

2024-2025



LEADER & EDUCATOR PROFESSIONAL LEARNING & EVALUATION PLAN



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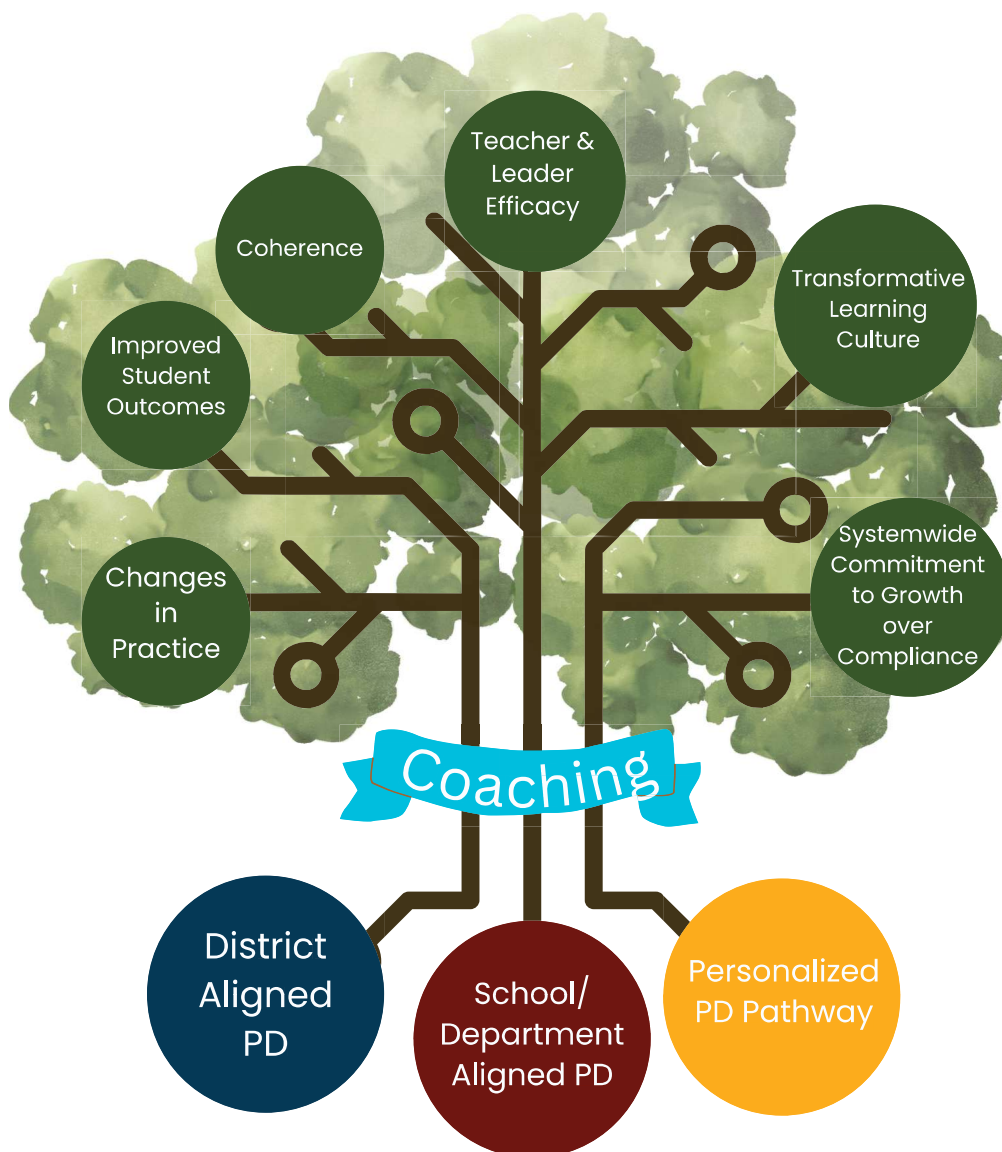
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VISION

Our vision for professional learning in East Hartford is rooted in a commitment to excellence and growth for all stakeholders, ensuring that every educational leader and educator is equipped to meet the diverse needs of our learners.



Priority and Alignment:

Professional development is a district priority for all stakeholders, aligning with State standards and requirements as well as our school district's mission statement, goals, objectives, and curricula. This alignment ensures that our professional learning initiatives are relevant and impactful.

Commitment to Excellence:

All educational personnel are dedicated to achieving superiority in content knowledge, teaching, learning, leadership, and the fulfillment of professional responsibilities. This commitment is realized through high-quality, sustained professional development designed to meet the needs of diverse learners. We believe that professional learning that improves educator effectiveness is fundamental to student learning and that all educators have an obligation to improve their practice.

Research and Data-Driven:

Effective professional development in our district is research-based and data-driven, ensuring that our strategies are grounded in evidence and best practices. We believe that informed decision-making leads to more effective teaching and learning outcomes.

Understanding Adult Learning:

We recognize that optimal adult learning occurs under specific strategies, conditions, and circumstances. Therefore, our professional development comprises a variety of topics, formats, and resources tailored to the needs of specific adult learners, promoting engagement and meaningful learning experiences.

Reflection and Innovation:

Professional development in our district includes a built-in process for reflection, evaluation, refinement, and follow-up. This continuous improvement cycle fosters innovation, creativity, growth, and student achievement throughout the K-12 instructional program. We value a focus on learning and the demonstration of impact in all our professional learning initiatives.

Shared Responsibility:

Professional development is a shared responsibility. Individuals and organizations are inherently responsible for defining and achieving their own excellence, contributing to a culture of continuous improvement and personal/professional growth. We believe that more students achieve when educators assume collective responsibility for student learning.

Collaboration and School Improvement:

School improvement results directly from personal and professional growth and collaboration among stakeholders. We value time allocation and flexible scheduling to accommodate diverse staff needs while supporting opportunities for staff collaboration through focused, job-embedded professional learning communities/groups. We embrace equity and diversity and collaborate for continuous improvement, ensuring that our professional development initiatives are inclusive and effective.

GUIDING PRINCIPLES

East Hartford Public Schools believes that a quality educator is the single most influential school-related power in a student's life. In accordance with this belief, this professional development and evaluation plan centers on the core principles of accountability and support in the growth and development of all district staff.

This East Hartford Professional Development and Educator Evaluation Plan (PDEEP) was developed in 2023-2024 through a process of collaboration between and among educators from all levels, including building-level administrators and central office administration, who focused on providing an avenue for personalized professional growth and accountability that would lead to improved student achievement. Initially informed by the Connecticut Model Evaluation and Support Plan and the Connecticut Guidelines for Educator Evaluation (2023), the committee concentrated on developing a plan that is, first and foremost, fair, that celebrates great teaching, that provides system-wide accountability, and that details systems for support as needed. In recognition that a plan of this magnitude continues to be refined and improved, the committee met to review and clarify important areas in response to a deeper understanding of the process and acknowledgment of the new Connecticut State Department of Education approved plan. It is the hope that this document will continue to be refined over the course of the next three years to ensure that we are most appropriately meeting the needs for continuous growth that are foundational to high-quality teaching and leadership. Understanding that a major goal of the educational process is to develop the capacity of the students to become successful, life-long learners, this plan focuses on the professional growth and development of educators as learners and implementers of educational strategies to support all students.

The East Hartford Professional Development and Educator Evaluation Plan contains several key elements designed to underscore and operationalize the concepts of accountable professional growth. Multi-tiered educator and administrator professional development and evaluation are two of the key elements in the development of an effective system that supports teaching and learning. In an effort to enhance a strong alignment between professional development and educator practice, the evaluation model described in this plan outlines the steps East Hartford Public Schools will take in collaboration with district educators to enact this system, including personalized professional learning pathways, evaluation of practice, assessment of impact on student achievement, and educator support and improvement.

Both the East Hartford Public Schools and the East Hartford Education Association (EHEA) collaboratively reserve the right to make adjustments, as needed, to improve the educator evaluation process. Any modifications to the evaluation model will be shared with the East Hartford Board of Education. East Hartford Public Schools also reserves the right to make changes after reviewing any Connecticut State Department of Education (CSDE) updated revisions as released publicly for this purpose.

This handbook outlines the district model for the evaluation of district administrators in East Hartford. It provides the reader with the plan, process guide, and the tools to facilitate the evaluation process. In addition, the appendices provide the single-point competency rubrics for the various leadership roles as well as sample forms and documents that may also assist in the evaluation process. A robust administrator evaluation system is a powerful means to develop a shared understanding of leadership effectiveness for all East Hartford administrators.

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The main objective of the educator evaluation and support system is to enhance individual teaching methods and shared practices to enhance student learning, progress, and success. Discussions on educator practices are guided by the 2017 CT Seed Model and have been agreed upon by the PDEC. This single-point rubric serves as a tool for self-assessment, discussion, and feedback while allowing educators to focus on setting high-impact goal(s) and professional development. The evaluation and support model functions as an ongoing learning process aimed at providing educators with continuous opportunities for professional growth. This process is characterized by self-directed analysis, reflection, planning, implementation, and collaboration. Regular dialogue and reciprocal feedback, along with the chance for educators to reflect on and improve their practice, are key drivers of this continuous learning journey.

In this process, educators take on the role of active learners who steer their own learning and feedback. Evaluators serve as learning partners, offering support to educators throughout their growth journey. Within this framework, educators collaborate as reflective practitioners to establish mutually agreed-upon goals, determine areas for professional practice improvement and educator growth, and identify focus areas for observation and feedback



Every Child Every Day

East
Hartford
Public
Schools

LEADER PROFESSIONAL LEARNING & EVALUATION PLAN

EXECUTIVE SUMMARY

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This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of EHPS administrators so that we have a basis for assessing strengths and growth areas so leaders have the feedback they need to get better. It also serves as a means for the district to hold itself accountable for ensuring that every child attends a school run by effective leaders.

This model was adapted from the Connecticut Model Evaluation and Support Plan that was presented to local districts for the school year 2023-2024 by the CSDE. The plan is designed to support a comprehensive educator and leader evaluation system adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. Connecticut General Statutes 10-151b requires that “the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher.”

CORE DESIGN PRINCIPLES

LEADER CONTINUOUS LEARNING PROCESS

In accordance with the CSDE model for continuous learning, East Hartford Public Schools, through PDEC consensus, has adopted the following model:



Within the design model, educators will begin a cycle of continuous learning informed by district priorities, school priorities, and desired student outcomes. The process includes reflection on current practices, identification of focus areas for growth, examination of professional learning resources, application of new learning, and reflection on the impact of that new learning on teacher practice and student outcomes. The transformational design of the educator evaluation and support model is grounded in six guiding principles that use high-quality professional learning to advance leader practice, educator practice, and student learning, growth, and achievement:

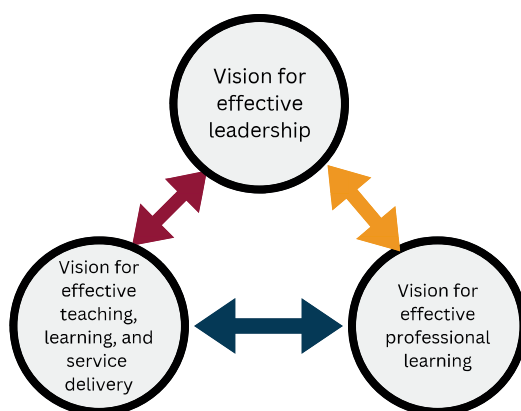
- Allow for differentiation of roles (for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff).
- Simplify and reduce the burden (eliminate technical challenges, paperwork, and steps).
- Focus on things that matter (identify high-leverage goal focus areas).
- Connect to best practices aimed at the development of the whole child (including, but not limited to academic, social, emotional, and physical development).
- Focus on educator growth and agency (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).
- Meaningful connections to professional learning (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- Specific, timely, accurate, actionable, and reciprocal feedback.

STANDARDS & CRITERIA FOR LEADERS

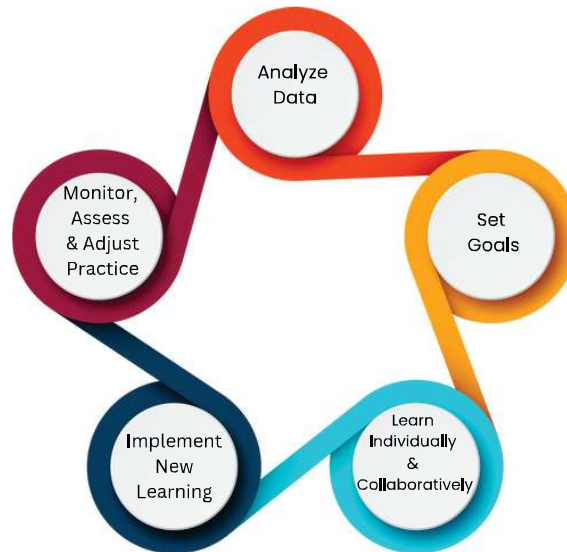
One of the primary goals of the leader evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. While a rubric serves as support for self-evaluation, dialogue, and feedback, a single-point rubric provides the focus for high-leverage goal(s) setting and professional learning.

- [The Connecticut Leader Evaluation and Support Rubric 2017](#)
- [Learning Forward's Professional Learning Standards](#)

Professional learning is essential to the CT Guidelines 2023 model. [Learning Forward Professional Learning Standards 2022](#), serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators, and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.

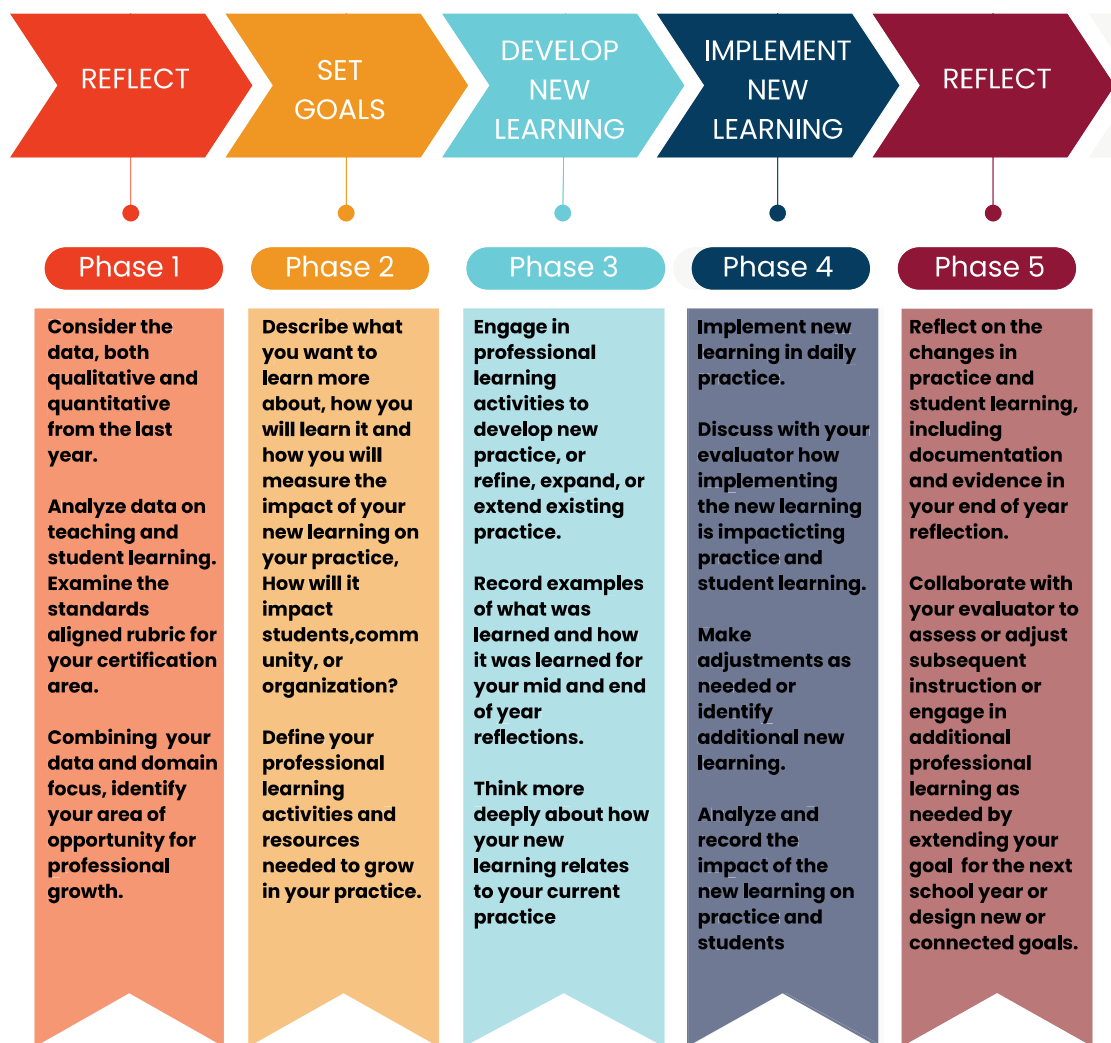


THE CONTINUOUS LEARNING PROCESS



The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. The leader serves as the learner who actively engages in and directs their learning and feedback. All leaders will be assigned a primary evaluator (092/093) who serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goals, professional practice, and site visit/observation and feedback focus.

Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important; however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.



At the core, educators and students learn best when leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports — the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/district. In all their work, educational leaders are driven by the district/school’s mission, vision, and portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards). The graphic below, adapted from Learning Forward’s Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators, and students.

LEADER EVALUATION PROCESS & TIMELINE

ORIENTATION

Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than September 1st. The orientation shall include:

- High-leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered supports
- Dispute resolution




Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

CYCLE OF CHECK-INS

Each administrator will participate in a cycle of check-ins, or opportunities for discussing linking organizational growth and development with observations of practice and performance, and with their evaluator. At the minimum, this will include an initial goal-setting meeting, midyear, and end-of-year reflective progress review for all leaders. Additionally, this should be ongoing, on-site, evidence-driven visits or reviews of practice for each leader whose purpose/focus is aligned with the leader's goals in this process. The number of visits is determined by the leader's Cohort.

The annual evaluation process between an administrator and a primary evaluator is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each administrator 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 administrator in order to be productive and meaningful.

LEADER EVALUATION PROCESS & TIMELINE

 <p><u>GOAL SETTING</u> Completed by November 1st</p> <p><u>Before the Meeting.</u> Beginning of Year Goal(s) and Planning</p> <ul style="list-style-type: none"> • Self reflect • Review Evidence <p>Goal(s), Rationale, Alignment, and Professional Learning Plan</p> <ul style="list-style-type: none"> • Draft Goal(s), rationale, alignment, professional learning plan <p><u>At the Meeting.</u> Goal Setting Conference</p> <ul style="list-style-type: none"> • Mutually agree on 1, 2, or 3 year goal(s) • Determine individual or group goal(s) • Mutually agree on professional learning needs and support 	 <p><u>MID-YEAR CHECK-IN</u> Completed by March 1st</p> <p><u>Before the Meeting.</u> Mid-Year Check-in: Reflection, Adjustments, and Next Steps</p> <ul style="list-style-type: none"> • Review and discuss currently collected evidence toward goal(s) and of practice • Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement <p><u>At the Meeting.</u> Mid-Year Conference</p> <ul style="list-style-type: none"> • Discuss evidence, reflection, and feedback from evaluator • Adjust and revise as needed 	 <p><u>END-OF-YEAR REFLECTION</u> Completed by June 15th</p> <p><u>Before the Meeting.</u> End-of-Year Reflection and Feedback Process</p> <ul style="list-style-type: none"> • Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement <p><u>At the Meeting.</u> End-of-Year Conference/Summative Feedback and Growth Criteria</p> <ul style="list-style-type: none"> • Evaluator provides written summative feedback and guides next steps • Annual Summary sign-off
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GOAL SETTING MEETING - COMPLETED BY NOVEMBER 1ST

Leaders and their evaluators mutually agree upon a high-leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals (see appendix B). The goals should align with the district and/or school strategic plan(s) and focus on the impact of practice on students.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

- Self-assess using the identified rubric.
- Identify a high-leverage goal that impacts leadership practice, educator growth, student growth, and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

The leader shares the above with their evaluator during an initial goal setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment. Multiple measures of evidence can include promoting a safe and equitable learning culture, engaging in instructionally focused interactions, facilitating collaboration and professional learning as well as managing operations, personnel, and resources strategically. Additional evidence relevant to one or more competencies may be part of the process and discussion.

MID YEAR CHECK-IN - COMPLETED BY MARCH 1ST

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement. Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

END OF YEAR REFLECTION & SUMMATIVE REVIEW - COMPLETED BY JUNE 15TH

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year and how it might inform/launch the next evaluation cycle; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s). This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process.



PROFESSIONAL PRACTICE & LEADER GROWTH

The implementation of the continuous learning process is shared between the leader and evaluator. For the duration of the learning process, leaders pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue, ensure timely access to support and collect evidence of leader performance and practice toward goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement

OBSERVATIONS, SITE VISITS, AND ARTIFACTS OF PROFESSIONAL PRACTICE AND FEEDBACK

Observation of professional practice (including an artifact review) or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days. One observation of professional practice or site visit must be aligned to the leader's identified goal(s).

Definition of Cohorts	
<p><u>Cohort 1</u></p> <p>Who:</p> <ul style="list-style-type: none"> • New to a leadership role (e.g., principal from assistant principal etc.; first three years) • New to EHPS (first three years) <p>What:</p> <ul style="list-style-type: none"> • Three observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary 	<p><u>Cohort 2</u></p> <p>Who:</p> <ul style="list-style-type: none"> • Leaders who have successfully completed Cohort 1 for EHPS <p>What:</p> <ul style="list-style-type: none"> • Two observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

THE LEADER EVALUATION - OBSERVATIONS & REFLECTIONS

East Hartford Public Schools will implement a single-point competency to assist evaluators in targeted feedback for observations. Single-point competencies are preferred as they focus the discussion and feedback on the desired practice rather than a rating outcome. This will allow the promotion of clear, research-based expectations tied to standards.

A single-point competency is a description of a standard of behavior or performance that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric. The primary reason for using this approach is that it supports a focus on understanding of the goal and the performance's strengths and weaknesses without the complication of having to interpret those elements into a rating. Ratings are essentially symptoms, not root causes. What we see in practice when this shift is successful is that it becomes easier for the participants to focus the energy of the process on the evidence, why that evidence looks the way it does, and what can be done to support improvement rather than on a debate or negotiation on what the rating is.

Evaluators will provide feedback using the single-point competency. Feedback, tied to standards, identifies strengths and areas of focus for advancement. Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

Feedback to leaders will consider multiple and varied quantitative and qualitative indicators of evidence including observations of practice; site visits; and artifacts as well as feedback from stakeholders and reflections of the leader on organizational growth.

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:

- **Reflection supported with evidence of the impact of the leader's new learning on their practice/goal.**
- **The impact the leader's new learning and practice had on the leader's practice, organizational growth, educator growth, and student outcomes.**
- **Next steps**

LEADER SINGLE POINT COMPETENCY - INSTRUCTIONAL LEADERSHIP

Strengths	Competencies	Opportunities
Domain 1: Instructional Leadership		
	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.</p> <p>Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.</p> <p>Analyzes varied sources of data 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.</p> <p>Develops collaborative processes for staff to analyze student work, monitor student progress, and examine and adjust instruction to meet the diverse needs of students.</p> <p>Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.</p>	

LEADER

LEADER SINGLE POINT COMPETENCY - TALENT MANAGEMENT

Strengths	Competencies	Opportunities
Domain 2: Talent Management		
	<p>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.</p> <p>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.</p> <p>Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.</p> <p>Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.</p> <p>Promotes collaborative practices and fosters leadership opportunities for a professional learning system that promotes continuous improvement while advancing the school or district's vision, mission and goals.</p> <p>Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.</p> <p>Collaboratively develops multiple conditions, including support, time or resources for professional learning, that lead to improved practice.</p> <p>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.</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 using high quality feedback as defined by this plan.</p>	

LEADER

LEADER SINGLE POINT COMPETENCY - ORGANIZATIONAL SYSTEMS

Strengths	Competencies	Opportunities
Domain 3: Organizational Systems		
	<p>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.</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> <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>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.</p> <p>Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals.</p> <p>Allocates resources to ensure educational equity for all diverse student, family and staff needs.</p>	

LEADER

LEADER SINGLE POINT COMPETENCY - CULTURE & CLIMATE

Strengths	Competencies	Opportunities
Domain 4: Culture & Climate		
	<p>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.</p> <p>Engages families and members of the community as leaders and partners in decision-making that improves schoolwide or districtwide student achievement or studentspecific learning.</p> <p>Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.</p> <p>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.</p> <p>Integrates cultural competence and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.</p> <p>Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.</p> <p>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.</p> <p>Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators.</p> <p>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.</p> <p>Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.</p> <p>Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate.</p> <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>Demonstrates understanding of the legal, social and ethical uses of technology among members of the school or district community.</p>	

LEADER GROWTH CRITERIA - LEADER REFLECTION

CRITERIA FOR SUCCESS - REFLECTION		
Development of New Learning and Impact on Practice	Impact on the Organization	Impact on Community
The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice.	The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved student and staff learning and their own changes in practice.	The leader can demonstrate how they worked effectively with colleagues /families/ community.
Possible Evidence		
<ul style="list-style-type: none"> • Information from site visits • Learning walk/instructional rounds • Self-reflection (e.g., journals, learning logs) • Leader created professional learning materials 	<ul style="list-style-type: none"> • Strategic plans • Operational artifacts (schedules, procedural revisions) • Educator learning outcomes • Policy updates • Community communications • Constituent feedback 	<ul style="list-style-type: none"> • Program development and implementation • Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) • Systems and structures

LEADER GROWTH CRITERIA - OBSERVATION & EVALUATION

CRITERIA FOR SUCCESS - EVALUATION		
Development of New Learning and Impact on Practice	Single Point Competency	Impact on Community
The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice.	The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved student and staff learning and their own changes in practice following observations and reflections on the single point competency.	The leader can demonstrate how they worked effectively with colleagues /families/community.
Possible Evidence		
<ul style="list-style-type: none"> • Information from site visits • Learning walk/instructional rounds • Self-reflection (e.g., journals, learning logs) • Leader created professional learning materials 	<ul style="list-style-type: none"> • Strategic plans • Operational artifacts (schedules, procedural revisions) • Educator learning outcomes • Policy updates • Community communications • Constituent feedback 	<ul style="list-style-type: none"> • Program development and implementation • Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) • Systems and structures

THE LEADER EVALUATION - TIERED SUPPORTS

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader, and their exclusive bargaining representative if applicable.

TIER 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

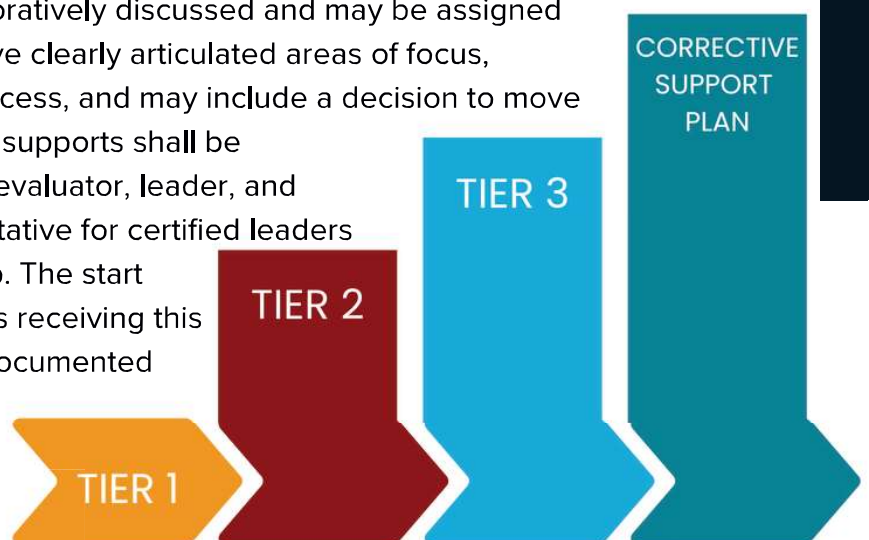
TIER 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or, recommended by an evaluator.

TIER 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader, and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. The start date and duration of time a leader is receiving this level of support should be clearly documented

LEADER



THE LEADER EVALUATION - CORRECTIVE SUPPORT PLAN

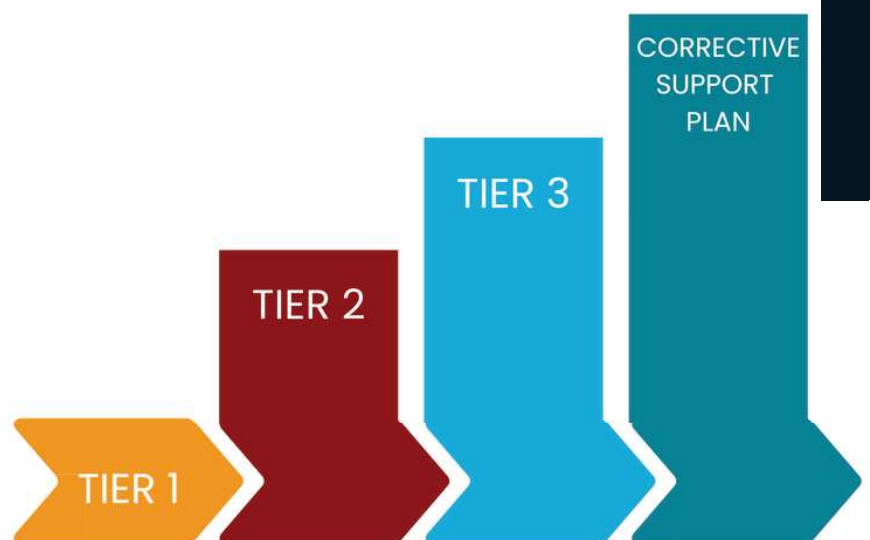
A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan must contain:

1. clear objectives specific to the well documented area of concern;
2. resources, support, and interventions to address the area of concern;
3. timeframes for implementing the resources, support, and interventions; and
4. supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative.

LEADER



THE LEADER EVALUATION - CORRECTIVE SUPPORT PLAN TIMELINE

Timetable	Procedure
At any time during the evaluation cycle following the documented implementation and review of Tiered Supports	Evaluator will document that the administrator is having ongoing, serious difficulty in meeting expectations in implementing the district's improvement plan, instructional practices, assessment procedures, or professional responsibilities. The evaluator will provide documentation of support provided in response to each area of concern. A Supervisory Review team consisting of the administrator, evaluator, EHEASU representative and Deputy or Assistant Superintendent or Superintendent, as appropriate depending upon who is the administrator's evaluator, will meet to review. Supervisory Review- Appropriate documentation will be reviewed and an action plan with timeline of 60 days will be developed, which will include, but not be limited to, assistance from other sources such as principal, department head, curriculum supervisor, workshop, peer observation, or peer mentor. A clearly defined improvement plan will be developed. The Director of Human Resources and the Deputy/Assistant Superintendent/Superintendent (as appropriate) will monitor the process.
By the 10th school day	The evaluator will conduct an observation with a post conference.
By the 30th school day	The evaluator will conduct a 2nd documented observation using the appropriate documents.
By the 45th school day	The evaluator will conduct a 3rd documented observation using the appropriate documents.
By the 60th school day	The Supervisory Review team will meet to address compliance with the action plan and to determine if appropriate progress has been made. The Evaluator will submit a summary report to the Superintendent of Schools and recommend removal from Supervisory Review or termination if the administrator has not addressed the area(s) of deficiency or demonstrated the needed improvement.

THE LEADER EVALUATION - DISPUTE RESOLUTION

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system as a part of the goal setting, midyear and summative process as well as a part of the Corrective Support Plan. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek a common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty-one (31) school days from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

The following procedural guidelines apply to the Dispute Resolution Process:

- Resolutions must be specific and timely.
- Within three school days (days 1-3) of articulating the dispute in writing to his/her/their evaluator, the disputing administrator being evaluated and the evaluator will meet with the objective of informally resolving the dispute..
- If there has been no resolution, the disputing administrator may choose to continue the dispute resolution process in writing to the superintendent or designee within 7 school days (days 4-7) of the meeting with his/her/their evaluator.
- The superintendent or designee must collaborate with the disputing administrator to identify the members of the Dispute Resolution Committee within 7 (days 11-17) school days of receiving the request for the Dispute Resolution Process.
- The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

THE LEADER EVALUATION - DISPUTE RESOLUTION STEPS

The steps below outline the steps of the Dispute Resolution Process:

1. There must be a mutually written, signed, and dated statement outlining the areas of agreement and disagreement signed by both parties; or
2. There must be two separately written, signed, and dated statements presenting the individual positions of agreement and disagreement by each party.
3. The recipient of the statement(s) will request that the Dispute Resolution Committee meet within 7 school days (days 18-24) after receipt of the materials.
4. The committee may request additional information in writing or by interview for the purpose of clarifying the issues presented in the written documentation.
5. The committee may resolve the issue by selecting either position or by creating a compromise settlement. The committee will render a decision and rationale in writing within 7 (days 24-31) school days of its initial meeting. The decision is final and binding on both parties.

In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.



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PROFESSIONAL LEARNING & EVALUATION PLAN

FORMS & RESOURCES



Name		Location:
<div>Self-Reflection</div> <div>Completed by Educator before the conference</div> <ul style="list-style-type: none">Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional practice?In reviewing the CCT rubric, what areas emerge as opportunities for your professional learning and practice?Based on your current students'/adult learners' strengths and needs, what new learning might you explore to address the needs?Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?What are you considering for your learning goal?What will it look like when you achieve your goal?		
Capture your self-reflection here; consider using the Sample Questions found above to guide your thinking.	Self-Reflection:	
What will it look like when you achieve your goal?		
Goal, Rationale, Alignment and Professional Learning Plan completed by Leader at the conference		
Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).		
What evidence of leader learning, educator learning, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?		
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?		Supports Required/ Suggested <input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3



Name:		Time/Location:	
Administrator Role:			
<input type="checkbox"/> Formal (Pre-Post-Conference Required) <input type="checkbox"/> Informal (Post-Conference Required) <input type="checkbox"/> Additional Site Visit (Pre-/Post-Conference Optional)			
Leader Goal/Observation Focus			
Pre-Observation <i>Completed by Leader (as needed/required)</i>			
Meeting Plan and/or Context *Upload and provide hyperlink here, as appropriate			
Pre-Conference Notes			
Observation <i>Completed by the Evaluator</i>			
Post-Observation Reflection <i>Completed by the Educator</i>			
What does today's evidence tell you?			
Are there patterns, trends, or outliers?			
How will our collaborative reflection help you move forward and apply your learning in your next steps?			

Evidence of Strengths	Single-Point Competencies - Domain 1	Evidence for Growth and/or Next Steps
	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.</p> <p>Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.</p> <p>Analyzes varied sources of data 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.</p> <p>Develops collaborative processes for staff to analyze student work, monitor student progress, and examine and adjust instruction to meet the diverse needs of students.</p> <p>Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.</p>	

Evidence of Strengths	Single-Point Competencies - Domain 2	Evidence for Growth and/or Next Steps
	<p>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.</p> <p>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.</p> <p>Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.</p> <p>Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.</p> <p>Promotes collaborative practices and fosters leadership opportunities for a professional learning system that promotes continuous improvement while advancing the school or district's vision, mission and goals.</p> <p>Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.</p> <p>Collaboratively develops multiple conditions, including support, time or resources for professional learning, that lead to improved practice.</p> <p>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.</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 using high quality feedback as defined by this plan.</p>	



Evidence of Strengths

Single-Point Competencies - Domain 3

Evidence for Growth and/or Next
Steps

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.

Designs and implements a comprehensive school site safety and security plan.

Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.

Develops or implements communication and data systems that assure the accurate and timely exchange of information.

Develops capacity of staff to document and access student learning progress over time.

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.

Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals.

Allocates resources to ensure educational equity for all diverse student, family and staff needs.



Post-Observation Conference Feedback
Completed by the Evaluator

Evidence of Strengths

Single-Point Competencies - Domain 4

Evidence for Growth and/or Next
Steps

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.

Engages families and members of the community as leaders and partners in decision-making that improves schoolwide or districtwide student achievement or studentspecific learning.

Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.

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.

Integrates cultural competence and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.

Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.

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.

Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators.

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.

Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.

Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate.

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.

Demonstrates understanding of the legal, social and ethical uses of technology among members of the school or district community.



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Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps
Completed by Leader



Name

Location:

Goal:

What has been your progress to-date on your professional learning plan and your goal(s) and how do you know? What are your next steps and why?

Self-Reflection:

Links to Evidence

Mid-Year Conference

Completed by Evaluator (by March 1st)

Date:

Feedback to Leader (Feedback regarding progress on professional learning and progress toward goal(s)). Include change in tiered supports, if recommended.):



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LEADER
End-of-Year
Reflection & Feedback Process



Name

Location:

Self-Reflection

Completed by Leader

What impact did your new learning have on your practice/goal(s), and how do you know?

What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know?

What challenges did you encounter and what are your next steps with your professional learning?

Self-Reflection:

Links to Evidence



Name:

Location:

Summative Feedback & Growth Criteria Completed by Evaluator

Summative Feedback

Development of new learning & impact on practice related to goal

Impact on student learning, growth, and achievement

Successful Completion of the Evaluative Cycle

☐ Yes

☐ No

Supports Required/Suggested

Are tiered supports required above and beyond tier 1 (included in feedback above)?

- ☐ Not applicable
- ☐ Tier 2
- ☐ Tier 3

If Tier 2 and/or Tier 3, please specify strategies:

For multi-year goals only:

- *What adjustments are needed to the goal(s)?*
- *Why?*
- *How might adjustments impact the timing of the goal(s)?*

- ☐ Leader will continue multi-year goal.
- ☐ Leader will adjust multi-year goal.
- ☐ Leader completed multi-year goal.

Notes:

Educator Signature:

Date:

Evaluator Signature:

Date:

REFLECTION QUESTIONS - LEADER PLAN

SELF-REFLECTION SAMPLE QUESTIONS

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about leadership and organizational well-being? What new learning might you want to explore to inform your understanding of these questions and professional leadership practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current organization's strengths and needs, and/or knowledge of district/school/program goals, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

PROFESSIONAL LEARNING AND ACTION QUESTIONS

Indicators of Success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal?
Quantitative or qualitative or both?
- In what ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as a leader?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

REFLECTION QUESTIONS - LEADER PLAN

Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, and practice?

Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?



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EDUCATOR PROFESSIONAL LEARNING & EVALUATION PLAN

EXECUTIVE SUMMARY

This handbook outlines the district model for the evaluation of district educators in East Hartford. It provides the reader with the plan, process guide, and the tools to facilitate the evaluation process. In addition, the appendices provide the single-point competency rubrics for the various educator roles as well as sample forms and documents that may also assist in the evaluation process. A robust educator evaluation system is a powerful means to develop a shared understanding of educator effectiveness for all East Hartford teachers.

This model for educator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of EHPS educators so that we have a basis for assessing strengths and growth areas so educators have the feedback they need to improve. It also serves as a means for the district to hold itself accountable for ensuring that every child learns from a highly qualified, reflective, and effective educator.

This model was adapted from the Connecticut Model Evaluation and Support Plan that was presented to local districts for the school year 2023-2024 by the CSDE. The plan is designed to support a comprehensive educator and leader evaluation system adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. Connecticut General Statutes 10-151b requires that “the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher.”

CORE DESIGN PRINCIPLES

EDUCATOR CONTINUOUS LEARNING PROCESS

In accordance with the CSDE model for continuous learning, East Hartford Public Schools, through PDEC consensus, has adopted the following model:



Within the design model, educators will begin a cycle of continuous learning informed by district priorities, school priorities, and desired student outcomes. The process includes reflection on current practices, identification of focus areas for growth, examination of professional learning resources, application of new learning, and reflection on the impact of that new learning on teacher practice and student outcomes. The transformational design of the educator evaluation and support model is grounded in six guiding principles that use high-quality professional learning to advance leader practice, educator practice, and student learning, growth, and achievement:

- Allow for differentiation of roles (educators: teachers, counselors, instructional coaches, student support staff).
- Simplify and reduce the burden (eliminate technical challenges, paperwork, and steps).
- Focus on things that matter (identify high-leverage goal focus areas).
- Connect to best practices aimed at the development of the whole child (including, but not limited to academic, social, emotional, and physical development).
- Focus on educator growth and agency (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).
- Meaningful connections to professional learning (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- Specific, timely, accurate, actionable, and reciprocal feedback.

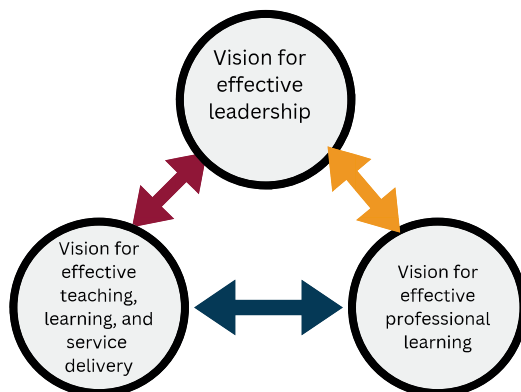
STANDARDS & CRITERIA FOR EDUCATORS

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by PDEC. The primary evaluator will review the relevant standards and rubrics with the educator as part of the goal-setting process and during the evaluation plan orientation to ensure they understand which standards to implement in their professional practice. This collaborative review will help align the educator's goals and strategies with the expected competencies for effective teaching. The following professional practice standards ground this model's framework. PDEC will review the standards and ensure a rubric accompanies the standards in the annual review of this plan.

- Learning Forward's Professional Learning Standards (2022)
- CCT Rubric for Effective Teaching 2017
- CCT Rubric for Effective Service Delivery 2017
- Danielson Library Media Framework

While a rubric serves as a support for self-evaluation, dialogue, and feedback, it is recommended that a single-point rubric is used to provide the focus for high-leverage goal(s) setting and professional learning.

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators, and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.



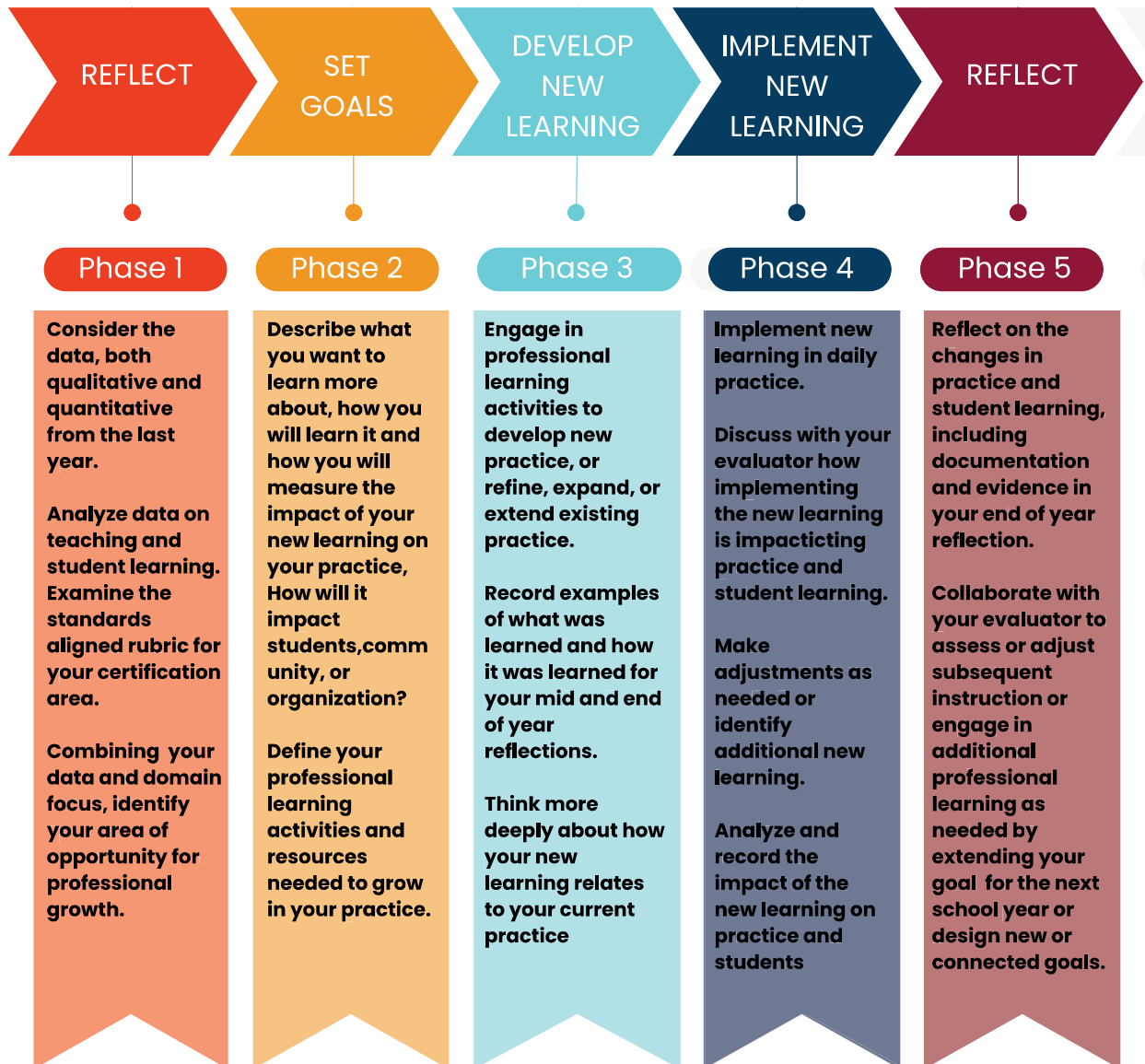
THE CONTINUOUS LEARNING PROCESS



The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide educators with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the educator serves as a learner who actively engages in and directs their learning and feedback. **All educators will be assigned a primary evaluator (092), who serves as a learning partner who supports** the educator through the learning and growth process. Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

Within the continuous learning process, educators check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in their classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important; however, there must be a balance of written and verbal feedback provided between check-ins based on observations, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

THE CONTINUOUS LEARNING PROCESS



EDUCATOR

EDUCATOR EVALUATION PROCESS & TIMELINE

ORIENTATION

Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than September 1st. The orientation shall include:




- High-leverage goal setting and professional learning plans
- Vetting Professional Learning Resources
- Use of rubrics and standards
- Observation of practice with single point competencies
- Tiered supports
- Dispute resolution

CYCLE OF CHECK-INS

Each educator will participate in a cycle of check-ins, or opportunities to discuss professional growth and development as it relates to observations of practice and performance with their evaluator. At the minimum, this will include an initial goal-setting meeting, midyear check-in, and end-of-year reflection and progress review for all educators. Additionally, there should be ongoing, on-site, evidence-driven visits or reviews of practice for each educator whose purpose/focus is aligned with the educator's goals in this process. These are balanced by coaching conversations to support educator growth and practice throughout the school year.

The annual evaluation process between an educator and a primary evaluator is anchored by three performance conversations at the beginning, middle, and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each educator on his/her/their performance, set development goals, and identify development opportunities, and review the Tiered Supports process. These conversations are collaborative and require reflection and preparation by both the evaluator and the educator in order to be productive and meaningful.

EDUCATOR EVALUATION PROCESS & TIMELINE

 <p><u>GOAL SETTING</u> Completed by October 15th</p> <p><u>Before the Meeting.</u> Beginning of Year Goal(s) and Planning</p> <ul style="list-style-type: none"> • Self reflect • Review Evidence <p>Goal(s), Rationale, Alignment, and Professional Learning Plan</p> <ul style="list-style-type: none"> • Draft Goal(s), rationale, alignment, professional learning plan <p><u>At the Meeting.</u> Goal Setting Conference</p> <ul style="list-style-type: none"> • Mutually agree on 1, 2, or 3 year goal(s) • Determine individual or group goal(s) • Mutually agree on professional learning needs and support 	 <p><u>MID-YEAR CHECK-IN</u> Completed by February 15th</p> <p><u>Before the Meeting.</u> Mid-Year Check-in: Reflection, Adjustments, and Next Steps</p> <ul style="list-style-type: none"> • Review and discuss currently collected evidence toward goal(s) and of practice • Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement <p><u>At the Meeting.</u> Mid-Year Conference</p> <ul style="list-style-type: none"> • Discuss evidence, reflection, and feedback from evaluator • Adjust and revise as needed 	 <p><u>END-OF-YEAR REFLECTION</u> Completed by June 1st</p> <p><u>Before the Meeting.</u> End-of-Year Reflection and Feedback Process</p> <ul style="list-style-type: none"> • Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement <p><u>At the Meeting.</u> End-of-Year Conference/Summative Feedback and Growth Criteria</p> <ul style="list-style-type: none"> • Evaluator provides written summative feedback and guides next steps • Educator & evaluator discuss and agree upon next steps • Annual Summary sign-off
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GOAL SETTING MEETING - COMPLETED BY OCTOBER 15TH

The initial goal-setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection based on a review of evidence and an analysis of their own practice. Using the agreed upon performance standards/rubrics, educators and their evaluators mutually agree upon a high-leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals (see appendix B). The goals should align with the district and/or school strategic plan(s) and focus on the impact of practice on students.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of educator growth, and impact on student learning, growth, and achievement. Within this process, the educator collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around the educator's self-reflection (based on a review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for educator practice and student outcomes.

The educator will:

- Self-assess using the identified rubric.
- Identify a high-leverage goal that impacts educator practice, educator growth, and student growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

The educator shares the above with their evaluator during an initial goal setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and educator takes place to refine the proposed goal and professional learning plan as needed. In partnership, the educator and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment. Additional evidence relevant to one or more competencies may be part of the process and discussion. During this time, Tiered Supports will also be reviewed.

For beginning educators in the Teacher Education and Mentoring (TEAM) Program, evaluators will have discussions about consideration for alignment between professional learning and their TEAM modules so as to enhance the educator's learning and practice.

MID YEAR CHECK-IN - COMPLETED BY FEBRUARY 15TH

The midyear check-in consists of a reciprocal dialogue between the educator and evaluator and includes an educator's self-reflection on their progress toward their goal(s) so far. The reflection shall include an analysis of the impact of their learning on their practice, and the impact on student learning, growth, and achievement.

Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their primary evaluator(s). The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence should be aligned to the single-point rubric.

The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

END OF YEAR REFLECTION & SUMMATIVE REVIEW - COMPLETED BY JUNE 1ST

End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss

1. Progress toward the educator's goal(s);
2. Professional learning as it relates to the educator's professional growth and professional practice;
3. Impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence.

A written end-of-year summary includes

1. the impact of new learning on educator practice and growth,
2. impact on student learning, growth and achievement, school community,
3. strengths and concerns, and possible next steps for the upcoming year.

Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal-setting revisions or new goal.

**Evidence of
Professional
Learning**

**Observations of
Practice**

**Evidence of
Impact on
Students**

*qualitative &
quantitative*

**Consistent
Reflective
Discussion &
Practice**

PROFESSIONAL PRACTICE & LEADER GROWTH

The implementation of the continuous learning process is shared between the leader and evaluator. For the duration of the learning process, leaders pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue, ensure timely access to support and collect evidence of leader performance and practice toward goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement

OBSERVATIONS, SITE VISITS, AND ARTIFACTS OF PROFESSIONAL PRACTICE AND FEEDBACK

Observation of professional practice (including an artifact review) or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days. One observation of professional practice or site visit must be aligned to the leader's identified goal(s).

Requirements for Observation of Professional Practice and Feedback		
Cohort 1	Cohort 2	Cohort 3
Nontenured Year 1 & Year 2	Nontenured Year 3 & Year 4 Fast Track Nontenured 1 & 2	Tenured in Good Standing
2 Formal Observations 30 minutes minimum Pre & Post Meeting	1 Formal Observation 30 minutes minimum Pre & Post Meeting	0 Formal Observations
1 Informal Observation 20 minutes minimum A Review of Practice may be substituted for one informal observation	2 Informal Observations 20 minutes minimum A Review of Practice may be substituted for one informal observation	2 Informal Observations 20 minutes minimum A Review of Practice may be substituted for one informal observation
Additional observations of professional practice as mutually agreed upon or deemed necessary	Additional observations of professional practice as mutually agreed upon or deemed necessary	Additional observations of professional practice as mutually agreed upon or deemed necessary

** Please note: For educators entering the district outside the start of the school year or leaving/returning from a leave of absence, all efforts will be made to maintain the frequency of observations. The number of observations may be adjusted, if necessary, based on the start date of the educator through a discussion with the educator, evaluator, Deputy or Assistant Superintendent, and Director of Human Resources.

THE EDUCATOR EVALUATION - OBSERVATIONS & REFLECTIONS

Single-point competencies focus the discussion and feedback on the desired practice rather than a rating outcome, allowing for the promotion of clear, research-based expectations tied to standards.

For the purpose of this plan, a single-point competency is a description of a standard of behavior or performance that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric. The primary reason for using this approach is that it supports a focus on understanding the goal and the performance's strengths and weaknesses without the complication of having to interpret those elements into a rating. When we shift from ratings to single-point competencies participants can focus on the evidence, why that evidence looks the way it does, and what can be done to support improvement rather than on a debate or negotiation on what the rating is.

Evaluators will provide feedback using the single-point competency. Feedback, tied to standards, identifies strengths and areas of focus for advancement. Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

Feedback to educators will consider multiple and varied quantitative and qualitative indicators of evidence including observations of practice and artifacts, as well as reflections by the educator on student growth. **Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:**

- **Reflection supported with evidence of the impact of the educator's new learning on their practice/goal.**
- **The impact the educator's new learning and practice had on the educator's practice and student outcomes.**
- **Next steps**

EDUCATOR SINGLE POINT COMPETENCY - DOMAIN 1

Strengths	Competencies	Opportunities
Domain 1: Positive Learning Environment, Student Engagement, and Commitment to Learning		
	<p>The teacher establishes a positive learning environment in which:</p> <ul style="list-style-type: none"> • Positive and respectful interactions between the teacher and students are evident and consistent. • Positive social interactions among students are evident and consistent. • Recognizes and incorporates students' cultural, social, and developmental diversity to enrich learning opportunities. • Appropriate standards of behavior are well-established and consistently maintained. • Routines and transitions are effectively managed to maximize instructional time. • Students are encouraged to self-regulate and take responsibility for their actions. • Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways. • Creates a learning environment in which most students are willing to take risks and feel safe to make and learn from mistakes. • Communicates clear learning expectations. • Communicates specific observable and measurable criteria for student success. • Other observed practices. <p>*Not all practices must be observed in a single lesson.</p>	

EDUCATOR SINGLE POINT COMPETENCY - DOMAIN 2

Strengths	Competencies	Opportunities
Domain 2: Planning for Active Learning		
	<p>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by::</p> <ul style="list-style-type: none"> • Planning content that directly addresses Connecticut Core Standards and/or other appropriate content standards. • Planning lessons that are logically sequenced and support an appropriate level of challenge. • Designing plans using evidence-based practice • Using multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students. • Planning instruction that integrates literacy strategies and academic vocabulary. • Selecting or designing instructional strategies, tasks, and questions that promote student cognitive engagement. • Selecting or designing resources and/or flexible groupings that cognitively engage students and support connections between concepts. • Identifying observable and measurable criteria for student success. • Planning assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson. • Selecting or designing plans that include strategies, tasks, and questions that promote opportunities for active learner engagement • Selecting or designing a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning. <p>*Not all practices must be observed in a single lesson.</p>	

EDUCATOR SINGLE POINT COMPETENCY - DOMAIN 3

Strengths	Competencies	Opportunities
Domain 3: Instruction for Active Learning		
	<p>The teacher implements effective instruction for active learning which:</p> <ul style="list-style-type: none"> • Communicates clear learning expectations. • Communicates specific observable and measurable criteria for student success. • Clearly presents instructional content in a logical and purposeful progression at the appropriate level of challenge to advance the learning of all students. • Employs differentiated strategies, tasks, and questions that cognitively engage all students. • Utilizes resources and flexible groupings that encourage students to demonstrate new learning in multiple ways. • Fosters students' autonomy by providing appropriate choices for students. • Provides multiple opportunities for students to develop independence as learners. • Encourages critical thinking, creative problem-solving, discourse, and inquiry. • Monitors student learning, and provides individualized feedback and/ or adjusts instruction that helps students advance their learning • Provides individualized, descriptive feedback that is accurate, actionable, and helps students advance their learning. • Adjusts instruction as needed in response to individual and group performance. • Other observed practices. <p>*Not all practices must be observed in a single lesson</p>	

EDUCATOR SINGLE POINT COMPETENCY - DOMAIN 4

Strengths	Competencies	Opportunities
Domain 4: Professional Responsibilities and Teacher Leadership		
	<p>A teacher who maximizes support for student learning by developing and demonstrating professionalism, collaboration, and leadership:</p> <ul style="list-style-type: none"> • Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice. • Responds to supervisor or peer feedback and makes changes in practice based on feedback • Engages in relevant professional learning and applies new learning to practice. • Collaborates with colleagues to improve teaching and learning. • Consistently exhibits professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers • Actively engages with colleagues, students, and families to develop and/or sustain a positive school climate. • Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success. • Interacts with students, families, and the community in a culturally respectful manner. <p>*Not all practices must be observed in a single lesson.</p>	

EDUCATOR GROWTH CRITERIA - EDUCATOR REFLECTION

CRITERIA FOR SUCCESS - REFLECTION	
Development of New Learning and Impact on Practice	Impact on the Students
Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus..	Educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.
Possible Evidence	
<ul style="list-style-type: none"> • Required observational evidence • Required student learning evidence aligned to high-leverage indicator focus • Implementation plans/lesson plan(s) • Educator learning logs/impact on practice reflection • Educator created learning materials • Evidence from Observation of Educator Practice • Rubrics, interim or benchmark assessments, other assessments 	<ul style="list-style-type: none"> • Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. • Educator and/or student self-reflection • Student learning artifacts • Mastery-based demonstrations of achievement • Observational evidence of students' words, actions, interactions (including quotations when appropriate)

EDUCATOR GROWTH CRITERIA - OBSERVATION & EVALUATION

CRITERIA FOR SUCCESS - EVALUATION		
Development of New Learning and Impact on Practice	Single Point Competency	Impact on Students
Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus..	Educator can demonstrate how they positively impacted student success and can articulate connections/rationale between the improved student learning and their own changes in practice following observations and reflections on the single point competency.	Educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.
Possible Evidence		
<ul style="list-style-type: none"> • Required observational evidence • Required student learning evidence aligned to high-leverage indicator focus • Implementation plans/lesson plan(s) • Educator learning logs/impact on practice reflection 	<ul style="list-style-type: none"> • Educator created learning materials • Evidence from Observation of Educator Practice • Rubrics, interim or benchmark assessments, other assessments • Mastery-based demonstrations of achievement • Observational evidence of students' words, actions, interactions (including quotations when appropriate) 	<ul style="list-style-type: none"> • Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. • Educator and/or student self-reflection • Student learning artifacts

THE EDUCATOR EVALUATION - TIERED SUPPORTS

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. Evaluators will lead an ongoing review process throughout the evaluation plan cycle, which will take place during evaluation orientation, goal-setting, and midyear meetings, to ensure educators understand and can differentiate between the tiered supports process. All three tiers of support must be implemented prior to the development of a corrective plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable.

TIER 1

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed, designed, or approved by district administrators, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal-setting process by mutual agreement.

TIER 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator. The introduction of Tier 2 is formally documented through a meeting and a minimum of 15 school days.

TIER 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns, are developed in collaboration with the educator, and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented. The introduction of Tier 3 is formally documented through a meeting and a minimum of 30 school days.

THE EDUCATOR EVALUATION - CORRECTIVE SUPPORT PLAN

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan is separate from the normal educator growth model and must contain:

- clear objectives specific to the well-documented area of concern;
- resources, support, and interventions to address the area of concern;
- well-defined timeframes for implementing the resources, support, and interventions;
- supportive actions from the evaluator; and
- potential outcomes determined in consultation with the evaluator, educator, and bargaining unit representative.

At the conclusion of the Corrective Support Plan period, the evaluator will submit a summary report to the Superintendent of Schools and recommend either:

- Conclusion of the corrective support plan and continued employment
- Termination of employment

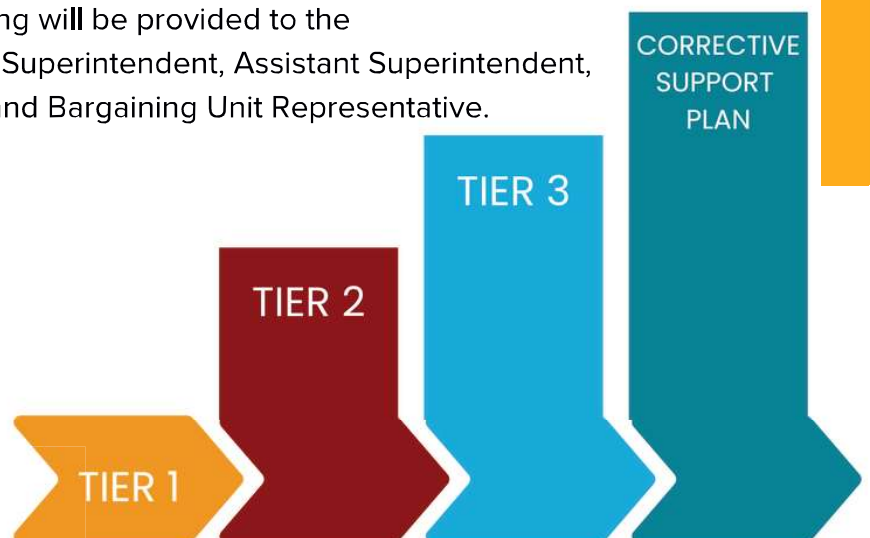
If a decision for continued employment is rendered, the educator will return to the appropriate tier of support as determined in consultation with the evaluator, educator, and bargaining unit representative. If a decision for termination is rendered, the Superintendent will present the name of the educator to the Board of Education.

The following procedures and timetables will be regarded as district guidelines.

Note that a summary of each meeting will be provided to the

Superintendent of Schools, Deputy Superintendent, Assistant Superintendent, the Director of Human Resources, and Bargaining Unit Representative.

EDUCATOR



THE EDUCATOR EVALUATION - CORRECTIVE SUPPORT PLAN TIMELINE

Timetable	Procedure
At any time during the evaluation cycle following the documented implementation and review of Tiered Supports	<ul style="list-style-type: none"> At the time of placement, the evaluator will hold an initial conference with the educator to (1) identify specific area(s) of concern, (2) identify improvement necessary, and (3) review timelines.
By the 10th school day	<ul style="list-style-type: none"> By the 10th school day following placement, the evaluator will conduct at least one formal observation with a pre- and post-conference and review the progress toward resolving specific area(s) of concern.
By the 20th school day	<ul style="list-style-type: none"> By the 20th school day following placement, the evaluator will conduct at least a second formal observation with a pre- and post-conference and review the progress toward resolving specific area(s) of concern.
By the 30th school day	<ul style="list-style-type: none"> By the 30th school day following placement, the evaluator will conduct at least a third formal observation with a pre- and post-conference and review the progress toward resolving specific area(s) of concern.
By the 40th school day	<ul style="list-style-type: none"> By the 40th school day following placement, the evaluator will conduct at least a fourth formal observation with a pre- and post-conference and review the progress toward resolving specific area(s) of concern.
By the 50th school day	<ul style="list-style-type: none"> By the 50th school day following placement, the evaluator will conduct at least a fifth formal observation with a pre- and post-conference and review the progress toward resolving specific area(s) of concern.

THE EDUCATOR EVALUATION - DISPUTE RESOLUTION

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system as a part of the goal setting, midyear and summative process as well as a part of the Corrective Support Plan. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek a common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty-one (31) school days from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

The issue in dispute may be referred to a Dispute Resolution Committee which will serve as a neutral party. The superintendent and the respective educator may each select one administrator or educator from the district to constitute this subcommittee, as well as one mutually agreed upon educator or administrator who is a member of the Professional Development Evaluation Committee (PDEC). If a mutually agreed upon third representative cannot be determined then the PDEC administrative chair will serve as the third party. It is the role of the Dispute Resolution Committee to determine the resolution of the dispute and to identify any actions to be taken moving forward. In addition, the disputing educator has the right to have union representation participate in the Dispute Resolution Process.

THE EDUCATOR EVALUATION - DISPUTE RESOLUTION STEPS

The following procedural guidelines apply to the Dispute Resolution Process:

- Resolutions must be specific and timely.
- Within three school days of articulating the dispute in writing to his/her/their evaluator, the disputing educator being evaluated and the evaluator will meet with the objective of resolving the matter.
- If there has been no resolution, the disputing educator may choose to continue the dispute resolution process in writing to the superintendent or designee within 7 school days of the meeting with his/her/their evaluator.
- The superintendent or designee must collaborate with the disputing educator to identify the members of the Dispute Resolution Committee within 7 school days of receiving the request for the Dispute Resolution Process.
- The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process

The steps below outline the steps of the EHPS Dispute Resolution Process:

1. There must be a mutually written, signed, and dated statement outlining the areas of agreement and disagreement signed by both parties; or
2. There must be two separately written, signed, and dated statements presenting the individual positions of agreement and disagreement by each party.
3. The recipient of the statement(s) will request that the Dispute Resolution Committee meet within 7 school days after receipt of the materials.
4. The committee may request additional information in writing or by interview for the purpose of clarifying the issues presented in the written documentation.

The committee may resolve the issue by selecting either position or by creating a compromise settlement. The committee will render a decision and rationale in writing within 7 school days of its initial meeting. The decision is final and binding on both parties. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.

THE EDUCATOR EVALUATION - DISPUTE RESOLUTION TIME LIMITS

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed-upon times.
3. The educator being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.



Every Child Every Day

East
Hartford
Public
Schools

PROFESSIONAL LEARNING & EVALUATION PLAN

FORMS & RESOURCES



Name

Location:

Self-Reflection

Completed by Educator before the conference

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional practice?
- In reviewing the CCT rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current students'/adult learners' strengths and needs, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Capture your self-reflection here; consider using the Sample Questions found above to guide your thinking.

Self-Reflection:

What will it look like when you achieve your goal?

Goal, Rationale, Alignment and Professional Learning Plan

completed by Leader at the conference

Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).

What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal? What is your learning plan to support achieving your goal?

In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?

Supports
Required/Suggested

- ☐ Tier 1
- ☐ Tier 2
- ☐ Tier 3



Name:		Time/Location:	
Grade/Role:		Discipline/Focus:	
<input type="checkbox"/> Formal (Pre-Post-Conference Required) <input type="checkbox"/> Informal (Post-Conference Required) <input type="checkbox"/> Additional Site Visit (Pre-/Post-Conference Optional)			
Goal			
Pre-Observation <i>Completed by Educator (as needed/required)</i>			
Lesson Plan/Meeting Plan *Upload and provide hyperlink here, as appropriate			
Pre-Conference Notes including the identified competency focus for the observation.			
Observation <i>Completed by the Evaluator</i>			
Click or tap here to enter text.			
Post-Observation Reflection <i>Completed by the Educator</i>			
What does today's evidence tell you?			
Are there patterns, trends, or outliers?			
How will our collaborative reflection help you move forward and apply your learning in your next steps?			

Evidence of Strengths	Single-Point Competencies - Domain 1	Evidence for Growth and/or Next Steps
	<p>The teacher establishes a positive learning environment in which:</p> <ul style="list-style-type: none"> • Positive and respectful interactions between the teacher and students are evident and consistent. • Positive social interactions among students are evident and consistent. • Recognizes and incorporates students' cultural, social, and developmental diversity to enrich learning opportunities. • Appropriate standards of behavior are well-established and consistently maintained. • Routines and transitions are effectively managed to maximize instructional time. • Students are encouraged to self-regulate and take responsibility for their actions. • Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways. • Creates a learning environment in which most students are willing to take risks and feel safe to make and learn from mistakes. • Communicates clear learning expectations. • Communicates specific observable and measurable criteria for student success. • Other observed practices. <p>*Not all practices must be observed in a single lesson.</p>	
Evidence of Strengths	Single-Point Competencies - Domain 2	Evidence for Growth and/or Next Steps
	<p>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by::</p> <ul style="list-style-type: none"> • Planning content that directly addresses Connecticut Core Standards and/or other appropriate content standards. • Planning lessons that are logically sequenced and support an appropriate level of challenge. • Designing plans using evidence-based practice • Using multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students. • Planning instruction that integrates literacy strategies and academic vocabulary. • Selecting or designing instructional strategies, tasks, and questions that promote student cognitive engagement. • Selecting or designing resources and/or flexible groupings that cognitively engage students and support connections between concepts. • Identifying observable and measurable criteria for student success. • Planning assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson. • Selecting or designing plans that include strategies, tasks, and questions that promote opportunities for active learner engagement • Selecting or designing a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning. 	

Evidence of Strengths

Single-Point Competencies - Domain 3

Evidence for Growth and/or Next Steps

The teacher implements effective instruction for active learning which:

- Communicates clear learning expectations.
- Communicates specific observable and measurable criteria for student success.
- Clearly presents instructional content in a logical and purposeful progression at the appropriate level of challenge to advance the learning of all students.
- Employs differentiated strategies, tasks, and questions that cognitively engage all students.
- Utilizes resources and flexible groupings that encourage students to demonstrate new learning in multiple ways.
- Fosters students' autonomy by providing appropriate choices for students.
- Provides multiple opportunities for students to develop independence as learners.
- Encourages critical thinking, creative problem-solving, discourse, and inquiry.
- Monitors student learning, and provides individualized feedback and/ or adjusts instruction that helps students advance their learning
- Provides individualized, descriptive feedback that is accurate, actionable, and helps students advance their learning.
- Adjusts instruction as needed in response to individual and group performance.
- Other observed practices.

*Not all practices must be observed in a single lesson

Evidence of Strengths

Single-Point Competencies - Domain 4

Evidence for Growth and/or Next Steps

A teacher who maximizes support for student learning by developing and demonstrating professionalism, collaboration, and leadership:

- Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.
- Responds to supervisor or peer feedback and makes changes in practice based on feedback
- Engages in relevant professional learning and applies new learning to practice.
- Collaborates with colleagues to improve teaching and learning.
- Consistently exhibits professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers
- Actively engages with colleagues, students, and families to develop and/or sustain a positive school climate.
- Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success.
- Interacts with students, families, and the community in a culturally respectful manner.

*Not all practices must be observed in a single lesson.



East
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EDUCATOR

Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps
Completed by Educator



Name

Location:

Goal:

What has been your progress to-date on your professional learning and how do you know?

Self-Reflection:

Links to Evidence

Mid-Year Conference

Completed by Evaluator (by February 15th)

Date:

Feedback to Educator (Feedback regarding progress on professional learning and progress toward goal(s)). Include change in tiered supports, if recommended.):



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EDUCATOR
End-of-Year
Reflection & Feedback Process



Name

Location:

Self-Reflection

Completed by Educator

What impact did your new learning have on your practice/goal(s), and how do you know?

What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know?

What challenges did you encounter and what are your next steps with your professional learning?

Self-Reflection:

Links to Evidence



Name:

Location:

Summative Feedback & Growth Criteria Completed by Evaluator

Summative Feedback

Development of new learning & impact on practice related to goal

Impact on student learning, growth, and achievement

Successful Completion of the Evaluative Cycle

☐ Yes

☐ No

Supports Required/Suggested

Are tiered supports required above and beyond tier 1 (included in feedback above)?

- ☐ Not applicable
- ☐ Tier 2
- ☐ Tier 3

If Tier 2 and/or Tier 3, please specify strategies:

For multi-year goals only:

- *What adjustments are needed to the goal(s)?*
- *Why?*

- *How might adjustments impact the timing of the goal(s)?*

- ☐ Educator will continue multi-year goal.
- ☐ Educator will adjust multi-year goal.
- ☐ Educator completed multi-year goal.

Notes: Click or tap here to enter text.

Educator Signature:

Date:

Evaluator Signature:

Date:

REFLECTION QUESTIONS - EDUCATOR PLAN

SELF-REFLECTION SAMPLE QUESTIONS

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current students'/adult learners' strengths and needs, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

PROFESSIONAL LEARNING AND ACTION QUESTIONS

Indicators of Success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal?
Quantitative or qualitative or both?
- In what ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

REFLECTION QUESTIONS - EDUCATOR PLAN

Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, and practice?

Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

GOAL SETTING & PD PLANNING WORKSHEET - EDUCATOR PLAN

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning		
Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:		
	What it looks like in the classroom	Professional Learning & Goal-aligned Focus Area
Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels	Has high academic and behavioral expectations for all students regardless of poverty, background, disability, or racial, cultural or language differences. Selects content and designs learning opportunities which capitalize on students' diverse backgrounds and interests to enrich the learning community. Creates a classroom environment which supports students in becoming role models for treating others with respect.	
Promoting engagement in and shared responsibility for the learning process including encouraging opportunities for students to initiate their own questions and inquiry	Students are involved in classroom decision making, encouraged to set personal goals and seek answers for their own questions/problems and inquiries. Students monitor or evaluate their own learning process and progress. Students support one another's engagement in the learning process.	
Providing explicit instruction about social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs.	Incorporates explicit instruction, reinforcement and modeling of social skills and ethical and responsible behavior into daily practice and it is evident in teacher student and student-student interactions. Designs and implements strategies to support students' independence in seeking to improve their own social, ethical and responsible behavior	
Fostering appropriate standards of behavior that support a productive learning environment for all student	Student behavior is consistent with established rules/norms. Students promote behavior that supports a productive learning environment.	
Maximizing the amount of time spent on learning by effectively managing routines and transition	Manages established routines and transitions to maximize student learning time and promote student independence. Materials are organized and available and students know how to access them with minimal direction from the teacher.	

GOAL SETTING & PD PLANNING WORKSHEET - EDUCATOR PLAN

Domain 2: Planning for Active Learning	
Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large	
Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs.	Uses multiple sources of data about students' prior knowledge, skills and understanding of concepts to plan instruction. Instructional plans incorporate a variety of strategies that appropriately challenge all students, including differentiation of lesson content, process for developing understanding and/or products to exhibit student learning.
Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline.	Develops and organizes lessons and units of instruction that appropriately challenge students, promote their independence and interdependence and that consistently incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems by using strategic questions for discourse or inquiry-based learning; anticipating and teaching to content misconceptions; making real world, career, or global connections with the content; or making interdisciplinary connections
Selecting appropriate assessment strategies to monitor ongoing student progress.	Designs or selects a variety of assessment tools and strategies appropriate to individual students' needs to monitor and evaluate learning. Plans strategies to engage students in using assessment criteria to reflect upon and assess their own progress over time.
Designing or selecting academic/ behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone.	Selects or designs supplemental or specialized instructional or behavioral interventions. Discusses multiple sources of data with colleagues to determine continued use of intervention plan or need for alternative interventions.
Including strategies for teaching and supporting content area literacy skills, and when appropriate, numeracy skills (across the curriculum). L – Literacy N-Numeracy	(L) Plans to include use of a variety of strategies, materials and resources to build students' ability to interpret, synthesize, and respond to content related text. (N) Plans to include use of a variety of resources to build students' ability to represent, interpret and analyze data and/or to solve mathematical problems. (L & N) Plans to include use of resources to support students' understanding of concepts and application of learning to help them to make connections within and among content areas and help them to understand the importance of literacy and numeracy in the world around them.

GOAL SETTING & PD PLANNING WORKSHEET - EDUCATOR PLAN

Domain 3: Instruction for Active Learning			
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:			
Implementing instructional content for learning by using a variety of evidence-based instructional strategies to enable students to apply and construct new learning.	Uses instructional strategies that are explicit, varied, and scaffold instruction; are based on specific data about student learning, and consistently lead students to generalize critical-thinking and problem-solving strategies to new or different content, applications or contexts. Provides opportunities for students to work individually and collaboratively to analyze, question and/or develop new learning. Provides opportunities for students to develop and facilitate individual and collaborative learning activities.		
Using differentiated instruction and supplemental intervention to support students with learning difficulties, disabilities and/or particular gifts and talents.	Provides instruction based on students' individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials and addresses students' interests, motivation and readiness. Routinely provides supplemental intervention, based upon data related to student learning needs for students who need academic or behavioral supports, and is revised based upon student response.		
Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	Lead students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning. Uses instructional strategies that scaffold learning, promote curiosity about the content, and lead students to develop questions and explore solutions to problems. Consistently facilitates students' engagement in active learning strategies such as discourse or inquiry based learning leading to student independence.		

GOAL SETTING & PD PLANNING WORKSHEET - EDUCATOR PLAN

Domain 3: Instruction for Active Learning			
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:			
Assessing student learning, providing feedback to students and adjusting instruction.	Provides feedback to students about the quality of their work/performance is specific and accurate, reinforces effective practices, leads to understanding, and challenges students to extend thinking.		
Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn.	Uses formative and summative assessments for pre- and post-assessment data to continuously inform, adjust and differentiate instruction for individual student needs and provide students an opportunity to learn from their performance. Assessments are designed to provide students with alternative ways to demonstrate their learning		
Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time.	Assessments continually measure knowledge, skills and critical concepts in the content area. Compiles data on student growth, based on multiple measures which includes specific information and analysis about successes or struggles with course curriculum, literacy, or organizational, behavioral, social/emotional skills, with detailed evidence and examples of performances. Analyzes data to inform design of specific intervention strategies, enrichment, departmental/grade level curriculum changes, or school-wide behavioral strategies to support growth of individual students and groups of students.		
Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.	Criteria are clearly communicated to students prior to an assignment or assessment, include rubrics or exemplars of student work, and involve students in developing the evaluation criteria or their own goals for achievement/progress. Students evaluate their own work or the work of their peers. Feedback, in writing or orally, describes strengths and weaknesses in the student performance and includes suggestions for improvements.		

GOAL SETTING & PD PLANNING WORKSHEET - EDUCATOR PLAN

Domain 4: Professional Responsibilities and Teacher Leadership			
Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:			
Engaging in continuous professional learning to impact instruction and student learning.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs. Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.		
Collaborating to develop and sustain a professional learning environment to support student learning.	Supports and assists colleagues to adapt planning and instructional practices that support teaching and learning.		
Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.	Actively engages with colleagues, students and families to develop and/or sustain a positive school climate. Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success. Interacts with students, families and the community in a culturally respectful manner.		



Every Child Every Day

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PROFESSIONAL LEARNING & EVALUATION PLAN

PDEC

PROFESSIONAL DEVELOPMENT AND EVALUATION COMMITTEE (PDEC)

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan. East Hartford Public Schools is in accordance with Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), which states that each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. Our PDEC comprises stakeholders representing a cross-section of certifications, roles, and experiences. The respective bargaining units hold leadership roles as committee co-chairs to ensure all voices are represented in the design and evaluation of professional learning in East Hartford.

PROFESSIONAL DEVELOPMENT CALENDAR 2024-2025

DATE	TYPE	TUESDAY BLDG/DEPT DESIGNATION		CATEGORY
		HIGH SCHOOL	MIDDLE SCHOOL	
8/26	7 HR			District/School
8/27	7 HR	Department/Instructional		
8/28	3.5 HR	Department/Instructional		
8/29	3.5 HR	Department/Instructional		
8/30	3.5 HR			District
9/3	1 HR	DEPT	BLDG	Staff
9/10	1 HR	BLDG	DEPT	Staff
9/17	1 HR	DEPT	BLDG	Staff
9/24	1 HR	BLDG	DEPT	Staff
9/26	3.5 HR	Personalized PD Pathway		
10/1	1 HR	DEPT	BLDG	Staff
10/8	1 HR	BLDG	DEPT	Staff
10/11	7 HR	Department/Instructional		
10/15	1 HR	No Meeting - Student Conferences PreK-12		
10/22	1 HR	DEPT	BLDG	Staff
10/29	1 HR	BLDG	DEPT	Staff
11/5	7 HR	Department/Instructional		
11/12	1 HR	DEPT	BLDG	Staff
11/19	1 HR	BLDG	DEPT	Staff
11/26	1 HR	DEPT	BLDG	Staff
12/3	1 HR	BLDG	DEPT	Staff
12/10	1 HR	DEPT	BLDG	Staff
12/17	1 HR	BLDG	DEPT	Staff

DATE	TYPE	TUESDAY BLDG/DEPT DESIGNATION		CATEGORY
		HIGH SCHOOL	MIDDLE SCHOOL	
1/7	1 HR	DEPT	BLDG	Staff
1/14	1 HR	BLDG	DEPT	Staff
1/21	1 HR	DEPT	BLDG	Staff
1/28	1 HR	BLDG	DEPT	Staff
2/4	1 HR	DEPT	BLDG	Staff
2/11	1 HR	BLDG	DEPT	Staff
2/14	3.5 HR	Personalized PD Pathway		
2/18	7 HR	Department/Instructional		
2/25	1 HR	DEPT	BLDG	Staff
3/4	1 HR	BLDG	DEPT	Staff
3/10	3.5 HR	Personalized PD Pathway		
3/11	1 HR	DEPT	BLDG	Staff
3/18	1 HR	BLDG	DEPT	Staff
3/25	1 HR	DEPT	BLDG	Staff
4/1	1 HR	BLDG	DEPT	Staff
4/8	1 HR	DEPT	BLDG	Staff
4/22	1 HR	BLDG	DEPT	Staff
4/24	3.5 HR	Personalized PD Pathway		
4/29	1 HR	DEPT	BLDG	Staff
5/6	1 HR	BLDG	DEPT	Staff
5/13	1 HR	DEPT	BLDG	Staff
5/20	1 HR	BLDG	DEPT	Staff
5/23	3.5 HR	Building		
5/27	1 HR	DEPT	BLDG	Staff
6/3	1 HR	BLDG	DEPT	Staff