



West
Hartford
Public
Schools

Clear Paths. Bright Futures. No Limits.

A grayscale photograph of a classroom. A teacher in a yellow shirt stands at the front, pointing at a whiteboard. Several students in the foreground have their hands raised, indicating an interactive lesson. The image is overlaid with a semi-transparent blue rectangle containing the title text.

educator

EVALUATION & DEVELOPMENT
& PROGRAM

West Hartford Public Schools

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Clear Paths. Bright Futures. No Limits.

July 1, 2018

Dear West Hartford Educators,

The West Hartford Public Schools has a longstanding tradition of excellence, and the value that our community places on educating our children is much appreciated. We have a history of working together, as teachers and administrators, to enhance the education of our students. This document is the result of a collaboration between our professionals, from across all spectra of teaching and leadership, in the form of our Professional Learning and Evaluation Committee (PLEC), which has gone on for well over five years. The dedication of these professionals, and this unique partnership, has resulted in a process that will, ultimately, improve teaching and strengthen student learning. This is our West Hartford plan, created by our own professionals, and I believe that it will bring great results.

The key element, I believe, in all successful evaluation instruments, is the reflective process that leads to discussions about what we are doing, how we are teaching, and the degree to which our students are meeting success. It is imperative that we are honest with each other in our efforts to improve our performance. Teaching is incredibly nuanced and difficult work, and the more that we share with each other about our practice, the more we learn from each other and the better off our students will be. Our children deserve the very best, and our community demands it.

Every child in West Hartford deserves to experience great teaching and learning—in every classroom, in every school, every single day. I am so proud to work within a system of committed, inspiring, and determined educators. When we all collaborate in analyzing results, reflecting on our practice, honestly discussing what is helping our students, and where we can grow as professionals, we all benefit. I believe that this plan will continue, and accentuate, our long tradition of educator excellence. Thank you for your commitment to our profession, and our children.

Sincerely,
Tom Moore
Superintendent of Schools

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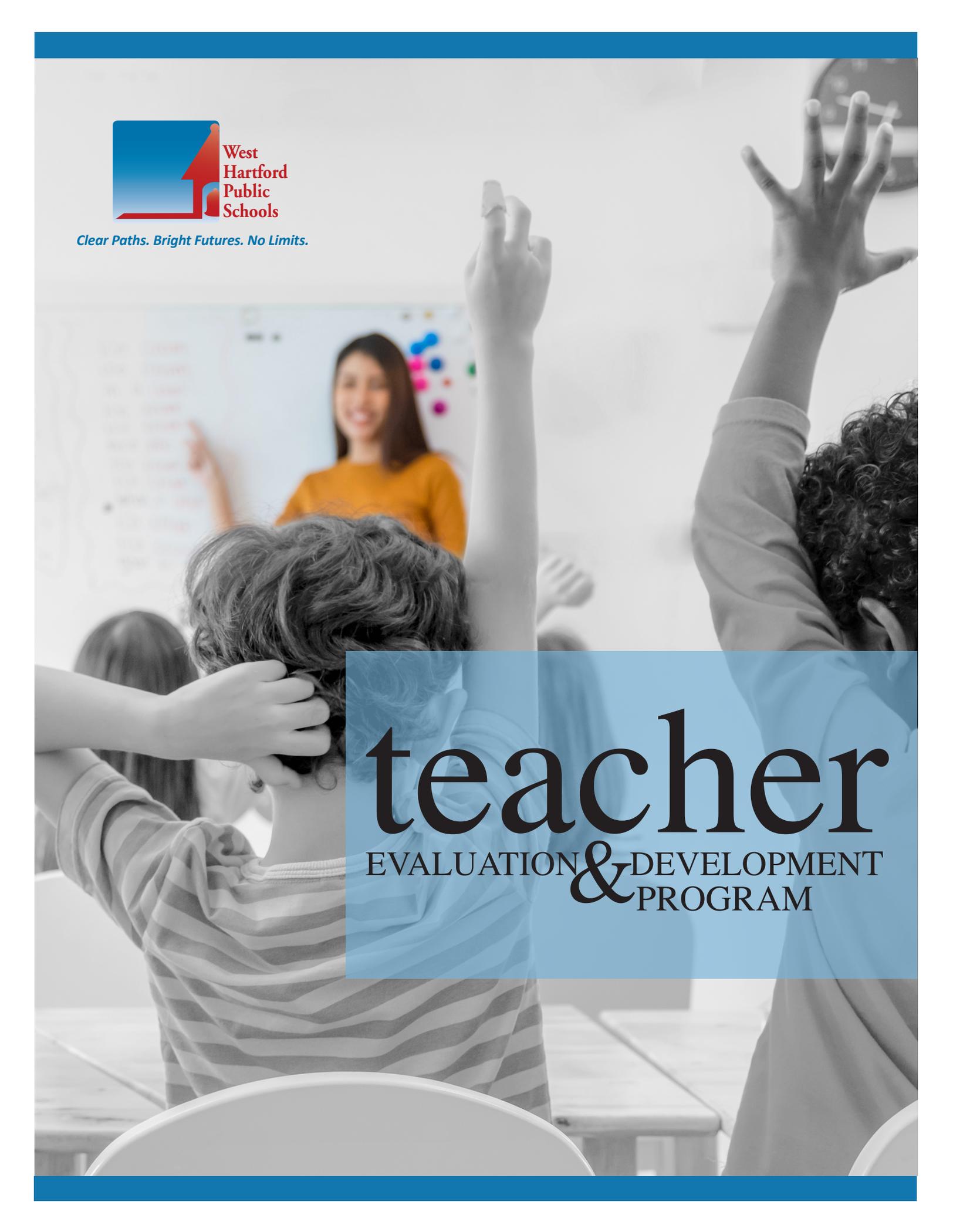
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teacher

EVALUATION & DEVELOPMENT
& PROGRAM

INTRODUCTION

Vision and Purpose of Teacher Evaluation

The West Hartford Public Schools is committed to improving student learning and staff effectiveness through the ongoing development of West Hartford's professional staff. Research has proven that no single school-based factor contributes more to the success of the students than high quality teachers. To ensure that all students have competent, high quality teachers, West Hartford utilizes an evaluation and support structure that builds human capacity and challenges all educators to aspire to and reach excellence in their practice in order to provide a superior education for our students.

Mirrored after Connecticut's SEED model, West Hartford's Teacher Evaluation and Development Program satisfies the Connecticut Guidelines for Educator Evaluation (Core Requirements), which were initially adopted by the Performance Evaluation Advisory Council (PEAC) in June 2012 and revised in February 2014 and again April 2017 in response to feedback from various stakeholder groups.

Guiding Principles of the Teacher Evaluation and Development Process

The West Hartford Educator Evaluation and Development Program is a **holistic and comprehensive** process based on the following guiding principles:

- **Vision for Best Instructional Practice** – West Hartford's frameworks for instructional practice and service delivery are grounded in a student-centered approach that supports and develops independence and student responsibility for learning. Evaluation of practice considers not only teacher actions but the students' role in the learning, and gauges the impact of instructional strategies and decisions on student learning outcomes.
- **Consider multiple standards-based measures of performance** – West Hartford's model for teacher evaluation defines four components of teacher effectiveness: student growth and development, teacher performance and practice, parent feedback, and whole-school student learning indicators or student feedback.
- **Emphasize growth over time** – West Hartford's focus on continuous improvement is a key driver in the teacher evaluation process. The evaluation of a teacher's performance with regard to professional practice and student outcomes should reflect improvement from an established

starting point. Attaining high levels of performance and/or maintaining high results are critical aspects of a teacher's work, therefore a rigorous and aspirational goal-setting process in this model encourages a cycle of continuous improvement over time.

- **Promote both professional judgment and consistency** - Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances of how teachers and leaders interact with one another and with students. Synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools.
- **Foster dialogue about student learning** - The West Hartford Teacher Evaluation and Development Program is designed to show that of equal importance to getting better results is the professional conversation that takes place between a teacher and his/her evaluator. It is expected that dialogue in this model will occur frequently and focus on what students are learning and what administrators can do to support teaching and learning.
- **Encourage aligned professional learning, coaching and feedback to support growth** -All teachers, novice and veteran educators alike, deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. The West Hartford Teacher Evaluation and Development Program recognizes that student learning is a shared responsibility among teachers, administrators and district leaders, and expects teachers and administrators to develop goals and objectives in a way that supports overall school improvement.
- **Alignment to the Model of Continuous Improvement** - West Hartford's Model of Continuous Improvement is a concrete representation our district vision and strategy for improvement. The West Hartford Teacher Evaluation and Development Program is the process by which we design and carry out teacher development, support, and evaluation. Designed to support continuous and ongoing teacher growth and development that is driven by data collection, analysis, teaching, collaboration, and reflection, this process also aligns with the district vision, mission, and Board of Education goals. The work of improvement is an ongoing and continuous process over the life of a teacher's career.

TEACHER EVALUATION PROCESS OVERVIEW

Teacher Evaluation and Support Framework

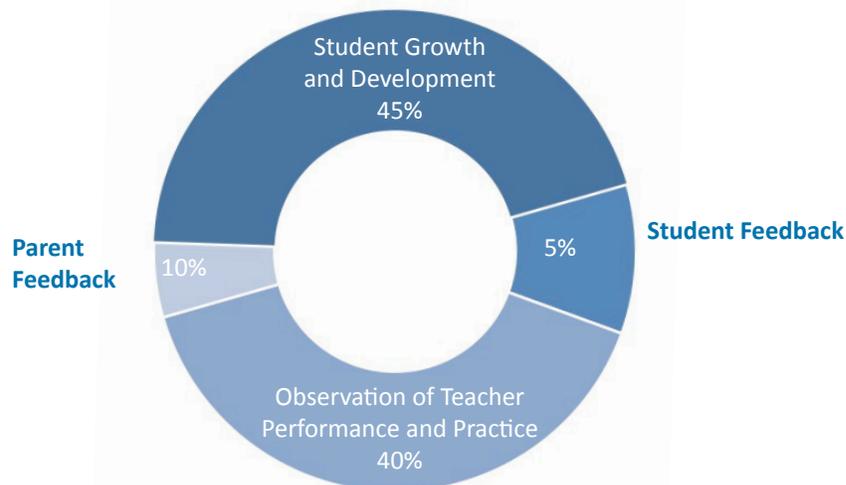
The West Hartford Teacher Evaluation and Development Program relies on multiple measures to provide an accurate and comprehensive picture of teacher performance. Teachers are evaluated across the two major categories of Teacher Practice and Student Outcomes that are broken into two components each.

1. Teacher Practice: An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:

- **Observation of Teacher Performance and Practice (40%)** as defined within the West Hartford Instructional Framework
- **Parent Feedback (10%)** on teacher practice as measured by surveys

2. Student Outcomes: An evaluation of teachers’ contributions to student academic progress at the school and classroom level. This category is comprised of two components:

- **Student Growth and Development (45%)** as determined by the teacher’s Student Learning Objectives (SLOs) and associated Indicators of Academic Growth and Development (IAGDs)
- **Student Feedback (5%)** as measured by surveys



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

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

Process and Timeline

In alignment with the SEED model, the annual evaluation process between a teacher and an evaluator (i.e., principal or designee) in West Hartford is anchored by three conferences, which guide the process 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. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.



Goal-Setting and Planning

Timeframe is September-October; Target is October 15, must be completed by October 30.

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 professional learning objectives (PLOs) and Student Learning Objectives (SLOs).

2. Teacher Reflection and Goal-Setting – The teacher examines student data, prior year evaluation and survey results, and the West Hartford Instructional Framework or SESS Framework to draft two or more professional learning objectives, one or more SLOs (depending upon the availability of multiple indicators of academic growth) for the school year. PLOs should reflect priorities from parent and student feedback as well as teacher practice focus areas. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher’s proposed 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 the proposed focus area(s), goals and objectives if they do not meet approval criteria.

*(*Important Note: The CT Guidelines for Educator Evaluation require that each teacher and his or her evaluator mutually agree on the goals and indicators of academic growth and development. Therefore, approval serves as a confirmation that mutual agreement has been reached.)*

Mid-Year Conference Check-In

Timeframe is January - February; Target is February 15, must be completed by March 1.

1. Reflection and Evidence Collection – The teacher and evaluator collect and reflect on evidence available to date about the teacher’s practice and student learning in preparation for the conference.

2. Mid-Year Conference – The evaluator and teacher complete at least one mid-year conference during which they review evidence related to the teacher’s PLOs and progress towards SLOs and other goals. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information on indicators of the Instructional Framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of IAGDs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her focus area. A Mid-Year Conference Discussion Guide is available to assist evaluators in conducting the conference on the SEED website.

End-of-Year Summative Review

Timeframe is May-June; must be completed by last day of school. All processes close June 30.

1. Teacher Self-Assessment – The teacher reviews all information and data collected during the year and completes a self-assessment of progress with PLOs, SLOs and performance related to all indicators within the Framework for review by the evaluator. This self-assessment should focus on the areas for development established in the Goal-Setting Conference.

2. End-of-Year Conference – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings, including teacher reflections. Following the conference, the evaluator assigns a summative rating

and generates a summary report of the evaluation before the end of the school year and before June 30.

3. Scoring – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings once the end-of-year conference has taken place. The component ratings are combined to calculate scores for Teacher Practice and Student Outcomes. These scores generate the final, summative rating. If additional data become available after June 30, the evaluator may adjust the summative rating if the data would significantly change the final rating. Such revisions should take place before September 15.

Complementary Observers

The primary evaluator for most teachers will be the school principal at the elementary level, and the school principal, assistant principal, or department supervisor at the secondary level. This individual will be responsible for the overall evaluation process, including assigning summative ratings. At any level, complementary observers may be assigned to assist the primary evaluator with the observation process.

Complementary observers are certified administrators trained in observation protocols and authorized to serve in this role. Many may have specific content knowledge in an area. Complementary observers may assist primary evaluators by conducting observations, including pre-and post-conferences, collecting additional evidence, reviewing SLOs and providing additional feedback. A complementary observer should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations.

Evaluator Calibration

To ensure accuracy and fairness with the evaluation and support process, all administrators responsible for the evaluation of teachers in West Hartford will participate in ongoing calibration. Through this collaborative process, administrators engage in practice and proficiency exercises to deepen their understanding of evaluation criteria, define proficient teaching, collect, sort and analyze evidence across a continuum of performance indicators, engage in coaching scenarios, and develop and deliver formative and summative feedback to the teachers they evaluate. This calibration process is an essential step toward ensuring that West Hartford's teacher evaluation system produces accurate, consistent, fair, and reliable results for all teachers.

Evaluation-Informed Professional Learning

Evaluation of the professional skills of all teachers is key to helping teachers maximize their performance in the classroom. Hence, professional development is closely tied to teacher evaluation. The two go hand in hand to set a structure within which teachers examine their classroom performance and ability to meet the diverse and changing needs of their students. After identifying areas for growth, teachers actively participate in a wide range of professional development activities designed to improve classroom performance and ultimately student learning.

Throughout the process of implementing West Hartford's Teacher Evaluation and Development Program, in mutual agreement with their evaluators, all teachers will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with professional learning opportunities.

Non-Tenure Teacher Review Process

Recruitment and retention of high quality teachers is a priority in West Hartford. We strive to develop our teachers by providing substantial, ongoing professional development and support. This includes teacher induction and orientation workshops; trained mentors; study groups and courses during our weekly early release Curriculum and Staff Improvement (CSI) sessions; and training for mentors. Equally important is ensuring that evaluators and supervisors have ongoing training to provide optimal support to teachers.

The district Non-Tenure Review process is a means of ensuring teacher quality and support. During late January through early March a Central Office team that includes the Executive and Assistant Directors of Human Resources, the Superintendent, Assistant Superintendent for Administration, and Assistant Superintendent for Curriculum, Instruction, and Assessment visits each of our schools to discuss the progress and performance of every non-tenured teacher. During these reviews the building principal is present, along with any complementary observers. The evaluator presents a summary of the teacher's strengths and areas for improvement. The Central Office team reviews the teacher's file and asks relevant questions related to the teacher's instructional practice, levels of content area expertise, ability to analyze data and student work, response to feedback and coaching, ability to form relationships with students, families, and colleagues, communication, collaboration, professionalism,

personal reflection and self-assessment aligned with the evaluation frameworks. Special attention is paid to the teacher's reflection and goal-setting, performance on formal and informal observations, and level of reflection and self-assessment on required teacher evaluation tasks. In-depth dialogue occurs among members to determine if additional resources or strategies are necessary to support the teacher's development.

The Non-Tenure Review process is an accountability practice. When evaluators are required to engage in a dialogue with their superiors regarding a teacher's performance over time, better decisions regarding teacher tenure are made. Principals and evaluators appreciate the opportunity to discuss strategies for improvement. Every year there are a small number of teachers who do not demonstrate the potential for excellence in our school district, even with the resources and guidance provided. These difficult conversations result in making certain that we grant tenure only to those teachers who are clearly accomplished and are well on their way to being master teachers. Decisions regarding renewal of tenured teachers will be shared with teachers in writing prior to March 15 of each school year.

Definition of Effectiveness and Ineffectiveness

The West Hartford Public Schools' Teacher Evaluation and Development Program follows the State model in defining teacher effectiveness based on a pattern of annual summative ratings. A teacher shall generally be deemed ineffective if he or she receives one of the following:

- at least two sequential Developing ratings (ratings of 2); **OR**
- one Below Standard rating (a rating of 1) at any time.

When a non-tenured teacher is determined to be ineffective, the teacher may be placed in the Teacher Assistance Plan, or the teacher's employment may be terminated through non-renewal or termination. When a tenured teacher is determined to be ineffective, that teacher shall be placed in the Teacher Assistance Plan.

Teacher Improvement and Remediation

The West Hartford Public Schools' Teacher Evaluation and Development Program aims to provide an evaluatee with the focused support necessary to meet the requirements of his or her position. Support for effective professional practice must be highly personalized and provide for a variety of individual experiences. Teachers at all performance levels should expect ongoing routine support related to identified growth areas.

When a teacher has not responded to routine support and feedback regarding specific aspects of performance, or when a specific area of concern is identified by the evaluator and clearly communicated to the teacher, the teacher and evaluator will work collaboratively to develop **targeted support** to address that need.

Targeted support is short-term structured support intended to address a specific area of concern or pattern that is identified through multiple observations during the school year, and may involve struggle with multiple indicators of the Framework. Targeted support may include setting specific professional learning objective(s), focused professional development, and specific focus areas for observations and feedback.

Aspects of performance in need of improvement are documented through direct feedback regarding current levels of performance in observations, formal and informal feedback, reviews of practice, and end of year summative evaluation.

If a teacher's overall performance is rated as *Developing* or *Below Standard*, it signals the need for a greater level of focused support and development. The teacher and the evaluator, along with a bargaining unit representative, will design a remediation plan that includes appropriate stages or levels of support and identifies appropriate district personnel who will provide assistance to the teacher during this process. Support will be provided at one of the following two levels:

Special Assistance – in-depth support provided to an educator who has earned a rating of developing the previous year and/or has not responded to targeted support in a particular area. This support is intended to assist an educator who is having difficulty consistently demonstrating effectiveness.

Intensive Assistance – intensive support provided when an educator has earned a rating of developing for two consecutive years or a rating of below standard the previous year. Support outlined in a formalized Action Plan is intended to build the teacher's competency.

Teacher Assistance Pathways

Special Assistance

First year with a summative rating of *Developing* the previous year and/or has not responded to Targeted Assistance.

- Support developed in conversation/collaboration with evaluator, teacher, bargaining unit representative
- Complete a minimum of 3 formal and 2 informal observations
- Areas for growth and support within IF or SESS Framework are clearly identified

Intensive Assistance

Second consecutive year with summative rating of *Developing* - or - **first year** with Summative rating of **Below Standard**

- 45-day intensive assistance Action Plan
- Developed in conversation/collaboration with evaluator, teacher, bargaining unit representative
- Identify targets for performance within IF or SESS Framework
- Observations every two weeks at minimum
- Additional observer completes observation in addition to primary evaluator
- Teacher completes formal reflections after each observation, at the midpoint of the 45-day period, and at end of the 45-day period.
- Evaluator completes a holistic evaluation of practice at the end of the 45-day period.
- End of 45 days - 3 possible outcomes:
 1. Teacher **demonstrates “effective” practice** (Teacher Performance and Practice score is 740 + on Instructional Framework or 815+ on the SESS Framework) - minimum of 3 informal observations for remainder of the current year.
 2. Teacher **demonstrates growth toward “effective” practice** – teacher receives assistance for another 45-day period; revise Action Plan (with outcomes of either #1 or #3 when second 45-day period ends).
 3. Teacher **demonstrates little or no growth** - move to termination.

Once a teacher successfully demonstrates “effective” practice, they move to **Probationary Status** for the remainder of the current school year **and** the following school year. Attention is focused on the teacher’s ability to maintain effective teaching practice and performance throughout the probationary period. The chart that follows illustrates the decision paths.

Action Plans for Improvement and Remediation

After consultation with the evaluatee and his or her bargaining representative, the designated evaluator will provide, in writing, to the evaluatee the following information:

- A statement of the objective(s) to be accomplished with the expected level of performance. The objectives(s) should be aligned with the West Hartford Instructional or SESS Framework;
- A statement defining the amount and kind of special assistance to be provided, including the frequency of observations and feedback conferences (generally no fewer than one per school week), specialized professional development, collegial and administrative assistance, and other specialized resources;
- A timeline, not to exceed 45 school days, that includes a timeline for teacher reflection and dates for interim and final reviews. Days of absence for either evaluator or evaluatee may be added to extend the timeline.
- Indicators of success including a rating of effective or better at the conclusion of the improvement and remediation period.

When the timeline has expired, the designated evaluator will complete a teacher assistance evaluation report, which includes the job status decision. The job status decision shall be made on the basis of teacher observation and practice as defined in the West Hartford Instructional or SESS Framework.

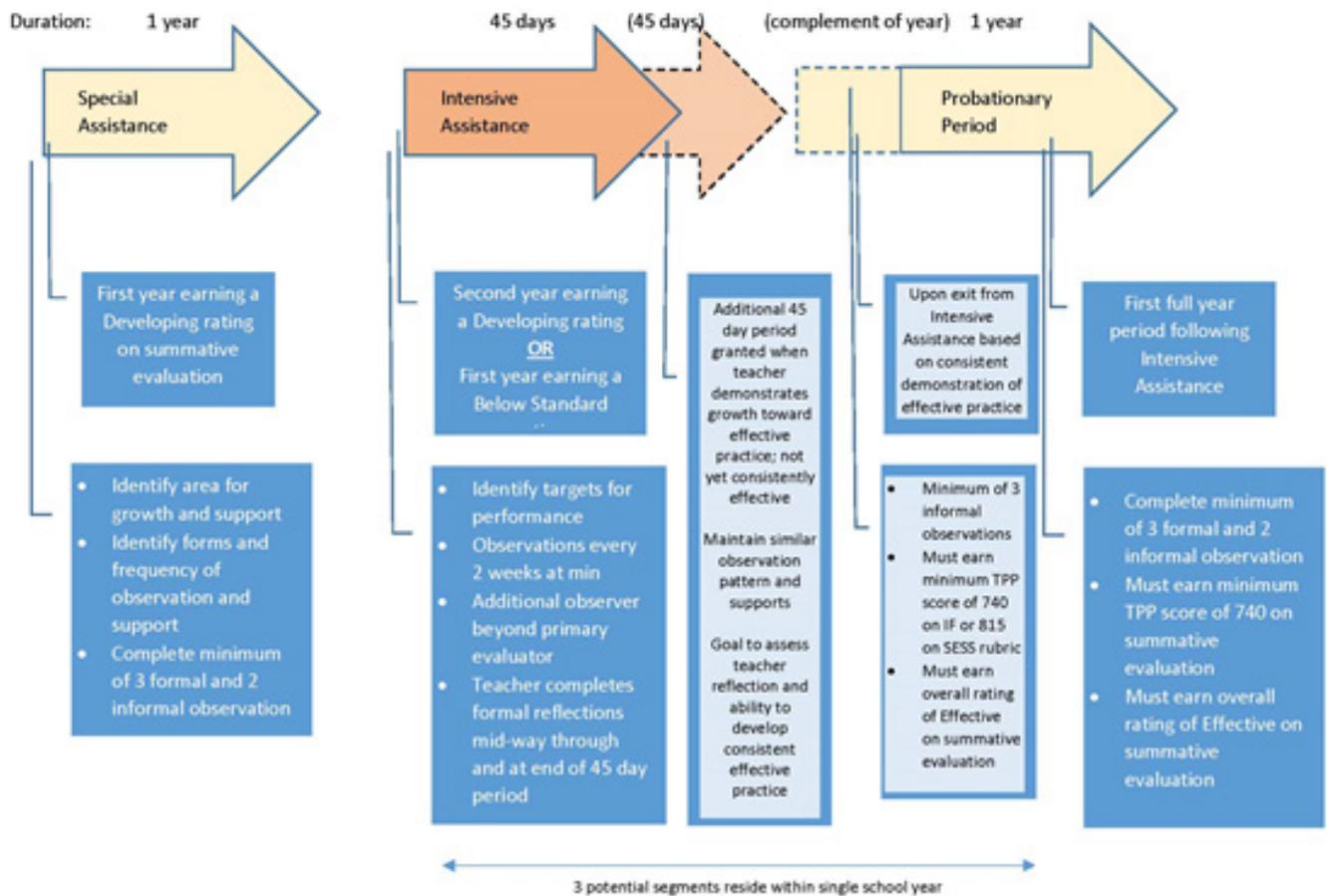
- If the designated evaluator determines that the teacher consistently demonstrates effective practice at the end of 45 days, the teacher will move out of the Teacher Assistance Plan and into Probationary Status.
- If the designated evaluator determines that the teacher does not consistently demonstrate effective practice at the end of 45 days, the decision may result in either the teacher remaining in teacher assistance, for a second period, NOT to exceed another 45 days, or a recommendation to the Superintendent that contract termination proceedings be initiated in accordance with Section 10-151, Connecticut Education laws.

For a teacher who remains in teacher assistance for an additional 45-day period, the designated evaluator will complete a teacher assistance evaluation report at the conclusion of the second 45-day which includes the job status decision.

- If the designated evaluator determines that the teacher's practice is consistently effective at the end of the second 45-day period, the teacher will move out of the Teacher Assistance Plan and into Probationary Status.

- If the designated evaluator determines that the teacher’s practice is not effective at the end of the extended period, the evaluator shall make a recommendation to the Superintendent that contract termination proceedings be initiated in accordance with Section 10-151, Connecticut Education laws. The following chart outlines the process and options described above.

Teacher Improvement and Remediation Plan



Dispute Resolution Procedure

The right of appeal is a required element in the evaluation process and is available to every participant. The appeal procedure is designed to facilitate the resolution of disputes when an evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, the professional development plan, or the final summative rating.

- To initiate an appeal, either party must submit **Appeal Worksheet I** to the Professional Learning and Evaluation Committee (PLEC) through Human Resources. Within three (3) school days of receipt of the appeal, a member of PLEC will send copies of the appeal to the other party.
- Using **Appeal Worksheet II**, PLEC will promptly schedule a joint meeting of the parties involved, generally within seven (7) school days of the original receipt of the appeal. When an appeal is brought to PLEC, the following will occur:
 1. An Appeal Committee, consisting of three (3) PLEC members (one of which will be the Superintendent or his/her designee) with one appointed as chairperson, will meet with both parties simultaneously.
 2. The parties will present their concerns, talking with each other only through the committee chair.
 3. When the committee is satisfied that they have sufficient information, they will recess to formulate a recommendation.
- When the Appeal Committee has reached consensus, the chairperson will prepare the written recommendation on **Appeal Worksheet III** which will be delivered to both parties by the committee chair within three (3) school days.
- If the Appeal Committee cannot reach consensus within the time limits set forth above, the decision on the appeal shall be made by the Superintendent.

The decision of the Appeals Committee (or the Superintendent) shall be final, except when the dispute involves an allegation that there has been a violation of the procedures of the evaluation program and the recommendation of the Appeal Committee (or the Superintendent) is not acceptable to the teacher. In such case, the teacher may initiate a Type B Grievance, utilizing either Alternative I or Alternative II. (Consult the current Agreement between the West Hartford Board of Education and the West Hartford Education Association/West Hartford Administrators' Association for details).

Given the need for prompt resolution of disputes and completion of the evaluation process, however, the decision of the Appeals Committee (or the Superintendent) shall be implemented, and the teacher's evaluation shall be subject to review upon completion of the grievance procedure.

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation and support system itself and in building the capacity and skills of all teachers.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early career teachers; participation in the Professional Learning and Evaluation Committee; participating in development of the teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities and collaborative inquiry teams; differentiated career pathways; participation in curriculum-based vertical teams or curriculum writing/revision projects; and focused professional learning based on goals for continuous growth and development.

TEACHER PRACTICE

Component 1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice component is a comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify strong practice, to identify teacher development needs and to tailor support to meet those needs.

West Hartford Instructional Framework

The West Hartford Instructional Framework is the core document within the evaluation system and is the rubric used to provide the criteria by which a teacher's performance can be directly measured. The indicators of teaching practice outlined in the rubric have been developed by West Hartford teachers and represent the collective values and beliefs about high quality teaching and learning within the educational community, contributing to a mutual understanding among stakeholders of those practices that are most essential for improving student learning and preparing students to be college and career ready. The WHPS Instructional Framework is closely aligned with the CCT Rubric for Effective Teaching 2017 and the CT Core of Teaching. Teaching practice is described across four focus areas of Classroom Environment, Planning for Active Learning, Instructional Practice for Active Learning, and Professional Responsibilities. The full framework can be accessed through this link http://www.whps.org/uploaded/Human_Resources/WHPS_IF.pdf

Student and Educator Support Specialist (SESS) Framework

In accordance with the Connecticut Guidelines for Educator Evaluation, West Hartford has developed a specialized matrix for evaluating Student and Educator Support Specialists based on the ***Core Requirements for the Evaluation of Student and Educator Support Specialists and the CCT Rubric for Effective Service Delivery 2017***. This framework is used in the evaluation of school counselors, school psychologists, speech and language pathologists, school social workers, special education resource teachers, curriculum specialists, reading specialists, and other groups in a service provider role as determined by the PLEC. The full framework can be accessed through this link http://www.whps.org/uploaded/Human_Resources/SESS_Rubric.pdf

WHPS INSTRUCTIONAL FRAMEWORK AT A GLANCE	
<i>Evidence Generally Collected Through In-Class Observations</i>	<i>Evidence Generally Collected Through Non-classroom Observations</i>
Focus Area 1 Classroom Environment	Focus Area 2 Planning for Active Learning
<p>1a. Teacher creates, models, and promotes an atmosphere of respect, responsibility, and safety for all that is conducive to learning.</p> <p>1b. Teacher maximizes time spent on learning by effectively managing routines and transitions that promote engagement and active participation by all students.</p>	<p>2a. Teacher plans instructional content that is aligned with standards, builds on students' prior knowledge and assessment results, and provides an appropriate level of challenge for all students.</p> <p>2b. Teacher plans instruction to cognitively engage all students in the content.</p> <p>2c. Teacher plans appropriate assessment strategies to monitor student progress.</p>
Focus Area 3 Instructional Practice for Active Learning	Focus Area 4 Professional Responsibilities
<p>3a. Teacher sets and communicates clear and rigorous expectations for implementing instructional content.</p> <p>3b. Teacher employs a variety of strategies to actively engage and enable all students to construct meaning and apply new learning.</p> <p>3c. Teacher monitors student learning, provides feedback, allows for self- assessment, adjusts instruction.</p>	<p>4a. Teacher is reflective and engages in professional growth that is continuous, collaborative, and purposeful.</p> <p>4b. Teacher engages families to promote positive home-school relationships, communicates effectively and exhibits sensitivity and respect for cultural, social, economic and learning diversity.</p> <p>4c. Teacher conducts self as a professional in accordance with establish district policy and the <i>CT Code of Professional Responsibility for Teachers</i>.</p>

WHPS STUDENT AND EDUCATOR SUPPORT (SESS) FRAMEWORK AT A GLANCE	
Evidence Generally Collected Through Observations of Service Delivery	Evidence Generally Collected Through Non- Classroom Observations
Focus Area 1 Learning Environment, Engagement, and Commitment to Learning	Focus Area 2 Planning for Active Learning
<p>1a. Promoting a positive learning environment that is respectful and equitable.</p> <p>1b. Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.</p> <p>1c. Maximizing service delivery by effectively managing routines and transitions.</p>	<p>2a. Developing plans aligned with standards that build on stakeholders' prior knowledge, and provide an appropriate level of challenge.</p> <p>2b. Developing plans to actively engage all stakeholders in service delivery.</p> <p>2c. Selecting appropriate assessment strategies to identify and plan learning targets.</p>
Focus Area 3 Service Delivery	Focus Area 3 Professional Responsibilities and Leadership
<p>3a. Implementing service delivery for learning.</p> <p>3b. Leading stakeholders to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>3c. Assessing student learning, providing feedback and adjusting service delivery.</p>	<p>4a. Engaging in continuous professional learning to enhance service delivery and improve learning.</p> <p>4b. Collaborating to develop and sustain a professional learning environment to support learning.</p> <p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.</p>

Professional Learning Objectives

Each teacher will annually develop, through consultation and mutual agreement with their evaluator, two Professional Learning Objectives for the year. These objectives should highlight performance and practice focus areas directly aligned to indicators of the Instructional Framework, reflect district and school priorities, and be informed by results of parent and student surveys. One objective may be a parent goal related to a targeted area of school improvement identified through survey results. Goals selected should a) represent growth areas for the teacher; b) have a direct link to student achievement; and c) have improvement targets that are ambitious and attainable.

Observation Process

Direct classroom observations, when accompanied by specific, evidence-based feedback delivered in a timely manner, provide teachers with valuable opportunities to develop and reach their full potential. West Hartford's Teacher Evaluation and Development Program provides all teachers with multiple opportunities to be observed formally and informally and receive both verbal and written feedback about their practice. The processes associated with the direct observation of classroom practice are designed in accordance with CT's Guidelines for Educator Evaluation and vary for our non-tenured and tenured teachers as well as for high-performing and low-performing tenured teachers.

Our plan provides for a combination of announced and unannounced observations in order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback. For purposes of calibration, formal and informal observations are defined as follows:

- **Formal** - Observations that last at least 45 minutes, or a single instructional period, and are preceded by a pre-conference (if announced), are always followed by a post-observation conference, and are followed by timely verbal and written feedback.
- **Informal** - Observations that last at least 10 minutes, are unannounced, and are followed by timely written feedback, and verbal feedback when possible.
- **Non-classroom Observations/Reviews of Practice** – Observations of aspects of practice other than in-class teaching, include but are not limited to observations of planning, data team or PLC meetings, participation in Collaborative Inquiry Teams, observations of coaching or mentoring other teachers, observations of concerts, special programs or or culminating activities for which the teacher was responsible for producing, facilitation of professional development experiences with colleagues, parent conferences, PPTs, reviews of student work, lesson/unit plans and assessments, or other teaching artifacts, call logs or notes from parent-

teacher meetings, and attendance records from professional learning or school-based activities/events.

Please Note: *Reviewing lesson plans in a pre-conference, prior to a scheduled observation, generally provides evidence for the planning domain and is considered a part of the formal observation process. It does **not** serve as a separate observation or review of practice.*

All observations must be followed by written feedback provided in a timely manner. For purposes of clarity and consistency, “timely” is defined by this plan as within **three** work days.

All non-tenured teachers follow the same process, regardless of their rating or years of experience teaching. Upon achieving tenure, teachers are assigned to one of three observation cycles – A, B or C. Each year, on a rotating basis, one of the three cycles is designated as the “Formal” Observation cycle.

Each year, teachers are assigned to an evaluation process based on two factors: (1) their tenure level and (2) their performance level. The table that follows outlines the requirements of the different processes that are in place for the various categories of teachers in our district.

Teacher Process	WHPS Observation Requirements
Non-Tenured Teachers – all performance levels	At least 3 in-class formal observations – 1 of which is unannounced, and all of which include a post-conference; At least 2 in-class <u>unannounced</u> informal observations – one prior to September 30.
Tenured Teachers – Formal observation cycle	At least 1 in-class <u>formal</u> observation which includes a pre-conference and post-conference; At least 1 review of practice, documented in writing.
Tenured Teachers – Informal observation cycle	At least 3 in-class <u>informal</u> observations; At least 1 review of practice, documented in writing.
Tenured Teachers – Special Assistance (Rating of Developing or Below Standard regardless of the cycle)	At least 3 in-class formal observations – 1 of which is unannounced, and all of which include an post-conference; At least 2 in-class <u>unannounced</u> informal observations – one prior to September 30.

Pre-conferences are a required component of the formal observation process. Pre-conferences are a valuable opportunity for teachers and evaluators to establish the context for the lesson, discuss important information about the students being observed, set expectations for the observation process and provide the evidence for Focus Area 2 - Planning for Active Learning.

Pre-conferences are **required** for:

- two of the three required formal observations for non-tenured teachers and
- one required formal observation for tenured teachers in the formal observation cycle.

For each scheduled formal observation, the teacher should complete and submit all pre-observation paperwork to their administrator **prior** to the pre-observation conference.

Post-conferences provide an opportunity for reflecting on the observation against the West Hartford Instructional Framework and for generating action steps that will lead to the teacher's improvement. A post-conference is a required step following every formal observation, whether announced or unannounced. Following each formal observation, the teacher should reflect on the lesson in writing and complete and submit this post-observation reflection paperwork to their administrator prior to the post-conference.

A good post-conference:

- Begins with an opportunity for the teacher to share his/her reflections on the lesson;
- Cites objective evidence about the teacher's successes, what improvements will be made, and where future observations may focus;
- Connects evidence to performance indicators in the Instructional or SESS Framework;
- Connects teacher and student actions to identify the impact of instructional decisions on student learning;
- Involves both written and verbal feedback from the evaluator; and
- Occurs in a timely manner.

For additional guidelines regarding feedback, please see the SEED document.

Observation Scoring

During observations, evaluators should take evidence-based notes of teaching and learning, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator aligns the evidence with the appropriate indicator(s) on the West Hartford Instructional Framework and then determines which performance level the evidence supports for each indicator.

Teacher Performance and Practice Scoring (40%)

At the end of the year, primary evaluators will complete a holistic review of all evidence collected to determine an overall rating of teacher performance and practice across all focus areas of the WHPS Instructional or SESS Framework. Evaluators holistically review evidence collected through observations, interactions and reviews of practice (e.g., team meetings, conferences, etc.) and use professional judgment to determine a rating on each indicator of the framework. An Excel spreadsheet is used to catalog and accurately weight the ratings for each focus area as follows to derive total performance and practice score for each teacher:

- Classroom Environment – 25%
- Planning for Active Learning – 20%
- Instructional Practice for Active Learning – 40%
- Professional Responsibilities – 15%

Primary evaluators will discuss this rating with teachers during the end-of-year conference.

Evaluators may also follow this process in advance of the mid-year conference to discuss with teachers their formative progress related to the Teacher Performance and Practice rating.

The total Performance and Practice score obtained above contributes 40% to a teacher's overall summative rating for the year.

Evidence Collection that Supports a Holistic Evaluation Process

The West Hartford Teacher Evaluation and Development Program is a holistic evaluation. As such, evidence is collected about all aspects of a teacher's practice. Classroom observations generally provide the most evidence for Focus Areas 1 and 3 of the West Hartford Instructional and SESS Frameworks. Non-classroom observations/reviews of practice generally provide the most evidence for Focus Areas 2 and 4 of the West Hartford Instructional and SESS Frameworks. Pre-and post-conferences provide the opportunity for discussion of all four focus areas, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Because the West Hartford Teacher Evaluation and Development Program aims to provide teachers with comprehensive feedback on their practice as defined by the four focus areas of West Hartford Instructional or SESS Framework, all interactions with teachers that are relevant to their instructional practice/service delivery and professional conduct may contribute to their performance evaluations. When information collected outside of formal or informal observations significantly influences the overall scoring of a teacher's performance, written feedback will be provided detailing the evidence and the impact it has on the teacher's overall summative evaluation.

Component 2: Parent Feedback (10%)

The West Hartford Teacher Evaluation and Development Program includes parent feedback in the evaluation of its teachers. Feedback collected from parents is used to determine the remaining portion of the Teacher Performance and Practice rating and constitutes 10% of a teacher's overall summative rating.

Parent Survey Guidelines

Parent surveys are conducted and scored at the whole-school level as opposed to the teacher level. Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys must be confidential, and survey responses should not be tied to parents' names. Parent surveys will be administered every spring and trends analyzed from year to year.

Arriving at a Parent Feedback Rating

The process for determining the parent feedback rating includes the following steps:

1. The school conducts a whole-school parent survey in the spring of each year.
2. Prior to the start of each school year, administrators and teachers review spring survey results and determine several school-level parent goals based on the survey feedback. Ideally, this goal-setting process would occur between the evaluator and teachers (possibly during faculty meetings) in August or September so agreement can be reached on two to three improvement goals for the entire school.
3. Evaluator and teacher review progress with parent engagement efforts at mid-year conferences;
4. Evaluator determines an aggregate rating for the school and assigns all teachers this rating based on four performance levels.

An important part of the evaluator's job is to ensure that the teacher goals are related to the overall school improvement parent goals, and that improvement targets are aligned, ambitious and attainable.

Parent feedback will be aggregated and reviewed during the End-of-Year meetings wherein evaluators will determine the degree to which the targets set at the beginning of the year were met.

Based on the aggregate progress across the school, the evaluator will assign a rating to all teachers and record the rating on page 2 of the summative spreadsheet and in the corresponding portion of each teacher's electronic Summative Evaluation form (Form I). Parent survey results are rated as follows:

Level 1	Level 2	Level 3	Level 4
Did Not Meet Goal	Partially Met Goal	Met Goal	Exceeded Goal

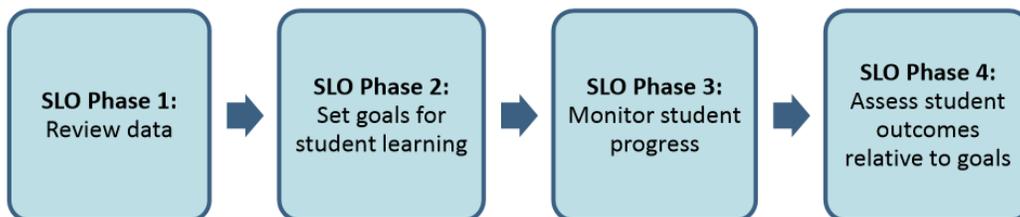
STUDENT OUTCOMES

Component 3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)

SLOs are carefully planned, long-term academic objectives that reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are written as broad goal statements for student learning that identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students’ results.

SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student mastery or progress. Indicators should be aspirational in nature, reflecting high expectations for student growth that will realize greater improvement in student performance. Because each teacher’s students differ, it is imperative that teachers and evaluators take into account each teacher’s assignment, students, and context when setting SLOs and IAGDs. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator with a minimum of 2 IAGDs resulting from the objectives set for the year. The steps in the SLO process are outlined and described below.



PHASE 1: Review the Data

The process of developing SLOs begins with reviewing district initiatives and key priorities, school/district improvement plans and the building administrator’s goals. Once teachers know their class rosters, they should examine multiple sources of data about their students’ performance to identify an area(s) of need. Documenting the “baseline” data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

Examples of data to be used in developing an SLO include but are not limited to the following:

- Initial performance on writing samples, student interest surveys, pre-assessments, etc.
- Results from standardized and non-standardized assessments
- Report cards from previous years
- Results from diagnostic assessments
- Artifacts from previous learning
- Feedback from other teachers across grade levels and content areas who have previously taught the same students
- Conferences with students' families
- Individual Educational Plans (IEPs) and 504 plans
- Data related to English Language Learners (ELL) and gifted and talented students
- Attendance records
- Information about families, community and other local contexts

It is important that the teacher has a clear understanding of both the individual student and group strengths and challenges since this information serves as the foundation for setting the ambitious yet realistic goals in the next step of the process.

PHASE 2: Set SLOs as Student Learning Goals

The West Hartford Teacher Evaluation and Development Program requires that each teacher, through mutual agreement with her/his evaluator, select one or more SLOs to measure student growth and development. For each SLO, the teacher will select at least one Indicator of Academic Growth and Development (IAGD) to measure student improvement. The number of SLO and IAGD's can vary by teacher as long as each teacher meets the minimum requirement of 2 IAGDs annually.

For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon SLO and indicators shall be based on the assigned role of the teacher. The Indicators of Academic Growth and Development used as evidence of whether SLOs are met shall be determined through the comparison of data across assessments administered over time. State mastery test data will be used to inform goal-setting and professional learning but will not be used as a measure of SLO/goal attainment or to calculate the final summative rating.

The decision regarding the number of SLOs established for the year rests with the teacher, as long as there is alignment with the needs identified within the review of applicable data and the criteria for having at least two (2) IAGDs is met.

Decide on the SLOs

The SLOs are broad goal statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. Each SLO should address a central purpose of the teacher’s assignment and should pertain to a large proportion of her/his students, including specific target groups. Each SLO statement should reflect high expectations for student learning, at least a year’s growth (or a semester’s growth for shorter courses), and should be aligned to relevant district, state or national standards for the grade level or course. Depending on the teacher’s assignment, an SLO statement might aim for content mastery or it might aim for skill development. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students’ results.

The following examples of SLOs are taken from the CT SEED Handbook 2017:

Grade/Subject	Student Learning Outcomes
6 th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
9 th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.
11 th Grade Algebra	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.
9 th Grade English/Language Arts	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
1 st and 2 nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.

Select Indicators of Academic Growth and Development (IAGDs)

An Indicator of Academic Growth and Development (IAGD) is an assessment/measure of progress with a quantitative target that will demonstrate whether the SLO was met. Each SLO must include at least one IAGD but may include multiple, differentiated IAGDs where appropriate.

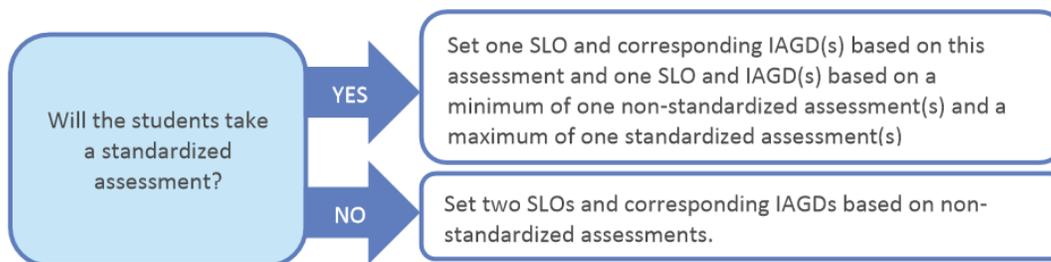
One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including a standardized indicator for grades and subjects where available and appropriate. Those without an available standardized indicator will select, through mutual agreement subject to the local dispute-resolution process of the Guidelines for Educator Evaluation, an additional non-standardized indicator.

For the other half (22.5%) of the IAGDs, there may be a:

- Minimum of one non-standardized indicator, and
- Maximum of one additional standardized indicator, if there is mutual agreement.

In the calculation to determine the summative student growth and development rating, the SLOs are weighted equally, each representing 22.5% of the final summative rating.

The following flow chart may help to determine appropriate IAGDs:



As stated in the *Connecticut Guidelines for Educator Evaluation*, a **standardized assessment** is characterized by the following attributes:

- Administered and scored in a consistent – or “standard” – manner;
- Aligned to a set of academic or performance “standards”;
- Commonly-administered (e.g., nation-, state- or district-wide); and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

IAGDs should be aspirational in design – i.e., rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should be written in SMART goal format (i.e., **S**pecific, **M**easurable, **A**ttainable, **R**esults-Oriented, **T**ime-Bound), and should make clear:

- What evidence/measure of progress will be examined;
- What levels of performance are targeted; and
- What proportion of students is projected to achieve each targeted performance level.

IAGDs should capture all students including student subgroups, such as high or low-performing students or ELL students. It is through the initial examination of student data that teachers will determine what level of performance to target for which population(s) of students.

IAGDs are unique to the teacher’s particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their SLOs, but it is unlikely they would have identical targets established for student performance. For example, all second grade teachers in a district might set

the same SLO and use the same reading assessment (measure of progress) to measure their SLOs, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among second grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels.

The following are examples of IAGDs associated with the sample SLOs presented earlier in this document:

Grade/Subject	Student Learning Outcomes	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	<p>By May 15:</p> <ul style="list-style-type: none"> • Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better. • Students who scored a 2-4 will score 8 or better. • Students who scored 5-6 will score 9 or better. • Students who scored 7 will score 10 or better. <p><i>*This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.</i></p>
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	<p>By May 30:</p> <p>All students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards on the digital literacy assessment rubric.</p> <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
11th Grade Algebra	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	<p>By May 15:</p> <p>Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark.</p> <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
9th Grade English/Language Arts	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>By June 1:</p> <ul style="list-style-type: none"> • 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. • 40 students who score 30-49 will increase by 15 points. • 10 students who scored 0-29 will increase by 10 points. <p><i>*This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.</i></p>
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	<p>By June:</p> <p>IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear.</p> <p>IAGD #2: Students will read instructional level text with 95% or better accuracy on the DRA.</p> <ul style="list-style-type: none"> • Grade 1- Expected outcome- Level 14-16. • Grade 2- Expected outcome- Level 22-24. <p><i>*These are two IAGDs using two assessments/measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups.</i></p>

Submit SLOs to Evaluator for Review

SLOs are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels, and schools are both rigorous and comparable:

- Baseline and trend data used to set SLOs
- Student population
- Standards and learning content
- Interval of Instruction for the SLO
- Assessments/measures of Progress
- Growth targets
- Instructional strategies and supports needed to achieve the SLOs

An SLO Development Guide is available on the CSDE CT SEED website to support this process at https://portal.ct.gov/SDE/Evaluation-and-Support/Sample-SLOs-by-Content-Area/-/media/SDE/SEED/Student_Learning_Goals_Objectives_Handbook_2014.pdf

PHASE 3: Monitor Student Progress

Once SLOs are finalized, teachers should monitor students' progress towards the objectives by examining student work, administering interim assessments, and regularly tracking students' accomplishments and struggles. Progress towards SLOs/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year.

If a teacher's assignment changes, or if his/her student population shifts significantly, the SLOs can be adjusted during the mid-year conference as mutually agreed upon by the evaluator and the teacher.

PHASE 4: Assess Student Outcomes Relative to SLOs

At the end of the school year, the teacher will collect the evidence required by their IAGDs, compile a summary and analysis of data, identify relevant artifacts, reflect in writing on the SLO outcomes, and submit all of this information to their evaluator using the electronic H2 form in the Talent Ed Perform system. Evaluators will review the evidence submitted along with the teacher's self-assessment and assign one of four ratings to each SLO: Exceeded, Met, Partially Met, or Did Not Meet.

These ratings are defined as follows:

Exceeded (4)	A notable percentage of students substantially exceeded the targets and all or nearly all of the remaining students met the targets
Met (3)	All or nearly all students met the targets. Those exceeding or falling below fell within a very small margin of the targets.
Partially Met (2)	A notable percentage of students fell substantially below the targets while the remaining students met the targets. Progress toward the goal was inconsistent.
Did Not Meet (1)	All or nearly all students did not meet the targets. Little or no progress toward the goal was made overall.

Guidelines for Compiling and Reflecting on Data Related to SLO Outcomes

Recognizing that SLOs are evaluated using a variety of measures, and that the type of data collected by teachers in different disciplines as evidence of SLO achievement varies widely, it is the goal of this plan to support teachers in their ability to comprehensively analyze, communicate, and reflect on their annual progress with SLOs, as well as to assist evaluators in accurately assessing teacher SLO outcomes in the most calibrated manner possible.

To that end, and after reviewing a wide range of sample documents prepared by teachers in this district, the West Hartford Professional Learning and Evaluation Committee (PLEC) identified a number of key features that hallmark effective data presentation. To ensure clear, comprehensive reporting of SLO outcomes by all teachers, as well as fair, accurate, calibrated assessment of SLO outcomes by evaluators, summative data reporting by teachers should:

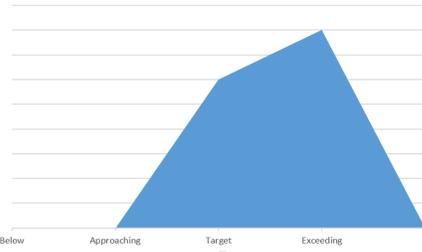
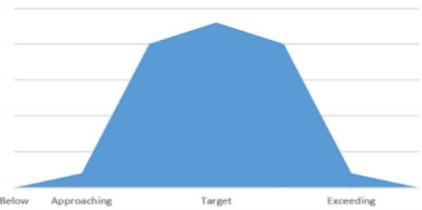
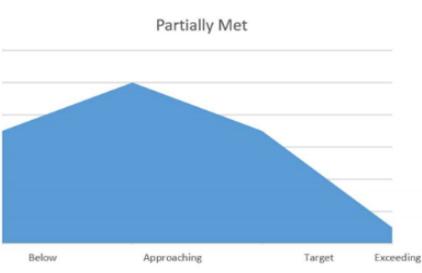
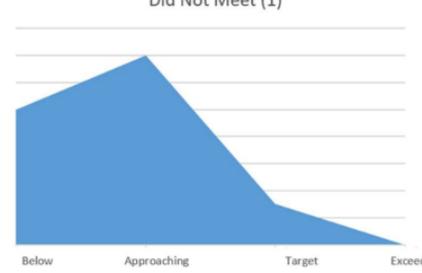
- Be explicit and comprehensive
- Include both a visual component and narrative
- Include clear display of evidence
- Include baseline data, targets, and final outcomes for all students
- Include pertinent student details

Teachers should attach their SLO data summaries to their end-of-year SLO Self-Assessment (Form H2) when submitting it electronically

Explanation of Scoring Criteria

During the 2017-18 school year, the Professional Learning and Evaluation committee (PLEC) carefully reviewed the language used to define SLO ratings and further clarified criteria for each rating in order to remove ambiguities and ensure accurate and consistent interpretation and reporting of SLO results among individual teachers and evaluators, and within and across buildings, levels, and departments.

The language used to describe the ratings is deliberately qualitative, affording evaluators and teachers the opportunity to engage in honest dialogue regarding the unique attributes of each teacher’s caseload and afford teachers and evaluators appropriate flexibility to consider attributes and circumstances unique to their cohort when scoring the SLO and evaluating the teacher’s ability to impact the growth of his or her students throughout the year. The visuals provided below should further clarify the language and assist teachers and evaluators in assigning the appropriate rating to the outcomes achieved.

<p>Exceeded (4) Essence - <i>“They got there and beyond.”</i> There is a definite group trend in performance that is above the target set.</p> <ul style="list-style-type: none"> ● “Notable percentage” should be interpreted as “more than just a few” and represent a large quantity of students. ● The target was substantially exceeded on two levels: <ol style="list-style-type: none"> 1. a significant number of students performed higher than the established target, and 2. the students’ performance exceeded the target by more than just a few points. 	<p style="text-align: center;">Exceeded (4)</p>  <p>The chart shows a blue area that starts at a low level at 'Below', rises to a peak above the 'Target' level at 'Approaching', and then descends but remains above the 'Target' level at 'Exceeding'.</p>
<p>Met (3) Essence - <i>“They got there.”</i> While there may be a few individual outliers on either side of the target, there are no significant outlier groups.</p>	<p style="text-align: center;">Met (3)</p>  <p>The chart shows a blue area that is centered around the 'Target' level, with a peak at 'Target' and tapering off towards 'Approaching' and 'Exceeding'.</p>
<p>Partially Met (2) Essence - <i>“Some got there. Many did not.”</i></p> <ul style="list-style-type: none"> ● There is a definite group trend in performance that is below the target set. ● “Notable percentage” should be interpreted as “more than just a few.” It represents a large quantity of students. ● The target was not met on two levels: <ol style="list-style-type: none"> 1. a significant number of students performed lower than the established target, and 2. students’ performance was below the target by more than just a few points. ● Progress of individual students was scattered across levels pointing to inconsistency in performance. 	<p style="text-align: center;">Partially Met</p>  <p>The chart shows a blue area that starts high at 'Below', peaks at 'Approaching', and then descends significantly below the 'Target' level at 'Exceeding'.</p>
<p>Did Not Meet (1) Essence - <i>“They did not get there.”</i></p> <ul style="list-style-type: none"> ● While there may be a few individuals who scored close to the target, in general students missed the target. ● Progress for the group as a whole was limited. 	<p style="text-align: center;">Did Not Meet (1)</p>  <p>The chart shows a blue area that peaks at the 'Approaching' level and then descends below the 'Target' level at 'Exceeding'.</p>

Student Growth and Development Scoring (45%)

Each SLO is scored using the rating criteria described above. For SLOs with more than one IAGD, the evaluator will score each indicator separately and enter the scores in the corresponding boxes on page 3 of the Summative Worksheet. The spreadsheet will automatically average the individual IAGD and/or SLO scores and compute a total Student Growth and Development rating. Evaluators will then transfer the final score to the teacher's electronic Summative Evaluation Form I. The final Student Growth and Development rating for a teacher is the average of their SLO scores to the nearest hundredth. The final Student Growth and Development rating will be shared and discussed with the teacher during the End-of-Year Conference.

Component 4: Student Feedback (5%)

The West Hartford Teacher Evaluation and Development Program includes student feedback in the evaluation of its teachers. Five percent (5%) of a teacher's evaluation is based on student feedback collected utilizing district-generated surveys. The district uses various delivery models to ensure higher rates of return, fairness, and reliability relative to student surveys.

Student Survey Guidelines

Student surveys are conducted and scored at the whole-school level as opposed to the teacher level. Surveys are confidential and survey responses will not be tied to students' names. Support is provided to teachers in the administration of student surveys to ensure that students feel comfortable providing feedback without fear of retribution. Instructions are provided with each survey to ensure that each survey is administered to students in such a way as to yield the best possible feedback for growth in teacher practice. Student surveys are administered every spring and trends analyzed from year to year.

Arriving at a Student Feedback Summative Rating

The process for determining the student feedback rating includes the following steps:

1. The school conducts student feedback surveys in the spring of each year.
 2. Prior to the start of each school year, administrators and teachers should review spring survey feedback and determine several school-level student feedback goals for the entire school.
 3. Evaluator and teacher review progress with student feedback goals at mid-year conferences.
 4. Evaluator determines an aggregate student feedback rating for the school and assigns all teachers this rating based on four performance levels.
-

An important part of the evaluator's job is to ensure that the teacher goals are related to the overall school improvement student feedback goals, and that the improvement targets are aligned, ambitious and attainable. As with parent feedback, student feedback will be aggregated and reviewed during the end-of-year meetings wherein evaluators will determine the degree to which the teacher and school student feedback targets set at the beginning of the year were met. Based on the aggregate progress across the school, the evaluator will assign a student feedback rating to all teachers as follows:

Level 1	Level 2	Level 3	Level 4
Did Not Meet Goal	Partially Met Goal	Met Goal	Exceeded Goal

SUMMATIVE TEACHER EVALUATION SCORING

The summative teacher evaluation rating is based on the four components, grouped into the two major categories of Student Outcomes and Teacher Practice.

Every educator will receive one of four performance ratings for each of the two major categories and their overall summative evaluation:

- Exemplary
- Effective
- Developing
- Below Standard

Determining the Summative Rating

Once a teacher’s scores have been determined for each of the four components and entered by the evaluator onto pages 1-4 of the Summative Evaluation Excel spreadsheet, the spreadsheet will automatically calculate the teacher’s score for each of the two major categories (i.e., Teacher Practice and Student Outcomes) as well as an Overall Summative Rating for the year.

For purposes of explanation, the following process is used to calculate the overall summative rating:

1. The Teacher Practice score is calculated 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. These weights are multiplied by the component scores to determine the category points. The points are then translated to a rating using the rating table below.
2. The Student Outcomes score is calculated by combining the student growth and development score and the student feedback score. The student growth and development component counts for 45% of the total rating and the student feedback component counts for 5% of the total rating. These weights are multiplied by the component scores to determine the category points. The points are then translated to a rating using the rating table below.
3. Evaluators use the Summative Matrix to determine the Summative Rating.

Rating Table

Total Category Points	Performance Level Rating
175-200	Exemplary
125-174.99	Effective
75-124.99	Developing
50-74.99	Below Standard

Summative Matrix

Using the ratings determined for each major category, Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating.

Summative Performance Rating Matrix					
		Practice Rating			
		Exemplary 4	Effective 3	Developing 2	Below Standard 1
Outcomes Rating	Exemplary 4	Exemplary	Exemplary	Effective	Developing
	Effective 3	Exemplary	Effective	Developing	Below Standard
	Developing 2	Effective	Effective	Developing	Below Standard
	Below Standard 1	Developing	Developing	Below Standard	Below Standard

Adjustment of Summative Rating

Summative ratings must be provided for all teachers by June 30 of each year. Not later than September 15, of each year, the Superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements.

WEST HARTFORD PUBLIC SCHOOLS INSTRUCTIONAL FRAMEWORK

West Hartford Public Schools Instructional Framework

Focus Area: Classroom Environment

Indicator A. Teacher creates, models, and promotes an atmosphere of respect, responsibility, and safety for all that is conducive to learning.				
Attributes				
	Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective:</i>
Communicates and reinforces appropriate standards of behavior	Teacher demonstrates little or no evidence that standards of behavior have been established. Teacher does not address student behavior in a timely and/or appropriate manner, impacting the learning, safety and/or well-being of others.	Teacher establishes standards of behavior but reinforces them inconsistently. Teacher addresses some disruptive student behaviors.	Teacher establishes high standards of behavior and reinforces them consistently. Teacher actively addresses and promotes student behaviors that support a positive learning environment.	Students independently demonstrate awareness of and adherence to established expectations. Student behavior is consistently appropriate. Teacher responds to misbehavior seamlessly with no loss of instructional time.
Positive rapport and social interactions	Interactions between teacher and students are negative or disrespectful and/or teacher provides little or no opportunities for students to develop positive social skills.	Interactions between teacher and students are generally positive, and respectful; however the teacher inconsistently models and reinforces positive social skills.	Interactions between teacher and students are consistently positive and respectful and the teacher, when necessary, models and explicitly teaches positive social skills that builds student capacity for interacting responsibly.	Students independently use proactive social strategies, take responsibility for their actions and, when necessary, appropriately correct one another.
Respect for student diversity	Teacher provides little or no evidence of modeling an atmosphere of respect and responsibility for self, others, and property.	Teacher provides some evidence of modeling an atmosphere of respect and responsibility for self, others, and property.	Teacher-to-student and student-to-student interactions frequently demonstrate respect and responsibility for self, others, and property and sensitivity to students' diversity and levels of development.	Teacher-to-student and student-to-student interactions consistently demonstrate respect and responsibility for self, others, and property, and sensitivity to students' diversity and levels of development.
Environment supportive of intellectual risk-taking	There is little or no evidence of the teacher's effort to promote socially responsible behavior and intellectual risk-taking.	Teacher's efforts to establish a classroom community that promotes social and intellectual risk-taking and learning are inconsistent.	Teacher establishes a classroom community that frequently promotes appropriate social skills to support social and intellectual risk-taking and learning.	Teacher establishes a classroom community that consistently promotes appropriate social skills to support social and intellectual risk-taking and learning.
Environment is reflective of high expectations for student learning	Establishes low expectations for learning.	Establishes expectations for learning for some, but not all students; or is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

West Hartford Public Schools Instructional Framework

Focus Area: Classroom Environment

Indicator B. Teacher maximizes time spent on learning by effectively managing routines and transitions that promote engagement and active participation by all students.					
		Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective:</i>
Attributes	Routines and transitions are appropriate to the needs of the students	Teacher does not utilize learning time effectively. Significant instructional time is lost due to inefficient routines and transitions.	Teacher utilizes learning time in an inconsistent manner. Some instructional time is lost due to partially effective routines and transitions.	Teacher maximizes student learning time by establishing smooth and effective routines and transitions. Students follow classroom routines with minimum prompting and guidance.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.

West Hartford Public Schools Instructional Framework

Focus Area: Planning for Active Learning

Indicator A. Teacher plans instructional content that is aligned with standards, builds on students' prior knowledge and assessment results, and provides an appropriate level of challenge for all students.					
		Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective:</i>
Attributes	Content is aligned with standards	Teacher's planning does not reflect the use of state content standards.	Teacher's planning partially addresses state content standards.	Teacher's planning effectively addresses state content standards.	Teacher's planning anticipates misconceptions, ambiguities or challenges, and considers multiple ways of how to address these in advance.
	Use of student data to plan instruction	Teacher uses little or no student data to plan instruction.	Teacher uses some student data to plan instruction.	Teacher uses multiple sources of appropriate data to plan targeted, purposeful instruction.	Teacher plans for students to identify their own learning needs based on their own individual data.
	Lesson is differentiated based on student needs and prior knowledge	Teacher does not plan differentiated tasks within lessons that meet the instructional needs of all learners.	Teacher occasionally designs lessons that are differentiated to meet the needs of all learners.	Teacher routinely plans lessons in which learning tasks and strategies are differentiated to meet the varying needs of all students in the class.	There is substantial evidence to show that the teacher consistently plans lessons that are differentiated based on students' prior knowledge, interests, and individual learning needs.
	Plans for literacy strategies appropriate to the discipline	Teacher plans instruction that includes few opportunities for students to develop literacy skills and/or academic vocabulary.	Teacher plans instruction that includes some opportunities for students to develop literacy skills and/or academic vocabulary in isolation.	Teacher plans instruction that integrates literacy strategies and/or uses the academic vocabulary.	Teacher designs opportunities to allow students to independently select literacy strategies that support their learning for a task.

West Hartford Public Schools Instructional Framework

Focus Area: Planning for Active Learning

Indicator B. Teacher plans instruction to cognitively engage all students in the content

Indicator B. Teacher plans instruction to cognitively engage all students in the content					
		Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective:</i>
Attributes	Strategies, tasks and questions cognitively engage students	Teacher plans instructional tasks that provide limited or no opportunities for students' cognitive engagement.	Teacher plans instructional tasks that provide some opportunities for students' cognitive engagement.	Teacher plans instructional strategies, tasks, and questions that promote students' cognitive engagement through problem-solving, critical or creative thinking, discourse, or inquiry-based learning and application to other situations.	Teacher plans release responsibility to the students to apply and/or extend learning beyond the learning expectation.
	Instructional resources and flexible groupings support cognitive engagement and new learning	Teacher does not effectively select or design resources and/or groupings that engage students.	Teacher occasionally selects or designs resources and/or groupings that cognitively engage students.	Teacher consistently selects or designs resources and/or flexible groupings that cognitively engage students.	Teacher selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

West Hartford Public Schools Instructional Framework

Focus Area: Planning for Active Learning

Indicator C. Teacher plans appropriate assessment strategies to monitor student progress.					
		Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective:</i>
Attributes	Ongoing assessment of student learning	Teacher plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Teacher plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Teacher plans assessments that elicit specific evidence of student learning of intended instructional outcomes throughout their lessons.	Teacher plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.
	Criteria for student success	Teacher provides little or no planning criteria for student success and/or does not plan opportunities for students to self-assess.	Teacher plans general criteria for student success and/or plans some opportunities for students to self-assess.	Teacher plans specific criteria for student success and/or plans opportunities for students to self-assess using the criteria.	Teacher plans include students in developing their criteria for monitoring their own success.

West Hartford Public Schools Instructional Framework

Focus Area: Instructional Practice for Active Learning

Indicator A. Teacher sets and communicates clear and rigorous expectations for implementing instructional content.					
		Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective:</i>
Attributes	Communicates instructional purpose	Little or no evidence of learning expectations exists and/or learning expectations are not clearly communicated to students.	Learning expectations are communicated to students and set a general purpose for instruction.	Learning expectations are clearly communicated to students to set a specific purpose for instruction.	With guidance, students are able to articulate the instructional purpose of the learning experience/expectation and to link it to their own interests. Students, either in-person or through virtual tools, play a significant role in contributing to extending the goals of the learning experience and in explaining concepts to others.
	Demonstrates content accuracy	Teacher makes multiple content errors.	Teacher makes minor content errors.	Teacher makes no content errors.	Teacher invites students to explain content to their classmates.
	Content progression and level of challenge	Instruction lacks a clearly defined sequence or depth of knowledge; skills or concepts are at an inappropriate level to advance student learning.	Instruction is arranged in a generally logical sequence with some inconsistencies in the learning progression, depth of knowledge, skills, or concepts to advance student learning.	Instruction is clearly arranged in a logical learning progression and is at an appropriate depth of knowledge, skills, or concepts to advance student learning.	Students are encouraged to initiate opportunities to extend their learning beyond lesson expectations and make cross-curricular connections.
	Literacy strategies appropriate to the discipline	Teacher presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Teacher presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Teacher presents instruction that consistently integrates literacy strategies and/or explicit instruction in academic vocabulary.	Teacher provides opportunities for students to independently select literacy and/or vocabulary strategies that support their learning.

West Hartford Public Schools Instructional Framework

Focus Area: Instructional Practice for Active Learning

Indicator B. Teacher employs a variety of strategies to actively engage and enable all students to construct meaning and apply new learning.				
Attributes				
	Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective:</i>
Strategies, tasks, questions, discourse, and inquiry	Teacher implements strategies, tasks, questions that limit opportunities for students' cognitive engagement.	Teacher implements strategies, tasks, and opportunities for students' cognitive engagement.	Teacher implements strategies, tasks, and questions that appropriately integrate student cognitive engagement, including recall, problem-solving, critical thinking skills, purposeful discourse, and/or inquiry. At times students develop their own questions and problem solving strategy.	Teacher encourages students to work collaboratively to generate their own questions and problem-solving strategies, synthesize, and communicate information.
Resources, technology, and groupings	Teacher uses resources, technology, and/or groupings that do not adequately support student achievement of learning expectations.	Teacher uses resources, technology and/or groupings that generally support student achievement of learning expectations.	Teacher uses resources, technology, and groupings purposefully to support student achievement of learning expectations.	Teacher promotes student ownership, self-direction, and choice of resources, technology and/or groupings to develop and apply new learning.
Student responsibility and independence	Teacher implements instruction that provides little or no opportunities for students to develop independence as learners.	Teacher implements instruction that provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Teacher implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Teacher provides opportunities to extend student initiated learning and supports and challenges students to identify various ways to approach learning tasks that result in quality work.

West Hartford Public Schools Instructional Framework

Focus Area: Instructional Practice for Active Learning

Indicator C. Teacher monitors student learning, provides feedback, allows for self-assessment, adjusts instruction.				
Attributes				
	Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective:</i>
Providing criteria for success and self-assessment	Criteria for success are not communicated clearly; opportunities for self-assessment are rare.	Teacher communicates general criteria for success; few examples of self-assessment.	Teacher communicates criteria for success and provides opportunities for students to self-assess.	Students generate specific criteria for assignments and/or students demonstrate the practice of self-assessment and adjusting to better meet and exceed learning expectations.
Monitoring student understanding and adjusting instruction	Teacher monitors task completion and/or compliance rather than student achievement of the lesson purpose or objective. Teacher does not make needed adjustments to instruction.	Teacher monitors task completion and whole-class progress towards achievement of the intended instructional outcomes. Teacher adjusts instruction during lesson primarily in response to whole group performance.	Teacher monitors individual student progress towards achievement of the intended instructional outcomes by eliciting evidence of student learning at critical points in the lesson. Teacher adjusts instruction as necessary in response to individual and group performance.	Teacher encourages students to use feedback to set new goals for learning. Students identify ways to adjust that will be effective for them as individuals and result in quality work.
Providing feedback to students	Provides no feedback or feedback that is limited, lacks specificity, and/or is inaccurate.	Provides general feedback; does not consistently guide students towards intended instructional outcomes.	Teacher provides individualized, descriptive feedback that is accurate, actionable, and helps students advance learning.	Teacher encourages peer feedback that is specific and focuses on advancing student learning.
Assessing for learning	Does not use a variety of assessments that align with learning objectives and inform instruction.	Teacher occasionally uses a variety of assessments that align with learning objectives and inform instruction.	Teacher consistently uses a variety of assessments that align with the learning objectives and inform instruction.	Students design assessments and critique themselves and one another.

West Hartford Public Schools Instructional Framework

Focus Area: Professional Responsibilities

Indicator A. Teacher is reflective and engages in professional growth that is continuous, collaborative, and purposeful.				
Attributes				
	Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective:</i>
Self-evaluation, reflection and response to feedback	Teacher rarely reflects on instructional practice or uses data to improve instruction. Teacher unwillingly accepts supervisor feedback or recommendations.	Teacher occasionally reflects on instructional practice and reluctantly uses supervisor feedback to improve or change individual practice.	Teacher frequently self-evaluates and reflects on instructional practice, willingly accepts supervisor feedback, and makes changes in practice based on feedback received.	Teacher uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues and proactively seeks feedback to improve practice.
Collaboration with colleagues	Teacher resists collaboration with colleagues. Teacher's participation may impede the collaborative process.	Teacher demonstrates a neutral presence collaboratively – listens and does not impede progress of colleagues in collaborative setting.	Teacher consistently contributes to the professional community through productive collaboration with colleagues.	Teacher demonstrates leadership in the professional community and supports and assists colleagues with planning and instruction that supports professional growth and student learning.
Contribution to culture of professional learning	Teacher attends required professional learning opportunities, but rarely engages fully in opportunities for professional growth.	Teacher participates in professional learning when asked, but makes minimal contributions.	Teacher actively participates in professional learning opportunities and applies knowledge and skills gained to improve and strengthen practice.	Teacher initiates opportunities for professional learning with colleagues. Collaboration deepens others' understanding and strengthens the impact of instruction on student learning.
Contribution to a positive school climate	Teacher rarely participates in the professional community and demonstrates limited commitment to a positive school climate.	Teacher occasionally participates in the professional learning environment and shows some commitment to collaborating with colleagues.	Teacher collaboration with colleagues is ongoing and contributes to a positive school culture.	

West Hartford Public Schools Instructional Framework

Focus Area: Professional Responsibilities

Indicator B. Teacher engages families to promote positive home-school relationships, communicates effectively and exhibits sensitivity and respect for cultural, social, economic and learning diversity.					
		Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective:</i>
Attributes	Family and community engagement	Teacher rarely attempts to inform families and involve them in the educational program. Communication is limited to required reports and conferences.	Teacher makes some attempt to build relationships through communication. Teacher attempts to inform and involve families in the educational program beyond required contacts are minimal or inconsistent.	Teacher frequently communicates with families about learning expectations and student performance, and makes frequent attempts to involve families in the educational program, often using more than one method of communication.	Teacher consistently employs a variety of methods to involve and inform families in educational programs and creates a strong partnership between families and the school.
	Respect for cultural differences	Teacher demonstrates limited sensitivity of cultural, social, economic, and learning diversity through interactions and/or instruction.	Teacher demonstrates some sensitivity and respect for cultural, social, economic, and learning diversity through interactions and/or instruction.	Teacher establishes positive relationships with families, demonstrates sensitivity to and respect for cultural, social, economic, and learning diversity through interactions and/or instruction, and communicates with families in culturally-responsive ways.	Teacher consistently demonstrates a high level of knowledge, sensitivity, and respect for cultural, social, economic, and learning diversity through interactions and/or instruction.
	Culturally responsive communication	Communication is rare except through report cards. Few attempts are made to honor different family cultural norms and/or responds inappropriately or disrespectfully.	Teacher usually responds promptly to communications from families. Communication is generally respectful and an effort is made to take into account different family home languages, cultures, and values.	Teacher regularly engages in two-way communication with families about student performance and learning and responds promptly and carefully to questions and concerns.	Teacher leads efforts to enhance culturally responsive communication with families. Teacher communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home languages, culture, and values.

West Hartford Public Schools Instructional Framework

Focus Area: Professional Responsibilities

Indicator C. Teacher conducts self as a professional in accordance with <u>CT Code of Professional Responsibility for Teachers</u> and established district rules and policy.				
	Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective:</i>
Attributes	Professional responsibility, ethics, and judgment	Teacher actions are not consistent with the <u>CT Code of Professional Responsibility for Teachers</u> .	Teachers' actions demonstrate some inconsistency with the <u>CT Code of Professional Responsibility for Teachers</u> .	Teacher acts in accordance with ethical codes of conduct and professional standards. Teacher actions are consistent with the <u>CT Code of Professional Responsibility for Teachers</u> .
	Respect for established rules and policies	Teacher actions disregard established rules and policies.	Teacher actions demonstrate inconsistent respect for and adherence to established rules and policies.	Teacher regularly provides support to colleagues that aids in their understanding of established rules and policies and provides support to colleagues to help them meet or fulfill requirements.
	Interpersonal relations and contributions to a positive school climate	Teacher's attitude, words, and actions often detract from a positive school climate	Teacher's attitude, words, and actions inconsistently contribute to fostering a positive school climate	Teacher's attitude, words, and actions consistently contribute to fostering a positive school climate.

WEST HARTFORD PUBLIC SCHOOLS SESS FRAMEWORK

West Hartford Public Schools SESS Framework

Focus Area 1: Learning Environment, Engagement and Commitment to Learning

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

Indicator 1A. Promoting a positive learning environment that is respectful and equitable. ²			
	Below Standard	Developing	Effective
Rapport and positive social interactions	Interactions with stakeholders are negative or disrespectful or the provider does not promote positive social interactions among stakeholders.	Interactions between service provider and stakeholders are generally positive and respectful and/or the provider inconsistently promotes positive social interactions.	Interactions between service provider and stakeholders are consistently positive and respectful. The provider consistently promotes positive social interactions.
Respect for stakeholder diversity³	Establishes a learning environment that disregards stakeholders' cultural, social and/or developmental differences, or does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of stakeholders' cultural, social and/or developmental differences.	Establishes a learning environment that is consistently respectful of stakeholders' cultural, social and/or developmental differences.
Environment supportive of risk-taking⁴	Creates or promotes a learning environment that discourages stakeholders from attempting tasks, responding to questions and challenges, or feeling safe to make and learn from mistakes.	Inconsistently creates or promotes a learning environment that encourages stakeholders to attempt tasks, respond to questions and challenges, or feel safe to make and learn from mistakes.	Consistently creates or promotes a learning environment in which stakeholders are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes.
High expectations for learning	Does not establish expectations for learning or has low expectations for learning.	Establishes expectations that are too high or too low, or inconsistently reinforces realistic expectations for learning/growth and development.	Establishes and consistently reinforces high and realistic expectations for learning/growth and development.
Attributes			Exemplary <i>In addition to the characteristics of Effective:</i> Fosters an environment where stakeholders have opportunities to proactively demonstrate positive social interactions and/or conflict-resolution skills in light of their circumstances. Recognizes and incorporates stakeholders' cultural, social and/or developmental diversity to enrich learning opportunities. Demonstrates intentionality in creating or promoting an environment in which stakeholders, in light of their circumstances, are encouraged to respectfully question or challenge ideas presented. Creates opportunities for stakeholders to take responsibility for their own growth and development in light of their circumstances.

1. Stakeholders is a broad term used throughout this document intended to encompass the wide range of participants that may be the focus of learning or service delivery experience, as determined by the role and delineated responsibilities of the service provider. Stakeholders may include students, teachers, para-educators, parents, colleagues, community members, and/or any other group of individuals relevant to the experience.
2. A respectful and equitable learning environment supports whole-child development and the understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students but they also offer opportunities for equitable access, survivability, outputs and outcomes. Branson, C. & Gross, S. (Eds.). (2014). *Handbook of Ethical Educational Leadership*. New York: Routledge.
3. Respect for learner diversity means recognizing individual differences, including but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.
4. Take risks: Fostering an environment that promotes risk-taking involves building trust.

West Hartford Public Schools SESS Framework

Focus Area 1: Learning Environment, Engagement and Commitment to Learning

Indicator 1B. Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.				
Attributes				
	Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective:</i>
Communicating and reinforcing appropriate standards of behavior	Demonstrates little or no evidence of establishing and/or reinforcing appropriate standards of behavior resulting in interference with learning.	Establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with learning.	Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment.	Creates opportunities for stakeholders to take responsibility for their own behavior in light of their circumstances and/or seamlessly responds to misbehavior.
Promoting social and emotional competence⁵	Provides little to no teaching, modeling or reinforcing social skills or provides little to no opportunity for stakeholders to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, and/or reinforces social skills and/or limits opportunities to build stakeholders' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models, or positively reinforces social skills and builds stakeholders' capacity to self-regulate and take responsibility for their actions.	Encourages stakeholders to independently apply proactive strategies ⁶ and social skills and take responsibility for their actions in light of their circumstances.

5. Social competence is exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, and Rhee, 2000).

6. Proactive strategies include self-regulation strategies, problem-solving strategies, conflict resolution processes, interpersonal communication and responsible decision-making.

7.

Focus Area 1: Learning Environment, Engagement and Commitment to Learning

Indicator 1C. Maximizing service delivery by effectively managing routines⁷ and transitions.					
		Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective.</i>
Attributes	Routines and transitions appropriate to needs of stakeholders	Implements and manages routines and transitions resulting in significant loss of service delivery time.	Implements and manages routines and transitions resulting in some loss of service delivery time.	Implements and manages effective routines and transitions that maximize service delivery time.	Establishes an environment in which stakeholders are encouraged or provided opportunities to independently facilitate routines and transitions in light of their circumstances.

7. Routines can be instructional or non-instructional organizational activities. Transitions are non-instructional activities such as moving from one grouping, task or context to another.

West Hartford Public Schools SESS Framework

Focus Area 2: Planning for Active Learning

Service providers design⁸ academic, social/behavioral, therapeutic or consultative plans⁹ to engage stakeholders in rigorous and relevant learning to promote their curiosity about the world at large by:

Indicator 2A. Developing plans aligned with standards that build on stakeholders' knowledge and skills and provide an appropriate level of challenge.					
Attributes		Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective:</i>
Standards alignment	Designs plans that are misaligned with or do not address the CT Core Standards and/or other appropriate content standards. ¹⁰	Designs plans that partially align with relevant Connecticut standards, or discipline-specific state and national guidelines.	Designs plans that directly align with relevant Connecticut standards or discipline-specific state and national guidelines.	Designs plans that ensure continuity of service delivery and/or encourage stakeholders to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work.	Designs plans that challenge stakeholders to apply learning to new situations.
Evidence-based practice	Designs plans that are not evidence based.	Designs plans that are partially evidence based.	Designs plans using evidence-based practice.	Designs plans that challenge stakeholders to apply learning to new situations.	Designs plans that challenge stakeholders to apply learning to new situations.
Use of data to determine stakeholder needs and level of challenge	Designs plans without consideration of data.	Designs plans using limited sources of data ¹¹ to address stakeholder needs and to support an appropriate level of challenge.	Designs targeted and purposeful plans using multiple sources of data to address stakeholder needs and support an appropriate level of challenge.	Designs plans that challenge stakeholders to apply learning to new situations.	Proactive in obtaining, analyzing and using data from multiple sources to guide collaborative planning.
Targeted and specific objectives for stakeholders	Develops objectives that are not targeted or specific to the needs of stakeholders.	Develops objectives that are related, but not targeted or specific to the needs of stakeholders.	Develops objectives that are targeted and specific to the needs of stakeholders.	Plans include opportunities for stakeholders to inform the development of future objectives.	Plans include opportunities for stakeholders to inform the development of future objectives.

8. Depending upon the role of the service provider, the action verb could be design, collaborate, inform, or consult.

9. Academic, behavioral, therapeutic, crisis or consultative plans may be developed for and directed to whole group, small group and or individual learners.

10. Content standards: Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

11. Sources of data may include existing data or data to be collected (progress monitoring). Data may be formal (standardized tests) or informal (survey responses, interviews, anecdotal records, grades) and may be formative or summative.

Focus Area 2: Planning for Active Learning

Indicator 2B. Developing plans to actively engage stakeholders in service delivery.				
Attributes				
	Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective:</i>
Strategies, tasks and questions	Selects or designs plans that are service provider-directed with no opportunities for active engagement.	Selects or designs plans that are primarily service provider-directed and offer some opportunities for active engagement.	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active engagement.	Selects or designs plans that provide opportunities for stakeholders to apply or extend learning to new situations and/or anticipates and plans for challenges related to stakeholder engagement.
Resources¹² and/or flexible groupings¹³ and new learning	Selects or designs resources and/or groupings that do not engage stakeholders or support new learning.	Selects or designs resources and/or groupings that minimally engage stakeholders or support new learning.	Selects or designs a variety of resources and/or flexible groupings that actively engage stakeholders in demonstrating new learning.	Selects or designs opportunities for stakeholders to make choices about resources and/or flexible groupings that support and extend new learning.

12. Resources include, but are not limited to, available textbooks, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software kits, games, pictures, posters, artistic prints, study prints, sculptures, models, maps, motion pictures, audio and video recordings, DVDs, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purpose.

13. Flexible groupings are changeable based on the purpose of the service delivery and on changes in the needs of individual stakeholders over time.

West Hartford Public Schools SESS Framework

Focus Area 2: Planning for Active Learning

Indicator 2C. Selecting appropriate assessment strategies ¹⁴ to identify and plan learning targets.				
Attributes				
	Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective:</i>
Selection of assessments and interpretation of results	Does not use knowledge of stakeholders' abilities, developmental level, and cultural, linguistic and/or experiential background to select and interpret assessment information.	Uses limited knowledge of stakeholders' abilities, developmental level, and cultural, linguistic and/or experiential background to select and interpret assessment information.	Uses knowledge of stakeholders' abilities, developmental level, and cultural, linguistic and/or experiential background to select and interpret assessment information.	Consults with others to enhance understanding of the assessment selection process, the information obtained, and the subsequent development of learning plans.
Criteria for success	Does not identify appropriate criteria for assessing learning.	Identifies general criteria for assessing learning.	Identifies objective and measurable criteria for assessing learning.	Identifies opportunities for stakeholders to be involved in developing and/or interpreting criteria for learning.
Ongoing assessment of learning	Does not plan for use of assessment strategies or methods to monitor or adjust service delivery.	Plans for use of assessment strategies or methods that provide limited opportunities to monitor and/or adjust service delivery.	Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery.	Plans to engage stakeholders in using assessment criteria to self-monitor and reflect on learning.

14. Assessment strategies are used to evaluate learners before, during and after service delivery. Entry assessments are often diagnostic and used to determine eligibility for services. Formative assessment is part of the process used by service providers during service delivery, which provides feedback to monitor and adjust ongoing services. Summative assessments are used to evaluate learners at the end of a service delivery plan to determine its success.

West Hartford Public Schools SESS Framework

Focus Area 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic or consultative plans to engage stakeholders in rigorous and relevant learning to promote their curiosity about the world at large by:

Indicator 3A. Implementing service delivery ¹⁵ for learning.				
Attributes				
	Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective:</i>
Purpose of service delivery	Does not communicate academic and/or social/behavioral expectations for service delivery.	Communicates academic and/or social/behavioral expectations for service delivery in a way that requires further explanation.	Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards.	Provides opportunities for stakeholders to communicate how academic and/or social/behavioral expectations apply to other situations in light of their circumstances.
Precision of service delivery	Delivers services with significant error(s) and uses imprecise language to convey ideas, resulting in learning misunderstanding.	Delivers services with minor error(s) or uses imprecise language to convey ideas, resulting in the need for clarification.	Delivers services accurately, resulting in learning of content, process, and/or skills.	Effectively delivers services that extend stakeholders' understanding.
Progression of service delivery	Delivers services which lack a logical and purposeful progression.	Delivers services in a generally logical and purposeful progression, but are not sensitive to stakeholder needs.	Delivers services in a logical and purposeful progression that meet the needs of stakeholders.	Provides stakeholders with opportunities that challenge them to take responsibility and extend their own learning in light of their circumstances.
Level of challenge	Does not provide an opportunity for an appropriate level of challenge.	Provides some challenges that align to learning needs.	Consistently delivers services at a level of challenge that aligns to stakeholders' needs.	Provides opportunities for stakeholders to extend learning beyond expectations in light of their circumstances.

15. Service delivery is derived from a framework of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.

West Hartford Public Schools SESS Framework

Focus Area 3: Service Delivery

Indicator 3B. Leading stakeholders to construct meaning and apply new learning through the use of a variety of differentiated ¹⁶ and evidence-based learning strategies.				
Attributes				
	Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective:</i>
Strategies, tasks and questions	Uses a limited combination of tasks and questions that do not result in new and meaningful learning.	Uses a limited combination of tasks or questions that result in new and meaningful learning.	Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promote problem-solving, critical and creative thinking, purposeful discourse or inquiry.	Includes opportunities for stakeholders to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, and synthesize and communicate information in light of their circumstances.
Resources and flexible groupings and new learning	Limited use of available resources or groupings that do not actively engage stakeholders and support new learning.	Uses available resources or groupings to actively engage stakeholders and support some new learning.	Uses multiple resources or flexible groupings to actively engage stakeholders in new learning and facilitate connections between concepts and/or across settings.	Fosters stakeholder ownership, self-direction, and choice of available resources or flexible groupings in light of their circumstances.
Stakeholder responsibility and independence	Implements service delivery that is provider directed and provides no opportunities for stakeholders to develop independence.	Implements service delivery that is primarily provider directed and provides some opportunities for stakeholders to develop independence and share responsibility for learning.	Implements service delivery that provides multiple opportunities for stakeholders to develop independence and take responsibility for learning.	Supports and challenges stakeholders to identify ways to approach learning that will be effective for them as individuals in light of their circumstances.

16. Differentiated strategies, tasks, and questions are responsive to individual stakeholder needs and implemented with intentionality by the service provider.

West Hartford Public Schools SESS Framework

Focus Area 3: Service Delivery

Indicator 3C. Assessing learning, providing feedback ¹⁷ and adjusting service delivery.				
Attributes				
	Below Standard	Developing	Effective	Exemplary
Criteria for success	Does not communicate criteria for success.	Communicates general criteria for success.	Communicates specific observable and measurable criteria for success.	Provides opportunities for stakeholders to be involved in developing and/or interpreting criteria for their own success in light of their circumstances.
Ongoing assessment of learning	Monitors learning with focus limited to task completion and/or compliance rather than achievement of purpose/objective.	Monitors learning with focus on progress toward achievement of the intended purpose/objective.	Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective.	Promotes stakeholder self-monitoring and self-assessment to improve learning in light of their circumstances.
Feedback to stakeholder	Provides no meaningful feedback or feedback lacks specificity and/or does not support improvement toward academic or social/behavioral outcomes.	Provides feedback that partially supports improvement toward academic or social/behavioral outcomes.	Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes.	Fosters self-reflection and/or peer feedback that is specific and focused on advancing learning in light of their circumstances.
Adjustments to service delivery¹⁸	Makes no attempts to adjust service delivery in response to stakeholders' performance or engagement in tasks.	Makes some attempts to adjust service delivery in response to stakeholders' performance or engagement in tasks.	Adjusts service delivery in response to stakeholders' performance or engagement in tasks.	Develops differentiated methods to obtain feedback from stakeholders in order to assist in adjustment of service delivery.

17. Effective feedback is descriptive and immediate and helps learners to improve their performance by telling them what they are doing well while providing meaningful, appropriate and specific suggestions for improvement, as appropriate.

18. Adjustments to service delivery are based on information gained from progress monitoring. Service providers make purposeful decisions about changes necessary to help learners achieve service delivery outcomes.

West Hartford Public Schools Instructional Framework

Focus Area: Professional Responsibilities

Indicator B. Teacher engages families to promote positive home-school relationships, communicates effectively and exhibits sensitivity and respect for cultural, social, economic and learning diversity.				
Attributes				
	Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective:</i>
Family and community engagement	Teacher rarely attempts to inform families and involve them in the educational program. Communication is limited to required reports and conferences.	Teacher makes some attempt to build relationships through communication. Teacher attempts to inform and involve families in the educational program beyond required contacts are minimal or inconsistent.	Teacher frequently communicates with families about learning expectations and student performance, and makes frequent attempts to involve families in the educational program, often using more than one method of communication.	Teacher consistently employs a variety of methods to involve and inform families in educational programs and creates a strong partnership between families and the school.
Respect for cultural differences	Teacher demonstrates limited sensitivity of cultural, social, economic, and learning diversity through interactions and/or instruction.	Teacher demonstrates some sensitivity and respect for cultural, social, economic, and learning diversity through interactions and/or instruction.	Teacher establishes positive relationships with families, demonstrates sensitivity to and respect for cultural, social, economic, and learning diversity through interactions and/or instruction, and communicates with families in culturally-responsive ways.	Teacher consistently demonstrates a high level of knowledge, sensitivity, and respect for cultural, social, economic, and learning diversity through interactions and/or instruction.
Culturally responsive communication	Communication is rare except through report cards. Few attempts are made to honor different family cultural norms and/or responds inappropriately or disrespectfully.	Teacher usually responds promptly to communications from families. Communication is generally respectful and an effort is made to take into account different family home languages, cultures, and values.	Teacher regularly engages in two-way communication with families about student performance and learning and responds promptly and carefully to questions and concerns.	Teacher leads efforts to enhance culturally responsive communication with families. Teacher communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home languages, culture, and values.

Focus Area 4: Professional Responsibilities and Leadership

Indicator 4B. Collaborating to develop and sustain a professional learning environment to support learning.					
		Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective:</i>
Attributes	Collaboration with colleagues ²⁰	Does not collaborate with colleagues to improve service delivery and learning.	Collaborates with colleagues with limited impact on service delivery and learning.	Collaborates with colleagues to improve service delivery and learning.	Leads efforts to improve and strengthen the school/district professional learning environment. ²¹
	Professional responsibility and ethics ²²	Does not demonstrate professional responsibilities and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.	Inconsistently demonstrates professional responsibilities and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.	Consistently exhibits professional responsibilities and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.	Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.
	Maintenance of records/data	Records/data are incomplete or not appropriately shared. ²³ Confidential information is not stored in a secured location.	Records/data are complete but may contain some inaccuracies. Records/data may be inappropriately shared. Confidential information is stored in a secured location.	Records/data are complete, organized and accurate. Student records/data are appropriately shared. Confidential information is stored in a secured location.	Shares best practices and guides others in maintenance and/or sharing of student records/data.

20. Colleague: A colleague is a person with whom an educator works, including, but not limited to, other teachers, administrators, support staff, and para-educators

21. Examples of leadership to improve the school/district professional learning environment include but are not limited to: curriculum vertical teams, Professional Learning & Evaluation Committee (PLEC), Equity/Diversity Committee, planning or facilitating professional development, mentoring colleagues, training for tutors, para-educators or other staff, serving in a school or district-wide informal or formal leadership role.

22. Connecticut Code of Professional Responsibility for Teachers: A set of principles which the teaching profession expects its members to honor and follow, and serves as a basis for decisions on issues pertaining to licensure and employment. (Regulations of Connecticut State Agencies Section 10-145d-400a).

23. Appropriately sharing records/data refers to the adherence to timeframes, notification of critical stakeholders, legal requirements, expectations for confidentiality and other responsibilities related to the service provider's stewardship of information.

West Hartford Public Schools SESS Framework

Focus Area 4: Professional Responsibilities and Leadership

Indicator 4C. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.				
Attributes				
	Below Standard	Developing	Effective	Exemplary <i>In addition to the characteristics of Effective:</i>
Positive climate	Does not contribute to and/or comply with efforts to develop and sustain a positive school/district climate.	Complies with efforts to develop and/or sustain a positive school/district climate.	Actively engages with colleagues, students and families to develop and/or sustain a positive school/district climate.	Leads efforts to improve and strengthen the school/district climate. ²⁴
Stakeholder engagement	Limits communication with stakeholders to required reports and conferences.	Communicates with stakeholders through required reports and conferences, and makes some attempts to build relationships with some stakeholders.	Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote success.	Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks and implements input from stakeholders to support growth and development.
Culturally responsive communications ²⁵ with stakeholders	Demonstrates bias or lack of cultural competence in interactions with stakeholders.	Interacts with stakeholders in a manner that indicates limited awareness of or respect for cultural differences.	Interacts with stakeholders in a culturally responsive manner.	Leads efforts to enhance culturally responsive communications with stakeholders.

24. Examples of leadership to improve and strengthen school/district climate include but are not limited to: school/district-wide committees (e.g., Superintendent Advisory, cheer/social committees, PBIS committees, Collaborative Problem-Solving (CPS), School Safety Committee), mentoring students, leading family engagement efforts through communication and/or event coordination, planning/coordinating before or after school activities, serving as a model of support to colleagues

25. Culturally responsive communications use the cultural knowledge, prior experiences and performance styles of diverse learners to make learning more appropriate and effective and support connectedness between home and school experiences.

TEACHER EVALUATION REFERENCES AND RESOURCES

CSDE Educator Evaluation website:

<https://portal.ct.gov/SDE/Evaluation-and-Support/Educator-Evaluation>

CSDE Evaluation Support Documents:

<https://portal.ct.gov/SDE/Evaluation-and-Support/Educator-Evaluation/Documents>

CT Guidelines for Educator Evaluation:

https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/Guidelines_for_Educator_Evaluation_2017.pdf?la=en

SEED Handbook:

https://portal.ct.gov/-/media/SDE/SEED/2017_SEED_Handbook.pdf?la=en

CCT Rubric for Effective Teaching:

<https://portal.ct.gov/-/media/SDE/SEED/CCTRubricForEffectiveTeaching2017.pdf?la=en>

CCT SESS Rubric:

<https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/SESSRubric2017.pdf?la=en>

CT Evidence Guides

<https://portal.ct.gov/SDE/Evaluation-and-Support/Connecticut-Evidence-Guides>

CT Student Learning Goals and Objectives Handbook:

https://portal.ct.gov/SDE/Evaluation-and-Support/Sample-SLOs-by-Content-Area/-/media/SDE/SEED/Student_Learning_Goals_Objectives_Handbook_2014.pdf

SEED Mid-Year Conference Discussion Guide:

http://www.connecticutseed.org/wp-content/uploads/2013/10/Mid-Year_Conference_Discussion_Guide_for_Evaluators_of_Teachers.pdf

CT Professional Development Guidelines:

https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/Professional_Learning/guidanceforaplsystem.pdf?la=en



West
Hartford
Public
Schools

Clear Paths. Bright Futures. No Limits.

A grayscale photograph of a classroom. A teacher in a yellow shirt is smiling and pointing at a whiteboard. Several students in the foreground have their hands raised, indicating an interactive lesson. The image is overlaid with a semi-transparent blue rectangle containing the title text.

administrator

EVALUATION & DEVELOPMENT
PROGRAM

INTRODUCTION

Vision and Purpose of Administrator Evaluation

The West Hartford Public School System is committed to an administrator evaluation model that is designed to:

- Define leadership effectiveness in terms of 1) administrator practice, 2) teacher effectiveness and student achievement, and 3) perceptions of administrator's leadership among key stakeholders.
- Provide an evaluation and support structure that will ensure effective leadership to improve student learning and staff effectiveness.
- Ensure that all students and teachers have competent, high quality leaders, who will build human capacities and challenge all educators to aspire to reach excellence.

The administrator evaluation plan is aligned with the revised Connecticut Guidelines for Educator Evaluation (2012, revision 2014, amended 2017) and approved by the State Board of Education. This plan is continuously reviewed by the administrator members of the Professional Learning and Evaluation Committee (PLEC). Feedback for revision will be actively sought from administrators within the district.

Goals of the Administrator Evaluation Process

To achieve this vision of administrator evaluation, the goals of this plan are to implement an evaluation system that will:

- Apply our district model of continuous improvement to the administrator development and evaluation process.
- Improve administrator practice individually and collectively.
- Advance student achievement for all students.
- Differentiate experiences for administrators across a continuum of professional performance needs.
- Promote collaboration in the service of improving learning for all.
- Provide meaningful and connected professional learning experiences that impact practice.
- Empower administrators with specific, objective information regarding their performance.
- Ensure that evaluations are fair, reliable, valid, holistic, and an accurate representation of an administrator's leadership practice.
- Lead directly to administrator and teacher continuous growth and development.

The following principles were used to guide the design and development of the administrator evaluation plan:

- Student success is directly affected by instructional leadership and skill.
- The primary purpose of evaluation is to strengthen individual and collective practices in order to improve teaching and student learning.
- The evaluation of performance should primarily be about improvement from an established starting point.
- Continuous collaborative dialogue between an administrator and his/her evaluator is valuable for reflection and growth.
- Observation of leadership practice can lead to informed judgments about the quality and efficacy of administrators.

Beliefs and Core Values Statements

The beliefs and core values that undergird this evaluation system are grounded in the following core values identified in our mission framework:

- Set high standards
- Provide a safe environment
- Promote collaboration
- Embrace diversity
- Encourage intellectual risktaking
- Integrate technology effectively
- Demand integrity
- Support partnerships between home and school
- Foster personal wellness
- Inspire creativity and innovation
- Make all decisions in the best interest of students

We believe the success of the West Hartford Public Schools depends upon the reciprocal commitment of students, parents, teachers and leaders to develop all students, teachers, and administrators to their greatest potential.

OVERVIEW OF THE ADMINISTRATOR EVALUATION PROCESS

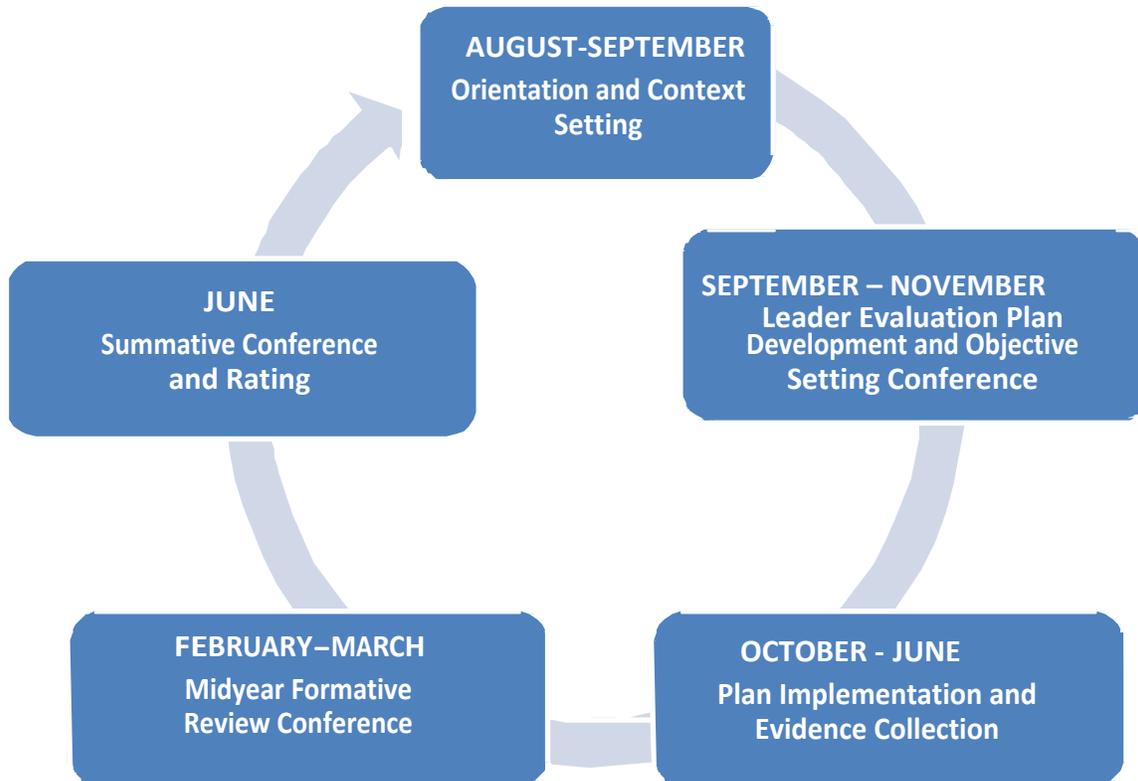
Overview and Timeline

This section describes the annual cycle for administrators and evaluators to follow as well as the process by which administrators and their evaluators collect evidence about practice and results. The process is developed to promote dedicated time for evaluators to observe practice and give feedback. The intention is for administrators and evaluators to focus on the depth and quality of the interactions that occur in the process, not solely the steps.

Administrators play an active, engaged role in their professional growth and development in the evaluation process as a cycle of continuous improvement. The following six steps represent the cycle:

- Step 1: Orientation and Context Setting
- Step 2: Leader Evaluation Plan Development and Objective Setting Conference
- Step 3: Plan Implementation and Evidence Collection
- Step 4: Midyear Formative Review (Plan Implementation/Evidence Collection continues)
- Step 5: Self-Assessment
- Step 6: Summative Assessment

Evidence from the summative evaluation and self-assessment become important sources of information for administrators' subsequent objective setting, as the cycle continues into the next year. The timeline for process follows.



Date	Task
By September 30	Orientation and context setting
By November 7	ObjectivesettingconferenceandLeaderEvaluationPlandevelopment
October - June	Plan implementation and evidence collection
By March 7	Midyear formative review conference
By June 15	Summative conference and rating completed*

* September 15: Revised submission if significantly impacted by additional data and/or ratings

The timelines for the evaluation cycle may be subject to extension due to extenuating circumstances.

Six-Step Process for Administrator Evaluation

Step 1: Orientation and Context Setting – Complete by August 31st

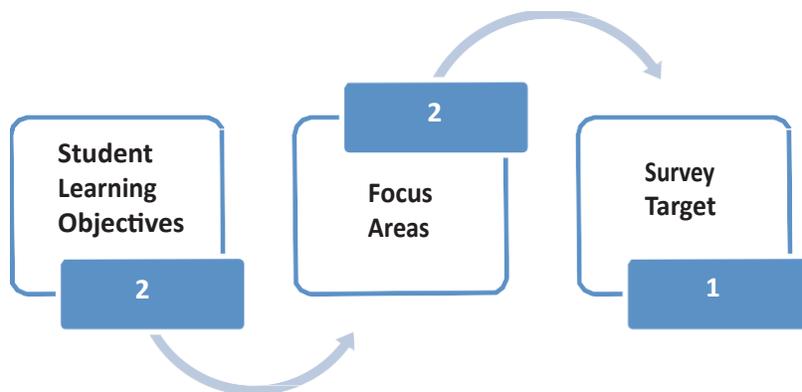
The following four pieces will be in place for administrators to begin the evaluation process:

1. Student learning data - available for review by the administrator
2. Stakeholder survey data - available for review by the administrator
3. District, School, and Department Development and Performance Plans - already developed (including student learning goals)
4. Administrator Evaluation Program – (This document which includes: the rubric for assessing practice, instruments to gather feedback from stakeholders and alignment to rubric, process and calculations for integrating all elements into an overall rating).

Step 2: Leader Evaluation Plan Development / Obj. Setting Conference – Complete by November 7th

Administrators write a Leader Evaluation Plan by identifying two student learning objectives, two areas of focus for practice, and one survey target. This is accomplished by drawing on evaluatees' SLOs, available data, prior evaluation results, and the District, School, or Department Development Plan.

2 – 2 – 1 Objective Setting:



Quantity	Leader Evaluation Plan Section	Informed By:
2	Student learning objectives (SLOs) (Outcomes)	<ul style="list-style-type: none"> • Available data • District, School, and/or Department Development and Performance Plans • Evaluatees’ SLOs • Prior evaluation results
2	Focus areas (Practice) <ul style="list-style-type: none"> • Selected from CT Leader Evaluation and Support Rubric (see Appendix B) • At least one focus area within Domain 1: Instructional Leadership 	<ul style="list-style-type: none"> • SLOs and Survey Target - determine areas that will help to accomplish these
1	Survey target (Practice)	<ul style="list-style-type: none"> • SLOs

Administrators will start with the outcomes they want to achieve by setting two student learning objectives and one target related to stakeholder feedback. While administrators are rated on all four domains of the CT Leader Evaluation and Support Rubric, they will identify **two** specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluators. At least one of the practice focus areas will be in Domain 1: Instructional Leadership, given its paramount role in driving student achievement. Administrators may identify the areas of focus for their practice that will help them accomplish their Student Learning Objectives (SLOs) and survey targets. In this manner, administrators can connect improvement in the practice focus areas to the outcome objectives and survey targets, creating a logical through-line from practice to outcomes.

Objective Setting Conference – Complete by November 7

After administrators complete the Leader Evaluation Plan, they meet with their evaluators to discuss and agree upon the selected outcome objectives, practice focus areas, and survey target. This meeting is an opportunity to explore questions such as:

- Are there any assumptions about specific objectives that need to be shared because of the local school context?
- Are there any elements for which *Effective* performance will depend on factors beyond the control of the administrator? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing administrator performance?

Evaluators and administrators also discuss the appropriate resources and professional development needs to support administrators in accomplishing

the objectives. Leader Evaluation Plans are comprised of: objectives, rationale, strategies, activities, evidence of success, resources, and supports. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the objectives, supports, and sources of evidence to be used. While the Leader Evaluation Plan is to be completed by administrators, evaluators may suggest additional objectives as appropriate.

Assessing the Leader Evaluation Plan

Administrators can consider the following questions when assessing the likelihood of the Leader Evaluation Plan driving continuous improvement:

- Are the **objectives** clear and measurable so that you will know whether you have achieved them?
- Can you see a **through-line** from the District Development Plan to the School and/or Department Development Plan(s) to the Leader Evaluation Plan?
- Do the practice focus areas address growth **needs** for the administrator? Is at least one of the focus areas addressing **Domain 1: Instructional Leadership**?

**Step 3: Plan Implementation and Evidence Collection –
Complete October - June**

As the administrator implements the Leader Evaluation Plan, he/she and the evaluator both collect evidence about the administrator’s practice. This will include at least two site visits (possibly more). During these visits, the evaluator will observe, collect evidence, and analyze the work of the administrator as well as engage in ongoing feedback and dialogue. Site visits should be purposeful and allow for professional conversation about an administrator’s practice. The evaluator should provide timely feedback after each visit. The administrator and evaluator will use their professional judgment to determine appropriate sources of evidence and ways to collect evidence.

The minimum number of observations for administrators in West Hartford Public Schools will be:

- Two observations for all tenured administrators (i.e, serving at least two years in their role)
- Four observations for all non-tenured administrators and any tenured administrators who have received ratings of *Developing* or *Below Standard* in the prior year

Step 4: Midyear Formative Update and Conference – Complete by March 7th

When interim student assessment data are available for review, the administrator and evaluator participate in a Midyear Formative Conference with explicit discussion of progress toward student learning targets, as well as areas of performance related to the CT School Leadership Standards. In preparation for the meeting:

- The administrator completes the Midyear Conference Update form to promote dialogue. He/she analyzes available student achievement data for progress made with SLOs and reflects on focus areas and survey target progress and efforts.
- The evaluator reviews observation and feedback notes to identify key themes for discussion.

If there are any changes in the context (e.g., a large influx of new students) that could impact the accomplishment of objectives, they should be discussed during this meeting and objectives may be changed, if needed.

Step 5: Self-Assessment

In the spring, the administrator reflects on his/her practice on each of the four Domains and Indicators within each. For each Indicator, the administrator determines whether he/she:

- Needs to grow and improve practice;
- Has some strengths, but needs to continue to grow and improve;
- Is consistently effective; or
- Can empower others to be effective

The administrator should also review the identified focus areas and determine whether progress is being made. The focus areas should be identified and reflected upon more deeply than other areas. The administrator submits the Self-Assessment just prior to the End-of-Year Summative Review Conference and this has the potential to inform his/her rating for the year.

Step 6: Summative Review Conference – Complete by June 15th

End-of-Year Summative Review Conference

The administrator and evaluator meet to discuss the Self-Assessment and all evidence collected over the course of the year. During the meeting, the evaluator

shares strengths and growth areas. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

The evaluator completes the Summative Evaluation Report, shares it with the administrator, and adds it to his/her personnel file. Any written comments the administrator requests to be added may be attached within two weeks of receipt of the report. Summative ratings must be completed for all administrators by June 15th of a given school year.

Initial Ratings are based on all available data and are made in the spring. Since some components may not be completed at this point, the following can guide how the evaluator will determine a rating:

- If Stakeholder Feedback survey results are not yet available, then the Leadership Practice rating should count for 50% of the preliminary rating.
- If the Teacher Effectiveness ratings are not yet available, then Student Learning should count for 50% of the preliminary rating.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

Summative Four-Level Matrix Rating System

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

1. **Exemplary:** Substantially exceeding indicators of performance;
2. **Effective:** Meeting indicators of performance;
3. **Developing:** Meeting some indicators of performance, but not others; or
4. **Below Standard:** Not meeting indicators of performance

Effective rating represents fully satisfactory performance and proficiency. It is considered the rigorous standard expected for most experienced administrators. *Effective* administrators in West Hartford can be characterized as:

- Meeting expectations in Domain 1: Instructional Leadership
- Meeting expectations in at least two other domains
- Meeting and making progress on one target related to stakeholder feedback
- Meeting and making progress on two student learning objectives aligned to school and district priorities
- Having more than 60% of teachers *Proficient (Effective)* on the student growth portion of their evaluation

Exemplary rating is reserved for performance that significantly exceeds *Effective* and could serve as a model for leaders throughout West Hartford or the state.

Developing rating indicates performance is meeting proficiency in some components, but not others. Improvement is necessary and expected.

Below Standard rating indicates performance is below proficiency on all components or unacceptably low on one or more components.

For further explanation of *Developing* and *Below Standard* ratings and the ramifications of these ratings, see the *Individual Improvement and Remediation* subsection of the *Administrator Support Process*.

Determining the Summative Rating

The process for determining summative evaluation ratings has three categories of steps:

1. Determining Overall Practice rating
2. Determining Overall Outcomes rating
3. Combining the two into an Overall rating

Evaluators will utilize an auto-calculating spreadsheet to combine scores earned in each component of the process and derive the overall summative rating.

1. Overall Practice: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The Overall Practice rating derives from an administrator's performance on the four Domains of the CT Leader Evaluation and Support Rubric including two focus areas and one stakeholder feedback survey target. As shown in the Summative Ratings Report, evaluators rate the Domains. This forms the basis for the Leadership Practice rating.

2. Overall Outcomes: Student Learning (45%) + Teacher Effectiveness (5%) = 50%

The Overall Outcomes rating derives from combining the results of the two student learning objectives measured by locally-determined indicators with the rating for teacher effectiveness that aligns with the percentage of teacher evaluatees meeting their SLO's.

3. Overall: Practice (50%) + Outcomes (50%) = 100%

The Overall rating combines the Overall Practice and Overall Outcomes ratings using the matrix on the next page. If the two categories are highly discrepant, the superintendent should examine the data and gather additional information in order to determine a final rating.

		Overall Practice Rating			
		Exemplary	Effective	Developing	Below Standard
Summative Rating Matrix	Exemplary	Exemplary	Exemplary	Effective	Gather further information
	Effective	Exemplary	Effective	Developing	Gather further information
	Developing	Effective	Effective	Developing	Below Standard
	Below Standard	Gather further information	Below Standard	Below Standard	Below Standard

ADMINISTRATOR EVALUATION CATEGORIES

Overview

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on the four categories from the CT state model, SEED, 2015 (*System for Educator Evaluation and Development*):

Category 1 Leadership Practice (40%)

Based on a foundation of the Common Core of Leading: CT School Leadership Standards, this category uses the CT Leader Evaluation and Support Rubric (four domains, multiple indicators and attributes)

Category 2 Stakeholder Feedback (10%)

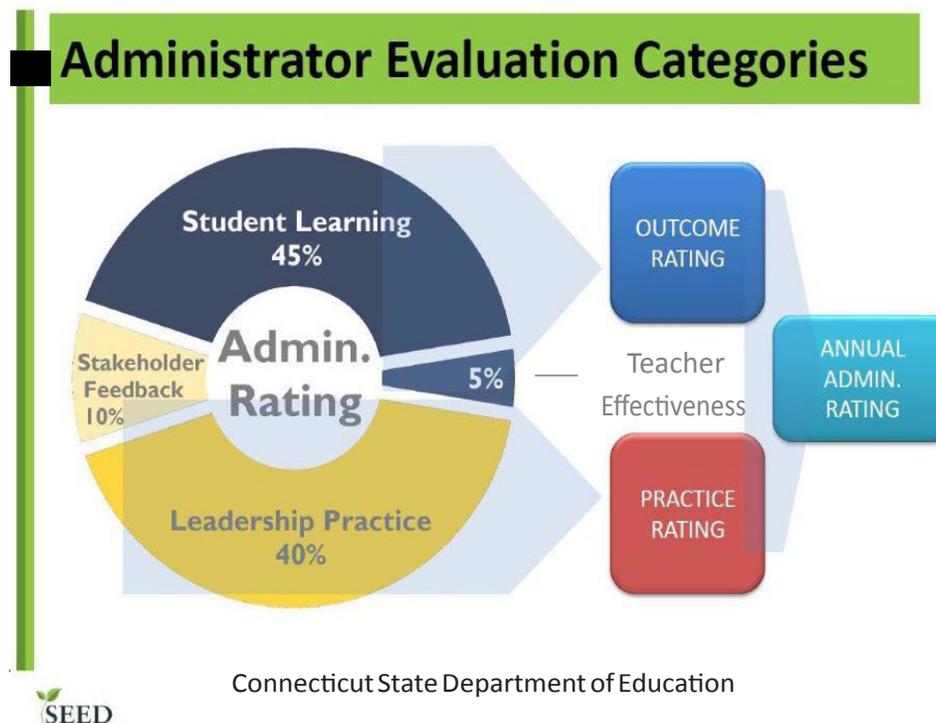
Assessed by survey with measures that align to the CT School Leadership Standards

Category 3 Student Learning (45%)

Assessed by progress on locally determined measures (2 student learning objectives – SLOs)

Category 4 Teacher Effectiveness Outcomes (5%)

Measured by the degree to which teachers met their student learning objectives (SLOs)



Category 1: Leadership Practice (40%)

Leadership practice is based upon a foundation of the the Common Core of Leading: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012. The national Interstate School Leaders Licensure Consortium (ISLLC) standards are used as their foundation and define effective administrative practice through six Performance Expectations. The CT Leader Evaluation and Support Rubric is used for this plan as it provides a common language and operationalizes the Standards.

CT School Leadership Standards: 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 managing organizational systems and resources for a safe, 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.
-

Leadership Practice Domain Weightings

Given that improving teaching and learning is at the core of what effective educational administrators do, Domain 1: Instructional Leadership (CT Leader Evaluation and Support Rubric) is weighted more heavily than other domains, with its weight at least twice as much as other domains for building principals. Therefore, it comprises the largest portion of the Leadership Practice rating. The weighting of the other domains varies for other categories of administrators based on the specific responsibilities of their roles. Following are the domain weightings for each category of administrators in the district.

Principals and Directors	
Instructional Leadership	40%
Talent Management	20%
Organizational Systems	20%
Culture and Climate	20%

Assistant Principals	
Instructional Leadership	30%
Talent Management	20%
Organizational Systems	20%
Culture and Climate	30%

Content Area Department Supervisors	
Instructional Leadership	40%
Talent Management	30%
Organizational Systems	20%
Culture and Climate	10%

Pupil Services Department Supervisors	
Instructional Leadership	30%
Talent Management	30%
Organizational Systems	20%
Culture and Climate	20%

Observation Protocol

Evaluators must conduct at least two observations for tenured administrators and at least four observations for non-tenured administrators and those who have received ratings of *Developing* or *Below Standard* in the prior year. The evaluator will observe, collect evidence, and analyze the work of the administrator based upon the CT Leader Evaluation and Support Rubric and engage in ongoing feedback and dialogue. Observation protocol is consistent for Central Office administrators, Director, Principals, and Assistant Principals. Site visits should be purposeful and allow for conversation about an administrator's practice. The evaluator will provide timely feedback after each visit. The administrator and evaluator will use their judgment to determine appropriate sources of evidence and ways for collection.

Evaluators of administrators will be trained in-district through an ongoing plan addressing the content of the CT Leader Evaluation and Support Rubric, conducting effective observations, and providing high quality feedback to administrators. Additionally, they will collectively identify patterns for improvement relative to the Rubric to be used for professional learning for administrators. In order to arrive at ratings, all administrators are measured against the CT Leader Evaluation and Support Rubric which describes leadership actions across four performance levels for each of the four domains, the corresponding indicators, and attributes. Administrators and evaluators do not need to complete the CT Leader Evaluation and Support Rubric at the attribute level for any evaluation process. The Rubric will be used for all administrators, including Central Office. 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 are prioritized as appropriate in distinguishing *Exemplary* performance from *Effective* performance.
- **Effective:** The rubric is anchored at the *Proficient* level using the Indicator language from the CT Leader Evaluation and Support Rubric. **(For use in West Hartford, the term, *Effective* will be synonymous with *Proficient* in the CT Leader Evaluation and Support Rubric).**
- **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 for the CT Leader Evaluation and Support Rubric are provided from CSDE for each element. While these Examples of Evidence can be a guide, they should not be used as a checklist.

Leadership Practice Ratings Determination

Summative ratings are based on the evidence for each domain in the CT Leader Evaluation and Support Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the four domains of the rubric. Specific attention is paid to improving teacher effectiveness through teacher evaluation and leadership performance areas identified as needing development. This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

1. The administrator and evaluator meet for an Objective-Setting Conference to identify focus areas for development of the administrator's leadership practice (using CT Leader Evaluation and Support Rubric).
2. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular attention on the identified focus areas for development. The evaluator follows the observation protocol identified previously.
3. The administrator and evaluator hold a Midyear Formative Conference, with a focused discussion of progress toward effectiveness in the focus areas identified for development.
4. Toward the end of the school year, the administrator reviews all information and data collected and completes a Summative Self-Assessment for review by the evaluator. This Self-Assessment identifies areas of strength and continued growth as well as progress on the focus areas.
5. The Summative Evaluation Conference is held to discuss all evidence to date.
6. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *Exemplary*, *Effective*, *Developing* or *Below Standard* for each of the four domains. The evaluator then assigns an Overall Practice Rating (including Stakeholder Feedback) and generates a summary report of the evaluation.

Category 2: Stakeholder Feedback (10%)

The CT Leader Evaluation and Support Rubric provides the foundation for administrators to seek feedback from stakeholders. Stakeholder feedback will include surveys of the following groups:

Principals	Asst. Principals	Dept. Supervisors	Central Office and Directors
All teachers and staff	All or subset of teachers and staff	All teachers and staff members in respective departments	All of a subset of administrators
All parents/guardians	All or a subset of parents/guardians		Specific subset of teachers, if applicable
All students (elementary, grade 4/5)	All or a subset of students		Other specialists, if applicable
			Specific parents/guardians, if applicable

Process for Identifying Stakeholder Feedback

1. Review the options for feedback to be used for administrator evaluation in the Staff and Parent Surveys, the Student Survey, and the CT School climate Surveys.
2. Select **ONE** survey measure as a target for improvement and consider prior data in determining the target.
3. Based on the content, identify the group(s) appropriate for feedback (parent, students, staff and/or staff).
4. Principals and Assistant Principals may select the same survey target. Department Supervisors, Directors, Central Office Administrators can select an area and survey respective groups using all statements identified.

Stakeholder feedback is based upon the indicators and attributes in the CT Leader Evaluation and Support Rubric. Survey content must be valid and reliable. Survey statements are designed using direct language from the CT Leader Evaluation and Support Rubric at the *Proficient* level. All survey data will be kept anonymous. A minimum of four statements for each area is required.

Process for Administration and Analysis of Surveys:

Principals and Assistant Principals	<ul style="list-style-type: none"> Principals will receive an electronic copy of parent and staff surveys in the spring. Part I of the parent and staff surveys will be the CT School Climate Survey and Part II will be aligned to the CT Leader Evaluation and Support Rubric. Student surveys will be hard copies and are represented by the CT School Climate Survey. Principals will distribute the survey using a timeframe of approximately two weeks (send reminders to increase return rate). Principals and assistant principals will disaggregate the data, analyze results, and reflect on feedback based on the survey target prior to completing the self-assessment and the final evaluation conference.
Department Supervisors, Central Office, and Directors	<ul style="list-style-type: none"> Administer a brief survey to staff that includes all questions from the Department Supervisor survey along with a set of additional questions developed by the individual department supervisor in consultation with their evaluator at the fall goal-setting conference. Distribute the survey using a timeframe of approximately two weeks. Analyze results and reflect on feedback based on the survey target prior to completing the self-assessment and the final evaluation conference. Department supervisors should share their survey results with their building principal(s).

Stakeholder Feedback Ratings Determination

More than half of the ratings should be based on an assessment of improvement over time (if prior data is available). For new administrators, the rating should be based on a reasonable target using district averages of similar schools' situations. The evaluator and administrator will determine what constitutes a rating in the context of the target. The evaluator assigns a rating based on the following scale:

Below Standard	Developing	Effective	Below Standard
Made little or no progress toward the target	Made some progress but did not meet target	Met the target	Exceeded the target

Sample Stakeholder Feedback Measure, Target, Results, and Rating

Measure and Target	Results (Target Met?)
% of parents/guardians agreeing or strongly agreeing with the survey statements related to family, community and stakeholder engagement will increase from 74% to 80%.	Yes. Results showed an increase from 74% to 81% of respondents agreeing or strongly agreeing with the statements. Rating: <i>Effective</i>

Category 3: Student Learning (45%)

The Student Learning category will be assessed by progress on locally-determined measures. The Student Learning rating is derived from the outcomes of two student learning objectives (SLOs). Administrators establish two SLOs on measures they select. **State mastery test data will be used to inform goal-setting and professional learning. It will NOT be used as a measure of SLO/goal attainment or to calculate the final summative rating.**

The following parameters apply:

- All measures align to Common Core State Standards. In instances where there are no such standards, administrators must provide evidence of alignment to research-based learning standards or state and national standards. If there is a national assessment, this may be used as a student learning objective.
- SLOs - written in SMART format (Specific, Measurable, Achievable, Relevant, and Timely).
- SLOs - at least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- SLOs High School Administrators - 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.

Two Student Learning Objectives – Locally-Determined Measures

	SLO 1	SLO 2
Elementary and Middle School Principals	Non-tested subjects or grades	Broad discretion
High School Principals	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion
Middle School Assistant Principals	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects consistent with the job responsibilities of the assistant principal.
High School Assistant Principals	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects consistent with the job responsibilities of the assistant principal.
Department Supervisors, Directors, Central Office	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects consistent with the job responsibilities of the department supervisor, central office administrator, or director.	

SLO Indicator/Assessment Selection

Within these parameters, administrators have broad discretion in selecting indicators (Evidence of Success in the Leader Evaluation Plan) including, but not limited to:

- District-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations). In subsequent years, student performance or growth on state-administered assessments (Subgroup, Subject, School, or District Performance Index) may be used.
- Students’ performance or growth on school or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.
- 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.

SLO Development Process

The process for selecting measures and creating SLOs should strike a balance between alignment to West Hartford's student learning priorities and a focus on the most significant school-level student learning needs. The process is as follows (described for principals):

- The district establishes the District Development Plan including student learning priorities for a given school year based on available data. This may span multiple years.
- The principal uses available data to craft a School Development Plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The principal chooses student learning priorities for his/her own evaluation that are (a) aligned to the District Development Plan (unless the school is already doing well against those priorities), (b) aligned with the School Development Plan, and (c) aligned to all or a subset of evaluatees' SLOs.
- The principal chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessment/indicators.
- The principal shares the student learning objectives with her/his evaluator, informing a conversation designed to ensure that:
 1. The objectives are adequately ambitious and there is adequate data that can be collected to make a fair judgment about whether the administrator met the objectives.
 2. The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics).
 3. The resources are appropriate to supporting the administrator in meeting the targets.
- The principal and evaluator collect interim data on the SLOs to inform a midyear conversation, summative data, and summative ratings.

Examples of Student Learning Objectives

Grade Level(s)	Area	SLO	Evidence of Success
Grades K – 2	Students making at least one year’s growth in reading	Students in kindergarten through grade two will demonstrate progress in reading by reaching or exceeding the instructional level 4, 18, or 28, respectively on the DRA2 measure by spring.	DRA2
Grades K-3	Students making at least one year’s growth in reading	SST students will make one year’s growth in reading skills as evidenced by DRA2 spring.	DRA2
Grade 6 Middle School	Student understanding of the science inquiry process	Students will improve science inquiry skills as measured by students’ relative performance targets on DIBS by Spring.	DIBS
ELA	Students’ organizational and elaborative skills in writing	Students in grades 6 and 7 identified as not being at mastery will improve their ability to read fiction and nonfiction closely by demonstrating a minimum of one point growth on the common ELA Reading rubric from fall to spring	Teacher-created assessments applied to a reading rubric
High School	Credit accumulation	Students will complete Grade 10 with X credits	Grades

Student Learning Rating Determination (45%)

Based on this process for locally-determined indicators, administrators receive a rating as follows:

Below Standard	Developing	Effective	Exceeded
Met no objectives or Met one objective and did not make substantial progress on the other	Met one objective and made substantial progress on the other	Met both objectives or Made excellent progress on both objectives Or Met one objective and made excellent progress on the other	Met both objectives and substantially exceeded at least one target

Category 4: Teacher Effectiveness Outcomes (5%)

Teacher Effective Outcomes constitute 5% of an administrator’s evaluation in West Hartford Public Schools. Teacher effectiveness is measured by the degree to which an administrator’s evaluatees meet their own student learning objectives (SLOs).

Improving teacher effectiveness is central to an administrator’s role in driving improved student learning outcomes. 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 also assesses the outcomes of that work.

As part of Connecticut’s teacher evaluation state model, teachers are assessed, in part, on their accomplishment of SLOs. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes. Administrators should discuss the strategies for setting ambitious SLOs with their evaluators.

Ratings for Teacher Effectiveness Outcomes

Below Standard	Developing	Effective	Exemplary
< 40% of teachers are rated <i>Effective</i> or <i>Exemplary</i> on the student growth portion of their evaluation	41 – 60% of teachers are rated <i>Effective</i> or <i>Exemplary</i> on the student growth portion of their evaluation	61 - 80% of teachers are rated <i>Effective</i> or <i>Exemplary</i> on the student growth portion of their evaluation	> 80% of teachers are rated <i>Effective</i> or <i>Exemplary</i> on the student growth portion of their evaluation

Administrators who do not directly evaluate teachers will derive 100% of their Overall Outcomes rating from the Student Learning portion (outcomes from two student learning objectives).

ADMINISTRATOR SUPPORT PROCESS

Initial Training and Orientation

Each fall, administrators will have opportunities to familiarize themselves with the CT Leader Evaluation and Support Rubric, collaborate on writing Leader Evaluation Plans, and receive an update on changes in the plan. Throughout the year, administrator members of the Professional Learning and Evaluation Committee (PLEC) will be available to support individuals wanting assistance with any aspect of the program. Ongoing calibration and training on conducting effective observations is an integral part of establishing high expectations and consistent evaluation practice throughout West Hartford.

Administrators will be oriented to the process of administrator evaluation in West Hartford annually in August as part of Extended Leadership In-Service meetings. This will include changes to our District Development Plan which may inform changes to School/Department Development Plans as well as inform Leader Evaluation Plans.

New Administrator Induction Process

New administrators are identified as those being new to the district or new to the position within the district, and are considered to be “non-tenured” for the first two years in their role. They will receive ongoing support from their evaluator and others in order to help them acclimate to West Hartford Public Schools and/or their new position. The following represents the major components to the support provided:

- Identification of Needs - The new administrator will identify the needs of the district, school, and/or department by using information about student achievement, budget, staffing, school culture, and the community.
- The administrator will be provided with training in data identification, collection, and analysis as well as training in teacher supervision and evaluation. A mentor will provide support for the needs identification process.
- Collaborative Objective Setting and Orientation (July – October) with evaluator
- Mentor – An administrator mentor will be assigned and regular, ongoing meetings will be scheduled for support with all aspects of the administrator’s role (see Role of Mentor in next section).

- Central Office Administrator Support – Central office administrators will meet monthly with new administrators to provide support in all areas of the evaluation process as well as to support all aspects of the position.

Role of the Mentor in the Evaluation Process

Each new administrator in West Hartford Public Schools will be provided with a mentor to assist him/her in achieving proficiency in the position. The mentor will be selected based upon a review of needs and demonstrated leadership skills. The mentor will be an experienced administrator, but will not be the administrator's evaluator. Mentor duties for new administrators are as follows:

- Meet with the newly appointed or promoted administrator before the beginning of the academic year, preferably on or before administrators return to work in August
- Provide support to the new administrator for writing the Leader Evaluation Plan (objective setting)
- Meet on a consistent basis with the new administrator and be prepared to meet more frequently as the new administrator requires
- Provide additional support pertaining to the evaluation process

Additionally, a mentor is available upon request to any administrator at any stage of the evaluation process. In addition, administrators in the Administrator Assistance Program will be provided a mentor as described in the *Individual Improvement and Remediation* section.

Evaluation-Based Professional Learning

The district Model of Continuous Improvement is the *process* by which we design and deliver administrator development, support, and learning. Aligned with the Board of Education goals, the district mission and core values, this process serves to support continuous and ongoing professional learning that is informed by data collection, analysis, collaboration, and reflection. The work of improvement is a continuous process over the life of an administrator's career. The Model of Continuous Improvement highlights the role of professional learning as central with collaboration as the means to continuous individual administrator growth as well as teacher and student growth and development.

Professional Learning and Evaluation Committee (PLEC)

According to the Connecticut State Department of Education (CSDE), "in order to achieve results for educators and students, professional learning must shift from documented hours spent in professional development to sustained,

authentic, job-embedded professional learning measured by evidence of impact on practice and student growth.” In the West Hartford Public Schools, the Professional Learning and Evaluation Committee (PLEC) shares responsibility for the development, evaluation, and updating of the district’s comprehensive professional learning plan and participation in the development/adoption of the district educator evaluation and support program. The Professional Learning and Evaluation Committee (PLEC) is a collaborative committee comprised of teachers, administrators, and representative other certified personnel bargaining units. It originates and regularly updates the Curriculum & Staff Improvement (CSI) professional development calendar and other district activities in efforts to determine how professional development is designed, monitored, and evaluated within the district.

The responsibilities of PLEC include:

- Analyze and synthesize key needs and issues that contribute to professional learning, educator and student growth, and district and/or school development
- Provide information for recommendations, when warranted, to the Assistant Superintendent for Curriculum, Instruction, and Assessment
- Assist in the effort to improve effective communication across the schools related to teacher development and professional learning
- Formulate recommendations regarding the curriculum and staff improvement calendar
- Review and approve revisions to the district’s Teacher Evaluation and Development Program (TEVAL) and the Administrator Evaluation and Development Program (AEVAL)
- Monitor the suitability and applications of the West Hartford Professional Development Plan and Connecticut State Department of Education Guidelines

Career Development and Continuous Professional Growth

West Hartford Public Schools is deeply committed to ongoing, comprehensive career development and professional growth in order to promote excellence in school leadership. Professional growth and career development opportunities are established each year based on the needs of administrators. These opportunities offer choices to administrators that are directly linked to their evaluation objectives. Additionally, training is provided for conducting effective observations and offering high quality feedback to teachers as part of the supervision and evaluation process.

Individual Improvement and Remediation – Definition of Effectiveness/Ineffectiveness

West Hartford Public Schools' Administrator Evaluation Plan defines administrator effectiveness utilizing annual summative ratings. A tenured administrator shall generally be deemed effective if he/she receives at least two sequential ratings of *Effective* or *Exemplary*. A tenured administrator shall generally be deemed ineffective if he/she receives at least two sequential *Developing* ratings or one *Below Standard* rating at any time.

If an administrator's performance is *Developing* or *Below Standard*, a collaboratively-developed plan with such administrator, an evaluator, and an exclusive bargaining representative chosen pursuant to Section 10-153b of the 2012 Supplement (CGS) will be created. Said administrator may be placed in the Administrator Assistance program, or employment may be terminated through nonrenewal or termination. Administrator Assistance is a program designed to provide an administrator with the help necessary to meet the requirements of the position. The administrator and evaluator can propose professionally certified district personnel to provide assistance and support in the Administrator Assistance process. After consultation with the administrator and their bargaining unit representative, the evaluator will provide, in writing, to the administrator the following information:

- A statement of the objective(s) to be accomplished with the indicators of success. The objective(s) should be aligned to the CT School Leadership Standards;
- A statement defining the amount and kind of assistance and the frequency of observations and conferences, which will generally be no fewer than one per school week. Assignment of a mentor as appropriate may be an element of such assistance;
- A statement identifying resources, support and other strategies to be provided;
- A timeline not to exceed 60 days. Days of absence for either evaluator or evaluatee shall be added to extend the timeline.

When the timeline has expired, the designated evaluator will complete the Administrator Assistance Evaluation Report, which includes the job status decision and a rating. The evaluator will analyze the preponderance of evidence for the objective(s) based upon the CT School Leadership Standards using the CT Leader Evaluation and Support Rubric and apply a rating as follows:

Below Standard	Developing	Effective	Exemplary
Made little or no progress towards meeting objective(s)	Made some progress, but did not meet objective(s)	Met Objective	Substantially exceeded objective(s)

If said administrator receives a rating of *Effective* or *Exemplary* based upon the preponderance of evidence after the 60 days, the administrator will move out of the Administrator Assistance Plan and back to his/her normal evaluation cycle. If said administrator does not receive a rating of *Effective* or *Exemplary*, the decision may result in a return to Administrator Assistance - NOT to exceed another 60 days,- or a recommendation to the Superintendent that contract termination proceedings be initiated in accordance with Section 10-151, Connecticut Education laws (Copies available in school offices and the Human Resources Office).

When the additional timeline, if any, has expired, the designated evaluator will complete the Administrator Assistance Evaluation Report, which includes the job status decision and a rating. The evaluator will analyze the preponderance of evidence for the objective(s) based upon the CT School Leadership Standards using the Common Core of Leadership Evaluation Rubric and apply a rating as follows:

Below Standard	Developing	Effective	Exemplary
Made little or no progress towards meeting objective(s)	Made some progress, but did not meet objective(s)	Met Objective	Substantially exceeded objective(s)

If said administrator receives a rating of *Effective* or *Exemplary* based upon the preponderance of evidence after the additional 60 days, the administrator will move out of the Administrator Assistance Plan and back to his/her normal evaluation cycle. If said administrator does not receive a rating of *Effective* or *Exemplary*, the evaluator shall make a recommendation to the Superintendent that contract termination proceedings be initiated in accordance with Section 10-151, Connecticut Education laws.

Administrators assigned to Administrator Assistance are fully protected by the right of due process, by the right of appeal as set forth in the evaluation program, and for a claim that there was a violation of the procedures of the evaluation program, by the grievance process.

Appeal Process - Dispute Resolution Procedure

The right of appeal is a required element in the evaluation process and is available to every participant when an evaluator and administrator cannot agree on objectives, the evaluation period, feedback on performance and practice, the professional development plan, or final summative rating. To initiate an appeal, either party must submit Appeal Worksheet I (Appendix I) to the Executive Director of Human Resources. Within three (3) school days of receipt of the appeal, the Executive Director of Human Resources will send copies of the appeal to the other party. Using Appeal Worksheet II (Appendix I), the Executive Director of Human Resources will schedule a joint meeting of the parties involved promptly, generally within seven school days of the original receipt of the appeal. When an appeal is brought to the Executive Director of Human Resources, the following will occur:

1. An Appeal Committee, consisting of three (3) administrators serving on the Professional Learning and Evaluation Committee (PLEC) (one of which will be the Superintendent or his/her designee and one appointed as chairperson), will meet with both parties simultaneously.
2. The parties will present their concerns, talking with each other only through the committee chair.
3. When the committee is satisfied that they have sufficient information, they will recess to formulate a recommendation.
4. When the Appeal Committee has reached consensus, the chairperson will prepare the written recommendation on Appeal Worksheet III (Appendix I) which will be delivered to both parties by the committee chair within three (3) school days.
5. If the Appeal Committee cannot reach consensus within the time limits set forth above, the decision on the appeal shall be made by the Superintendent.
6. The decision of the Appeal Committee (or the Superintendent) shall be final, except when the dispute involves an allegation that there has been a violation of the procedures of the evaluation program and the recommendation of the Appeal Committee (or the Superintendent) is not acceptable to the administrator. In such case, the administrator may initiate a Type B Grievance. Given the need for prompt resolution of disputes and completion of the evaluation process, the decision of the Appeal Committee (or the Superintendent) shall be implemented and the administrator's evaluation shall be subject to review upon completion of the grievance procedure.

The procedures outlined above are designed to assist and support administrators to be successful in meeting the high performance standards of West Hartford. In the event that termination is recommended, the following dismissal procedures will generally be appropriate:

- The administrator's evaluator and the Executive Director of Human Resources will forward a dismissal recommendation to the Superintendent. If the Superintendent is the evaluator, such a recommendation will come directly from the Superintendent.
- The Superintendent will meet with the administrator and the evaluator to counsel the administrator to resign from employment by the West Hartford Public Schools.
- The Executive Director of Human Resources will be available for support and counsel throughout the process.
- If the administrator agrees to resign, employment is terminated.
- If the administrator does not agree to resign, the Superintendent will proceed with the dismissal process according to the State Statute 10-151.

The Board of Education maintains the right to terminate an administrator for cause (State Statute 10-151).

DEPARTMENT SUPERVISOR
STAKEHOLDER FEEDBACK SURVEY
QUESTIONS

West Hartford Public Schools Department Supervisors' Survey

Introduction:

Each year, Department Supervisors administer a staff survey to all members of the department he/she oversees. The survey was revised for the 2019-2020 school year and includes questions from the school staff survey, questions from the District Department Survey options, and up to 5 additional questions the Department Supervisor may customize to align with their annual goals.

All survey questions will be identified in the fall and shared with the Department Supervisor's evaluator during the annual goal-setting meeting. When the survey results are collected in the spring, the results must be shared with the principals of each building the Department Supervisor serves and with the Department Supervisor's evaluator.

Part 1-School Climate Survey Questions

	Strongly Agree	Agree	Disagree	Strongly disagree	I don't know
My Department Supervisor communicates and works toward a shared vision focused on high expectations for all students. (Domain 1-Instructional Leadership)					
My Department Supervisor identifies and addresses barriers to achieving the vision, mission and goals. (Domain 1-Instructional Leadership)					
My Department Supervisor uses data to guide ongoing decision-making that addresses student and adult learning needs. (Domain 1-Instructional Leadership)					
My Department Supervisor develops collaborative processes for staff to analyze student work, monitor progress, and examine and adjust instruction to meet the diverse needs of our students. (Domain 1-Instructional Leadership)					
My Department Supervisor is persistent in engaging staff to solve school wide or districtwide challenges related to student success and achievement. (Domains 1- Instructional Leadership)					
My Department Supervisor evaluates staff using multiple sources of evidence such as observation, artifact review, collegial dialogue, and student learning data. (Domain 2 Talent Management)					
My Department Supervisor regularly provides clear, timely and actionable feedback based on evidence. (Domain 2 Talent Management)					

My Department Supervisor proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning. (Domain 2 Talent Management)					
My Department Supervisor provides or guides us to professional learning in alignment with teacher evaluation and to ensure my individual needs are met. (Domain 2-Talent Management)					
My Department Supervisor models reflective practice using multiple sources of evidence and feedback to determine professional development needs. (Domain 2-Talent Management)					
My Department Supervisor strategically aligns organizational systems and resources to support student achievement and school improvement. (Domain 3-Organizational Systems)					
My Department Supervisor develops or implements communication and data systems that assure the accurate and timely exchange of information. (Domain 3-Organizational Systems)					
My Department Supervisor establishes, implements, and monitors the impact of our professional learning systems to improve practice and advance the school or district's vision, mission, and goals. (Domain 4 Culture and Climate)					
My Department supervisor advocates for, creates, and supports a caring and inclusive school and department climate focused on learning, high expectations, and the personal well-being of students. (Domain 4 Culture and Climate)					

Part 2- Questions Personalized to the Department Supervisor’s Yearly Goals

Department Supervisors have the option to add up to six survey questions that align to the department supervisor’s focus for the year. Questions should be designed, shared and finalized with the Department Supervisor’s evaluator at the annual goal setting conference in the fall.

Part 3-Open Ended Responses

Please provide additional feedback regarding your Department Supervisors work this year.

THE CONNECTICUT LEADER
EVALUATION AND SUPPORT RUBRIC
2017

The Connecticut Leader Evaluation and Support Rubric 2017

*A Rubric to Guide the Development, Support and Evaluation of
School and District Leaders*



Connecticut State Department of Education

September 2017

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Introduction

History

Connecticut's first leadership standards were formally adopted in 1999 and after 12 years of use were revised based on the national Interstate School Leadership Licensure Consortium (ISLLC) Standards. The **Common Core of Leading-Connecticut School Leadership Standards (CCL-CSLS)**, adopted by the Connecticut State Department of Education in 2012, currently serves as the foundation for a variety of state functions, including leadership preparation program accreditation, licensure assessment, and administrator evaluation and support throughout an administrator's professional career. The CCL-CSLS identifies six performance expectations that describe the knowledge, skills and dispositions necessary in key areas of leadership practice.

In accordance with the *Connecticut Guidelines for Educator Evaluation*, the *Leader Evaluation Rubric* was developed to describe the indicators of leadership practice within the six performance expectations of the CCL-CSLS in a standards-based rubric with ratings across four performance levels. The *Leader Evaluation Rubric* established a common language to operationalize the six performance expectations as well as to guide professional conversations about leadership practice. The tool was well received as it promoted continuous improvement of school and district leaders; however, feedback from the field indicated the need to revise the rubric in order to remove redundancies and make it more manageable.

In February 2015, the Connecticut State Department of Education (CSDE) convened a Leader Validation Rubric Committee to begin phase one of a validation study of the *Leader Evaluation Rubric*. The committee included an extensive group of practicing administrators and superintendents representative of various school districts and educational organizations throughout Connecticut. Their process began by reviewing work that was currently in progress by other organizations, as well as research into rubrics used nationally. What resulted from this intensive process is the *CT Leader Evaluation and Support Rubric 2015*.

Validation Process

The *CT Leader Evaluation and Support Rubric 2015* has been in use in many school districts or Local Educational Agencies (LEAs) since its release in 2015. In order to ensure the validity of this rubric, the CSDE has continued its partnership with Professional Examination Services (ProExam), to seek feedback from administrators and their evaluators using the rubric and to facilitate data collection activities during the 2016–17 academic year. These activities included:

Fairness Review—Subject matter experts representing diverse perspectives reviewed the language of the rubric to ensure that it is free of bias and equally applicable to administrators of all grade levels and their evaluators content areas, and assignments.

Surveys—Administrators and their evaluators in districts using the *CT Leader Evaluation and Support Rubric 2015* participated in an electronic survey to quantitatively and qualitatively evaluate the *CT Leader Evaluation and Support Rubric 2015* at the domain, indicator, attribute, and behavioral progression level.

Members of the original Validation Committee, established during the 2014–15 academic year, reconvened to systematically review the information from these activities and worked to address all issues raised via the independent data collection efforts by endorsing or modifying the *CT Leader Evaluation and Support Rubric 2015*. The *CT Leader Evaluation and Support Rubric 2017* is the result of this validation process.

As with any tool for the observation of educator performance and practice, the *CT Leader Evaluation and Support Rubric 2017* is offered as an option for use as part of a district's evaluation and support plan and can be considered by the established district Professional Development and Evaluation Committee (PDEC).

Structure of the *CT Leader Evaluation and Support Rubric 2017*

The *CT Leader Evaluation and Support Rubric 2017* is organized into four domains and addresses leadership practices from each of the six performance expectations of the CCL-CSLS. The four domains are as follows: Instructional Leadership, Talent Management, Organizational Systems, and Culture and Climate. While the *CT Leader Evaluation and Support Rubric 2017* is one option to use in the evaluation and support of administrators, the CCL-CSLS still remain as Connecticut's leadership standards and apply to all Connecticut administrators. Please note that in the progression of practice across four levels of performance that the performances described in the Exemplary column are in addition to the performances described in the Proficient column. The *CT Leader Evaluation and Support Rubric 2017* also includes Potential Sources of Evidence. Each administrator and his or her evaluator are encouraged to discuss which sources of evidence would provide the most useful information about the administrator's performance and practice during the goal-setting process. The list of sources provided is not intended to be all inclusive but serves as an illustrative sampling.

Initial responses to the revised *CT Leader Evaluation and Support Rubric 2017* praise the emphasis on a leader's role in the following key areas: the alignment of school and district improvement processes; recruitment, development, and retention of an effective

and diverse workforce; commitment to equitable and ethical practices; and investment in building the capacity of others to expand and exhibit their leadership potential.

Training and Calibration

The *CT Leader Evaluation and Support Rubric 2017* may be used by evaluators who have been trained in conducting effective observations and providing high-quality feedback. CSDE-sponsored trainings include training focused on the use of the *CT Leader Evaluation and Support Rubric 2017*, as well as on the administrator evaluation and support model as a whole. Accurate and reliable evaluation of administrator performance and practice based on the domains, indicators and attributes of the *CT*

Leader Evaluation and Support Rubric 2017 can only be achieved through training, experience and professional judgement. To ensure consistent and fair evaluations across different observers and settings, evaluators need to regularly calibrate their judgments against those of their colleagues. Engaging in ongoing calibration activities conducted around a common understanding of effective leadership practice will help to establish inter-rater reliability and ensure fair and consistent evaluations. Calibration activities offer an opportunity to participate in rich discussion and reflection through which to deepen understanding of the *CT Leader Evaluation and Support Rubric 2017* and ensure evaluators can accurately measure leadership practice as described in the indicators within the rubric.

Comparison of *CT Leader Evaluation Rubric* and *CT Leader Evaluation and Support Rubric 2017*

In the revised rubric, the six Performance Expectations of the CCL-CSLS have been reorganized into four domains and renamed to capture the most essential skills of a leader.

CT Leader Evaluation Rubric	CT Leader Evaluation and Support Rubric 2017
<p>Performance Expectation 1: Vision, Mission and Goals:</p> <ul style="list-style-type: none"> Element A: High Expectations for All Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals Element C: Continuous Improvement toward the Vision, Mission and Goals <p>Performance Expectation 2: Teaching and Learning</p> <ul style="list-style-type: none"> Element A: Strong Professional Culture Element B: Curriculum and Instruction Element C: Assessment and Accountability <p>Performance Expectation 3: Organizational Systems and Safety</p> <ul style="list-style-type: none"> Element A: Welfare and Safety of Students, Faculty and Staff Element B: Operational Systems Element C: Fiscal and Human Resources <p>Performance Expectation 4: Families and Stakeholders</p> <ul style="list-style-type: none"> Element A: Collaboration with Families and Community Members Element B: Community Interests and Needs Element C: Community Resources <p>Performance Expectation 5: Ethics and Integrity</p> <ul style="list-style-type: none"> Element A: Ethical and Legal Standards of the Profession Element B: Personal Values and Beliefs Element C: High Standards for Self and Others <p>Performance Expectation 6: The Education System</p> <ul style="list-style-type: none"> Element A: Professional Influence Element B: The Educational Policy Environment Element C: Policy Engagement 	<p>Domain 1: Instructional Leadership</p> <ul style="list-style-type: none"> Indicator 1.1 Shared Vision, Mission and Goals Indicator 1.2 Curriculum, Instruction and Assessment Indicator 1.3 Continuous Improvement <p>Domain 2: Talent Management</p> <ul style="list-style-type: none"> Indicator 2.1 Recruitment, Selection and Retention Indicator 2.2 Professional Learning Indicator 2.3 Observation and Performance Evaluation <p>Domain 3: Organizational Systems</p> <ul style="list-style-type: none"> Indicator 3.1 Operational Management Indicator 3.2 Resource Management <p>Domain 4: Culture and Climate</p> <ul style="list-style-type: none"> Indicator 4.1 Family, Community and Stakeholder Engagement Indicator 4.2 School Culture and Climate Indicator 4.3 Equitable and Ethical Practice

Connecticut Leader Evaluation and Support Rubric 2017 — At a Glance

<p>▶ Domain 1: Instructional Leadership</p>	<p>▶ Domain 2: Talent Management</p>
<p><i>Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.</i></p> <p>1.1 Shared Vision, Mission and Goals — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.</p> <p>1.2 Curriculum, Instruction and Assessment — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.</p> <p>1.3 Continuous Improvement — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.</p>	<p><i>Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.</i></p> <p>2.1 Recruitment, Selection and Retention — Recruits, selects, supports and retains effective educators needed to implement the school or district’s vision, mission and goals.</p> <p>2.2 Professional Learning — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district’s vision, mission and goals.</p> <p>2.3 Observation and Performance Evaluation — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.</p>
<p>▶ Domain 3: Organizational Systems</p>	<p>▶ Domain 4: Culture and Climate</p>
<p><i>Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.</i></p> <p>3.1 Operational Management — Strategically aligns organizational systems and resources to support student achievement and school improvement.</p> <p>3.2 Resource Management — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.</p>	<p><i>Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.</i></p> <p>4.1 Family, Community and Stakeholder Engagement — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.</p> <p>4.2 School Culture and Climate — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.</p> <p>4.3 Equitable and Ethical Practice — Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.</p>

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.1 Shared Vision, Mission and Goals						
Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	High expectations for students	Does not develop, implement or sustain vision, mission and goals that convey a commitment to high expectations for all students.	Develops, implements and sustains vision, mission and goals with a limited commitment to high expectations for all students.	Develops, implements and sustains shared vision, mission and goals that articulate high expectations, including life skills and/or college- and career-readiness, for all students.	Creates a process to regularly review and renew shared vision, mission and goals that articulate high expectations, including life skills and/or college- and career-readiness, for all students.	<ul style="list-style-type: none"> School vision and mission statement Faculty meeting agendas, minutes, observations Parent group agenda, minutes, observations Student, parent, staff surveys Professional learning plan, content, feedback School or district improvement plan Student learning data Educator evaluation data Communications (including social media, website, newsletters, public appearances, etc.) School functions and activities Survey data Implementation of policies on bullying or stakeholder engagement Implementation of policies on stakeholder engagement Presence of IEPs or 504 plans; implementation for special education staff Evidence of vertical teaming for curriculum staff Evidence of intra- or inter-building communication and cooperation School or district community collaborations Use and organization of community or parent volunteers Various team and committee meeting agendas, minutes, observations Data tracking parental involvement PBIS implementation Parent handbook Use of interdistrict resources and professional learning cooperative designs
	School/District Improvement Plan (SIP/DIP) <small>Plans for school and/or district may be referred to by other titles (e.g., Continuous Improvement Plan, Strategic Plan). In this document, we will use SIP/DIP to refer to plans for school and/or district improvement</small>	Does not create or implement SIP/DIP and goals to address student and staff learning needs; the plan is not aligned to the DIP or does not apply best practices of instruction and organization.	Creates and implements SIP/DIP and goals that partially address student and staff learning needs; the plan may not be fully aligned to the DIP or does not fully apply best practices of instruction and organization.	Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization.	Develops capacity of staff to create and implement cohesive SIP/DIP and goals that address student and staff learning needs; the plan is aligned to district goals, teacher goals, school or district resources, and best practices of instruction and organization.	
	Stakeholder engagement	Minimally engages with stakeholders about the school or district's vision, mission and goals.	Engages stakeholders to develop, implement and sustain the school or district's vision, mission and goals.	Engages relevant stakeholders to develop, implement and sustain the shared school or district vision, mission and goals. Identifies and addresses barriers to achieving the vision, mission and goals.	Builds capacity of staff, students and other stakeholders to collaboratively develop, implement and sustain the shared vision, mission and goals of the school and district. Builds capacity of staff to identify and address barriers to achieving the vision, mission and goals.	

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.2 Curriculum, Instruction and Assessment						
Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Curriculum development	Few or no processes are established to implement and/or evaluate curriculum and instruction.	Establishes inconsistent processes to implement and/or evaluate curriculum and instruction.	Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.	Builds the capacity of staff to collaboratively implement and/or evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings.	<ul style="list-style-type: none"> Professional development sessions Educator evaluation data Student learning data (formative and summative) Data team agendas, minutes, observations School or district improvement plan Curriculum guides Lesson plans Faculty meeting agendas, minutes, observations Teacher formative assessments Student learning goals or objectives and indicators of academic growth and development (IAGDs)
	Instructional strategies and practices	Does not or rarely promotes the use of instructional strategies or practices that address the diverse needs of all students ¹ .	Promotes evidence-based instructional strategies and practices that address the diverse needs of students.	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.	Builds the capacity of staff to collaboratively research, identify, and implement evidence-based instructional strategies and practices that address the diverse needs of students.	
	Assessment practices	Provides little to no support to staff in implementing and evaluating formative and summative assessments that drive instructional decisions.	Demonstrates inconsistent effort to support staff in implementing and evaluating formative and summative assessments that drive instructional decisions.	Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.	Develops the capacity of staff to implement and evaluate formative and summative assessments that drive instructional decisions.	

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

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.3 Continuous Improvement						
Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Data-driven decision-making	Uses little to no data to guide ongoing decision-making to address student and/or adult learning needs.	Uses some data to guide ongoing decision-making to address student and/or adult learning needs.	Analyzes varied sources of data ² about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals.	Builds capacity of staff to use a wide-range of data to guide ongoing decision-making to address student and/or adult learning needs and progress toward school or district vision, mission and goals.	<ul style="list-style-type: none"> School or district improvement plan Leadership team agendas, minutes, observations Faculty or departmental meeting agendas, minutes, observations Professional development plan Data team schedule, processes and minutes Data team agendas, minutes, observations Educator evaluation data, including informal or formal observations Student intervention data Parent group agenda, minutes, observations School governance council agendas, minutes, observations
	Analysis of instruction	Provides little guidance or support to individual staff regarding the analysis of instruction to meet the diverse needs of students.	Guides individual staff to examine and adjust instruction to meet the diverse needs of students.	Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students.	Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and district improvement goals, identify and address areas of improvement and celebrate successes.	
	Solution-focused leadership	Makes little or no attempt to solve schoolwide or districtwide challenges related to student success and achievement.	Attempts to solve schoolwide or districtwide challenges related to student success and achievement.	Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.	Builds the capacity of staff to develop and implement solutions to schoolwide or districtwide challenges related to student success and achievement.	

2. Data sources may include but are not limited to formative and summative student learning data, observation of instruction or other school processes, survey data, school climate or discipline data, graduation rates, attendance data.

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.1 Recruitment, Selection and Retention

Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Recruitment, selection and retention practices³	Does not have or apply recruitment, selection and retention strategy or provide support for retention.	Implements recruitment, selection and retention strategies or provides support for retention that reflect elements of the school's or district's vision, mission and goals.	Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals; influences district's policies and procedures.	<ul style="list-style-type: none"> School or district improvement plans Educator evaluation data Application materials and interviews Personnel records Leadership team agendas, minutes, observations Professional development sessions ED 163 Climate survey Retention data Faculty or departmental meeting agendas, minutes, observations
	Evidence-based personnel decisions	Does not consider evidence as a requirement for recruitment, selection and/or retention decisions.	Uses limited evidence of effective teaching or service delivery as a factor in recruitment, selection and/or retention decisions.	Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions.	Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and/or retention decisions.	
	Cultivation of positive, trusting staff relationships	Does not have positive or trusting relationships with staff or relationships have an adverse effect on staff retention.	Develops positive or trusting relationships with some school and district staff and external resources to retain highly qualified and diverse staff.	Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.	Empowers others to cultivate trusting, positive relationships with school and district staff and external resources to retain highly qualified and diverse staff.	
	Supporting early career teachers	Provides little or no support for early career teachers.	Identifies general needs and provides inconsistent support to meet the general needs of early career teachers.	Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	Builds capacity of staff to provide high-quality, differentiated support for early career teachers.	

3. If responsibilities do not include directly recruiting and selecting, then emphasize support for retention.

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.2 Professional Learning						
Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Professional learning system	Provides limited opportunities for professional learning, or provides opportunities that do not result in improved practice.	Establishes or supports professional learning opportunities that address individuals' needs to improve practice.	Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school or district's vision, mission and goals.	Promotes collaborative practices and fosters leadership opportunities for a professional learning system that promotes continuous improvement.	<ul style="list-style-type: none"> • School or district improvement plans • Leadership team agendas, minutes, observations • Professional learning plan • Professional learning survey or feedback • Educator evaluation data
	Reflective practice and professional growth	Does not use evidence to promote reflection or determine professional development needs.	In some instances, uses limited evidence that may or may not promote reflection to determine professional development needs and provide professional learning opportunities.	Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities.	Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.	
	Resources for high-quality professional learning	Provides minimal support, time or resources for professional learning.	Provides limited conditions, including support, time or resources for professional learning that lead to some improvement in practice.	Provides multiple conditions, including support, time or resources for professional learning, that lead to improved practice.	Collaboratively develops the conditions, including support, time and resources based on a comprehensive professional learning plan that leads to improved instruction; fosters leadership opportunities that lead to improved instruction.	

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.3 Observation and Performance Evaluation

Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Evidence-based evaluation strategies	Evaluates staff using evidence that is not aligned with educator performance standards.	Evaluates staff using evidence such as observation, review of artifacts, collegial dialogue or student-learning data that is minimally aligned to educator performance standards, which may result in improved teaching and learning.	Evaluates staff using sources of evidence such as observation, review of artifacts, collegial dialogue and student-learning data that is clearly aligned to educator performance standards, which result in improved teaching and learning.	Fosters peer-to-peer collaboration based on evidence gathered from multiple sources, including peer-to-peer observation, which results in improved teaching and learning.	<ul style="list-style-type: none"> School or district improvement plan Educator evaluation data Student learning goals or objectives and indicators of academic growth and development (IAGDs) Leadership team agendas, minutes, observations Professional development sessions Professional learning recommendations Teacher mentorship or peer support programming
	Feedback	<p>Provides inappropriate or inaccurate feedback, or fails to provide feedback.</p> <p>Avoids difficult conversations with staff resulting in status quo or negative impact on student learning and results.</p>	<p>Provides ambiguous or untimely feedback that may not be actionable.</p> <p>Participates in some difficult conversations with staff, only when prompted.</p>	<p>Regularly provides clear, timely and actionable feedback based on evidence.</p> <p>Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.</p>	<p>Creates a culture that promotes collaborative conversations to strengthen teaching and enhance student learning.</p>	

Domain 3: Organizational Systems

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

3.1 Operational Management						
Strategically aligns organizational systems ⁴ and resources to support student achievement and school improvement.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Organizational systems	There is little or no evidence that decisions about the establishment, implementation and monitoring of organizational systems support the vision, mission and goals or orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems usually support the vision, mission and goals and orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district.	Builds staff capacity to make or inform decisions about the establishment, implementation and monitoring of organizational systems that support the vision, mission and goals and orderly operation of the school or district.	<ul style="list-style-type: none"> • Schedules • Student assistance team • Safe school climate committee • Leadership team agendas, minutes, observations • Instructional improvement committees • Professional development and evaluation committees (PDEC), or school-based equivalent • School conditions • Maintenance of facilities, playgrounds, equipment, etc. • Processes for arrival and dismissal • Safety procedures • Use of electronic systems for student or staff data and communication • Phone logs, bulletins, website • Use of social media
	School site safety and security	<p>Fails to respond to or comply with feedback regarding the school site safety and security plan.</p> <p>Does not enforce compliance with safety requirements.</p> <p>Fails to address physical plant maintenance or safety concerns.</p>	<p>Partially implements a school site safety and security plan.</p> <p>Reactively addresses safety requirements. Addresses physical plant maintenance, as needed.</p>	<p>Designs and implements a comprehensive school site safety and security plan.</p> <p>Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.</p>	Builds staff capacity to identify, address, and/or resolve any identified safety issues and concerns in a timely manner.	
	Communication and data systems	<p>Uses existing data systems that provide inadequate information or does not establish communication systems that encourage the exchange of information.</p> <p>Fails to communicate information or data.</p> <p>Fails to develop and/or monitor staff with regard to data and/or progress monitoring over time.</p>	<p>Develops communication and data systems that provide information but is not always timely and/or accurate in doing so.</p> <p>Inconsistently develops and/or monitors the capacity of staff to document, monitor, and access student learning progress over time.</p>	<p>Develops or implements communication and data systems that assure the accurate and timely exchange of information.</p> <p>Develops capacity of staff to document and access student learning progress over time.</p>	<p>Solicits input from all stakeholders to inform decisions regarding continuously improving the data and communication systems.</p> <p>Collaboratively develops capacity of staff to document and access student learning progress over time and continually seeks input on improving information and data systems.</p>	

4. Including but not limited to management systems and operations, data system design and oversight, scheduling of students and staff, routines and communication.

Domain 3: Organizational Systems

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

3.2 Resource Management						
Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Budgeting	Does not develop and/or monitor a budget that aligns to the school and district improvement plans or district, state and federal regulations.	Develops, monitors, and/or implements a budget that is partially aligned to the school and district improvement plans and district, state and federal regulations.	Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible.	Builds capacity of staff to play an appropriate role in the creation and monitoring of budgets within their respective areas. Advocates for financial resources for the betterment of school or district.	<ul style="list-style-type: none"> • School or district budget documents or processes • School or district improvement plan • Leadership team agendas, minutes, observations • Parent group agenda, minutes, observations • School governance council agendas, minutes, observations • Technology plan
	Securing resources to support vision, mission and goals	Makes little to no attempt to identify school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Identifies school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Practices responsible resource allocation while balancing programmatic needs with district goals and continuous improvement efforts.	
	Resource allocation	Allocates resources in ways that do not promote educational equity ⁵ for diverse student, family and staff needs.	Allocates resources in ways that marginally promote educational equity for diverse student, family and staff needs.	Allocates resources to ensure educational equity for all diverse student, family and staff needs.	Engages relevant stakeholders in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.	

5. Educational equity: providing equitable resources to meet diverse student, family and staff needs

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

<p style="text-align: center;">4.1 Family, Community and Stakeholder Engagement Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.</p>						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Communications	Provides limited or ineffective communication about vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.	Communicates vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.	Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students.	Creates a schoolwide or districtwide culture in which staff make themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors.	<ul style="list-style-type: none"> Communications (including social media, website, newsletters, public appearances, etc.) Feedback from climate survey Parent group agenda, minutes, observations Committee membership Participation in community groups (Rotary, Lions Club, etc.) Participation in professional organizations Community groups (United Way, etc.) School or district improvement plan Family resource centers or outreach programs School or district community collaborations Use and organization of community or parent volunteers Data on parental involvement PBIS implementation Parent handbook Use of interdistrict resources and professional learning cooperative designs
	Inclusive decision-making	Minimal attempts to involve families or members of the community in decision-making about improving student-specific learning.	Promotes family and community involvement in decision-making that supports the improvement of student-specific learning.	Promotes and provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning.	Engages families and members of the community as leaders and partners in decision-making that improves schoolwide or districtwide student achievement or student-specific learning.	
	Relationship building	Takes few opportunities to build relationships with families, community partners and other stakeholders regarding educational issues.	Maintains professional and productive relationships with some families, community partners and other stakeholders regarding educational issues.	Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.	Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.	
	Cultural competence⁶ and community diversity	Demonstrates limited awareness of cultural competence and community diversity as an educational asset.	Identifies some connections between cultural competence and community diversity that strengthen educational programs.	Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.	Integrates cultural competence and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.	

6. Cultural competence in school communities enhances the teaching and learning process and helps ensure equitable opportunities and supports for each and every student.

Cultural competence encompasses:

- An understanding of one's own cultural identity, biases, prejudices, and experiences of both privilege and marginalization;
- The continuous pursuit of skills, knowledge, and personal growth needed to establish a meaningful connection with people from various cultural backgrounds; and
- A lifelong commitment to action that supports equity within each school community.

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.2 School Culture and Climate						
Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.						
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Student conduct	Establishes limited or unclear expectations for student conduct, provides unclear communication about expectations, and/or displays inconsistent implementation of standards of conduct.	Establishes expectations for student conduct aligned to stated values for the school or district and provides some opportunities to reinforce expectations with staff and students.	Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations.	Establishes a school culture in which students monitor themselves and peers regarding the implementation of expectations for conduct.	<ul style="list-style-type: none"> Discipline data Student surveys Observation of students and behaviors (cafeteria, halls, unstructured areas, etc.) Faculty or departmental meeting agendas, minutes, observations Observations of faculty Social media Educator evaluation data (professional responsibilities) Parent surveys Participation in parent meetings or school events Records of safety issues Collaboration with police and fire departments (minutes from meetings) Procedure manuals Emergency management drills Communication with parents and families Safe school climate committees Contingency plans
	Professional conduct	Establishes limited or unclear expectations for adults or provides unclear communication about adherence to the Connecticut Code of Professional Responsibility for Administrators.	Communicates expectations about adult behavior in alignment with the Connecticut Code of Professional Responsibility for Administrators.	Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators.	Establishes a school culture in which adults monitor themselves and peers regarding adherence to the Connecticut Code of Professional Responsibility for Administrators.	
	Positive school climate for learning	Demonstrates little awareness of the link between school climate and student learning, or makes little effort to build understanding of school climate.	Maintains a school climate focused on learning and the personal well-being of students.	Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.	Supports ongoing collaboration with staff and community to strengthen a positive school climate.	

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.3 Equitable and Ethical Practice

Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Professional Responsibility and Ethics	Demonstrates a pattern of poor judgment in exhibiting professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	Demonstrates ability to use good judgment in exhibiting professional responsibility and ethical practices in accordance with Connecticut Code of Responsibility for School Administrators, but may fail to apply it consistently.	Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness.	<ul style="list-style-type: none"> • Transparency of policies and procedures • Leadership team agendas, minutes, observations • Professional organizations or memberships • Feedback from colleagues, parents, community members • Educator evaluation data (professional responsibilities) • Faculty or staff handbook • Faculty or departmental meeting agendas, minutes, observations • Professional development • Use of technology • Technology plan or acceptable use policy • Social media efforts
	Equity, cultural competence and social justice	Does not recognize the need for educational equity, cultural competence and social justice, or fails to use professional influence to promote educational equity, dignity and social justice.	Identifies the need for educational equity, cultural competence and social justice, but has limited influence to improve culture and climate.	Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate.	Collaborates with all stakeholders to promote educational equity, dignity and social justice by ensuring all students have access to educational opportunities.	
	Ethical use of technology	Does not address or does not use ethical practices in the use of technology, including social media, to support the school or district's vision, mission and goals.	Recognizes but does not consistently demonstrate sound ethical practices in the use of technology, including social media, to support the school's vision, mission and goals.	<p>Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals.</p> <p>Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community.</p>	<p>Proactively addresses the potential benefits and hazards of technology and social media to support the school or district's vision, mission and goals.</p> <p>Demonstrates understanding of models and guides the legal, social and ethical use of technology among members of the school or district community.</p>	



West Hartford, Connecticut