WEST HARTFORD
PUBLIC SCHOOLS
Prepare and inspire all students!

Educator

EVALUATION $\&$ SUPPORT PLAN

West Hartford Public Schools

Board of Education

Dr. Lorna Thomas-Farquharson – Chairperson

Mrs. Shannon Marimon – Vice-Chair

Ms. Clare Neseralla

Ms. Latoya Yagaloff

Dr. Gayle Harris

Mr. Ethan Goldman

Mr. Jason Gagnon

Administration

Mr. Paul W. Vicinus, Jr., Superintendent

Dr. Andrew Morrow, Assistant Superintendent for Administration

Ms. Anne McKernan, Assistant Superintendent for Curriculum, Instruction and Assessment

Mr. Julio Duarte, Executive Director of Human Resources

Mrs. Theresa Rangel, Executive Director of Equity Advancement

Mrs. Melissa Caballero, Executive Director of Pupil Services

Dear West Hartford Educators,

The West Hartford Public Schools has a longstanding tradition of excellence, and the value that our community places on educating our children is much appreciated. We have a history of working together, as teachers and administrators, to enhance the education of our students. This document is the result of a collaboration between our professionals, from across all spectra of teaching and leadership, in the form of our Professional Learning and Evaluation Committee (PLEC) and is based on the CT Guidelines for Educator and Leader Evaluation and Support 2023. The dedication of these professionals, and this unique partnership, has resulted in a process that will, ultimately, improve teaching and strengthen student learning. This is our West Hartford plan, created by our own professionals, and I believe that it will bring great results.

The key element in all successful evaluation instruments is the reflective process that leads to discussions centered on how we are teaching, how we are providing services, and the degree to which our students are meeting success. This plan prioritizes professional growth that emanates from reflection, discussion, and focused professional learning. It is imperative that we are honest with each other in our efforts to improve our performance. Teaching is incredibly nuanced and difficult work, and the more that we make our practices visible through sharing by learning from each other, the better off our students will be. Our children deserve the very best, and our community demands it.

This document reflects a profound respect for the profession and a deep commitment to serving the children and families of West Hartford. In embracing this plan, West Hartford Public Schools continues its long tradition of excellence by providing children with an optimal teaching and learning experience.

Thank you for your commitment to our profession, and our children.

Sincerely,

Paul Vicinus
Superintendent of Schools

Professional Learning and Evaluation Committee (PLEC)

Kelly Brouse
Danelia Brown
Hera Butt
Gayle Campbell
Chelsea Crabbe
Lisa Daly
Julio Duarte
Scott Dunn
Eileen Eustis
Cathy Fagan
Jessica Fallis
Carolina Gieczewski
Michele Haggerty
Mari Beth Hixson
Therese Horn
Kathleen Jastrzebski
Kerry Jones
Mary Lestini
Rebecca Lewis
Amy Mahoney
Anne McKernan
Emily McMurray
Stephanie Moran
Rachel Nelson
Jack Nilsen
Derek Palmisano
Margaret Parenti
Erica Puglielli
Brian Putkonen
Theresa Rangel
James Redman
Chalise Ross
Tracey Rotella
David Simon
Kelly Sousa Purcell
Jessica Tamaccio
Jocelyn Tamborello-Noble
Matt West
Rebecca Whieldon
Dan Zittoun

Table of Contents
Teacher Evaluation and Support Plan

Teacher

EVALUATION & SUPPORT PLAN

INTRODUCTION

Vision and Purpose of Teacher Evaluation

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

Based on the CT Guidelines 2023, adopted by the State Board of Education on June 14, 2023, and the collaborative work of the Educator Evaluation and Support (EES) Council 2022, the West Hartford Educator Evaluation and Support Plan satisfies Connecticut Guidelines for Educator Evaluation.

Central to the plan is the Professional Growth Cycle (PGC), a cyclical process that emphasizes ongoing development and enhancement of teaching practices. This cycle ensures that educators engage in continuous reflection, learning, and improvement to better serve their students. The primary goal of the plan is to strengthen individual and collective practices to increase student learning, ensuring all students realize the promise of West Hartford's educational program.

Guiding Principles

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

- **Vision for Best Instructional Practice** – West Hartford's frameworks for instructional practice and service delivery are grounded in a student-centered approach that supports and develops independence and student responsibility for learning.

- **Continuous Improvement** - West Hartford's Model of Continuous Improvement is a concrete representation of our district's vision and strategy for improvement. The West Hartford Teacher Evaluation and Support Plan featuring a Professional Growth Cycle (PGC) promotes continuous improvement in its design and implementation. The work of improvement is an ongoing and continuous process over the course of a teacher's career.

- **Growth Over Time** – West Hartford's focus on continuous improvement through the Professional Growth Cycle is a key driver in the teacher evaluation process. The evaluation of a teacher's performance with regard to their commitment to the process of refining professional practice and its impact on student learning should reflect improvement from an established starting point. Attaining high levels of performance and maintaining high results are critical aspects of a teacher's work; therefore, a rigorous and aspirational goal-setting process in this model encourages a cycle of continuous improvement over time.

- **Multiple Sources of Evidence** - West Hartford's model considers multiple sources of evidence, which may include, but are not limited to, observations of practice, outcomes of student learning aligned to identified goals, application of professional learning concepts, personal reflection, stakeholder feedback, and other artifacts of teaching and learning.

- **Professional Judgment and Consistency** - Assessing an educator's professional practice requires evaluators to constantly use their professional judgment while examining multiple sources of evidence. No rubric or formula, however detailed, can capture all of the nuances of how teachers and leaders interact with one another and with students. Synthesizing multiple sources of information into a single-point performance rating is inherently complex. Accordingly, the model aims to promote consistency between evaluations of practice and support fairness within and across schools.

- **Dialogue and Reflection** - The West Hartford Teacher Evaluation and Support Plan is designed to show the equal importance of improved student outcomes and the professional conversation between a teacher and their evaluator toward that end. The dialogue and reflection required in this model occur throughout the Professional Growth Cycle. They are reflected in the structure of the plan's documents that provide a running record of these interactions.

- **Professional Learning, Coaching and Feedback**--All teachers, novice and veteran educators alike, deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. The West Hartford Teacher Evaluation and Support Plan recognizes student learning is a shared responsibility among teachers, administrators, and district leaders. It expects teachers and administrators to develop goals and objectives in a way that supports overall school improvement.

TEACHER EVALUATION AND SUPPORT PLAN OVERVIEW

West Hartford's Teacher Evaluation and Support Plan focuses on a simplified process for meaningful professional growth. By implementing a Professional Growth Cycle (PGC), teachers focus on improvement based on evidence and are informed by multiple means of feedback, application of continuous learning, and on-going reflection. The PGC begins with teachers identifying a goal related to the West Hartford Eductor Practice Expectations. This goal guides teachers' PGCs during which teachers collect and analyze evidence of student learning to inform an instructional plan that addresses student needs. Teachers will act on that plan while incorporating evidence-based reflection, engaging in aligned professional growth opportunities, and participating in feedback sessions with their evaluator. The PGC is based on success criteria and aims to achieve goals that advance teacher practice on an individual and collective level while improving student outcomes.
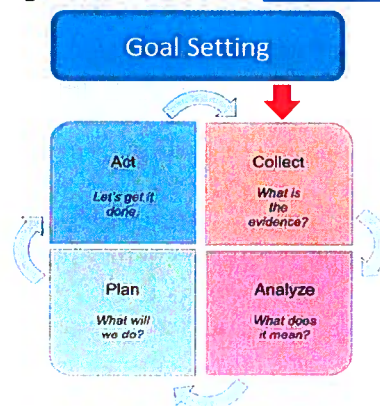
Process and Timeline

In alignment with the CT Guidelines for Educator and Leaders Support Evaluation and Support 2023, the annual evaluation process between a teacher and an evaluator in West Hartford is anchored by three conferences which guide the process at the beginning, middle, and end of the year. These conferences aim to review the teacher's Professional Growth Cycle Plan (PGC Plan), provide comprehensive feedback to each teacher on their performance, and identify development opportunities. These conferences are collaborative and require reflection and preparation by both the evaluator and the teacher to be productive and meaningful.

Orientation

Orientation on Process (September) – To begin this process, evaluators meet with teachers in a group or individually to review the plan and the roles and responsibilities of evaluators and educators described within it. In this meeting, the evaluator will discuss department, school or district priorities that should be reflected in teacher goals based on the WH Educator Practice Expectations.

4

Professional Growth Cycle
Reflection and Goal Setting

Teacher Reflection/Preparation for the Goal Setting Conference – The teacher examines student data, prior-year evaluations (as applicable), the West Hartford Educator Practice Expectations, the School Development Plan (SDP), and the Vision of the Graduate (VoG) to draft a goal for the Professional Growth Cycle (PGC) for the school year. The goal must focus on one of the three high-leverage domains outlined in the West Hartford Educator Practice Expectations document.

The Goal Setting and On-Going Reflection forms require teachers to

- Identify the high-leverage West Hartford Educator Practice Expectations domain the teacher will use to focus his/her/their improvement strategy.
  - Positive Learning Environment
  - Instructional Practice for Active Learning
  - Feedback and Assessment for Active Learning

- Write a Goal Statement.
  - What learner skill/attribute are you trying to improve?
  - How does your goal relate to your School / Department Development Plan?
  - How does this goal relate to the WHPS Vision of the Graduate?

- Outline a plan to improve performance in this area.

- Identify potential sources of evidence to demonstrate the impact this plan has on student learning or teacher practice.

- Acknowledge that the educator has read and understands the WHPS Professional Expectations.

Goal-Setting Conference (By October 30)* – The evaluator and teacher meet to discuss the teacher's proposed PGC goal, rationale, potential source of evidence, and alignment to department and school goals to arrive at mutual agreement. This conference may be conducted individually or in teams/departments. The evaluator may request revisions to the proposed goal if it does not meet approval criteria.

Goals may be set for 1, 2, or 3 years and developed individually or collaboratively. Regardless of the goal's length, progress is evaluated yearly.

Beginning teachers in TEAM have a **choice** to align evaluation and induction goals to streamline improvement efforts.

PGC Cohort Scheduling (By October 30): *Evaluators will place each tenured teacher in one of three PGC Cohorts for mid-year and end-of-year review. The non-tenured teacher's PGC is longer to accommodate the required timeline of non-tenured teachers and allow for the required observations.*

Sample PGC Schedule			
Goal Setting & Planning	**Tenured Teachers** **PGC with Mid-Year Check-In & End-of-Year Review**		
First Day of School-October 30	September-December	January-March	March-June
WHPS Teacher Evaluation and Support Plan Orientation The teacher collects and analyzes relevant information for goal setting. The teacher identifies and creates a Professional Growth Cycle Plan. The teacher and evaluator hold a goal-setting meeting. Meetings can be individual or group.	Professional Educator PGC Cohort #1	Professional Educator PGC Cohort #2	Professional Educator PGC Cohort #3
	Non-Tenured Teachers *PGC with Mid-Year Check-In and & End-of-Year Review** *The first informal observation must be completed by September 30.*		
	There are ongoing opportunities for district/school-based professional learning, collaboration, and feedback aligned to the high-leverage focus areas identified in the WHPS Professional Expectations for Educators.		
See Appendix III - Teacher Evaluation and Support Plan **Professional Growth Cycle Timelines and Guidance**			

Professional Growth Cycle
Collect, Analyze, and Plan

PGC Plan Implementation

- The PGC is at least one annual cycle of 8-12 weeks (tenured teachers) or 16-24 weeks (non-tenured teachers) focused on a high-leverage indicator outlined in the WH Educator Practice Expectations.

- Teachers implement their plan based on the cohort to which they are assigned.

- Teachers begin this process by reflecting on the goal they set during the goal-setting conference held on or before October 30.

- At the beginning of the PGC, teachers continue to collect evidence of student learning and their practice and analyze this evidence to (1) revise their goal if necessary, (2) to inform their PGC plan, and (3) to ensure alignment with department and school goals.

- Teachers document their findings on the WHPS Teacher Goal Setting & PGC Ongoing Reflection form under the Collect and Analyze section in preparation for the mid-year conference.

6

- Teachers create a plan to achieve their goal and document their strategies in the Plan section of the Goal Setting & PGC Ongoing Reflection form. The plan describes the strategies teachers will implement; the professional learning activities they will engage in, including the Collaborative Inquiry Team (CIT) focus; and the support and feedback they will seek during the plan's implementation (Act phase).

Mid-Year Conference - The evaluator and teacher complete at least one mid-year conference to review evidence related to the teacher's Professional Growth Cycle goal. This conference may be conducted individually or in teams/departments. The mid-year conference is an important point in the year for addressing concerns and reviewing results to date. The evaluator will review the teacher's collect, analyze, and plan sections of the Goal Setting and Ongoing Reflection form and provide feedback as appropriate.

Professional Growth Cycle
Act and Reflect

- Act-Teachers will implement their plan and engage in activities to support their plan. Teachers collect evidence of the impact the plan has on student learning and teacher practice. They will document their findings in the reflection section of the Goal Setting and Ongoing Reflection form. Their reflections should include the new learning as well as the impact on practice, students, and the school community. Teachers are encouraged to reference the ways in which their Collaborative Inquiry Teams, Professional Learning Community (PLC), department, school, and external professional learning experiences influenced their PGC.

- Observations of practice conducted by an evaluator may fall within the plan's implementation cycle and provide additional sources of feedback.

End-of-Year Summative Review—The teacher reviews all documented information collected through the PGC and submits a reflection of outcomes and comments on areas of strength/growth related to the impact on practice, students, and community. The teacher documents this information in the Educator Self-Reflection area of the WHPS Teacher Goal Setting & PGC Ongoing Reflection Form.

The evaluator and the teacher meet to discuss all evidence, the teacher's reflection and feedback, and progress toward the goal. Following the conference, the evaluator indicates whether the PGC Success Criteria have been met. This determination must occur before June 30.

- Educator Success Criteria is a single-point competency used as a reflection tool.

Professional Growth Cycle
At A Glance

The PGC Framework*

A Focus on High Leverage Practice WH Educator Practice Expectations	Goal Setting	Success Criteria Reflection and Feedback for Growth*
Positive Learning Environment	**Act** — Let's get it done. / **Collect** — What is the evidence?	New Learning and Impact on Practice
Instructional Practice for Active Learning	**Plan** — What will we do? / **Analyze** — What does it mean?	Positive Impact on Students
Feedback and Assessment for Active Learning		Positive Impact on the School Community

Professional Growth Cycle

Set mutually agreed upon practices/learning goal focused on learning priorities to maximize improvement:
- Learning Environment
- Inst. Practice for Active Learning
- Feedback and Assessment for Active Learning

Use the PGC to Collect, Analyze, Plan, and Act to engage in a deep study of professional practice and take action for improvement.

Multiple Sources of Evidence

Review multiple sources of evidence, including educator reflection, observational evidence, and evidence of student learning aligned with the PGC goals.

Reflect on practice using high-leverage CCT/WHIF-aligned standards framed as single points for increased clarity to support improvement.

High-Quality Feedback

Feedback based on the quality of evidence, reflection, learning and action within the PGC process.

Ongoing formative feedback and opportunities to collaborate with evaluators, colleagues, students, and/or families through the professional learning process.

Observation of Practice

- Feedback on the observation of teacher practice and subsequent discussion are grounded in West Hartford's Educator Practice Expectations and aligned to the. CT Common Core of Teaching (CCT). Educator practice expectations focus on three high-leverage domains: Positive Learning Environment, Instructional Practice for Active Learning, and Feedback and Assessment for Active Learning. The domains are framed as single-point competencies for increased clarity. The expectations incorporate the language of WHPS's Vision of the Graduate and the WHPS Eight Effective Instructional Practices for greater coherence. Full analytic rubrics from the WHPS Instructional Framework may be used to develop feedback and support reflection as needed.

- Direct observations, when accompanied by specific, evidence-based feedback delivered in a timely manner, provide teachers with valuable opportunities to reach their full potential. West Hartford's Teacher Evaluation and Support Plan requires observations with written feedback. The processes associated with the direct observation of practice are designed in accordance with CT's Guidelines for Educator Evaluation and vary for non-tenured and tenured teachers.

- Observations of practice may take place in a classroom or another appropriate setting based on the teacher's assignment.

- To capture an authentic view of practice and to promote a culture of openness, all observations required in this plan are informal and include written feedback. Formal observations will be used if teachers require assistance or are assigned to a Corrective Support Plan. For purposes of calibration, informal observations are defined as follows:

  - **Informal** - Unannounced observations that last at least 20 minutes and are followed by timely written feedback. When possible, evaluators will observe teacher practice and provide feedback on their PGC goal using the West Hartford Educator Practice Expectations.

Teacher Process	WHPS Observation Requirements
Non-Tenured Teachers	A total of **4** informal observations are required; a post-conference meeting is required after the 2nd or 3rd informal observation. At least **1** informal observation – must be completed before September 30.
Tenured Teachers	At least **2** informal observations

- All observations must be followed by timely written feedback.
- The plan provides additional opportunities for evaluator feedback and collaboration with colleagues/other stakeholders as identified in each teacher's PGC plan. Additional sources of evidence to inform teacher reflection and improvement include but are not limited to:
  - Evidence of student learning aligned to the goal (required)
  - Peer observation
  - Collaboration with colleagues
  - Lesson plans
  - Feedback from colleagues, students, and/or families
  - Other artifacts of teaching and learning
  - Documentation of ongoing reflection and improvement using the Professional Growth Cycle Form

- PGC _Success Criteria_ focus on evidence-based reflection and growth in the following areas: new learning and impact on practice, positive impact on students, and positive impact on the school community.

- Multiple sources of evidence to inform teacher reflection and growth include, but are not limited to, evidence of student learning aligned to the stated goal, observations with written and/or verbal feedback aligned to the educator's PGC goal, professional learning reflection and application, collaboration with colleagues, feedback from colleagues/families/students, and other artifacts of teaching and learning.

Complementary Observers

The primary evaluator for most teachers will be the school principal, assistant principal, or department supervisor. This individual will be responsible for the overall evaluation process, including determining whether the PGC Success Criteria has been met. At any level, complementary observers may be assigned to assist the primary evaluator with the observation process.

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

Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations. Primary evaluators will have sole responsibility for determining the success of the PGC plan.

Evaluator Calibration

To ensure accuracy and fairness with the evaluation and support process, all administrators responsible for evaluating teachers in West Hartford will participate in ongoing calibration. Through this collaborative process, administrators engage in practice exercises to deepen their understanding of the Professional Growth Cycle, success criteria, and effective teaching practices. Evaluators will engage in professional learning to develop and deliver formative and summative feedback to the teachers they evaluate. This calibration process is essential to ensure that West Hartford's Teacher Evaluation and Support Plan produces accurate, consistent, fair, and reliable results for all teachers.

Professional Learning

Professional learning is closely tied to teacher growth and evaluation. The two go hand in hand to set a structure within which teachers examine their classroom performance and ability to meet their students' diverse and changing needs. Teachers actively participate in professional learning activities designed to improve educator practice and student learning to support their professional growth plan.

Non-Tenure Teacher Review Process

Recruitment and retention of high-quality teachers is a priority in West Hartford. WHPS strives to develop teachers by providing substantial, ongoing professional development and support. This includes teacher induction and orientation workshops, trained mentors, professional learning during weekly Curriculum and Staff Improvement (CSI) sessions, and mentor training. Equally important is ensuring that evaluators and supervisors have ongoing training to provide optimal support to teachers.

The district Non-Tenure Review process is a means of ensuring teacher quality and support. From late January through early March, a Central Office team that includes the Executive Director of Human Resources, the Superintendent, the Assistant Superintendent for Administration, and the Assistant Superintendent for Curriculum, Instruction, and Assessment meets with each school to discuss the progress and performance of every non-tenured teacher. During these reviews the building principal is present, along with any complementary observers. The evaluator summarizes

the teacher's strengths and areas for improvement. The Central Office team reviews the teacher's file and asks relevant questions related to the teacher's instructional practice, levels of content area expertise, ability to analyze data and student work, response to feedback and coaching, ability to form relationships with students, families, and colleagues, communication, collaboration, professionalism, personal reflection, and self-assessment. Special attention is paid to the teacher's reflection on the Professional Growth Cycle, observations of teacher practice, and response to feedback. In-depth dialogue occurs among members to determine if additional resources or strategies are necessary to support the teacher's development.

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

Teacher Improvement and Remediation

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

Tiered Support

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. 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 before 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 and designed by the district, and other general support for all educators. These resources should be identified through a goal-setting process by mutual agreement. Teachers who do not successfully meet the PGC success criteria at the end of their cycle will (1) use the evaluator's feedback to revise the cycle and the educator self-reflection and schedule a followup conversation or (2) move to Tier 2 support.

> **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, peer

observations, assignment of a peer mentor, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator. A tier 2 cycle lasts 4 weeks. Teachers who do not successfully meet the PGC success criteria at the end of their cycle will move to Tier 3 support.

Tier 3- In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and 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 and include a formal observation. Teachers and their exclusive bargaining representative for certified educators participate in developing the supports pursuant to C.G.S. §10-153b. The start date and duration of time an educator receives this support level should be clearly documented. A tier 3 cycle lasts 4 weeks. Teachers who do not successfully meet the PGC success criteria at the end of their cycle will move to a Corrective Support Plan.

*Formal observations last at least 45 minutes or a single instructional period. These observations include a pre-observation conference, a post-observation conference, and written feedback. The teacher must complete all required documentation forms before meeting with the evaluator.

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. 46 Connecticut Educator Evaluation and Support Plan 2024 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; and
- 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, educator, and bargaining unit representative. See Appendix I: Corrective Support Plan Template.

Dispute Resolution

The purpose of the dispute resolution process is to secure equitable solutions to disagreements at the lowest possible administrative level, which may arise from time to time and be related to the evaluation process. The right of appeal is available to all in the evaluation and support system. 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.

If an educator disagrees 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 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. After articulating the dispute in writing to their administrator, within three working days, the educator is evaluated, and the evaluator will meet to resolve the matter informally.

2. If no resolution has been reached, the individual may continue the dispute resolution process in writing to the Executive Director of Human Resources within three work days of the meeting with their evaluator (step 1).

Process:

The Executive Director of Human Resources will promptly schedule a joint meeting of the parties involved, generally within seven (7) school days of the original receipt of the appeal. When an appeal is brought to the Executive Director of Human Resources, the following will occur:

1. The Appeal Committee will consist of the Superintendent or his/her designee and two members of the PLEC appointed by the Executive Director of Human Resources. One PLEC member will be appointed as chairperson.

2. The parties will present their concerns, talking with each other only through the committee chair.

2. When the committee is satisfied that it has sufficient information, it will recess to formulate a recommendation.

   - When the Appeal Committee has reached consensus, the chairperson will prepare the written recommendation which will be delivered to both parties and the Executive Director of Human Resources within three (3) school days.

   - If the Appeal Committee cannot reach consensus within the time limits set forth above, the decision on the appeal shall be made by the Superintendent.

The decision of the Appeals Committee (or the Superintendent) shall be final.

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 three workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within three 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.

The Role of the Professional Learning and Evaluation Committee (PLEC)

The PLEC 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), each local and regional board of education must establish a professional development and evaluation committee (PLEC) 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. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups.

Career Development and Growth

The opportunity for career development and professional growth is a critical step in both building confidence in the evaluation and support system itself and in building the capacity and skills of all teachers.

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

TEACHER GOAL SETTING &
PROFESSIONAL GROWTH CYCLE ONGOING REFLECTION FORM

Elements of an Effective Professional Growth Cycle include:	
Mutually agreed upon PGC goal(s) and strategies.	Participation in observations and feedback conversations as required.
Evidence of PGC work that reflects approximately 8-12 weeks of focused professional learning (Novice educators' timelines may be adjusted to align with the 8-10 week TEAM ROP module process).	Educator self-reflection and self-assessment aligned to PGC Success Criteria prior to the end-of-cycle conference.
Documented evidence, reflection, and growth aligned to the strategy/goal focus on the PGC Form.	Educator participation in end-of-cycle PGC conference to discuss evidence-based reflections on practice, learning, and growth within the cycle aligned to Success Criteria.

TEACHER GOAL SETTING & PGC ON-GOING REFLECTION FORM

Collect - Analyze - Plan - Act Protocol
See Sample Reflections Questions

Professional Growth Cycle Plan
Anticipated Cycle Timeline:

Strategic Focus (High leverage educator skills):
1. Which high-leverage West Hartford Educator Practice Expectations domain will you use to focus your improvement strategy?
   Positive Learning Environment - Teachers promote learner engagement, independence, and interdependence in learning and facilitate a positive learning community that is responsive to and respectful of the needs of all learners.
   Instructional Practice for Active Learning - Teachers implement instruction that actively engages learners in rigorous and relevant learning and promotes their curiosity about the world at large.
   Feedback and Assessment for Active Learning - Teachers monitor learning, provide feedback, allow for self-assessment, and adjust instruction to advance learning.

Goal Statement (High-leverage student skills):
2a. What learner skill/attribute are you trying to improve?
2b. What evidence led you to select this focus?

Alignment to District and School Initiatives:
3a. How does your goal relate to your School / Department Development Plan?
3b. How does this goal relate to the WHPS Vision of the Graduate?

4. What strategies will improve student outcomes in this area?

5. How will you know that improvement has occurred? Cite potential sources of evidence.

6. I have read and understand the WHPS Professional Expectations listed below.

   • Engages in on-going self-reflection, professional dialogue and critical thinking to improve practice
   • Collaborates effectively with colleagues to improve teaching and learning
   • Responds to feedback to improve practice
   • Communicates effectively with families about learning expectations and student progress in a timely and culturally responsive manner
   • Develops positive partnerships with families and demonstrates respect and sensitivity for cultural, social, economic and learning diversity.
   • Engages with school community members to develop and/or support a positive school climate
   • Exhibits honor and integrity in accordance with the Connecticut Code of Professional Responsibility for Teachers.

Teacher Initials that they have completed this form and understand the WHPS Professional Expectations: _____

Cycle Step- Collect

Collect- What is the evidence?
- Collect objective evidence aligned with the goal statement (Goal Setting Question -2a) and the strategy statement (Goal Setting Question 4).

Possible sources of evidence: student data, student work, teacher observation of student skills, feedback from evaluator observations, previous year's plan, insight gained from professional learning experiences (PLC, CIT, CSI).

Teacher Reflection
- *What evidence did you collect?*
- *How does the evidence align with the desired goal statement and strategic focus?*

Evaluator Feedback

Cycle Step- Analyze

Analyze- What does the evidence tell you?
As needed, confer with the evaluator, colleague(s), and/or mentor to support evidence analysis.

Teacher Reflection on the following:
- *What does the evidence indicate? How might you summarize any trends or patterns in the evidence?*
- *What new insights or questions arise from your reflections on this evidence? What other evidence might you need?*

Evaluator Feedback

Cycle Step-Plan

Plan- What will you do?

Reflect on the following:
- *What action step(s) will address the needs identified in the evidence?*

Evaluator Feedback

Cycle Step-Act

Act- Let's get it done.
Implement the plan.
Review outcomes.
Complete Self-Reflection.
Engage in Professional Growth Cycle Conversation. (mid/end of cycle)

22

Educator Self Reflection

Summarize your outcomes and reflect on the actions you took related to student learning

Areas of Strength	Criteria for Success	Opportunities for Growth/ Next Steps
	Development of New Learning & Impact on Practice	
	Impact on Students	
	Impact on School Community	

Additional Comments/Reflections on PGC or Professional Practice (as needed):

Evaluator Feedback

Areas of Strength	Criteria for Success	Opportunities for Growth/ Next Steps
	Development of New Learning & Impact on Practice	
	Impact On Students	
	Impact on School Community	

Additional Comments/Reflections on PGC or Professional Practice (as needed):

PGC Cycle Status - *to be recorded by evaluator*:

The PGC Success Criteria have been **successfully met** within this cycle.
The PGC Success Criteria have *not yet been* **successfully met** within this cycle.

☐ The next steps are as follows:
    (1) use feedback to revise the cycle and schedule a follow-up conversation.
    (2) move to the next level of Tiered Support
    (3) move to a Corrective Support Plan

Professional Growth Cycle Success Criteria

Criteria for Success	Outcome	Possible Sources of Evidence

New Learning & Impact on Practice	The teacher has included multiple sources of evidence, *including observational and student learning evidence*, aligned to a high-leverage WHPS Educator Practice domain as part of their reflections and analysis throughout the PGC.
	
	The teacher has connected their analysis of multiple sources of evidence to specific reflections about their own practice and the new learning it has generated throughout the PGC.
	
	There is evidence that the teacher has applied the knowledge/skills gained from feedback and new learning acquired through the PGC to change/improve professional practice aligned to the selected high-leverage domain.
	
	The teacher has described, using specific examples/evidence, an understanding of a causal impact and how they changed/improved their professional practice aligned with the high-leverage domain as a result of the PGC.
		Quantitative Measure
		• Student assessment data
		• Student assessments
		  o Interim/Benchmark assessments
		  o Formative assessments
		  o Summative assessments
		  o Curriculum Based assessments
		  o Universal Screens
		• Student learning artifacts/work samples
		  o Portfolios
		  o Presentations
		  o Lab Reports
		  o Essays
		  o Exit Tickets
		• Rubrics
		
		Qualitative Measures
		• Observation Feedback
		• Teacher observation of student skills and dispositions
		• Educator self-reflection
		• Student surveys
		• Student self-reflection/self-assessment
		
		Communication/Collaboration Efforts
		• Evidence of communications and/or collaborations with stakeholders
		• Shared resources reflective of communication/collaboration
		  o Team meeting minutes
		  o jointly developed learning materials
		  o PLC/CIT agendas and minutes
		• Other artifacts/sources

Impact on Students	The teacher has demonstrated through the use of specific examples/evidence of student work including assessment data that they have positively impacted* student learning/performance aligned to the selected high-leverage domain. The teacher's analysis has clearly articulated the connections between their practice and the impact on student learning using specific examples of student work and assessment data. *If there is no evidence that student learning/ performance has improved, the teacher has articulated a theory/rationale as to why and has plans for additional feedback/learning and/or an additional PGC if needed.*	
Impact on School Community	The teacher has demonstrated through the use of specific examples/evidence how they used culturally responsive communication to work effectively with colleagues/families to support learning and improvement throughout the PGC.	

WHPS Educator Practice Expectations
High Leverage Indicators

☐ General Observation
☐ Professional Growth Cycle Feedback

☐ Classroom Setting
☐ Service Delivery Setting

Positive Learning Environment

Teachers promote learner engagement, independence, and interdependence in learning and facilitate a positive learning community that *is responsive to and respectful of the needs of all learners.*

Evidence of Effective Practice	Effective Practice *Adapted from the CCT Rubric for Effective Teaching 2017, and informed by the Vision of the Graduate and the WH Effective Instructional Strategies*	Opportunities for Growth/ Next Steps
	The teacher establishes a positive learning environment that: ☐ Promotes consistently positive and respectful interactions ☐ Communicates and reinforces high standards of behavior, promoting personal responsibility and a sense of honor and integrity among all community members. ☐ Establishes and consistently reinforces high standards for learning ☐ Is consistently respectful of cultural, social, and/or developmental differences ☐ Recognizes and incorporates diversity to enrich learning opportunities ☐ Maximizes learning time by establishing smooth and effective routines and transitions. And where the learners or other stakeholders: ☐ Proactively demonstrate positive social interactions that reflect respect and responsibility for self, others, and the community ☐ Take risks and respond to questions and challenges ☐ Feel safe to make and learn from mistakes ☐ Take responsibility for their own learning ☐ Facilitate routines and transitions independently	

26

WHPS Educator Practice Expectations
High Leverage Indicators

Instructional Practice for Active Learning

Teachers implement instruction that actively engages learners in rigorous and relevant learning and promotes their curiosity about the world at large.

Evidence of Effective Practice	Effective Practice	Opportunities for Growth/ Next Steps
	Adapted from the CCT Rubric for Effective Teaching 2017, and informed by the Vision of the Graduate and the WH Effective Instructional Strategies	
	The teacher implements effective instruction for active learning, which:	
	☐ Establishes and communicates clear goals to focus learning	
	☐ Presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance student learning	
	☐ Employs differentiated strategies, tasks, and questions that cognitively engage students through meaningful discourse; purposeful questions; problem-solving and creativity; inquiry and critical thinking; and support productive struggle	
	☐ Uses purposeful resources and a variety of representations that cognitively engage learners	
	☐ Provides opportunities for student ownership, self-efficacy, and productive struggle to develop independence as learners	
	And where the learners:	
	☐ Articulate the instructional purpose of the learning	
	☐ Demonstrate new learning through meaningful discourse, problem-solving, critical thinking, or a variety of representation	
	☐ Generate their own questions and problem-solving strategies	
	☐ Approach learning in ways that will be effective for them as individual learners	

27

WHPS Educator Practice Expectations
High Leverage Indicators

Feedback and Assessment for Active Learning		Opportunities for Growth/ Next Steps
Teachers monitor learning, provide feedback, allow for self-assessment and adjust instruction to advance learning.		
Evidence of Effective Practice	Effective Practice *Adapted from the CCT Rubric for Effective Teaching 2017, and informed by the Vision of the Graduate and the WH Effective Instructional Strategies*	
	The teacher supports active learning by using effective feedback and assessment practices, including: ☐ Communicates specific, observable, and measurable criteria for student success that align with learning targets ☐ Provides opportunities for students to self-assess ☐ Elicits evidence of student learning at critical points in the lesson to assess individual and group progress toward achievement of the intended learning targets ☐ Provides feedback that is accurate, actionable and helps students advance their learning ☐ Adjusts instruction as necessary in response to individual and group performance ☐ Uses a variety of assessments that align with the learning target and inform instruction And where the learners: ☐ Self-monitor, self-assess, and self-reflect to improve their learning ☐ Provide peer feedback that focuses on advancing their learning ☐ Independently select strategies that will be effective for them as individual learners	
General Feedback (Optional)		

Appendices – Educator:

Information and Resources to Support Effective Implementation

Corrective Support Plan Template

Corrective Support Plan

(Educator being evaluated) has consistently struggled with _____. Tiered supports have been provided by the evaluator throughout the year. (Educator being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective:

To improve _____
(Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Educator being evaluated being supported on the Corrective Support Plan

- Mentor

- Coach

- Reading as appropriate

Timeframes:

- Length of the Corrective Support Plan - typically six to eight weeks in length

- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Educator A and written feedback from evaluator (dependent upon need for plan)

- All resources made available

- Timely feedback in person and in writing (weekly/bi-weekly meetings)

- Management of access to learning opportunities in and out of building, as appropriate.

· **Sample Reflection Questions**

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 Vision of the 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 goal?

- What are the criteria for an accomplished practice?

- How do you plan to collect and analyze evidence to assess progress toward your goal?

- 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?

- 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?

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, 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?

Teacher Evaluation and Support Plan
Professional Growth Cycle Timelines and Guidance

This document guides what sections of the Professional Growth (PG) Teacher Evaluation and Support Plan documents will be reviewed at each of the three required meetings.

Cohort	Goal Meeting Prior to October 30	Mid-Cycle Meeting		End of Cycle Meeting
Cohort: Non-Tenured Teachers Cohort 1 Cohort 2 Cohort 3	• Overview	The Overview section that was reviewed at the goal-setting meeting AND • COLLECT • ANALYZE • PLAN	**ACT**	All sections reviewed at the mid-cycle meeting AND • REFLECTION

Sample Educator Professional Growth (PG) Cycle Pacing Guidance

As teachers approach their 8-12 week professional growth cycle, the following guidance is offered to support a cycle that emphasizes the effective implementation of selected strategies, the observation of the impact strategies have on student learning and well-being, time for reflection, and opportunities for dialogue with evaluators.

Potential Time Frame	Educator Responsibility	Evaluator Responsibility
Weeks 1-2	Revisit mutually agreed upon high-leverage strategies/goals focused on the PGC form. If applicable, revisit any initial observational evidence/feedback from the evaluator.	
Review of goal-setting statement.		

Timeframe/Phase	Educator Actions	Evaluator Actions
Week 2-5 **Collect Evidence**	Collect evidence to inform the PGC reflection, student learning, and teacher actions. Document the evidence collection on the PGC form.	Send reminders to all teachers starting a PGC to review the mutually agreed upon focus area. Offer opportunities to meet and discuss as needed.
Weeks 5-6 **Analyze/Plan**	Use the guiding questions on the PGC form to analyze and process the collected evidence to inform additional learning steps and actions. Confer with the evaluator, colleague(s), and/or mentor to support evidence analysis and process as needed. Document evidence of analysis and process on the PGC form.	Schedule/conduct observations with feedback as needed (e.g., novice educators may have an observation prior to the start of the PGC) Provide support and feedback as needed throughout the educator's PGC.
Weeks 6-10 **Act**	Use the guiding prompts on the PGC form to take action to improve practice and outcomes. Adjust the plan as necessary using feedback from observations, CITs, PLC meetings, and other professional learning opportunities. Document evidence of teacher action and student outcomes on the PGC.	
Weeks 10-12 **End-of-Cycle Reflection on Practice**	Before the end-of-cycle conversation, self-assess the work to ensure it aligns with the PGC Success Criteria. Participate in an end-of-cycle meeting with your evaluator and complete the required documentation.	Schedule and participate in an end-of-cycle meeting to provide feedback aligned to the PGC Success Criteria. Based on the outcome of the end-of-cycle meeting, the Evaluator informs the teacher regarding their status condition and next steps, including another PGC if necessary.

TEACHER EVALUATION
REFERENCES AND RESOURCES

State of Connecticut

CT State Departement of Education
Connecticut Guidelines for Educator and Leader Evaluation and Support 2023

Connecticut State Board of Education
CT Leader and Educator Evaluation and Support Plan

CCT Rubric for Effective Teaching

CCT SESS Rubric:

West Hartford Public Schools

West Hartford Educator Practice Expectations

West Hartford Educator Success Criteria

West Hartford Public Schools Vision of the Graduate

**WEST HARTFORD
PUBLIC SCHOOLS**

Prepare and inspire __all__ students!

Administrator

EVALUATION & SUPPORT PLAN

INTRODUCTION

Vision and Purpose of Administrator Evaluation

All West Hartford Public School (WHPS) administrators have the opportunity for continuous learning and feedback to develop and grow, both individually and collectively, through the administrator evaluation and support system so that all Connecticut students experience growth and success. The Administrator Evaluation and Support Plan is guided by the district's mission to "Inspire and Prepare All Students", the WHPS Vision of the Graduate, and the WHPS Equity Framework.

The West Hartford Public Schools Administrator Evaluation and Support Plan is designed to support a comprehensive teacher and administrator 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."

The West Hartford Public Schools Administrator Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all administrators and is aligned to the CT Guidelines for Educator and Leader Evaluation and Support 2023. This plan is continuously reviewed by the administrator members of the Professional Learning and Evaluation Committee (PLEC). Feedback for revision will be actively sought from administrators within the district.

Guiding Principles

The West Hartford Public Schools Leader Evaluation and Support Plan is a **holistic and comprehensive** process based on the following guiding principles:

- **Vision for Best Practice** – West Hartford's framework for leadership practice is grounded by the CT Leader Evaluation and Support Rubric 2017, which is organized into four domains and addresses leadership practices from each of the six performance expectations of the CCL-CSLS. The four domains are as follows: Instructional Leadership, Talent Management, Organizational Systems, and Culture and Climate.

- **Continuous Improvement** - West Hartford's Model of Continuous Improvement is a concrete representation of our district's vision and strategy for improvement. The West Hartford Public Schools Administrator Evaluation and Support Plan features a Professional Growth Cycle (PGC) that promotes continuous improvement in its design and implementation. The work of improvement is an ongoing and continuous process over the life of a leader's career.

- **Growth Over Time** – West Hartford's focus on continuous improvement through the professional growth cycle is a key driver in the administrator evaluation process. The evaluation of an administrator's performance concerning their commitment to the process of refining professional practice and its impact on student learning should reflect improvement from an established starting point. Attaining high levels of performance and maintaining high results are critical aspects of a leader's work; therefore, a rigorous and aspirational goal-setting process in this model encourages a cycle of continuous improvement over time.

- **Multiple Sources of Evidence** - West Hartford's model considers multiple sources of evidence which may include, but are not limited to, observations of practice, outcomes of student learning aligned to identified goals, application of professional learning concepts, personal reflection, stakeholder feedback, and other artifacts of teaching and learning.

- **Professional Judgment and Consistency** - Assessing a leader's professional practice requires evaluators to constantly use their professional judgment while examining multiple sources of evidence. No rubric or formula, however detailed, can capture all of the nuances of how teachers and administrators interact with one another and with students. Synthesizing multiple sources of information into a single-point performance rating is inherently complex. Accordingly, the model aims to promote consistency between evaluations of practice and support fairness within and across schools.

- **Dialogue and Reflection -** The West Hartford Leader Evaluation and Support Plan is designed to show the equal importance of improved student outcomes and the professional conversation between a leader and their evaluator toward that end. The dialogue and reflection required in this model occur throughout the professional growth cycle. They are reflected in the structure of the plan's documents that provide a running record of these interactions.

- **Professional Learning, Coaching and Feedback** - All administrators, novice and veteran educators alike, deserve detailed, constructive feedback and professional learning tailored to the individual needs of their school communities. The West Hartford Administrator Evaluation and Support Plan recognizes student learning is a shared responsibility among teachers, administrators, and district leaders. It expects leaders to develop goals and objectives in a way that supports overall school improvement.

- **Leaders of Professional Learning** - 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.

Goals of the Administrator Evaluation Process

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

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

ADMINISTRATOR EVALUATION AND SUPPORT PLAN OVERVIEW

West Hartford's Leader Evaluation and Support Plan focuses on a simplified process for meaningful professional growth. By implementing a Professional Growth Cycle (PGC), leaders focus on improvement based on evidence and are informed by multiple means of feedback, application of continuous learning, and on-going reflection. The PGC begins with leaders identifying a goal related the West Hartford Administrator Practice Expectations which were developed from the Connecticut Leader Evaluation and Support Rubric 2017. This goal guides leaders' PGCs during which leaders collect and analyze evidence of student learning to inform an instructional plan that addresses student needs. Leaders will act on that plan while incorporating evidence-based reflection, engaging in aligned professional growth opportunities, and participating in feedback sessions with their evaluator. The PGC is based on success criteria and aims to achieve goals that improve leader practice on an individual and collective level while improving student outcomes.

Process and Timeline

In alignment with the CT Guidelines for Educator and Leader Support 2023, the annual evaluation process between an administrator and an evaluator in West Hartford is anchored by three conferences which guide the process at the beginning, middle, and end of the year. These conferences aim to review the leader's Professional Growth Cycle Plan, provide comprehensive feedback to each administrator on their performance, and identify development opportunities. These conferences are collaborative and require reflection and preparation by both the evaluator and the leader to be productive and meaningful.

Orientation

Orientation on Process (August) – To begin this process, district leaders meet with the administrator in a group or individually to review the plan and the roles and responsibilities of evaluators and administrators described within it. In this meeting, the evaluator will discuss school or district priorities that should be reflected in administrators' goals based on the WHPS

Professional Growth Cycle
Reflection and Goal Setting

Administrator Reflection – The administrator examines student academic data, school climate surveys, attendance rates, prior-year evaluations, the School, Department, or Program Development Plan (SDP), the Vision of the Graduate (VoG), and the WHPS Administrator Practice Expectations to draft a goal for the Professional Growth Cycle (PGC) for the school year. The goal must focus on at least one domain of the WHPS Administrator Practice Expectations and be mutually agreed upon with their evaluator.

The administrative professional growth cycle is based on the leadership skills needed to achieve the goals articulated in the School, Department, or Program Development Plan.

- Identify one or more of the domains in the WHPS Administrator Practice Expectations the administrator will use to focus their improvement strategy.
    - Instructional Leadership
    - Talent Management
    - Organizational Management
    - Culture and Climate

- Write a Goal Statement regarding the leadership focus you will bring to realize the strategic priorities in the SDP/DDP/or PDP. The goal statement should focus on one or more indicators in the selected domain.
    - What indicator(s) are you trying to improve? What evidence led you to select this indicator?
    - How does your goal relate to your School / Department/Program Development Plan?
    - How does this goal relate to the WHPS Vision of the Graduate?

- Outline a plan to improve performance in this area.

- Potential sources of evidence to demonstrate the impact this plan has on the **new learning, leadership practice, the organization, and the community.**

- Acknowledgment that the leader has read and understands the WHPS Professional Expectations.

Goal-Setting Conference (By November 7)* – The evaluator and administrator meet to discuss the administrator's proposed PGC goal, rationale, and potential source of evidence to arrive at a mutual agreement. This conference may be conducted individually or in teams. The evaluator may request revisions to the proposed goal if they do not meet approval criteria.

Sample PGC Schedule	
Goal Setting & Planning	**PGC with Mid-Year Check-In & End-of-Year Review**
First Day of School-November 7	September- June
WH Leader Evaluation and Support Plan Orientation The leader collects and analyzes relevant information for goal setting. The leader identifies and creates a Professional Growth Cycle Plan. The leader and evaluator hold a goal-setting meeting. Meetings can be individual or group.	PGC Cohort 1 and 2

Professional Growth Cycle
Collect, Analyze, Plan, and Act

PGC Plan Implementation

- The PGC is one annual cycle focused on selected domain(s)/indicator(s) outlined in the WHPS Administrator Practice Expectations.

- Administrators begin the PGC by reflecting on the goal they set during the goal-setting conference held on or before November 7.

- At the beginning of the PGC, administrators continue to collect relevant evidence that informs their School, Department, or Program Development Plan and document their evidence in the Collect section of the Goal Setting & Ongoing Reflection form.

- Administrators analyze the meaning of the evidence they collect and document this information on the WHPS Administrator Goal Setting & PGC Ongoing Reflection form Analyze section.

- Administrators create a leadership plan to achieve the goal(s) of their School, Department or Development plan. The leadership plan will outline the leadership strategies and strategic decisions they will make to achieve the goals of the SDP/DDP/PDP. The leadership plan describes the strategies the school will implement to achieve the goals, the structures the administrator will use to ensure the plan is successful, and the professional learning activities the administrators will offer teachers and leaders in the

school, department, or program, and the professional learning activities in which the administrator will engage.

Mid-Year Conference - The evaluator and administrator complete at least one mid-year conference to review evidence related to the administrator's Professional Growth Cycle goal. This conference may be conducted individually or in teams/departments. The mid-year conference is an important point in the year for addressing concerns and reviewing results to date. The evaluator will review the administrators collect, analyze, and plan sections of the Goal Setting and Ongoing Reflection form and provide feedback as appropriate.
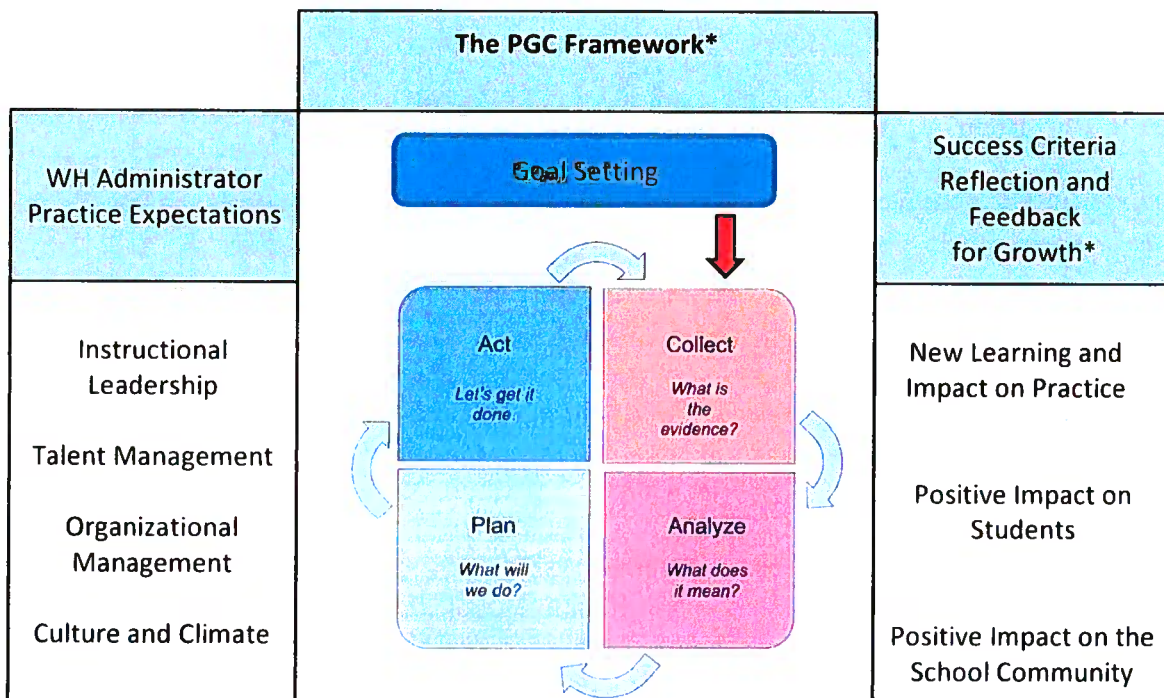
- Act- Leaders will implement their plan and engage in activities to support their plan. Administrators document their work in the Reflect section of the Goal Setting & Ongoing Reflection form.

- Observations of practice conducted by an evaluator will take place within the PGC.

Professional Growth Cycle
Reflect

End-of-Year Summative Review—The administrator reviews all documented information collected through the PGC and submits a reflection of outcomes and comments on areas of strength/growth related to the impact on the

- **Development of New Learning and Impact on Practice**-The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources and how they used their new learning to improve practice.

- **Impact on the Organization**- The leader can demonstrate how they positively impacted the organizational health and can articulate connections/ rationale between the improved learning and their changes in practice.

- **Impact on Community**- The administrator can demonstrate how they worked effectively with colleagues/ families/ community. The evaluator and the administrator meet to discuss all evidence, the administrator's reflection and feedback, and progress toward the goal. Following the conference, the evaluator indicates whether the PGC Success Criteria have been successfully met. This determination must occur before June 30.

Professional Growth Cycle
At A Glance

The PGC Framework*

WH Administrator Practice Expectations	Goal Setting	Success Criteria Reflection and Feedback for Growth*
Instructional Leadership	**Act** — Let's get it done. / **Collect** — What is the evidence? / **Plan** — What will we do? / **Analyze** — What does it mean?	New Learning and Impact on Practice
Talent Management		
Organizational Management		Positive Impact on Students
Culture and Climate		Positive Impact on the School Community

Professional Growth Cycle

Set mutually agreed upon practices/learning goals focused on learning priorities to maximize improvement:

o Development of New Learning and Impact on Practice
o Impact on the Organization
o Impact on the Community

Use the PGC to Collect, Analyze, Plan, and Act to engage in a deep study of leadership practice to implement an effective School, Department, or Program Development Plan and take action for improvement.

Multiple Sources of Evidence

Review multiple sources of evidence, including administrator reflection, observational evidence, and evidence of progress toward SDP/DDP/PDP goals.

Reflect on practice using high-leverage WHPS Administrator Practice Expectations framed as single points for increased clarity to support improvement.

High-Quality Feedback

Feedback based on the quality of evidence, reflection, learning, and action within the PGC process.

Ongoing formative feedback and opportunities to collaborate with evaluators, colleagues, students, and/or families through the professional learning process.

Observation of Practice

Observations, when accompanied by specific, evidence-based feedback delivered in a timely manner, provide administrators with valuable opportunities to reach their full potential. West Hartford's Administrators Evaluation and Support Plan requires observations with written feedback about their practice. The processes associated with the direct observation of practice are designed under CT's Guidelines for Educator Evaluation and vary based on the administrator's experience. Administrators with less than two years of experience in a role are assigned to Cohort 1. Administrators who meet the PGC success criteria for two consecutive years will move to Cohort 2.

Leader Process	WHPS Observation Requirements
Cohort 1: Administrators in the first 2 years in a new administrative role	A total of **3** observations are required; a post-conference meeting is required after the 2nd or 3rd informal observation.
Cohort 2: Administrators who have completed Cohort 1	At least **2** observations

- All observations must be followed by timely written feedback.
- The plan provides additional opportunities for evaluator feedback and collaboration with colleagues/other stakeholders as identified in each leader's PGC plan. Additional sources of evidence to inform administrator's reflection and improvement include but are not limited to:

    - Measures of student academic, social, and or emotional growth aligned to the goal (*required*)
    - Progress on the goals outlined in the School, Department, or Programs Development Plan (SDP/DDP/ PDP)
    - Peer observation
    - Collaboration with colleagues
    - Feedback from colleagues, students and/or families
    - Other artifacts of teaching and learning or professional development planning and facilitation
    - Documentation of ongoing reflection and improvement using the Professional Growth Cycle Form
    - Evidence from learning walks, classroom visits, leadership meetings
    - School survey(s)

ADMINISTRATOR SUPPORT PROCESS

New Administrator Induction Process

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

• New Administrator Roundtable Series- all administrators in their first year in West Hartford and those entering into a new administrative role participate in a series of meetings designed to support their induction to WHPS. The series includes key topics such as special education procedures; curriculum, instruction, and assessment practices; administrative and personnel procedures; and WHPS commitment to equity.

• Mentor – An experienced administrator will be assigned to mentor a new administrator. The role of the mentor includes:

> • Meet with the newly appointed or promoted administrator before the beginning of the academic year, preferably on or before **administrators** return to work in August

> • Provide support to the new administrator for writing their WHPS Administrator Evaluation and Support Plan

> • Meet consistently with the new administrator and be available for support when necessary

> • Provide additional support about the evaluation process

> Additionally, a mentor is available upon request to any administrator at any stage of the evaluation process. Administrators in the Administrator Assistance Program will be provided a mentor.

• Central Office Administrator Support – Central office administrators will meet monthly with new administrators to provide support in all areas.

Professional Learning

Professional learning is closely tied to administrator growth and evaluation. The two go hand in hand to set a structure within which leaders examine their performance and ability to meet their school, department, or program's diverse and changing needs. Administrators actively participate

in professional learning activities designed to improve their leadership practice, student learning, and the school culture.

The Role of the Professional Learning and Evaluation Committee (PLEC)

The PLEC 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), each local and regional board of education must establish a professional development and evaluation committee (PLEC) 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. It is vital that individuals selected as delegates for administrators, leaders, teachers, and other school personnel are representative of the various classifications within the groups.

Career Development and Growth

Opportunities for career development and professional growth are a critical step in both building confidence in the evaluation and support system itself and in building the capacity and skills of all administrators.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early career leaders; participation in the Professional Learning and Evaluation Committee; leading Professional Learning Communities and collaborative inquiry teams; differentiated career pathways; participation on district or school committees; and focused professional learning based on goals for continuous growth and development

Administrator Improvement and Remediation

The West Hartford Public Schools' Administrator Evaluation and Support Plan aims to provide an administrator with the focused support necessary to meet the requirements of their position. Support for effective professional practice must be highly personalized and provide for a variety of individual experiences. Administrators at all performance levels should expect ongoing support related to identified growth areas.

Tiered Support

All administrators require access to high-quality, targeted professional learning support to improve practice over time. Administrators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented before 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 administrator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support before the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, administrator, and their exclusive bargaining representative if applicable.

Tier 1- It is the expectation that all administrators consistently access

opportunities for professional growth within the district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by the district, and other general support for all administrators. These resources should be identified through a goal-setting process by mutual agreement. Administrators who do not successfully meet the PGC success criteria at the end of the cycle will move to Tier 2 support.

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, assignment of a peer mentor, observation of specific leadership practices, review of school, department, or program development plan, etc.) that can be either suggested by the administrator and/or recommended by an evaluator. Administrators who do not meet the PGC Success criteria with Tier 2 supports move to Tier 3.

Tier 3- In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the administrator 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 and include a formal observation. Administrators and their exclusive bargaining representative for certified administrators participate in developing the supports pursuant to C.G.S. §10-153b. The start date and duration of time an administrator receives this support level should be clearly documented. Administrators who don't meet the PGC Success criteria with Tier 3 support move to a Corrective Support Plan.

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 administrator 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 administrator and their exclusive bargaining representative for certified administrators chosen pursuant to C.G.S. §10-153b. 46 Connecticut Educator Evaluation and Support Plan 2024 The Corrective Support Plan is separate from the normal administrator 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; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, several outcomes are possible as determined in consultation with the evaluator, administrator, and bargaining unit representative. See Appendix I: Corrective Support Plan Template.

Dispute Resolution

The purpose of the dispute resolution process is to secure equitable solutions to disagreements at the lowest possible administrative level, which may arise from time to time and be related to the evaluation process. The right of appeal is available to all in the evaluation and support system.

As the evaluation and support system is designed to ensure continuous, constructive, and cooperative processes, administrators and evaluators are encouraged to resolve disagreements informally.

If an administrator disagrees 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 administrator 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 30 workdays from the date the administrator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted under the law.

Process

The administrator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to their evaluator, the administrator being evaluated and the evaluator will meet to resolve the matter informally.

2. If there has been no resolution, the individual may continue the dispute resolution process in writing to the Executive Director of Human Resources within three workdays of the meeting with their evaluator (step 1).

Appeal Process

The Executive Director of Human Resources will promptly schedule a joint meeting of the parties involved, generally within seven (7) school days of the original receipt of the appeal. When an appeal is brought to the Executive Director of Human Resources, the following will occur:

> 1. The Appeal Committee will consist of the Superintendent or his/her designee and two members of the PLEC appointed by the Executive Director of Human Resources. One PLEC member will be appointed as chairperson.

> 2. The parties will present their concerns, talking with each other only through the committee chair.

> 3. When the committee is satisfied that it has sufficient information, it will recess to formulate a recommendation.

When the Appeal Committee has reached consensus, the chairperson will prepare the written recommendation which will be delivered to both parties and the Executive Director of Human Resources within three (3) school days.

If the Appeal Committee cannot reach a consensus within the time limits set forth above, the decision on the appeal shall be made by the Superintendent.

The decision of the Appeals Committee (or the Superintendent) shall be final.

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 administrator 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 administrator shall be considered to have waived the right of appeal.

4. The administrator 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.

ADMINISTRATOR GOAL SETTING & PGC ONGOING REFLECTION FORM

Collect - Analyze - Plan - Act Protocol
See Sample Reflections Questions
(see Appendix II)

Professional Growth Cycle Plan

Strategic Focus (High leverage administrator skills):

1. *Which high-leverage West Hartford Administrator Practice Expectations domain will you use to focus your improvement strategy?*
   - Instructional Leadership
   - Talent Management
   - Organizational Systems
   - Culture and Climate

2. *What will you do to improve your performance in this area?*

Goal Statement (High-leverage student skills):

3a. *What indicator within the selected domain are you trying to improve? What evidence led you to select this indicator?*

3b. *How does this goal relate to the WHPS Vision of the Graduate?*

3c. *How does your goal support achievement of the strategic priorities in your School / Department/Program Development Plan?*

4. *How will you know that improvement has occurred? Cite potential sources of evidence.*

5. *I have read and understand the WHPS Professional Expectations listed below.*
   - Exhibits honor and integrity in accordance with the *Connecticut Code of Professional Responsibility*
   - Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness.
   - Leads and collaborates with all stakeholders to promote educational equity, dignity and social justice by ensuring all students have access to educational opportunities.

Cycle Step- Collect

Collect - What is the evidence?
- Collect objective evidence aligned with the goal statement and the strategy statement.
- *Data collection should include sources aligned to the strategy/goal focus.*

Leader Reflection
- *What evidence did you collect and why?*

Evaluator Feedback

Cycle Step- Analyze

Analyze-What does it mean?
As needed, confer with the evaluator, colleague(s), and/or mentor to support evidence analysis.

Leader Reflection on the following:
- *How does the evidence align with the desired goal statement and strategic focus? If it does not align, what change do you need to make to your goal statement?*
- *What does the evidence indicate? How might you summarize any trends or patterns in the evidence?*
- *What new insights or questions arise from your reflections on this evidence? What other evidence might you need?*

Evaluator Feedback

Cycle Step-Plan

Plan-What will you do?

Reflect on the following:
- *What action leadership actions are you taking to realize your strategic priorities in articulated in your SDP/DDP/PDP?*
- *What impact do you expect these leadership actions will have?*
- *What obstacles have you identified and how does your leadership plan address them?*

Evaluator Feedback

Cycle Step-Act

Act- Let's get it done.
Implement the plan.
Review outcomes.
Complete Self-Reflection.
Engage in Professional Growth Cycle Conversation. (mid/end of year)

Administrator Success Criteria

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice 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.	• Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) • Strategic plans • Information from site visits • Learning walk/instructional rounds • Self-reflection (e.g., journals, learning logs) • Leader created professional learning materials
Impact on the Organization The leader can demonstrate how they positively impacted the organizational health and can articulate connections/ rationale between the improved learning and their own changes in practice.	• Operational artifacts (e.g., schedules, procedural revisions) • Administrator learning outcomes • Policy updates • Community communications
Impact on Community The leader can demonstrate how they worked effectively with colleagues/ families/community.	• Constituent feedback • Program development and implementation • Systems and structures

Administrator Self-Reflection

Reflection of outcomes:

Areas of Strength	Criteria for Success	Opportunities for Growth/ Next Steps
	Development of New Learning & Impact on Practice	
	Impact On Organization	
	Impact on Community	

Additional Comments/Reflections on PGC or Professional Practice (as needed):

Evaluator Feedback		
Areas of Strength	Criteria for Success	Opportunities for Growth/ Next Steps
	Development of New Learning & Impact on Practice	
	Impact On Organization	
	Impact on Community	

Additional Comments/Reflections on PGC or Professional Practice (as needed):

PGC Status - *to be recorded by evaluator:*

The PGC Success Criteria have been **successfully met** within this cycle.
The PGC Success Criteria have ***not yet* been successfully met** within this cycle.
The next steps are as follows:
(1) review and revise the reflection based on feedback from the evaluator, or
(2) move to the appropriate level of tiered support to improve practice

WHPS Administrator Practice Expectations

Adapted from the CT Leader Evaluation and Support Rubric 2017

Instructional Leadership

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

Shared Vision, Mission, and Goals

Collaboratively 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 while reducing disparities among groups.

Develops capacity of staff to create and implement coherent SDP/DDP/PDP 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.

Curriculum, Instruction and Assessment

Develops the capacity of 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.

Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.

Consistently works with and develops the capacity of staff to implement and evaluate formative and summative assessments that drive instructional decisions.

Continuous Improvement

Analyzes varied sources of data2 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.

Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and district improvement goals, identify and address areas of improvement and celebrate successes.

Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.

WHPS Administrator Practice Expectations

Adapted from the CT Leader Evaluation and Support Rubric 2017

Talent Management

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

Recruitment, Selection, and Retention

Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals.

Develops and maintains positive and trusting relationships with school and district staff to retain highly qualified and diverse staff.

Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.

Professional Learning

Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school or district's vision, mission and goals. Promotes collaborative practices and fosters leadership opportunities for a professional learning system that promotes continuous improvement.

Models and leads others in reflective practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities.

Observation and Performance Evaluation

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.

Regularly provides clear, timely and actionable feedback based on evidence.

Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.

WHPS Administrator Practice Expectations

Adapted from the CT Leader Evaluation and Support Rubric 2017

Organizational Systems

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

Operational Management

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 to ensure safe operations, proactive identification of issues, and maintenance of the physical plant.

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

Resource Management

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.

WHPS Administrator Practice Expectations

Adapted from the CT Leader Evaluation and Support Rubric 2017

Culture and Climate

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

Family, Community, and Stakeholder Engagement

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.

Promotes and provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning.

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.

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

School Culture and Climate

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.

Equitable and Ethical Practice

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

Fosters educational equity, dignity, and social justice to improve culture and climate.

Promotes understanding of the legal, social and ethical uses of technology and holds self and others accountable.

Appendices – Educator:

Information and Resources to Support Effective Implementation

Corrective Support Plan Template

Corrective Support Plan

(Administrator being evaluated) has consistently struggled with _____.
Tiered supports have been provided by the evaluator throughout the year. (Administrator being evaluated) has demonstrated a lack of growth/improvement, which has led the (Administrator) to assign a Corrective Support Plan.

Objective:

To improve _____
(Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Administrator being evaluated being supported on the Corrective Support Plan

- Mentor

- Coach

- Reading as appropriate

Timeframes:

- Length of the Corrective Support Plan - typically six to eight weeks in length

- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Administrator A and written feedback from evaluator (dependent upon need for plan)

- All resources made available

- Timely feedback in person and in writing (weekly/bi-weekly meetings)

- Management of access to learning opportunities in and out of building, as appropriate.

Sample Reflection 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?
- 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?

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, 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?