

End-of-Cycle Summative Evaluation Report: Superintendent

COPY



Superintendent: Thomas Aubin

Evaluator: Nancy Tavares, Chair

Name

[Handwritten Signature: Nancy Tavares]
Signature

6/23/21
Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

Proficient = *Proficient* practice is understood to be fully satisfactory. **This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Step 4: Rate Impact on Student Learning (*Check only one.*)

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input checked="" type="checkbox"/>
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Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments: School committee members unanimously agree Mr. Aubin's leadership during the pandemic was exceptional. Responses also indicate the school committee is impressed with Mr. Aubin's dedication to the district, particularly in his decision to begin this difficult work before his official start date. Mr. Aubin has worked on multiple initiatives to ensure the safety and academic rigor of our students in Westport. His performance in collaborating with our Nurses, the Board of Health and a Leadership Team set out a systematic plan for the opening of each school, which included the purchase and placement of HEPA purifiers, infrared technology and building cleaning protocols that allowed the district to get our children back in school full time quickly. His dedication to the district is evident in his work, from writing grants for new programs, to working on the new school building project. His knowledge of building maintenance and operations has been insightful and has impacted and advanced our timeline to enter the new school building. Mr. Aubin has supported curriculum learning and has provided administrator and teacher support for the development of Professional Learning Communities to understand this critical work. He regularly communicates with the schools, district, school committee and community. He makes it a priority to communicate important information in various ways to ensure all are well informed. Community engagement and public relations are viewed as areas of strength for Mr. Aubin. Through his collaboration with community stakeholders, he has sought out grants and has secured soft vocational opportunities in summer and evenings for our students. He has instituted the Superintendent's Corner to reach the community, updated the district website as well as worked to improve the community's perception of the district. He accomplished this through social media as well as traditional articles in the local news publications. Additionally, Mr. Aubin appears at all town events, sports, events, has collaborated with Westport Business to Business meetings and the Council on Aging. In the short time Mr. Aubin has served in this district and within an unprecedented time, Mr. Aubin has identified the areas for improvement and has set a plan moving forward. His vision and strategic plan for Westport Community Schools exemplify an explicit and purposeful pathway to achieve the next level of excellence for our school community.

Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.

Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	<p>Goal: During the 2021 school year, I will pursue new revenue sources to support current initiatives and implement new initiatives such as vocational and evening school programs to diversify student learning opportunities.</p> <p>Action Plan September 2020 - ongoing: Meet with government and non-governmental stakeholders to initiate new programming while seeking the capacity for programmatic change. September 2020 - ongoing: Work with JSBS administration on developing various scheduling to meet the programmatic implementation.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	<p>Goal: During the 2021 school year, I will build capacity for school-wide administration in directing all instructional staff to complete Phase One of a horizontally and vertically aligned curriculum, utilizing the Understanding By Design (UBD) model.</p> <p>Action Plan August 2020-June 2021: Schedule professional development opportunities throughout the year to afford teachers time to create Phase 1 of the UBD units of instruction for their specific disciplines. September 2020-June 2021: Provide administrators support for the development of Professional Learning Communities to build capacity for Phase 1 completion across the district. September 2020-June 2021: Didact data points to measure the ongoing process of UBD compliance, including identifying structural gaps and ameliorating deficiencies by developing further strategies for struggling instructors. This includes quantifiable and qualifiable data points that include student and instructional performance.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Improvement						

3	<p>Goal: During the 2021 school year, I will direct the district's public relations to improve community perceptions of the Westport Community Schools. Improvement will be measured by an increase in traditional and social media postings, as well as establishing new partnerships that will lead to additional positive perceptions of our district, resulting in an increase in student retention for the 2022 school year.</p> <p>Action Plan September 2020- ongoing: Continue to bring improvement to the district's website. September 2020- ongoing: Work with PR firm to draft timely communications for community stakeholders. October 2020- ongoing: Promote the district on local media via a Superintendent's Corner TV show.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Superintendent's Performance Rating for Standard I: Instructional Leadership



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard I (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.			

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Mr. Aubin proficiently monitors and assesses progress across all schools and content areas to ensure that all instructional staff implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes as observed by the following:

Mr. Aubin continually is evaluating progress in all schools and encourages staff to bring the classroom alive. Mr. Aubin is addressing much needed curriculum reform to achieve horizontal and vertical alignment and has provided supports to administration and teachers to become proficient in its delivery (UBD). He consistently meets with Principals and Staff to review data to assist them on moving their students forward. He is accommodating and sensitive to all students and their needs.

Mr. Aubin constantly collaborates with Human Resources and the Teacher's Union to find opportunities to streamline procedures. He is working on reconfiguring the schedule for a more meaningful student learning time. He consistently updates the School Committee and leadership of all changes in the law by DESE. His budgeting ability focuses on fulfilling needs and streamlining what the district wants for improvement.

This year has been difficult given Covid. Mr. Aubin worked to identify best practices and options for all students to be able to continue to learn through the difficult circumstances presented. Mr. Aubin worked with the district to ensure the classrooms had appropriate ventilation for the safety of the students and staff. This is a direct correlation to getting students back into the classroom and learning. Mr. Aubin also worked with the Technology department to ensure students and staff had equipment to learn/ teach remotely.

Examples of evidence superintendent might provide:

- | | | |
|---|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of staff evaluation data | <input type="checkbox"/> Relevant school committee meeting agendas/materials |
| <input type="checkbox"/> Analysis of classroom walk-through data | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Analysis of district assessment data | <input type="checkbox"/> Student achievement data | <input type="checkbox"/> Protocol for school visits |
| <input type="checkbox"/> Sample of district and school improvement plans and progress reports | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Other: _____ |
| | <input type="checkbox"/> Analysis of staff feedback | |

Superintendent's Performance Rating for Standard II: Management and Operations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard II (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.			

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Mr. Aubin proficiently develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and social emotional and social needs of students throughout the district. This is evidenced by the following observations:

Mr. Aubin collaborates with all stakeholders to ensure a safe and efficient environment for all. He worked with numerous town boards and committees on the school budget.

Mr. Aubin has identified the need for a registrar to assist with reporting for the district. While that may not be possible given the budget constraints, recognizing that there are important duties that need to be addressed is important- sometimes people only see what is already present. This ability to recognize how to improve processes and procedures is important and a great trait.

Mr. Aubin provides a safe, supportive learning environment by making sure the grounds are kept, having regular communication with the maintenance department to make replacements to outdated equipment, repairs, etc. Mr. Aubin made it a priority to develop a universal crisis plan for implementation at all grades levels. Safety is paramount for Mr. Aubin.

Mr. Aubin works diligently with the school committee, fincom and the town in the budget process and strongly advocates for school district's needs and to retain student enrollment.

Examples of evidence superintendent might provide:

- | | | |
|---|--|--|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Relevant school committee meeting |
| <input type="checkbox"/> Budget analyses and monitoring reports | <input type="checkbox"/> Analysis of staff feedback | agendas/minutes/materials |
| <input type="checkbox"/> Budget presentations and related materials | <input type="checkbox"/> Analysis of safety and crisis plan elements | <input type="checkbox"/> Analysis and/or samples of leadership team(s) |
| <input type="checkbox"/> External reviews and audits | and/or incidence reports | schedule/agendas/materials |
| <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data | | <input type="checkbox"/> Other: _____ |

Superintendent's Performance Rating for Standard III: Family and Community Engagement



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard III (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.			

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Mr. Aubin promotes, monitors, and supports comprehensive, culturally responsive and collaborative engagement practices that welcome and encourage every family to actively participate in the classroom and school community, and engages community stakeholders to contribute to the classroom, school and community's effectiveness. This is evidenced by the following observations:

Mr. Aubin has successfully secured approximately \$100,000 in grants alone for our students and families. He has developed robust extracurricular activities by seeking local stakeholder support during the pandemic and has recently announced comprehensive summer programming offerings to allow our students to remain connected to their school and for their social emotional wellbeing. He is also very responsive to family and community needs by immediately addressing the concerns and rectifying them if warranted.

Mr. Aubin communicates regularly with all parents, students, and remote learners by instituting the parent seminar. He works tirelessly on securing grants to offer new programs and continues to do this. Mr. Aubin is always looking for opportunities that would benefit the district and is always reaching out to area businesses for this purpose.

Parental seminars with our community held to engage not only the parents, but the students and the remote population. He continuously reaches out to the Business Leaders and Political Representatives to obtain grants and additional opportunities for students. He has reached out and responds with inquires and thus, to resolve issues efficiently and keeps the School Committee informed.

Mr. Aubin is active in the community. He continuously is looking for ways to secure resources and support for the students. This year has also been difficult for anyone to adequately showcase their full potential. I look forward to watching Mr. Aubin continue to shine in this area.

Mr. Aubin is easily accessible to school committee members and staff and responds in a timely manner.

Examples of evidence superintendent might provide:

- | | | |
|--|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Sample district and school newsletters and/or other communications | <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders |
| <input type="checkbox"/> Participation rates and other data about school and district family engagement activities | <input type="checkbox"/> Analysis of school improvement goals/reports | <input type="checkbox"/> Relevant school committee presentations and minutes |
| <input type="checkbox"/> Evidence of community support and/or engagement | <input type="checkbox"/> Community organization membership/participation/contributions | <input type="checkbox"/> Other: _____ |

Superintendent's Performance Rating for Standard IV: Professional Culture

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard IV (C h e c k o n e .)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.			

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Mr. Aubin fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all. The following are shared observations to support this:

Mr. Aubin promotes and explicitly sets high expectations for his administration and staff. He plans and leads well run and engaging meetings that clearly state the meeting's purpose. His facilitation of meetings allows for thoughtful deliberation among all participants.

Mr. Aubin instituted the first ever crisis management protocol in the district. He met with the local police and fire departments to ensure that the protocols instituted district wide were age appropriate for each building. He meets with the leadership team in each building regularly to promote communication and transparency in all areas.

Mr. Aubin met with the Chief of Police and Fire and introduced a district wide safety protocol that was based on age-appropriate instructions for each building. He demonstrates very good communication skills and outreach. He has gone beyond the boundaries of any other school leaders in the past. He is particularly good at adhering to the equal and fair responses and hearing regulations.

Mr. Aubin actively engages in ways to improve the district and is forward thinking.

Mr. Aubin (and his staff) are continuously communicating with the community through multiple sources. Mr. Aubin also sets high expectations for others, as well as himself. He is a great role model for staff and students.

Examples of evidence superintendent might provide:

- | | | |
|--|--|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> School visit protocol and sample follow-up reports | <input type="checkbox"/> School committee meeting agendas/materials |
| <input type="checkbox"/> District and school improvement plans and reports | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Sample of leadership team(s) agendas and materials |
| <input type="checkbox"/> Staff attendance and other data | <input type="checkbox"/> Analysis of staff feedback | <input type="checkbox"/> Analysis of staff feedback |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> Samples of principal/administrator practice goals | <input type="checkbox"/> Other: _____ |