

³Stakeholders: a person, group or organization with an interest in education

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

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

The Leader...

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

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

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

The Leader...

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

LEADER EVALUATION RUBRIC

Performance Expectation 2: Teaching and Learning

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

Element A: Strong Professional Culture

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

The Leader...

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

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

²Faculty: certified school faculty

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

Element B: Curriculum and Instruction

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

The Leader...

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

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

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

¹ A Global Citizen uses 21st century knowledge, skills and dispositions to communicate effectively, think creatively, respect diversity, gain an awareness and understandings of the wider world, appreciate different cultures and points of view and work to make the world a better place.

Element C: Assessment and Accountability

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

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1 and 2 <i>combined— Uses Multiple Sources of Information¹ to Improve Instruction</i>	monitors limited sources of student information and staff evaluation data. does not connect information to school goals and/or instruction.	develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction. is learning to use multiple sources of information to identify areas for improvement.	uses district, state, national, and international assessments and multiple sources of information to analyze student performance, advance instructional accountability, and improve teaching and learning.	builds the capacity and accountability of staff to monitor multiple sources of information and a range of assessments for each student. empowers staff members to continuously use multiple sources of information to adjust instructional strategies and improve teaching and learning.
3. <i>Staff Evaluation</i>	conducts occasional classroom observations for some staff. does not connect evaluation results to professional development or school improvement goals.	completes evaluations for all staff according to stated requirements. uses some evaluation results to inform professional development.	implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.	sets and monitors meaningful goals with each staff member, accurately differentiates ratings and provides additional evaluation activity and feedback for Developing or Below Standard teachers. develops and supports individual staff learning plans and school improvement goals based on evaluations.
4. <i>Communicates Progress</i>	provides limited information about student progress to faculty and families.	provides updates on student progress to faculty and families.	interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders.	builds the capacity of all staff to share ongoing progress updates with families and other staff members. consistently connects results to the vision, mission and goals of the school and frequently updates staff and families around progress and needs for improvement.

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

LEADER EVALUATION RUBRIC

Performance Expectation 3: Organizational Systems and Safety

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

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

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

The Leader...

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

Element B: Operational Systems

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

The Leader...

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

Element C: Fiscal and Human Resources

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

The Leader...

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

LEADER EVALUATION RUBRIC

Performance Expectation 4: Families and Stakeholders

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

Element A: Collaboration with Families and Community Members

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

The Leader...

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

Element B: Community Interests and Needs
 Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.
The Leader...

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

¹Diversity: including, but not limited to cultural, ethnic, racial, economic, linguistic, generational

Element C: Community Resources

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

The Leader...

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

LEADER EVALUATION RUBRIC

Performance Expectation 5: Ethics and Integrity

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

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. <i>Professional Responsibility</i>	does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.		exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.	continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.
2. <i>Ethics</i>	does not consistently demonstrate personal and professional ethical practices.		models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.	holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.
3. <i>Equity and Social Justice¹</i>	does not consistently promote educational equity and social justice for students.	earns respect and is building professional influence to foster educational equity and social justice for all stakeholders.	uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.	<ul style="list-style-type: none"> removes barriers to high-quality education that derive from all sources of educational disadvantage or discrimination. promotes social justice by ensuring all students have access to educational opportunities.
4. <i>Rights and Confidentiality</i>	does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.		protects the rights of students, families and staff and maintains confidentiality.	<ul style="list-style-type: none"> builds a shared commitment to protecting the rights of all students and stakeholders. maintains confidentiality, as appropriate.

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

Element B: Personal Values and Beliefs

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

The Leader...

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

Element C: High Standards for Self and Others

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

The Leader...

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

LEADER EVALUATION RUBRIC

Performance Expectation 6: The Education System

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

Element A: Professional Influence

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

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Promotes public discussion about educational laws, policies and regulations	does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education.	follows current education legislation, seeks opportunities to engage in professional learning activities to understand issues and implications, and shares information with the school community.	promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.	engages the entire school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school and district as appropriate.
2. Builds relationships with stakeholders and policymakers	takes few opportunities to engage stakeholders in educational issues.	identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers.	develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to, and influence issues that affect education.	actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.
3. Advocates for equity, access and adequacy of student and family resources	has limited understanding and/or ineffectively uses resources for family services and support through community agencies.	is learning how to help students and families locate, acquire and access programs, services or resources to create equity.	advocates for equity, access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.	empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.

Element B: The Educational Policy Environment

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

The Leader...

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

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The leader...

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

Appendix B

**Westport Public Schools
Professional Development and Evaluation Plan
Administrator Goal Planning Form**

Administrator:	Supervisor:
Assignment:	Date:

Practice Focus Area	Outcome Goal	Key Activities/ Strategies	Outcomes (Measurables)	Timeline for Measuring Goal Outcomes
Focus Area 1 Performance Expectation <hr style="border: 0.5px solid black;"/> Element: <hr style="border: 0.5px solid black;"/>				
Focus Area 2 Performance Expectation <hr style="border: 0.5px solid black;"/> Element: <hr style="border: 0.5px solid black;"/>				
Focus Area 3 Performance Expectation <hr style="border: 0.5px solid black;"/> Element: <hr style="border: 0.5px solid black;"/>				

Administrator's Signature Date

Supervisor's Signature Date

Appendix C

**Westport Public Schools
Professional Development and Evaluation Plan
Administrator Observation Form**

Administrator:	Supervisor:
Assignment:	Date:

Performance Expectations and Elements	Identified for Focus Are (X if Yes)	Notes and Evidence
Performance Expectation 1: Vision, Mission and Goals:		
Performance Expectation 2: Teaching and Learning		
Performance Expectation 3: Organizational Systems and Safety:		
Performance Expectation 4: Families and Stakeholders:		
Performance Expectation 5: Ethics and Integrity:		
Performance Expectation 6: The Education System		

Practice Focus Area	Outcome	Progress Made	Comments
Focus Area 1 Performance Expectation: <hr/> Element: <hr/>			
Focus Area 2 Performance Expectation: <hr/> Element: <hr/>			
Focus Area 3 Performance Expectation: <hr/> Element: <hr/>			

Administrator's Signature Date

Supervisor's Signature Date

Appendix D

**Westport Public Schools
Professional Development and Evaluation Plan
Administrator Feedback Form**

Administrator:	Supervisor:
Assignment:	Date:

Practice Focus Area	Outcome Goal	Evidence Collected	Feedback for Reflection
Focus Area 1 Performance Expectation: <hr style="border: 0.5px solid black;"/> Element: <hr style="border: 0.5px solid black;"/>			
Focus Area 2 Performance Expectation: <hr style="border: 0.5px solid black;"/> Element: <hr style="border: 0.5px solid black;"/>			
Focus Area 3 Performance Expectation: <hr style="border: 0.5px solid black;"/> Element: <hr style="border: 0.5px solid black;"/>			

Administrator's Signature
Date
Supervisor's Signature
Date

Appendix E

**Westport Public Schools
Professional Development and Evaluation Plan
Administrator Summative Rating Form**

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

Administrator:	Supervisor:
Assignment:	Date:

Performance Expectations and Elements	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Performance Expectation 1: Vision, Mission and Goals				
Performance Expectation 2: Teaching and Learning				
Performance Expectation 3: Organizational Systems and Safety				
Performance Expectation 4: Families and Stakeholders				
Performance Expectation 5: Ethics and Integrity				
Performance Expectation 6: The Education System				

Stakeholder Feedback Targets	Substantially Exceeded	Met	Made Substantial Progress	Did Not Make Substantial Progress
Target 1				
Target 2				
Target 3				

State Assessment Results	> 3.5	3.0 – 3.5	2.5 – 2.9	< 2.9
Score				
State Assessment Rating				

Student Learning Objectives	Substantially Exceeded	Met	Made Substantial Progress	Did Not Make Substantial Progress
SLO 1				
SLO 2				
SLO 3				

Teacher Effectiveness	Exemplary	Proficient	Developing	Below Standard
Rating				

FINAL RATING:

Leadership Practice Rating _____

Stakeholder Feedback Rating _____

Overall PRACTICE Rating _____

State Assessment Rating _____

Student Learning Objectives Rating _____

Overall Student Learning Rating _____

Teacher Effectiveness Rating _____

Overall OUTCOMES Rating _____



Overall Summative Rating		Overall Practice Rating			
		4	3	2	1
Overall Outcomes Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Gather further information
	2	Rate Proficient	Rate Developing	Rate Developing	Rate Below Standard
	1	Gather further information	Rate Below Standard	Rate Below Standard	Rate Below Standard

Administrator's Signature Date

Supervisor's Signature Date

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education
From: Elliott Landon
Subject: S.T.E.M. for the Middle Schools, 2013-14 School Year
Date: April 8, 2013

As I advised the Board at our meeting of March 14, due to the overwhelming response of next year's 8th grade students for participation in our proposed Design and Engineering elective (S.T.E.M.), for budgetary reasons we are unable to offer this proposed middle school Encore course as a three times per week elective. Instead, after consulting with our middle school administrators and department chairs, we developed a new implementation strategy for the 2013 – 2014 school year which not only introduces our 8th grade students to S.T.E.M., but does so in a way that preserves virtually all Encore offerings and has no additional impact on next year's budget. Thus, the following will be applicable during the next school year:

1. S.T.E.M. will be a requirement for all 8th grade students.
2. In order to continue to provide all of our elective courses to our students, we will be scheduling S.T.E.M. for one period per week to our eighth grade students only for the next school year. The computer elective at the eighth grade will now follow the push-in model, similar to the model being implemented at the elementary level. For grades 6 and 7, computer will continue as a required elective.
3. We will fund a stipend for an after school program available to students at both middle schools who wish to explore S.T.E.M. opportunities outside of the classroom.

At the meeting of March 18, the Board agreed to support this revision to the S.T.E.M. program so that the almost four hundred students who asked for this course would have the opportunity to experience this vital 21st century program. Nonetheless, the Board asked us to prepare for its review a course outline for this once-a-week Encore program.

Pursuant to the Board's request, the new Design and Engineering course will provide all 8th grade students with the following:

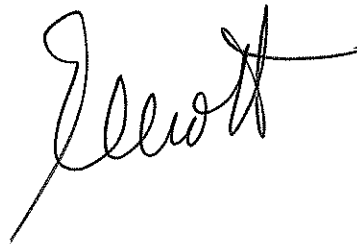
- a. An introductory unit where students are challenged to design an imaginative structure with materials that will be made available to them. During this five to six week unit, the engineering process or cycle will be discussed so that students will understand that they need to imagine possibilities, build consensus, develop a plan of action, implement their plan, test their ideas, redesign their structure based on the results of their exploration and testing and document their efforts (individual assessments) both in journals and formal reports.

- b. A second unit of four to five weeks will focus upon structural engineering, making use of the design process implemented in the introductory unit above. This second unit will have students design and build a structure, testing its structural capabilities, analyzing the data resulting from a testing of the viability of their structure, and redesigning the structure based upon the evidence unearthed. This latter phase would engage the students for an additional eight weeks, to include extensive testing of the final product
- c. The third and final unit, focusing on alternative energy designs, will be somewhat more open-ended in that students will be able to select from several possible design challenges, but the process of brainstorming, prototyping, testing, data analysis and redesign will be similar to that in which the students were engaged in the second unit. This last, and most challenging unit, will run for about sixteen weeks.

We believe that this new course will provide our students with sufficient exploratory experiences to whet their appetites for the further study of design and engineering at Staples and in their post-high school years.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education supports the implementation of the units of study for the 8th grade Design and Engineering Encore program for the 2013-14 school year as described in the memo of April 8, 2013 from the Superintendent of Schools to the Board of Education.

A handwritten signature in black ink, appearing to read "J. Elliott", is positioned in the lower right quadrant of the page. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education
From: Elliott Landon
Subject: School Calendar Modification: June 21 and June 24
Date: April 8, 2013

The State of Connecticut requires students to attend school for 180 days in every school year. Our contract with the Westport Education Association requires teachers to be present for 188 days in each school year. Despite the weather emergencies with which we were confronted this year, our students will exceed the State attendance requirements by two days and our teachers will complete their full 188 day employment obligation.

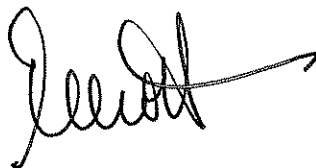
Nonetheless, the last snow day in March created a situation that will have our students report to school for a shortened day on the last Monday morning during the last week in June, with the Staples High School graduation scheduled for the Friday immediately preceding this last day of school for students on Monday. To be realistic, I expect that student attendance will be severely diminished on that last shortened day at the start of the last week in June and very little meaningful instructional activity will be accomplished with the anticipated reduced student attendance.

As such, it is my recommendation that the last day of the school year for students be Friday, June 21, the same day as graduation at Staples High School. This will be a shortened day for all students, consistent with our practice that the last day of school for students be a shortened one. For all students then, the school year will consist of 181 days, one more than required by State statute.

For teachers and administrators, however, the last day of school will continue to be Monday, June 24, and will remain a full day for these members of our staff. Without students being present, we will be able to make use of the time for professional development for teachers, all of which will be focused on preparing our teachers and administrators for implementation of the newly mandated teacher and administrator evaluation requirements that will be implemented for the first time at the start of the 2013-14 school year.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the last day of school for students in the 2012-13 school year shall be a shortened one on Friday, June 21 and the last full day of the school year for teachers shall be Monday, June 24.



MEMORANDUM

TO: ELLIOTT LANDON
SUPERINTENDENT OF SCHOOLS

FROM: NANCY J. HARRIS
ASSISTANT SUPERINTENDENT FOR BUSINESS

SUBJECT: OIL & STORAGE TANK PROJECT – CES, GFS, LLS, SES, CMS AND STAPLES
HIGH SCHOOL

DATE: APRIL 3, 2013

CC: R. WOOSLEY, S. EDWARDS, PROJECT FILE

The Board of Education had planned for the replacement of the three 10,000 gallon fiberglass underground oil storage tanks that had been installed in 1989 at Coleytown Elementary (CES), Long Lots Elementary (LLS) and Coleytown Middle Schools (CMS). These oil tanks no longer meet the CT Department of Energy and Environmental Protection (CTDEEP) Underground Storage Tank Regulations; Sections 22a-449 (d)-1 and Sections 22a-449(d) 101-113. Funds for this project have been included in the Board of Education Five Year Capital Forecast for a number of years.

Rob Woosley, Director of Facilities, has completed extensive work on all oil tanks in the district in order to bring them up to code, where possible. It is our recommendation that the three oil tanks (CES, LLS, and CMS) scheduled for removal should not be replaced. The three school heating plants will operate on natural gas only.

With the removal of the oil tank at Long Lots, this project will fund installation of a 660 gallon tank to fuel the emergency generator at Long Lots Elementary School. Steve Edwards, Public Works Director, has indicated that this volume will suffice for the operation of the LLS generator.

It has been confirmed that the emergency generators at Staples (SHS) and Saugatuck (SES) are not in compliance with CTDEEP code as it relates to operating the generators on either natural gas or ultra-low sulfur diesel fuel. It would be cost prohibitive to convert these generators to natural gas. In an effort to be as cost effective as possible Mr. Woosley verified that CTDEEP will allow Westport to operate the two Staples' and one Saugatuck generators using the existing inventory of oil until the oil tanks are depleted. This will require careful monitoring and appropriate recordkeeping, in accordance with CTDEEP regulations. As the oil supply in each tank is depleted, the respective tank will be cleaned and replenished with the required ultra-low sulfur diesel

fuel. This procedure of repurposing the existing oil tanks will ensure multiple days of generator operation and no additional tank installation costs.

The extensive exploration of and repair to appropriate oil tanks also resulted in discovery of two problems at SHS and GFS that require our immediate attention. The conduit surrounding the oil supply line at Staples (Building J) has been crushed which may allow oil to leak into the ground. This protective conduit must be replaced immediately and the integrity of the oil supply line determined. In order to recertify the GFS oil tank, the Spill Containment Riser/Filler Pipe will also require replacement. This critical issue was discovered in the process of restoring cathodic protection for the GFS oil tank.

The firm of Environmental Tank Technology (ETT) Environmental Services of Durham, CT has prepared the budget for the tank removals at CES, LLS and CMS. Installation of the LLS generator fuel tank, the repair/replacement of the crushed oil supply line conduit at Staples, and the removal and replacement of the GFS fill pipe and spill containment chamber are also included.

The estimated budget for this fuel storage tank project is estimated at \$112,000, see attached detail. Bid documents will be prepared by Mr. Woosley and his team.

At the completion of this project all three 1989 underground oil storage tanks will have been removed. Coleytown Elementary, Long Lots Elementary and Coleytown Middle Schools will then burn natural gas exclusively. All generator fuel tanks will be in compliance with CTDEEP codes and regulations. The two potential containment issues will be corrected and all tanks and fill/supply areas will provide the appropriate environmental protection.

Attached is the budget for the Board's review and approval. The state will not reimburse the town for normal repair and maintenance items.

We recommend that the Board of Education be designated as the Building Committee for the project in order to expedite it. The Assistant Superintendent for Business would be named as project manager with on-site project supervision performed by the Director of Facilities.

ADMINISTRATIVE RECOMMENDATIONS:

1. Approve the project to remove 10,000 gallon steel underground oil storage tanks at Coleytown Elementary School, Long Lots Elementary School and Coleytown Middle School; installation of the generator tank at Long Lots Elementary School; and the repairs to Staples High School and Greens Farms Elementary School oil containment, fill and supply lines.
2. Approve the attached project budget in the amount of \$112,400.
3. Direct the administration to request project approval and funding from the Board of Finance and the Representative Town Meeting. This request would designate the Board of Education as the School Building Committee for this project.

Attachments
NJH:abm

2013 OIL TANK WORK

	ANTICIPATED BUDGET
REMOVE OIL TANKS	
CMS	14,800
CES	16,500
LLS	14,500
	<hr/>
	45,800
INSTALL GENERATOR TANK	
LLS GEN TANK	8,100
MAJOR REPAIRS	
SHS OIL SUPPLY LINE/CRUSHED PIPE	8,000
GFS FILL PIPE & SPILL CONTAINMENT	13,000
	<hr/>
	21,000
TOTAL	74,900
10% CONSTRUCTION CONTINGENCY	7,500
ENVIRONMENTAL HAZARDS CONTINGENCY	30,000
	<hr/>
TOTAL BUDGET	112,400

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1025
FAX: (203) 341-1029

To: Members of the Board of Education
From: Elliott Landon
Subject: Acceptance of Gift
Date: April 30, 2012

The Westport Schools Permanent Art Collection (WSPAC), is presenting to us and adding to our collection a number of works of art by four patrons of the arts; namely:

1. Fifteen paintings from Mr. and Mrs. Kendall Smith valued at \$4,445.
2. Seventeen paintings from Mr. and Mrs. Kendall Smith valued at \$4,845.
3. Three paintings from Ms. Ann Chernow valued at \$4,250.
4. Eleven paintings from Mr. Mark Greenstein valued at \$14,900.

Also presented to us by WSPAC, individual gifts of \$2,500 from Ann Sheffer and her aunt, Susan Malloy, that have been earmarked for conservation and preservation of the artwork in the Permanent Art Collection.

WSPAC, now in its 48th year, remains dedicated to providing a visually stimulating environment in our schools by installing artwork in the hallways, libraries, nurses' and administrative offices of our schools, so that the children attending our schools can see them every day.

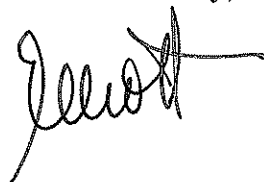
Additionally, I am pleased to present to you a gift valued at \$8,000 from the Coleytown Elementary School PTA to be used towards the purchase of audio and visual systems for the CES gymnasium, a facility that is used for assembly purposes for school performances and the 5th grade moving up ceremonies.

Finally, we have received from Sachin Lawande, executive vice president and co-president, lifestyle and infotainment for the Harman Corporation, a gift of one "SI Expression 3 Mixing Console" valued at \$3,499 for the Bedford Middle School. This advanced digital console is designed for all mixing applications for corporate AV, theatres, and educational facilities

I recommend acceptance of these gifts with gratitude and appreciation to Mr. and Mrs. Kendall Smith, Ms. Ann Chernow, Mr. Mark Greenstein, Ms. Ann Sheffer, Ms. Susan Malloy, the Coleytown Elementary School PTA and Sachin Lawande.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education accepts with gratitude and appreciation gifts from Mr. and Mrs. Kendall Smith, Ms. Ann Chernow, Mr. Mark Greenstein, Ms. Ann Sheffer, Ms. Susan Malloy, the Coleytown Elementary School PTA and Sachin Lawande.



INTEROFFICE MEMORANDUM

TO: ELLIOTT LANDON
SUPERINTENDENT

FROM: NANCY J. HARRIS
ASSISTANT SUPERINTENDENT FOR BUSINESS

SUBJECT: MARCH QUARTERLY REPORT

DATE: APRIL 5, 2013

CC: F. MEILAN, BUDGET FILE

Attached is the March Quarterly Report for the 2012-13 fiscal year which reflects a potential fund shortfall of \$96,734 through the end of the year. The potential deficit represents a 0.10% budget variation to the \$100,226,554 Board of Education adopted 2012-2013 budget.

You will note that we have completed 9 of the 12 months of the fiscal year with three months of school expenditures left in the year. This means that many of our expenditure projections continue as preliminary. The differences between the "Adopted Budget" column and the "Adjusted Budget" column reflect the administrative transfers made within each "line item" of the budget as the year has progressed and specific expenditures have been modified.

We encumber salaries for all full time employees and expenditures for anticipated purchases. Those encumbrances and expenditures account for 98.67% of the total budget. Actual expenditures made to date are 74.04% of total budget with encumbrances representing 24.63% of total budget. The remaining 1.43% of the budget projection represents my best estimate of expenditures to be made during the three months remaining in the fiscal year.

Salary accounts reflect several basic structural changes made to this budget. Five unbudgeted elementary sections were opened in August to accommodate last minute student registrations, in accordance with the Board of Education class size guidelines, which allocated the budgeted three reserve teachers as well as two additional regular education teacher positions. We also added teachers (1.8 FTE) to the Staples teaching staff to accommodate the additional enrollment at the high school.

The use of long term substitute teachers has been high although we have not seen staff savings that are traditionally used to offset these costs. Additional costs have been incurred in the non-certified substitutes and overtime accounts as well. The greatest unknowns at this time are the projected substitute and overtime costs (objects 150 – 156) through the end of the year. I am currently projecting a deficit of \$186,960 in this account grouping. These accounts have the highest rate of volatility since staff attendance, workers compensation injuries, overtime, illness, and pregnancy cannot be definitively estimated. A review of the prior three years' actual expenditure data reveals no pattern whatsoever.

The potential deficit balance of \$226,913 in our salary accounts represents a (0.34%) variation from the total salary budget.

The potential deficit in the benefits accounts of \$107,734 (0.7% of benefits budget) is caused by the significant unemployment costs we have experienced this fiscal year. The continuing problems for former staff in finding new employment has created a much higher financial burden for the Board of Education.

As the Board is aware, the Board of Education and the Town purchase oil collaboratively for heating fuel, with the Board of Education negotiating a BTU contract locking in oil/natural gas prices of \$1.44506 per gallon equivalent through June 30, 2013. We arranged to burn oil at all schools during portions of February and March in order to draw down the oil levels in all of the tanks which created an approximate savings of \$50,000. This draw down produced a twofold benefit: 1. A more effective position to remove three oil tanks in accordance with the Five Year Capital Forecast, final oil supply in these three tanks will be transferred to the remaining school tanks which now have room to receive the transferred oil; 2. Taking advantage of the low natural gas rates locked in through our contract and selling the unused gas on the open market at a significant savings while we burned oil. We project burning natural gas for the remainder of the fiscal year. The potential savings of \$85,944 in the final fund balance depends on our actual natural gas consumption which will be impacted by the cooler spring temperatures we continue to experience.

Our electricity rates dropped to \$0.0767 per kilowatt hour (reduced from \$0.0973) effective January, 2013 through December, 2014 as part of the updated "all in" electric consortium contract, resulting in a projected fund balance of \$19,538. The final fund balance depends on our actual electricity consumption which will be impacted by the spring temperatures that may require air conditioning and the extended use of our buildings.

The special education tuition accounts currently reflect a potential fund balance of \$146,065, net of the Special Education Excess Cost Grants from the State Department of Education. The gross cost of placing special needs students into out of district placements includes tuition costs of \$2,900,092 and transportation costs of \$379,420. These projected costs have been reduced by the current year payment of the Excess Cost Grants to offset extraordinary education costs for many of our special needs students. The grant has now been calculated by the State Department of Education and is estimated at an approximate \$700,000 current year reimbursement which is reflected in the budget projections attached. The actual amounts will change if additional Westport special education students are placed out or received back during the balance of the year.

Listed below is a summary of the Line Item projected balances:

LINE ITEM	PROJECTED BALANCE
Total Salaries	\$ (226,913)
Total Benefits	(107,734)
Total Purchased Services	(180,656)
Total Property Services	103,979
Total Other Purchased Services	282,815
Total Supplies and Materials	13,150
Total Equipment	18,625
Total Other	0
Projected Balance (Deficit)	\$ (96,734)

This projection reflects a possible total budget fund shortfall of \$96,734. We continue to work with all of our administrators to review all possible areas for savings to ensure that this budget is closed out with a positive fund balance.

Please note the following as you review the projections (*Note: object code provided for reference*):

Salaries:

- ◆ A variety of certified and non-certified staff have been on paid and unpaid leave throughout the first half of the year. Certified and non-certified substitutes filling in have been charged to the substitute accounts (object 151 - 155). Overtime to compensate for additional elementary paraprofessional coverage at dismissal, additional work at Kings Highway Elementary School, other school projects requiring additional custodial time and coverage for custodial staff out ill has been charged to the overtime account (object 156)

Benefits:

- ◆ Our Unemployment costs continue to run higher than budgeted (object 250), a reflection of the difficult economic times as it relates to layoffs of personnel we have made over the past several years.

Contracted Services:

- ◆ We continue to use technical experts in the Other Professional Technical Services (object 330) to assist in ongoing Indoor Air Quality (IAQ) testing and remediation.
- ◆ The deficit projected in our legal fees account (object 331) reflects an extended negotiation, mediation and arbitration with the WEA as well as upcoming negotiations with four other bargaining unions. In addition, we have had the need for legal support for other pending legal matters.

Property Services:

- ◆ We are closely monitoring the costs and consumption of electricity and fuel oil/natural gas as noted above.
- ◆ The anticipated savings in the Electricity account reflects the lower rates for the new “all in” contract. (object 413)
- ◆ The anticipated savings in the Natural Gas account reflects an a savings of well over \$50,000 by switching from natural gas to burning much of our existing oil. (object 414)
- ◆ The repairs and maintenance accounts for both buildings and grounds reflect deficits caused by the storms experienced this year. (objects 431, 432 & 452)

Other Purchased Services:

- ◆ Extensive use of “ride sharing” with other school districts transporting special education students to the various placements outside of Westport has resulted in account savings. (objects 512 & 513)
- ◆ Out of District Tuition for special education placements have been reduced slightly creating a potential budget surplus. (object 560)
- ◆ Special Education transportation and tuition expenditures have been reduced to reflect receipt of the estimated \$700,000 of State Excess Cost Grant funds. (objects 513, 560 & 563)

Equipment

- ◆ Excellent competitive responses to our bidding process has resulted in budget savings for the equipment in this category. (objects 732,734 & 737)

I welcome the opportunity to review this projection with you.

Attachments
NJH:abm

Westport Public Schools
Quarterly Financial Report
April 2, 2013

2009 - 2010 YEAR END EXPENSE	2010 - 2011 YEAR END EXPENSE	2011 - 2012 YEAR END EXPENSE	OBJECT CODES	DESCRIPTION	2012 - 2013 ADOPTED BUDGET	2012 - 2013 ADJUSTED BUDGET	2012 - 2013 ENCUMBERED TO DATE	2012 - 2013 EXPENDED TO DATE	ESTIMATED ADJUSTMENT \$	PROJECTED TO EOY	BALANCE AVAILABLE
4,452,898	4,696,596	4,715,778	100	Certified Administrators	4,929,695	4,890,648	1,206,028	3,624,009		4,830,037	611
1,592,539	1,630,106	1,588,688	101	Directors	1,589,495	1,619,711	398,169	1,221,540		1,619,709	2
19,177,040	19,634,918	20,554,344	102	Reg Ed Teachers	21,180,447	21,284,816	6,082,658	15,244,079		21,326,737	(41,921)
10,368,222	10,427,359	10,625,691	103	Special Area Teachers	11,066,579	10,891,028	3,110,014	7,781,014		10,891,028	-
2,812,017	2,850,791	2,802,366	104	Support Teachers	2,857,245	3,139,098	911,336	2,227,761		3,139,097	1
244,550	213,558	266,096	105	Curr/Instr Resource	153,840	165,289	53,407	111,882		165,289	-
838,608	840,360	869,793	107	Library/Media Teachers	895,681	882,281	256,010	626,268		882,278	3
1,298,416	1,319,621	1,345,175	108	Guidance	1,380,190	1,362,053	392,360	969,692		1,362,052	1
3,916,529	3,665,945	3,926,457	109	Special Ed Teachers	4,203,477	4,076,893	1,138,121	2,937,681		4,075,802	1,091
1,439,616	1,490,692	1,505,565	110	Psychologists	1,537,358	1,547,222	443,482	1,113,283		1,556,765	(9,543)
297,162	276,427	284,481	113	Social Workers	289,438	289,438	89,324	199,762		289,086	352
957,481	979,991	1,049,355	114	Speech/Hearing Therapists	1,079,327	1,088,422	310,512	777,910		1,088,422	-
124,098	129,693	126,784	115	Staff Dev/Leadership	128,535	131,377	35,956	97,941		133,297	(1,920)
488,893	491,549	502,603	116	Extra-Curricular	587,168	587,168	2,396	418,916	165,856	587,168	-
15,036	11,100	-	117	Chaperones	-	-	-	-	-	-	-
472,546	495,802	509,365	118	Coaches-Intram/Intrsch	552,446	552,446	318	184,835	367,293	552,446	-
179,095	239,238	244,160	119	Curriculum Work/Other	237,000	237,000	-	138,065	70,000	208,065	28,935
\$ 48,674,746	\$ 49,393,725	\$ 50,916,720		Sub-Total Certified Salaries	\$ 52,667,921	\$ 52,684,890	\$ 14,430,091	\$ 37,674,038	\$ 603,149	\$ 52,707,278	(\$ 22,388)
1,046,451	990,133	933,247	120	Support Supervisors	1,021,258	1,014,409	234,094	780,313		1,014,407	2
2,444,295	2,369,775	2,433,402	121	Secretaries	2,348,613	2,255,544	523,028	1,732,513		2,255,541	3
1,669,613	1,645,091	1,655,029	122	Paraprofessionals	1,671,399	1,702,734	442,252	1,260,482		1,702,734	-
2,028,848	2,062,522	1,989,723	123	Sped Paraprofessionals	2,154,738	2,096,039	542,701	1,537,622	10,000	2,090,323	5,716
2,373,680	2,382,972	2,454,511	124	Custodians	2,538,056	2,528,343	632,413	1,895,068	(2,500)	2,524,981	3,362
463,808	499,618	510,149	125	Maintainers	525,554	531,054	126,805	404,183		530,988	66
718,276	726,987	775,843	126	Nurses	804,154	796,058	211,907	583,200		795,107	951
181,193	188,480	189,187	127	Nurses Aides	198,929	198,929	56,179	142,728		198,907	22
441,749	442,105	480,621	128	Technology Assistants	516,797	515,597	119,532	395,970		515,502	95
60,639	55,348	57,876	129	Security Aides	59,182	59,182	14,700	47,079	1,000	62,779	(3,597)
192,643	185,117	201,468	130	Bus Monitors	192,000	192,000	-	160,241	35,000	195,241	(3,241)
184,942	181,048	183,197	131	Athletics	190,700	190,700	46,807	133,888	10,000	190,695	5
105,067	110,820	125,233	133	Other	115,688	115,688	22,783	82,460	10,000	115,243	445
336,943	361,609	374,386	135	Occupational Therapists	388,976	388,976	107,763	297,087		404,860	(15,884)
157,924	146,502	148,266	136	Physical Therapists	151,730	151,730	43,342	113,898		157,240	(5,510)
\$ 12,386,072	\$ 12,348,129	\$ 12,492,138		Sub-Total Non-Certified Salaries	\$ 12,877,714	\$ 12,736,983	\$ 3,124,306	\$ 9,566,742	\$ 63,500	\$ 12,754,548	(\$ 17,565)
359,563	376,428	333,800	150	Perm Cert Subs	404,000	404,000	216,330	237,523		453,853	(49,853)
176,595	154,261	236,776	151	Daily Cert Subs	200,000	200,000	67,320	109,323	10,000	186,643	13,357
37,686	40,940	39,154	152	Sif Training Cert Subs	50,000	40,000	-	29,375	3,000	32,375	7,625
41,430	40,990	40,990	153	Ppt Cert Subs	32,000	22,000	-	17,285	5,000	22,285	(285)
365,304	449,896	452,797	154	Long Term Subs	223,794	317,405	88,913	309,208	10,000	408,121	(90,716)
171,354	125,425	110,672	155	Non Cert Subs	85,000	120,151	41,660	109,108	5,000	155,768	(35,617)
215,583	231,656	323,519	156	Overtime	240,000	255,000	-	271,471	15,000	286,471	(31,471)
182,842	182,843	-	198	ARRA Salary	-	-	-	-	-	-	-
\$ 1,550,367	\$ 1,598,964	\$ 1,539,707		Sub-Total Other Salaries	\$ 1,234,794	\$ 1,358,556	\$ 414,223	\$ 1,083,293	\$ 48,000	\$ 1,545,516	(\$ 186,960)
\$ 62,611,186	\$ 63,340,808	\$ 64,948,565		TOTAL SALARIES	\$ 66,780,429	\$ 66,780,429	\$ 17,968,620	\$ 48,324,073	\$ 714,649	\$ 67,007,342	\$ (226,913)

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11,907,589	12,566,364	12,573,168	210	Insurance	12,562,000	12,562,000	3,038,103	9,444,964	98,933	12,582,000	-
252,034	272,590	284,462	211	Gr Insurance	285,300	282,300	48,418	232,508		280,926	1,374
29,165	27,662	29,500	212	Child Care (Wea)	26,500	26,500	13,500	18,000		31,500	(5,000)
51,250	36,500	44,725	213	Insurance Waiver	51,700	44,700	11,000	11,706		22,706	21,984
1,699,533	1,669,911	1,791,120	220	Fica/Med	1,800,000	1,780,000	471,458	1,303,546		1,775,004	4,996
33,584	33,876	32,228	240	Course Reimbursement	50,000	40,000	1,201	21,319	10,000	32,520	7,480
103,901	115,197	145,498	250	Unemployment Compensation	100,000	140,000	68,302	190,705		259,007	(119,007)
255,334	279,176	316,027	260	Workers Compensation	333,000	333,000	6,000	345,610		351,610	(18,610)
32,082	33,670	32,923	287	Uniform Allowance	33,000	33,000	200	33,308		33,508	(508)
17,804	25,852	27,751	290	Other Employee Benefits	29,000	29,000	2,718	26,735		29,453	(453)
\$ 14,392,277	\$ 15,960,797	\$ 15,217,392		TOTAL BENEFITS (Object 200)	\$ 15,290,500	\$ 15,290,500	\$ 3,660,900	\$ 11,628,401	\$ 108,933	\$ 15,398,234	(\$ 107,734)
173,417	114,936	100,162	320	Homebound	100,000	100,000	-	89,575	10,425	100,000	-
16,874	20,183	24,956	321	Gifted Activities	30,000	30,000	12,420	15,010	2,570	30,000	-
141,357	116,626	20,295	322	Interns	-	-	-	-	-	-	-
254,170	226,595	225,653	323	Instr Prgm Improvements	270,754	270,754	88,817	121,072	56,804	266,693	4,061
18,784	15,047	8,015	324	Pupil Services	29,000	9,784	940	6,152	2,692	9,784	-
69,556	58,702	115,509	325	Ppt Consultations	110,000	102,166	26,933	74,074		101,007	1,159
95,161	58,480	78,295	327	Student Eval-Outside	65,000	91,500	48,164	55,885		104,049	(12,549)
32,097	20,450	25,435	328	Medical Advisors	20,000	20,000	6,175	14,325		20,500	(500)
250,791	273,232	236,497	330	Other Prof/Tech Services	181,050	181,600	65,544	114,047		179,591	2,009
386,638	291,277	264,514	331	Legal/Negotiations	300,000	300,000	107,233	336,651	30,000	473,884	(173,884)
43,176	26,231	42,046	332	Licenses & Fees	33,000	33,000	11,850	22,102		33,952	(952)
\$ 1,482,023	\$ 1,221,768	\$ 1,143,376		TOTAL PURCHASED SERVICES (Object 300)	\$ 1,138,804	\$ 1,138,804	\$ 368,076	\$ 848,893	\$ 102,491	\$ 1,319,460	(\$ 180,656)
74,493	83,025	84,181	411	Water/Sewer	83,515	88,715	22,778	65,925		88,703	12
2,005,862	1,934,775	1,774,810	413	Electricity	1,742,628	1,658,628	384,529	1,264,561	(10,000)	1,639,090	19,538
876,472	939,664	817,686	414	Natural Gas	1,019,000	868,800	243,986	567,853	(30,000)	781,839	86,961
211,798	19,461	20,188	415	Heating Oil	21,000	21,000	8,111	13,906		22,017	(1,017)
429,014	505,069	440,929	421	Contracted Maintenance	486,089	422,057	97,351	307,976	5,000	410,327	11,730
386,894	551,204	450,718	431	Building Maintenance	258,500	455,030	207,585	250,630	10,000	466,215	(13,185)
200,300	209,275	229,639	432	Grounds Maintenance	195,000	171,598	41,211	146,192		193,403	(21,805)
83,176	84,490	86,790	433	Repair Eq (Instruc)	92,551	94,988	6,580	51,604		68,184	26,804
37,442	66,276	49,606	434	Repair Eq (Non-Instruc)	41,200	57,584	2,758	43,661		54,919	2,665
78,984	63,975	543,673	435	Building Projects	239,600	403,205	86,915	312,665		368,780	3,425
46,000	105,241	30,260	436	Grounds Projects	87,300	67,113	30,946	30,946		64,646	2,467
138,517	105,570	80,961	437	Restor/Prevent Maintenance	247,000	214,618	73,790	140,643		214,433	185
185,000	190,598	184,438	440	Eq Rentals & Copiers	189,000	189,000	51,452	138,102		189,554	(554)
10,100	14,669	14,405	450	Gas/Travel Maintenance	13,000	13,000	4,033	9,845		13,878	(878)
213,036	225,423	226,357	451	Custodial Supplies	226,000	206,047	30,631	168,153		198,784	7,263
283,613	248,036	262,176	452	Maintenance Supplies	190,000	200,000	6,383	186,200	20,000	224,583	(24,583)
74,917	74,762	79,970	490	School Security	75,000	75,000	240	62,809	7,000	70,049	4,951
\$ 5,345,707	\$ 5,421,712	\$ 5,376,787		TOTAL PROPERTY SERVICES (Object 400)	\$ 5,206,383	\$ 5,206,383	\$ 1,302,033	\$ 3,773,871	\$ 26,500	\$ 5,102,404	\$ 103,979

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					ADOPTED BUDGET	ADJUSTED BUDGET	ENCUMBERED TO DATE	EXPENDED TO DATE	2012 - 2013 EXPENDED TO DATE	2012 - 2013 ENCUMBERED TO DATE					
2,572,490	2,499,865	2,604,142	510	Transportation-Regular	2,707,829	2,707,829	-	-	-	-	6,000	2,693,471	14,358		
512,857	488,143	520,358	511	Trans-Spec Ed-Internal	563,633	563,633	20,132	542,768	9,000	9,000	-	571,900	(8,267)		
95,627	123,811	116,564	512	Trans-Spec Ed-Public	114,000	114,000	36,650	58,584	-	-	-	95,234	18,766		
204,306	209,115	184,914	513	Trans-Spec Ed-Private	260,000	241,334	99,781	112,352	(17,820)	-	-	194,313	47,021		
27,752	24,566	24,939	516	Trans-Field Trips	35,220	35,220	8,259	12,116	-	-	14,000	34,375	845		
175,283	249,735	338,953	517	Gasoline-Buses	294,400	294,400	118,636	175,763	-	-	-	294,399	1		
-	920	920	518	Trans - Alternative E	5,000	5,000	-	-	-	-	-	-	5,000		
6,200	11,879	-	519	Trans-Vocational Tech	6,000	6,000	-	-	-	-	-	-	6,000		
188,415	154,820	162,490	520	Property Insurance	200,000	200,000	-	155,426	25,000	-	-	180,426	19,574		
12,507	12,982	13,385	521	Flood Insurance	13,500	14,366	-	14,366	-	-	-	14,366	-		
286,112	254,535	256,455	523	Liability Insurance	300,000	306,300	21,064	285,154	-	-	-	306,218	82		
465,513	26,825	33,639	529	Athletic Insurance	37,000	48,500	-	48,500	-	-	-	48,500	-		
57,463	56,543	445,256	535	Communication Systems	473,318	473,318	27,654	350,907	60,000	-	-	438,561	34,757		
89,518	107,278	55,023	535	Postage	45,000	45,000	26,860	17,882	(10,000)	-	-	34,742	10,258		
42,483	31,777	86,677	540	Advertising	115,000	115,000	63,562	65,061	-	-	-	128,623	(13,623)		
1,640,393	2,046,523	30,855	550	Printing	33,715	33,715	13,404	21,754	-	-	-	35,158	(1,443)		
57,151	33,641	1,989,196	560	Tuition-Public	1,900,000	1,900,000	299,476	1,580,837	(102,750)	-	-	1,777,563	122,437		
43,000	51,192	41,163	563	Tuition-Court & Agency Pl	100,000	100,000	27,876	17,216	42,938	-	-	88,030	11,870		
387,436	282,958	52,282	565	Tuition-Alternative Educ	61,000	61,000	43,200	7,992	-	-	-	51,192	9,808		
16,875	21,070	493,191	567	Tuition-Litigation	300,000	300,000	46,250	204,250	-	-	-	300,000	-		
32,715	33,783	16,679	569	Tuition-Summer Programs	18,000	24,000	-	22,150	-	-	-	22,150	1,850		
100,811	100,811	50,501	580	Staff Travel-Mileage	47,350	41,350	12,102	15,827	-	-	-	37,929	3,421		
			599	Hold Area Grant	-	-	-	-	-	-	-	-	-	-	
\$ 7,000,672	\$ 7,248,045	\$ 7,487,583		TOTAL OTHER PURCHASED SERVICES (Object 50)	\$ 7,629,965	\$ 7,629,965	\$ 864,906	\$ 6,396,376	\$ 95,868	\$ 7,347,150	\$ 282,815				
798,944	840,644	823,407	611	Supplies-Instructional	882,734	924,018	77,722	719,945	125,000	-	-	922,667	1,351		
440,744	516,650	540,230	612	Software	583,160	582,260	54,677	464,530	50,000	-	-	569,207	13,053		
108,848	118,937	153,302	613	Tech Supplies	109,000	109,000	7,439	96,674	30,000	-	-	134,113	(25,113)		
26,637	29,749	31,966	615	Graduation Expenses	31,764	31,764	24,196	3,589	-	-	-	31,764	-		
458,540	472,392	447,010	641	Textbooks	530,653	488,492	34,222	390,676	45,000	-	-	469,898	18,594		
137,206	146,707	141,921	642	Library Bks & Periodicals	128,389	137,752	24,511	105,977	7,000	-	-	137,488	264		
21,273	22,772	10,417	643	AV Materials	21,570	15,473	377	8,265	6,000	-	-	14,642	831		
165,013	152,984	149,596	690	Non-Inst Supplies	185,085	164,596	40,746	110,062	30,000	-	-	180,808	3,788		
23,219	22,852	25,471	691	Health Supplies	30,550	29,550	4,191	11,977	13,000	-	-	29,168	382		
\$ 2,160,423	\$ 2,324,687	\$ 2,323,317		TOTAL SUPPLIES AND MATERIALS (Object 600)	\$ 2,502,995	\$ 2,502,995	\$ 268,080	\$ 1,911,695	\$ 309,980	\$ 2,485,755	\$ 13,150				

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	YEAR END EXPENSE	YEAR END EXPENSE	YEAR END EXPENSE	YEAR END EXPENSE													
43,987	41,261	57,313	731	Eq-New Instructional		59,431	58,476	4,065	43,303	11,000	58,368	108					
25,645	9,835	18,769	732	Eq-New Non-Instructional		50,844	50,844	384	36,585	1,000	37,969	12,875					
24,825	29,485	14,673	733	Eq-Replace Instructional		11,714	12,597	3,820	2,744	6,000	12,564	33					
15,201	28,624	18,429	734	Eq-Replace Non-Instructional		30,326	30,674	686	27,292	1,000	28,978	1,686					
18,527	40,969	36,295	735	Furniture		35,897	35,621	728	33,707	1,000	35,435	186					
920,434	810,219	946,575	736	Tech Eq-Instructional		939,946	939,946	95,781	808,190	35,000	938,971	975					
86,340	45,691	39,698	737	Tech Eq-Non Instructional		61,927	61,927	886	55,939	2,350	59,175	2,752					
\$ 1,134,960	\$ 1,006,084	\$ 1,131,743		TOTAL EQUIPMENT		\$ 1,190,085	\$ 1,190,085	\$ 106,350	\$ 1,007,760	\$ 57,350	\$1,171,460	\$18,625					
63,030	71,817	81,535	810	Dues & Fees		89,846	90,687	1,514	71,285	17,888	90,687	-					
29,576	28,070	22,309	811	Student Act & Awards		28,740	27,899	7,422	14,173	6,304	27,899	-					
328,801	365,872	362,512	812	Student Athletics		368,897	368,897	134,213	228,502	6,182	368,897	-					
\$ 421,408	\$ 455,759	\$ 466,356		TOTAL OTHER		\$ 487,483	\$ 487,483	\$ 143,149	\$ 313,960	\$ 30,374	\$487,483	\$0					
\$ 3,736,791	\$ 3,786,530	\$ 3,921,415		TOTAL OTHER SUPPORT SERVICE		\$ 4,180,473	\$ 4,180,473	\$ 517,579	\$ 3,233,415	\$ 397,704	\$4,148,698	\$31,775					
\$ 94,568,656	\$ 96,079,659	\$ 98,095,118		GRAND TOTAL		\$ 100,226,554	\$ 100,226,554	\$ 24,682,114	\$ 74,205,029	\$ 1,436,145	\$ 100,323,288	\$ (96,734)					