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## PDEC MEMBERSHIP AND MEETINGS

### Hartford Public Schools (HPS) PDEC

The Professional Development and Evaluation Committee (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. Pursuant to [Connecticut General Statute 10-220a](#) and [Public Act 23-159 Section 11 \(b\) \(3\)](#), HPS must establish a professional development and evaluation committee to include teachers and administrators, selected by the exclusive bargaining representatives, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the HPS Board of Education deems appropriate. HPS PDEC includes teachers, paraeducators, mentors, coaches, and administrators from both the school and Central Office levels.

**Appendix A** provides detailed information about PDEC, its membership, and the development of the *HPS Educator Growth and Support Model*.

## INTRODUCTION

The *HPS Educator Growth and Support Model* plan is intended to provide a practical guide that ensures all members of school organizations are granted the opportunity to grow professionally within their service to each other and to their students. We offer this guide as a roadmap to “going beyond the policy” to create opportunities for transformational shifts in educator growth and development that leads to student success.

## VISION & MISSION

We strive for a school system in which all staff fosters an open mindset for growth and improvement on behalf of the students they serve to cultivate a culture of collaborative learning and risk-taking.

At Hartford Public Schools (HPS), we are committed to a professional learning model that promotes trust and collective ownership of teaching and learning. When teachers, paraeducators, support staff and administrators co-create and commit to a shared vision for high quality instruction, students succeed. In order to maximize educator growth, professional learning is personalized and meaningful. Educators own and direct their learning and engage in cycles of improvement with actionable feedback that aligns to organizational, departmental, grade-specific, and individual goals for learning.

## GUIDING PRINCIPLES



**Figure 1**

We believe that for any school to be successful in meeting its essential mission to serve students, it must organizationally cultivate what we call a *Culture of Learning* (Figure 1). This culture is rooted in trust and mindsets focused on continuous improvement driven by systems that support a relentless focus on collective and individual improvement planning. We commit to this work with the following beliefs to guide us:

- We believe that every student deserves the opportunity to thrive inside a culture of learning rooted in high expectations and the belief that all students can learn.
- We believe all educators deserve actionable feedback to build their knowledge, skills, and dispositions to ensure all students access high-quality instruction.
- We believe that schools thrive when district leadership and school-based leaders collaborate in an atmosphere of trust on high leverage focus areas and resources to support learning and growth for all.

## EDUCATOR EVALUATION & SUPPORT OVERVIEW

The *HPS Educator Growth and Support Model Plan* is designed in alignment with CT Guidance 2023. HPS PDEC reviewed carefully the non-negotiables and best practices outlined in the new guidance after a year-long examination of research and review of literature focused on quality performance management and support. Resources included in the review and that helped to inform the following plan have been outlined in a resource section at the end of the document and in meeting notes from the 2022-2024 PDEC meetings (Appendix A).

### STANDARDS & CRITERIA

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices through feedback to increase student learning, growth, and achievement. Standards are used to lay the foundation of meaningful growth in continuous learning cycles with both formative and evaluative feedback.

Just as with our use of student standards, educator and leader performance standards provide a framework to the performance, practice, and ongoing learning expected within quality education practice. Standards become a guide to improvement of teaching and leadership skills, allow all *participants* within the educational community to recognize and reinforce educational excellence, to help educators determine the impact practice has on students, and to plan ongoing professional learning in service to educators. Teachers can themselves then learn to “use comprehensive frameworks throughout the school year to collect data related to their teaching, reflect on their practice, and identify specific instructional strategies they can work on to improve their repertoire of skills” (Mielke & Frontier, 2012, p. 10). This drives a teacher’s ability to accurately perceive effectiveness related to teaching and learning, increasing self-efficacy.” (Tepper and Flynn, 2019, p. 26)

HPS uses the following professional practice standards and [rubrics](#):

- Teachers use the [Connecticut Common Core of Teaching \(CCT\) Rubric for Effective Teaching 2017](#)
- Service delivery professionals (i.e., speech pathologists, literacy coach, psychologist) use the [CCT Rubric for Effective Service Delivery 2017](#).
- Administrators use the [Connecticut Leader Evaluation and Support Rubric 2017](#)

These documents serve as support for self-evaluation, dialogue, and feedback.

Educators will also be granted the opportunity to leverage *secondary standards* where and when appropriate. While educators will engage with the CCT rubric as a primary resource in their goal setting and feedback process, in order to ensure ownership and agency, educators may also utilize a set of secondary standards that are role-specific to define goals and reference in their action planning and feedback cycles.

(Add links to shared folder with secondary standards: Discipline specific, Social Work, School Psychologist-Sample folder [provided here](#))

## PROFESSIONAL LEARNING IN HPS

**Vision:** Professional Learning (PL) in Hartford Public Schools (HPS) improves practice and supports connection to skills, content, colleagues, and our collective mission by meeting the needs of the whole educator.

**Mission:** Every individual in HPS will have the knowledge, skills, and tools to do their job well.

### Impact on...

#### Educators:

- Increased self-efficacy
- Increased self-worth
- Sense of belonging
- Professional growth

#### Schools:

- Increased staff retention
- Professional growth of staff
- Increased student achievement
- Improved culture and climate

HPS uses the CSDE approved [Learning Forward Professional Learning Standards 2022](#), as a tool for how professional learning deepens one's knowledge of their practice to impact student learning, growth, and achievement. The professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. The standards set the stage for not only prerequisite learning that is required to support educator and leader practice but also the responsive, ongoing, differentiated professional learning necessary to impact student learning and outcomes. The professional learning standards are embodied and come to life in the [district framework and playbook for Professional Learning, L.I.F.T.](#)

Professional learning is essential to the CT Guidance 2023. Learning Forward Professional Learning Standards 2022, serves as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. Together, the professional learning standards and the LIFT model help educators and leaders connect professional learning to the evaluation process in a differentiated manner in order to accomplish the expected learning transformation desired.

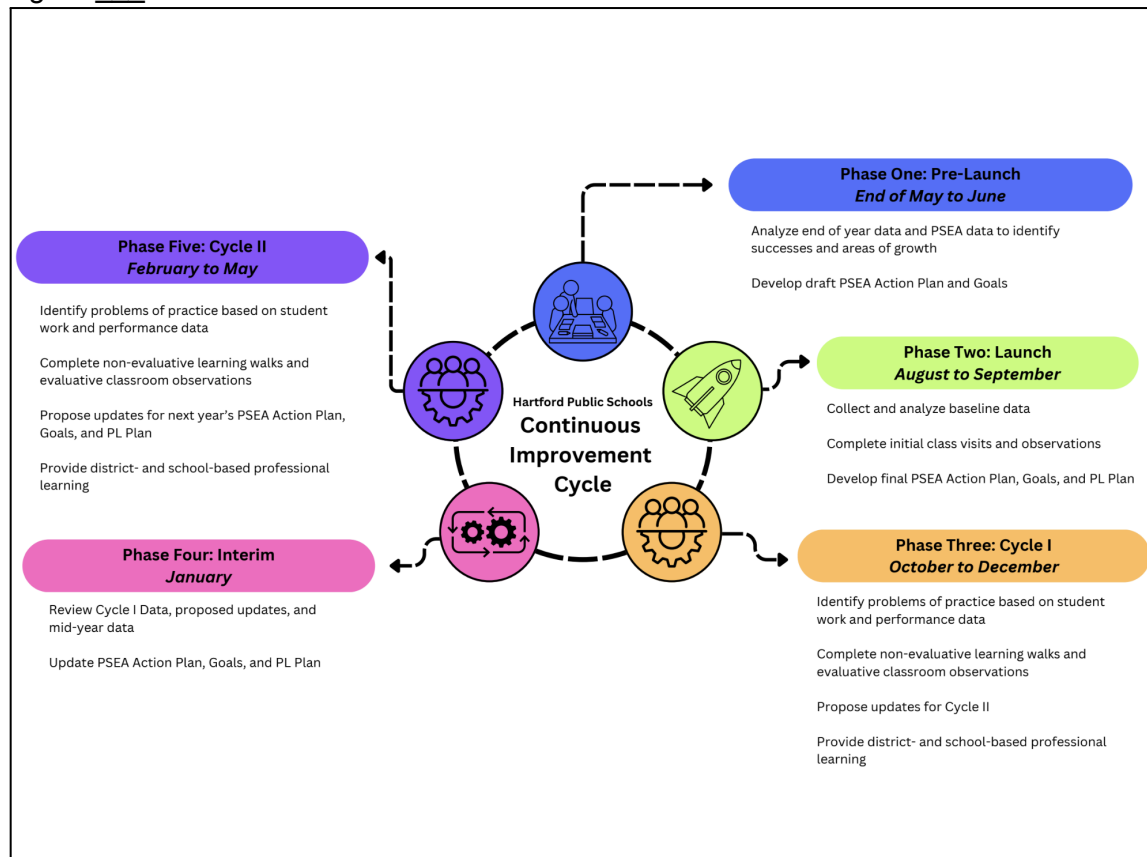
Together the professional standards for educators, leaders, and professional learning work to lay the foundation for meaningful feedback in a continuous improvement cycle.

## CYCLES OF IMPROVEMENT

HPS is committed to the professional growth of all educators through supportive, often differentiated, always targeted support aligned to the professional learning and performance standards described in the previous two sections. In order to maximize growth, all educators will engage in and receive support throughout two cycles of improvement annually. During these cycles, educators will set meaningful goals and develop action plans where they identify supports and resources needed to implement their plans. Educators will participate in professional learning that aligns to their plans of action and receive both non-evaluative and evaluative feedback on implementation of these plans. As members of inquiry teams, educators will collaborate on the impact of instructional practices on student outcomes. At the end of each cycle, teams at the school, grade, and/or Department level will analyze the impact of their action plans on student performance to determine the focus of the next cycle of improvement.

The HPS PDEC has collaboratively established the ***HPS Continuous Improvement Cycle (CIC)*** (Figure \_\_\_\_ ) to help all members of the HPS community understand the annual process that supports individual and organizational improvement.

Figure \_\_\_\_



In the table that follows, the HPS PDEC has provided an overview of the primary actions taken at the school level to support effective implementation of the HPS CIC. Information on the actions taken within each of the phases and cycles is provided in greater detail in the sections that follow (*Educator Growth Goals; Evaluative and Non-Evaluative Tracks; & Feedback for Growth*). Also included is a [Year at a Glance](#) that denotes dates connected to the CIC timeline identified below.

Additionally, a Glossary has been provided to support understanding of the various acronyms and terms being used to describe school-based actions. Finally, the *HPS CIC Administrative Guide* has been developed to support implementation and offer PDEC a way to review implementation in real time and offer feedback suggestions for ongoing modifications and adjustments to the plan.

| Timeline        | Cycle      | Actions   |
|-----------------|------------|---|
| end of May-June | Pre-launch | <ul style="list-style-type: none"> <li>Content teams (PLCs) and grade level teams analyze end of year data to celebrate successes and identify areas for growth e.g. student performance indicators, school performance indicators, educator and leader performance indicators</li> <li>The Instructional Leadership Team (ILT) analyzes school-wide data and team data aligned to the Plan for School Excellence &amp; Accountability (PSEA) to</li> </ul> |

|          |                             |   |
|----------|-----------------------------|---|
|          |                             | <p>celebrate successes</p> <ul style="list-style-type: none"> <li>○ ILT will also identify focus for upcoming year</li> <li>● School-based administrators use the data analysis from the ILT to inform PSEA/action plan</li> </ul>  |
| Aug-Sept | Launch                      | <ul style="list-style-type: none"> <li>● ILT reviews and informs PSEA and sets Plan Do Study Act (PDSA) cycles</li> <li>● ILT shares/presents to whole staff</li> <li>● Content teams (PLCs) collect and analyze baseline data</li> <li>● Admin engage in formative class visits to inform professional learning plans</li> <li>● Goals, PSEA Action Plan and PL needs finalized</li> <li>● Opportunity for formative feedback and Learning Walks</li> </ul>  |
| Oct-Dec  | Cycle 1                     | <p>Professional Learning</p> <ul style="list-style-type: none"> <li>● HPS professional learning aligned to PSEA/PDSA</li> <li>● School-based professional learning aligned to PSEA and problems of practice identified by PLCs</li> </ul> <p>Observation and Feedback</p> <ul style="list-style-type: none"> <li>● Non-evaluative observations by colleagues/<i>mentors/coaches</i> to provide feedback on instruction aligned to the problems of practice</li> <li>● Evaluative &amp; non-evaluative observations by administrators with feedback specific to educator's professional goals and the PSEA</li> </ul> <p>Inquiry Teams/PLCs</p> <ul style="list-style-type: none"> <li>● Analyze student work and data to identify problems of practice</li> <li>● Collaboratively assess the impact of instructional practice on student outcomes to inform cycle 2.</li> </ul>   |
| Jan      | Interim                     | <ul style="list-style-type: none"> <li>● ILT reviews Cycle 1 data from Inquiry Teams (PLCs) to inform PL and supports for Cycle 2</li> <li>● ILT analyzes midyear data aligned to the PSEA to adjust the action plan, as needed</li> </ul>  |
| Feb-May  | Cycle 2                     | <p>Professional Learning</p> <ul style="list-style-type: none"> <li>● HPS professional learning aligned to PSEA/PDSA</li> <li>● School-based professional learning aligned to PSEA and problems of practice identified by PLCs</li> </ul> <p>Observation and Feedback</p> <ul style="list-style-type: none"> <li>● Non-evaluative observations by colleagues to provide feedback on instruction aligned to the problems of practice</li> <li>● Evaluative &amp; non-evaluative observations by administrators with feedback specific to educator's professional goals and the PSEA</li> </ul> <p>Inquiry Teams/PLCs</p> <ul style="list-style-type: none"> <li>● Analyze student work and Learning Walk data to identify problems of practice</li> <li>● Collaboratively assess the impact of instructional practice on student outcomes to inform PSEA for next year.</li> </ul> |
| May-June | Reflect & Plan (Pre-Launch) | End of Year Review, Reflections and Summative (see above)   |



## EDUCATOR GROWTH GOALS

Open, honest, collaborative discussions about student performance in relation to organizational (district, region, school) goals is essential. It is imperative that all educators who are working with students, regardless of roles, can see themselves in the achievement goals of the organization. The PSEA for the school, if developed in conjunction with school personnel and responsive to the needs of students, should provide the basis for individual, grade level, and departmental goals.

Each educator and their assigned evaluator must **mutually agree** on a professional growth goal and at least two associated measures of accomplishment. Measures of accomplishment (or indicators of educator growth) are ways the educator can demonstrate progress toward their goal and may include, but not be limited to, a sample of lesson plans, a sample of student artifacts, newly developed performance assessments, and educator and/or student self-reflections. While goals and action plans will be organized within the district's technology platform, [a template](#) for the goal setting, mid-year analysis, and end of year review has been developed by the HPS PDEC. **Goals, focus areas, and measures of accomplishment of Educator Growth are based on evidence, observations and artifacts of professional practice aligned to agreed upon standards. Mutual agreement of goals and standards should be clearly stated in the goal setting and feedback section of the education plan and named during a conference held by October 15.** Additionally, **Appendix B** provides examples of potential action planning designs in alignment with the educator goal setting process.

### Non-Tenured Educators

Non-tenured educators are required to set one professional growth goal each year and if required to complete TEAM, are encouraged to align their goal with at least one of the TEAM modules. Non-tenured educators may also set collaborative goals if this is mutually agreed to.

### Tenured Educators

Tenured educators are permitted to set one professional growth goal that spans from 1 to 3 years in duration. This goal may be collaborative and may be adjusted as needed each year.

### Paraeducators

Paraeducators will create an action plan to guide their professional growth. The action plan can be focused on student behavior, instructional support strategies, parent engagement, communication with the service delivery team, relationship with the classroom teacher, etc.

## EVALUATIVE/NON-EVALUATIVE TRACKS

HPS will employ both Evaluative and Non-Evaluative Tracks for all educators. Non-tenured staff will remain in an evaluative cohort until tenure is granted in alignment with current policy. Tenured teachers will be divided into three cohorts.

- All tenured teachers in good standing will be formally evaluated in three-year cycles: one-year on-cycle and two years off-cycle.
- During off-cycle years, educators will receive non-evaluative feedback

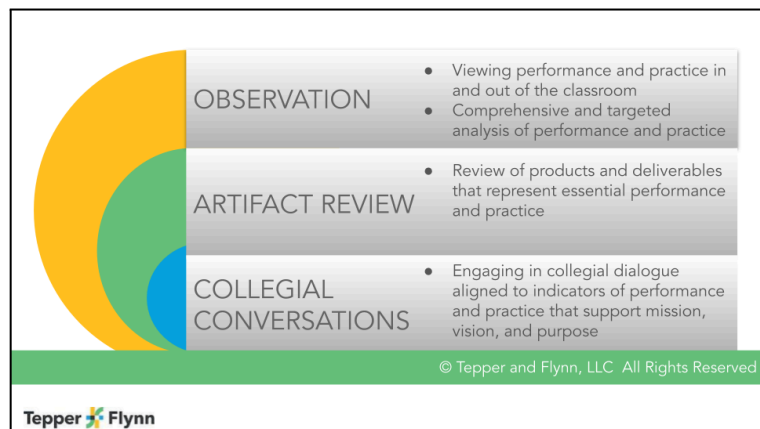
Regardless of the track an educator is on, they will complete the goal-setting process (beginning of the year, mid-year, end-of-year), receive formative, non-evaluative feedback from evaluators, peers, coaches and/or instructional leaders, (and students as desired and relevant), and engage in mid-year and end of year meetings. Educators on an Evaluative Track require additional evaluative observation and feedback which the Non-Evaluative does not. Guidance on the number of observations and/or required feedback moments have been provided in the next section.

## FEEDBACK FOR GROWTH

Quality feedback paired with meaningful support is the fuel that drives educator growth. Feedback should be constructive and celebrate an educator's strengths as well as provide the guidance and support needed to ensure ongoing professional growth. Effective feedback is: timely, specific, growth oriented, actionable, and digestible.

Feedback must be provided at each of the three annual conferences. Following both non-evaluative and evaluative observations, written feedback must be provided within three school days. All evaluators must be trained in the district's observation and feedback protocols and annually engage in calibration exercises with the other evaluators in the district. In addition, all evaluators must receive regular professional development on high-quality constructive feedback and support strategies to help them meaningfully support teachers' professional growth.

As schools embrace the importance of ongoing growth and learning of service providers, paraeducators, coaches, classroom teachers, and leaders, it is critical to vary methods to best capture interactions, behaviors, dispositions, and resulting outcomes in relation to the role and expectations of the educator. It is important to understand that the analysis of performance should not be limited to observation of practice. The HPS plan promotes three core approaches to reviewing performance and practice and align interaction (Figure \_\_\_\_). Finding varied ways to build interactions between educators and leaders will generate a wider understanding of overall performance and allow the educator to identify points for feedback about practice that may otherwise go unassessed.



As leaders meet with educators to discuss and confirm action plans for the year, careful consideration should be given to each of these categories of reviewing performance and practice. The [goal setting form](#) offers space during the initial goal setting meeting to discuss these approaches and determine which would align best with the educator's learning goal. The table below (Figure \_\_\_\_ ) is an initial list of supports for reviewing practice based on each of the three approaches. These methods differentiate support for educators and provide an opportunity for evaluators to also differentiate for roles and responsibilities to better form feedback relationships. Educators all engage in different ways to support our students. Paraeducators for example should have the opportunity to experience feedback that directly supports their understanding of impact on their students which may not always be best represented through an observation in a classroom. Finding ways to ensure all three methods are understood as ways to support improved importance will allow each staff member of a school to realize the impact of feedback in their work.

Figure \_\_\_\_

| Modalities of Formative Review |                 |                         |
|--------------------------------|-----------------|-------------------------|
| Observation                    | Artifact Review | Collegial Conversations |



|  |  |  |
|--|--|--|
| <b>Observations of...</b> <ul style="list-style-type: none"> <li>classroom instruction</li> <li>team meetings</li> <li>case reviews</li> <li>coaching/mentoring other educators</li> <li>collaboration with colleagues</li> <li>crisis response</li> <li>consultation with parents</li> <li>other facilitated meetings (504s, PPTs)</li> <li>professional learning</li> <li>collaborative curriculum writing sessions</li> <li>planning meetings</li> <li>data team meetings</li> <li>PLCs (or similar)</li> </ul> | <b>Review of...</b> <ul style="list-style-type: none"> <li>lesson/unit plans</li> <li>student assessments (all types)</li> <li>student work</li> <li>student data</li> <li>running records (e.g. student assessment, parent calls, etc.)</li> <li>teacher reflections</li> <li>feedback reflections</li> <li>other logistical records (attendance, extra curricular, assigned duties, etc.)</li> </ul> | <b>Discussions during...</b> <ul style="list-style-type: none"> <li>goal setting/mid/end-of yearly meetings</li> <li>office hours</li> <li>planning meetings</li> <li>data team meetings</li> <li>PLCs (or similar)</li> </ul> |
| <b>Tool Repository</b> ( <i>create shared folder and insert link</i> ):  |  |  |
| <a href="#">Single-point rubric (CCT)</a><br><a href="#">Single-Point rubric (SESS)</a><br><br><a href="#">Single-Point Option-CCA</a><br><a href="#">Single-Point Option-WIN</a><br><br><a href="#">HPS District Look-for tool(s)</a><br><br><a href="#">Domain 1 RVL Continuum</a>   | <a href="#">LASW protocol</a><br><br><a href="#">Problem of practice protocol</a><br><br><a href="#">Consultancy protocol</a><br><br><a href="#">PDSA</a>  | <b>Discussion Protocols</b><br><br><a href="#">6 Steps to Feedback</a><br><br><a href="#">Domain 2 RVL Continuum</a>   |

The following table (**Figure \_\_\_\_**) provides details for the interactions between a supervisor and an educator throughout each cycle of continuous improvement and for those educators on an evaluative or non-evaluative track. The table can be used to help frame professional growth action planning, implementation and progress monitoring. Ultimately, following the process will allow for collegial conversations, self reflection, coaching support to be outlined, ensuring support for achievement of organizational and individual/grade level/departmental goals.

An Instructional Leadership Team (ILT) is intended to be part of the non-evaluative elements of support for an educator. Each school should carefully consider how their teacher leaders can be involved in supporting the sharing of formative feedback to support continuous improvement.

Figure \_\_\_\_

| WHAT                                | OCCURS DURING...   | DETAILS  |
|-------------------------------------|--------------------|--|
| <b>SET PROFESSIONAL GROWTH GOAL</b> | Launch<br>Sept-Oct | The educator and assigned evaluator will discuss the selected professional growth goal aligned to the PDEA and PSEA. Then, begin developing an action plan for the year.<br><a href="#">HPS Educator Goal Setting Form</a> (See Appendix B for |

|  |                             |   |
|--|-----------------------------|---|
|  |                             | <p><b>Examples of Measures)</b></p> <p>Paraeducators will create an action plan to guide their professional growth. The action plan can be focused on student behavior, instructional support strategies, parent engagement, communication with service delivery team, relationship with the classroom teacher, etc.</p>  |
| <p><b>PROFESSIONAL GROWTH ACTION PLANNING, IMPLEMENTATION, AND PROGRESS MONITORING</b></p> | <p>Cycle 1<br/>Oct-Dec</p>  | <p><b>All educators will receive:</b></p> <p><b>Formative Observations</b></p> <p>Formative on-going feedback</p> <ul style="list-style-type: none"> <li>• observational feedback- <ul style="list-style-type: none"> <li>◦ daily three feedback (3 classrooms a day) with a rotational ILT and administrator schedule</li> </ul> </li> <li>• artifact review (1)</li> <li>• collegial conversations (3)</li> </ul> <p><b>and</b></p> <p><b>Evaluative Observation</b> as aligned with current tenure status and evaluation cohort</p> <p><b>Non-Tenured educators will be in the:</b></p> <p>Evaluation Cohort</p> <ul style="list-style-type: none"> <li>• will receive one formal observation and feedback</li> <li>• followed by related supports as agreed upon by evaluator and educator</li> </ul> <p><b>Tenured educators will be in:</b></p> <p><b>Two Cohorts</b></p> <ul style="list-style-type: none"> <li>• Evaluation Cohort (1) <ul style="list-style-type: none"> <li>◦ will receive one formal observation and feedback</li> <li>◦ followed by related supports as agreed upon by evaluator and educator</li> </ul> </li> <li>• <b>Non-Evaluation Cohort (2)</b> <ul style="list-style-type: none"> <li>◦ will receive one review of practice and at least, but not limited to three formative opportunities for feedback</li> </ul> </li> </ul> |
| <p><b>MIDYEAR REVIEW</b></p>   | <p>January/<br/>Interim</p> | <p>The Mid-Year Review for teachers is a formative check-in between the educator and evaluator. It provides an opportunity to discuss the progress the educator has made toward professional learning goal attainment through the action plan. Action step progress notes serve as documentation that will be the basis of the check-in. Educators will complete the action step progress notes throughout the cycle and reflect on how the impact of action steps and consider revising the action plan as needed. <a href="#">Midyear Review</a></p> <p>The mid-year review for paraeducators should review the action plan, modify if needed, and provide feedback for growth.</p>   |

|   |                    |  |
|---|--------------------|--|
| <b>PROFESSIONAL GROWTH IMPLEMENTATION AND PROGRESS MONITORING</b> | Feb-May<br>Cycle 2 | SAME AS CYCLE 1  |
| <b>THE SUMMATIVE GROWTH REPORT</b>                                |                    | <p>The HPS Growth and Support Plan includes an annual summary of educator growth, which is required under Connecticut Guidelines for Educator Evaluation. This report includes a self-reflection from the educator on the impact of their growth on students and a brief summary of the feedback provided to the educator over the course of the year. The report should celebrate the educator's accomplishments as well as identify two or three specific action steps to guide and support the educator's ongoing growth the following school year. The summary report must also, to comply with state requirements, include a box indicating successful completion of the annual growth and support process.</p> <p>The purpose of the summative growth report is not to provide a rating or to indicate whether the educator has "passed" or "failed." The purpose of the report is to document and celebrate the growth the educator has made over the course of the year and provide an opportunity for the educator and evaluator to reflect on specific ways to build on this growth the following year.</p> <p><a href="#">Summative Report</a></p> <p>The summative growth report for paraeducators should include a self-reflection from the paraeducator on the impact of their growth on assigned students and a brief summary of the feedback provided to the paraeducator over the course of the year. The report should celebrate the paraeducator's accomplishments as well as identify one or two specific action steps to guide and support the paraeducator's ongoing growth the following school year.</p> |

## TIERED SUPPORTS

Educators and paraeducators may, from time to time, require more support than can be provided in the regular educator growth and support process, and if the specific conditions described below are met, may need to be placed on a corrective action plan.

## CRITERIA MUST BE MET BEFORE PLACEMENT IN CORRECTIVE ACTION:

Before an educator can be placed on a corrective action plan, the following conditions must be met:

- The educator/paraeducator must have a summative report from the previous year indicating unsuccessful completion of the regular growth and support process.
- There must be a pattern of specific, ongoing concerns previously documented in the feedback to the

teacher/paraeducator.

- There must be documented attempts to informally help and support the teacher/paraeducator prior to consideration of a corrective action plan. These attempts must reflect tier 1, 2, and 3 supports.
- An HFT or HFP representative should already be aware of concerns before consideration of a formal corrective action plan.
- Before a non-tenured educator is non-renewed for performance concerns, an evaluator must meet with the educator to notify them of the concerns and follow up with a written notice by January 15. A corrective action plan should then be collaboratively developed by the teacher, their HFT representative, and the evaluator detailing the specific areas in need of improvement along with support and resources to assist the educator. Significant lack of improvement toward the plan's criteria of success must be documented before April 1 to recommend contract non-renewal.

| <b>Table 1</b>         |   |  |
|------------------------|---|--|
| <b>Scaffolds</b>       | <b>Description</b>  | <b>Strategies (including but not limited to):</b>  |
| <b>Tier 1 Supports</b> | <ul style="list-style-type: none"> <li>• Typical cycles of professional learning provided to all members of staff.</li> <li>• Adequate time and support for student performance review</li> <li>• Formative and evaluative feedback in alignment with school, collective, and/or individual goals</li> </ul>  | <ul style="list-style-type: none"> <li>• Workshops, webinars, Modeling</li> <li>• Dialogue/mentoring</li> <li>• Peer/Supervisor observation &amp; feedback</li> <li>• Observing colleagues</li> <li>• Coaching cycles</li> </ul> |
| <b>Tier 2 Supports</b> | Tier 1 supports plus... <ul style="list-style-type: none"> <li>• Additional, more frequent interactions that provide guidance and support to targeted needs</li> <li>• Revisions to the action plan that are suggested by the evaluator</li> </ul>  | Tier 1 supports plus... <ul style="list-style-type: none"> <li>• Templates for planning and implementation aligned to role</li> <li>• Lesson Plan submission</li> </ul>  |
| <b>Tier 3 Supports</b> | Tier 1 & 2 support plus <ul style="list-style-type: none"> <li>• Intensive support that prepares for corrective action planning by determining core areas of need</li> <li>• Possible additional revisions to the action plan that are suggested by the evaluator AND</li> <li>• Support from a designated, mutually agreed upon colleague who will serve as an additional support in the action plan to meet the desired professional growth goal</li> </ul> | Tier 1 & 2 supports plus... <ul style="list-style-type: none"> <li>• Mandated professional learning</li> <li>• Collaborative scheduling</li> </ul>   |
|                        |   |  |

## CORRECTIVE ACTION

By statute, this decision **must** involve an HFT representative and include the following: clear objectives, a specific timeline, resources and support to be provided by the district, and criteria for success.

Corrective action plans should never be punitive or overwhelming and must provide sequential levels of targeted, meaningful support. The duration of a plan should be at least 45 days and be extended (up to 90

days) if an educator is making some progress, but not yet meeting all the criteria to exit the plan. The collective bargaining unit must be involved throughout the process. While the forms will be accessible within the HPS technology platform, a template and an example has been created by HPS PDEC (See APPENDIX C).

## **DISPUTE RESOLUTION**

### **Importance of a Neutral Third Party**

In situations when an evaluator and an educator are unable to mutually agree on goals, measures of accomplishment, feedback, or any other aspect of the growth and support process, an educator or group of educators may initiate the following dispute resolution process.

An informal attempt to resolve a dispute should occur prior to initiating the formal resolution process and involve the educator's collective bargaining unit. If informal attempts to resolve the conflict are unsuccessful, a subcommittee of the PDEC will be convened to formally settle the matter. The subcommittee must include one person selected by the educator(s) involved, one person selected by the administrator(s) involved, and a mutually agreed upon neutral third party. A neutral third party is essential to a fair resolution. The neutral party does not have to be a member of the PDEC or work within the district.

The dispute resolution committee should undergo a brief training in the district's evaluation protocols and be provided basic dispute resolution strategies. The subcommittee must ultimately reach a fair, mutually agreed upon settlement to the dispute.

## **Local and State Reporting**

The superintendent shall report:

1. the status of educator evaluations to the local or regional board of education on or before [REDACTED]; and
2. the status of the implementation of the educator evaluation and support program, including the frequency of evaluations, the number of educators who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term "educator" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

## RESOURCES:

Bambrick-Santoyo, P. (2012). *Leverage leadership: A practical guide to building exceptional schools*. CA: John Wiley & Sons, Inc.

Center for Leadership and Educational Equity. Consultancy Protocol Framing Consultancy Dilemmas. Retrieved:

<https://www.schoolreforminitiative.org/download/consultancy/?wpdmdl=12710&refresh=66606328925971717592872>

CSDE Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 (CT GUIDELINES 2023)

CSDE Connecticut Leader and Educator Evaluation and Support Plans 2024. Retrieved:

<https://portal.ct.gov/-/media/sde/evaluation-and-support/ctleadereducatorevalsupportplan2024.pdf>

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.

Mielke, P., & Frontier, T. (2012). Keeping improvement in mind. *Educational Leadership*, 70(3), 10-13.

National School Reform Faculty. ATLAS- Learning From Student Work. Retrieved:

[https://www.nsrffharmony.org/wp-content/uploads/2017/10/atlas\\_lfsw\\_0.pdf](https://www.nsrffharmony.org/wp-content/uploads/2017/10/atlas_lfsw_0.pdf)

Tepper and Flynn, *Cultivating a Culture of Learning: Learner Focused*, 2023.

Tepper, A., & Flynn, P. (2019). *Feedback to feed forward: 31 strategies to lead learning*. Thousand Oaks, CA: Corwin.

Tepper, A., & Flynn, P. (2020). *Learner-focused feedback: 19 strategies to observe for impact*. Thousand Oaks, CA: Corwin.



## APPENDIX

### Appendix A: PDEC Meetings and Membership

#### 2022-2023 PDEC

Hartford Public Schools (HPS) PDEC realigned its process and meeting structures in 2022-2023 to ensure readiness for new CSDE educator and leader evaluation guidance and shifts in legislative requirements based on 2021-2022 meetings of the state-sponsored [ESS Council](#). Prior to the release of the [CT Guidelines for Educator and Leader Evaluation and Support 2023 \(CT Guidance 2023\)](#) (“non-negotiables” released 10/2023), PDEC examined research and literature in the area of performance management and support with a focus on aligning core categories of effective practice to the HPS mission, vision, systems and structures.

PDEC met 6 times over the course of the [2022-2023 school year](#). Several research studies examining the redesign of educator evaluation policies from Race to the Top through present day were examined (a summary of [PDEC-based Research examined](#)). Analysis of potential areas of implementation for HPS were outlined in readiness for 2023-2024 PDEC meetings. [A summary of the findings](#) from those meetings were examined at the first meeting of the 2023-2024 PDEC to ensure continued attention to the research findings. Committee members participating in 2022-2023 can be found in files with the HPS Talent Office.

#### 2023-2024 PDEC

With the new CT Guidance 2023 available, [HPS PDEC 2023-2024 Committee Members](#) committed to aligning the CSDE/Legislative “non-negotiables” to the findings from the work of the PDEC in the previous year, defining potential/necessary areas of redesign for Hartford Public Schools. Non-negotiables were outlined by the ESS Council and CSDE in the following areas:

- Standards and Criteria
- Goal setting process
- Professional Practice and Educator Growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

Based on a review of these core areas, focus of the [23-24 PDEC meetings](#) design remained on furthering a plan that would adhere to existing key HPS improvement practices, including but not limited to PDEA/PSEA, PDSA, Assessment Calendars, and PL Calendars. Further review of various models including the [Connecticut Leader and Educator Evaluation and Support Plans 2024](#) and [Cultivating a Culture of Learning: Learner Focused Feedback That Feeds Forward](#) provided support for PDEC members to organize the *HPS Educator Growth and Support Model Plan*, inclusive of forms and all functional elements associated with its redesigned performance management plan for the educators of Hartford Public Schools.

## Appendix B: Examples of Measures

| <b>I will...</b><br>State the action you will take  | <b>Focus on...</b><br><i>Your focus area may be aligned with standards, TEAM, Vision of a Graduate, or department, school/district goals, or other important initiative.</i>   | <b>Measures of Accomplishment/Indicators</b><br>Mutually agree to at least <u>two</u> specific ways you will demonstrate the impact of your goal on students and/or the school community.  |
|---|--|--|
| <ul style="list-style-type: none"> <li>· Produce</li> <li>· Analyze</li> <li>· Create</li> <li>· Develop/design</li> <li>· Enhance</li> <li>· Refine</li> <li>· Implement</li> <li>· Incorporate</li> <li>· Investigate</li> <li>· Learn about</li> <li>· Learn how to</li> <li>· Mentor</li> <li>· Research</li> <li>· Study</li> <li>· Gain skills in</li> <li>· Modify</li> <li>· Differentiate</li> </ul> | <ul style="list-style-type: none"> <li>· Cognitive development</li> <li>· Effectiveness of academic interventions</li> <li>· Social emotional learning</li> <li>· Performance assessments</li> <li>· Interdisciplinary content</li> <li>· Opportunities to respond</li> <li>· Analysis of data to guide differentiation</li> <li>· Student engagement strategies</li> <li>· Culturally responsive pedagogy</li> <li>· Student autonomy and agency</li> <li>· Behavioral interventions</li> <li>· Collaboration with other educators</li> <li>· Family engagement</li> <li>· Play based learning</li> <li>· Artificial intelligence classroom implications</li> <li>· Classroom routines and transitions</li> </ul> | <ul style="list-style-type: none"> <li>· Sample of lesson plans</li> <li>· Student achievement data</li> <li>· Sample of SEL activities</li> <li>· Review of artifacts</li> <li>· Sample of student work</li> <li>· Performance assessments</li> <li>· Reflection journal</li> <li>· Facilitation of a professional learning session</li> <li>· Unit design</li> <li>· Student reflections</li> <li>· Reflection on peer/evaluator observation</li> <li>· Parent engagement newsletters</li> <li>· Book talks, concert, art show, PPT meeting</li> <li>· Behavior referrals</li> </ul> |

## Appendix C: Corrective Action Support Plan

Below is the template that outlines the components of the Initial Corrective Action Plan which will be accessed through the HPS technology platform. A [SAMPLE HPS CORRECTIVE ACTION PLAN](#) has been created to support implementation.

### Sample Level 1: Initial Corrective Action Plan for Teacher Growth

|                                       |                 |
|---------------------------------------|-----------------|
| Teacher:                              | Date:           |
|                                       | <b>Timeline</b> |
| <b>Area(s) of Need:</b>               |                 |
| <b>Goals:</b>                         |                 |
| <b>Evaluator Responsibility:</b><br>• | •               |
| <b>Teacher Responsibility:</b>        | •               |

### Level 1: Initial Corrective Action Plan for Teacher Growth

#### Progress Reports

|   |   |
|---|---|
| <b>Review Meeting #1</b><br>Date _____<br><br>Topics Discussed:<br><br><br><br>Positive Growth Areas:<br><br><br><br>Teacher Comment:<br><br><br><br>Evaluator Comment: | <b>Review Meeting #2</b><br>Date _____<br><br>Topics Discussed:<br><br><br><br>Positive Growth Areas:<br><br><br><br>Teacher Comment:<br><br><br><br>Evaluator Comment: |
|---|---|

|                      |                      |
|----------------------|----------------------|
| Next Steps (if any): | Next Steps (if any): |
| Signatures:          | Signatures:          |

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## GLOSSARY

| Term                    | Definition   |
|-------------------------|--|
| Artifact Review         | Any review of an artifact e.g. lesson plan, assessments, activities, email communications that allows for either written or verbal feedback to support reflection on and improvements in core educator practice  |
| Collegial Conversations | Any discussion focused on educator practice that allows for either written or verbal feedback to support reflection on and improvements in core educator practice  |
| Daily Three Feedback    | Organization within the daily schedule of observations with non-evaluative, formative feedback provided to an educator (See Formative Observations for additional information).  |
| Evaluation Cohort       | Those tenured educators who are involved in interactions with their supervisor that include evaluative observations and feedback   |
| Evaluative Observation  | An observation that is designed to include feedback that will be submitted as part of an educator's personnel file/record. These observations are designed to provide written and/or verbal feedback especially in alignment with professional goals.  |
| Formative Observations  | Observations with non-evaluative, formative feedback provided to an educator. These observations are typically shorter in duration but can increase in length based on the situation (e.g. role, target areas of growth) and need of the recipient. These observations are designed to provide written or verbal feedback that is NOT part of an employee's personnel file/record yet provide feedback on identified areas of strength and areas of growth to support goal attainment. |
| Non-Evaluation Cohort   | Those tenured educators who are not involved in interactions with their supervisor that include evaluative observations and feedback but still receive formative observations and feedback   |
| Non-Tenured educators   | Any educator who has not been granted tenureship by HPS  |
| Secondary Standards     | Educator standards beyond the CCT, SESS, and CCL that can support educators in the process of self-reflection, goal setting and ongoing feedback about practice e.g. Math Standards of Practice, The Professional Standards for School Psychologists, etc  |
| Tenured educators       | Any educator who has been granted tenureship with HPS  |