West Haven
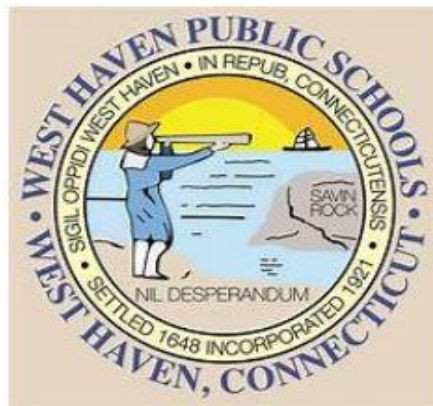## *Educator Evaluation and Support Plan*

Adapted from:

Connecticut Guidelines 2023
and
The Model Plan

DEVELOPMENT AND EVALUATION (PDEC) COMMITTEE MEMBERS

The district has created a Professional Development and Evaluation Committee (PDEC) to plan professional learning opportunities for educators based on the individual or collective needs identified through the evaluation process. Areas for professional learning will be identified through analysis of Frontline data done by a subcommittee of the PDEC.

Neil Cavallaro, *Superintendent*

Judith Drenzek, *Assistant Superintendent*

Robin Ferreira, *Mathematics and Professional Development Coordinator*

Dr. Stefania Izzo-Larry, *Director of Pupil Services*

Kristen Scanlon, *Teacher and Union President*

Jeanne Palmer, *Secondary Teacher*

Robert Bohan, *Principal*

Latanya Joyner, *Assistant Principal*

Scott Shand, *Arts Coordinator*

Amy Jo Palermo, *Principal*

Alicia Limosani, *Principal*

Patricia Robles, *Assistant Principal*

Peter Sulkis, *Librarian*

Kerry McQueeney, *Elementary Teacher*

Michelle Lonsdale, *Math Coach*

Darlene Wynne, *Special Ed. Teacher*

Rosanne Ferraro, *Secondary Teacher*

Jamey Sitro, *Intermediate Teacher*

Ann Wentworth, *Elementary Teacher*

William Grimm, *ACES Consultant*

Michelle Gohagon, *ACES Consultant*

Lisa Seales, *ACES Consultant*

INTRODUCTION

Excellent schools begin with great school leaders and teachers. The importance of highly-skilled educators is beyond dispute as a strong body of evidence now confirms what parents, students, teachers, and administrators have long known: effective teaching is one of the most important school-level factors in student learning and effective leadership is an essential component of any successful school.

Educator evaluation is the cornerstone of this holistic approach and contributes to the improvement of individual and collective practice. High-quality evaluations are necessary to inform the individualized professional learning and support that all educators require. Such evaluations also identify professional strengths which should form the basis of new professional opportunities. High-quality evaluations are also necessary to make fair employment decisions based on teacher and administrator effectiveness. Used in this way, high-quality evaluations will bring greater accountability and transparency to schools, and instill greater confidence in employment decisions across the state.

The system clearly defines effective practice, encourages the exchange of accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth. The primary goal of Connecticut's educator evaluation and support system is to develop the talented workforce required to provide a superior education for Connecticut's 21st-century learners.

As provided in subsection (a) of Sec. 10-151b and d (C.G.S.), as modified by P.A, 23-159, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher. For the purposes of this document, the term "teacher" refers to any teacher serving in a position requiring teacher certification within a district, but not requiring an 092 certification.

Administrators holding an 092 endorsement play a fundamental role in building strong schools for communities and students. Their focus on leadership has a significant impact on outcomes for students.

The Connecticut administrator evaluation and support model defines the administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to improve.

Purpose and Rationale

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers and effective leaders. To support our teachers and administrators, we need to clearly define excellent practice and results, give accurate, useful information about educators' strengths and development areas, and provide opportunities for professional learning, growth and recognition. The purpose of the new evaluation and support model is to fairly and accurately evaluate educator performance and to help each educator strengthen his/her practice to improve student learning.

Core Design Principles

The following principles guided the design of the teacher and administrator evaluation models, developed in partnership with Education First and New Leaders:

- Vision
- Emphasize growth over time
- Promote both professional judgment and consistency
- Foster dialogue about student learning
- Encourage aligned professional learning, coaching and feedback to support personal growth

Vision

All West Haven educators and leaders have the opportunity for continuous learning and high quality feedback, to develop and grow, both individually and collectively, through the educator evaluation and support system so that all West Haven students experience growth and success.

Emphasize growth over time

The evaluation of an educator's performance should consider his/her improvement from an established starting point. This applies to professional learning opportunities and the student outcomes they are striving to reach. Attaining high levels of performance matters—and for some educators maintaining high results is a critical aspect of their work—but the model encourages educators to pay attention to continually improve their practice. The goal-setting process in this model encourages a cycle of continuous improvement over time.

Promote both professional judgment and consistency

Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers and leaders interact with one another and with students, and synthesizing multiple sources of information into support and feedback that is inherently more useful than checklists or numerical averages. Accordingly, the model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools.

Foster dialogue about student learning

The model is designed to show that of equal importance to getting better results is the professional conversation between an educator and his/her supervisor which can be accomplished through a well-designed and well-executed evaluation system. The dialogue in the new model occurs more frequently and focuses on what students are learning and what administrators can do to support teaching and learning.

Encourage aligned professional learning, coaching and feedback to support growth

Novice and veteran educators alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. The West Haven Teacher Evaluation and Support Model promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

ENSURING FAIRNESS AND ACCURACY

Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation model, its tiers, supports and processes. All evaluators are required to participate in training specific to the Danielson Framework for Teaching Evaluation/ CT Leader Evaluation and Support Rubric 2017 Instrument. Ongoing calibration opportunities will be provided during the course of the school year. These opportunities consist of: embedded, ongoing coaching in partnership with our local RESC, focused training delivered during monthly Principal Meetings, and collaboration with Central Office administrators for building specific support.

Goal(s) Setting (Completed by November 15th):

The initial goal-setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator come to mutual agreement on one-, two- or three-year goal(s), multiple measures of evidence, professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment.

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice • Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus. **Impact on Students** • Educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.	• Required observational evidence • Required student learning evidence aligned to high-leverage indicator focus • Implementation plans/lesson plan(s) • Educator learning logs/impact on practice reflection • Educator created learning materials • Evidence from Observation of Educator Practice • Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. • Educator and/or student self-reflection • Student learning artifacts • Mastery-based demonstrations of achievement • Observational evidence of students' words, actions, interactions (including quotations when appropriate) • Rubrics, interim or benchmark assessments, other assessments • Other artifacts/sources

For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules would enhance their learning and practice.

Midyear Check-in (Completed between Jan-Feb 28th):

The midyear check-in consists of dialogue between the educator and evaluator and includes an educator self-reflection on their progress toward their goal(s). The reflection shall include an analysis of the impact of their learning on their practice, student learning, growth and achievement, and the school community.
- Educators self-reflect and review multiple and varied qualitative and/or quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence are aligned to the evaluation rubric.
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

End-of-Year Reflection/Summative Review (Teachers completed by Last Day of School/Administrators completed by June 30th):

The end-of-year reflection provides an opportunity for the educator and evaluator to engage in dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and/or quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal.

The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process.

Teacher Evaluation and Support Framework

All West Haven teachers have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator evaluation and support system so that all West Haven students experience growth and success.

All teachers acknowledge that they are committed to the learning and growth of their students and carefully consider what knowledge and skills need to be developed to impact student success. Student outcomes capture a teacher's impact on student learning.

West Haven will continue to utilize the following Framework for Teaching:

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

1a **Demonstrating Knowledge of Content and Pedagogy**
• Content knowledge • Prerequisite relationships • Content pedagogy
1b **Demonstrating Knowledge of Students**
• Child development • Learning process • Special needs
• Student skills, knowledge, and proficiency • Interests and cultural heritage
1c **Setting Instructional Outcomes**
• Value, sequence, and alignment • Clarity • Balance
• Suitability for diverse learners
1d **Demonstrating Knowledge of Resources**
• For classroom • To extend content knowledge • For students
1e **Designing Coherent Instruction**
• Learning activities • Instructional materials and resources
• Instructional groups • Lesson and unit structure
1f **Designing Student Assessments**
• Congruence with outcomes • Criteria and standards
• Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a **Creating an Environment of Respect and Rapport**
• Teacher interaction with students
• Student interaction with students
2b **Establishing a Culture for Learning**
• Importance of content
• Expectations for learning and achievement • Student pride in work
2c **Managing Classroom Procedures**
• Instructional groups • Transitions • Materials and supplies
• Non-instructional duties
• Supervision of volunteers and paraprofessionals
2d **Managing Student Behavior**
• Expectations • Monitoring behavior
• Response to misbehavior
2e **Organizing Physical Space**
• Safety and accessibility
• Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a **Reflecting on Teaching**
• Accuracy • Use in future teaching
4b **Maintaining Accurate Records**
• Student completion of assignments • Student progress in learning
• Non-instructional records
4c **Communicating with Families**
• About instructional program • About individual students
• Engagement of families in instructional program
4d **Participating in a Professional Community**
• Relationships with colleagues • Participation in school projects
• Involvement in culture of professional inquiry • Service to school
4e **Growing and Developing Professionally**
• Enhancement of content knowledge / pedagogical skill
• Receptivity to feedback from colleagues • Service to the profession
4f **Showing Professionalism**
• Integrity/ethical conduct • Service to students • Advocacy
• Decision-making • Compliance with school/district regulation

DOMAIN 3: Instruction

3a **Communicating With Students**
• Expectations for learning • Directions and procedures
• Explanations of content
• Use of oral and written language
3b **Using Questioning and Discussion Techniques**
• Quality of questions • Discussion techniques
• Student participation
3c **Engaging Students in Learning**
• Activities and assignments • Student groups
• Instructional materials and resources • Structure and pacing
3d **Using Assessment in Instruction**
• Assessment criteria • Monitoring of student learning
• Feedback to students
• Student self-assessment and monitoring
3e **Demonstrating Flexibility and Responsiveness**
• Lesson adjustment • Response to students
• Persistence

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The Framework for Teaching is broken down into four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Each domain is divided into sub-categories (critical attributes) and highlights behaviors that should be displayed in the professional learning environment.

Performance levels are defined as the following:
• **Exemplary** – Substantially exceeding indicators of performance

• **Proficient** – Meeting indicators of performance

• **Developing** – Meeting some indicators of performance but not others

• **Below Standard** – Not meeting indicators of performance

Process and Timeline

The annual evaluation process between a teacher and an evaluator is anchored by three conferences, which guide the process at the beginning, middle, and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals, and identify development opportunities. **See Appendix A.**

Goal-Setting & Planning

- Orientation on process
- Teacher reflection and goal-setting
- Goal-setting conference

By November 15

Mid-Year Check-in

- Review goal and performance to date
- Mid-year conference

January 1st – February 28th

End-of-Year Review

- Teacher self-assessment
- Feedback
- End-of-year conference

By Last Day of School

GOAL-SETTING AND PLANNING:

Timeframe: must be completed by **November 15th**

1. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers individually or in a group to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should reflect in teacher practice and student learning.
2. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation, and the Danielson Framework for Teaching Evaluation Instrument to draft a proposed goal. The teacher may collaborate in grade-level or content teams to support the goal-setting process.
3. *Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed goal in order to arrive at a mutual agreement. The teacher will provide evidence about his/her practice to an evaluator.

   ***A beginning of the year goal(s) and planning form is required for all teachers.
   See Appendix B.**

MID-YEAR CHECK-IN:

Timeframe: **January - February 28th**

1. ***Reflection and Preparation*** – The teacher and evaluator discuss and reflect on evidence to date about the teacher's practice, growth, and any additional needs.

2. ***Mid-Year Conference*** – The evaluator and teacher complete at least one mid-year check-in conference during which they review evidence related to teacher practice. The mid-year conference is important for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information on indicators/critical attributes of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies/approaches used and whether to adjust or modify goals. They will also discuss actions that the teacher can take and additional supports that the evaluator can provide to promote teacher growth in his/her professional learning journey.

   A mid-year check-in reflection form is required for all teachers. **See Appendix C.

END-OF-YEAR CONFERENCE:

Timeframe: **May 1st through the Last Day of School.**

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes an end-of-year self-assessment for review by the evaluator. This self- assessment may focus specifically on the areas for development established in the Goal- Setting Conference.

2. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and identify strengths and areas of focus for advancement.

   An end-of-year reflection and feedback form is required for all teachers. **See Appendix D.*

   Evaluators will complete the end-of-year conference form by last day of school. **See Appendix E.*

Observations in and of themselves are not useful to teachers – it is the feedback, based on observations, that helps teachers reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for feedback to inform their practice throughout the year.

Therefore, in the West Haven Teacher Evaluation and Support Model:

- Each teacher should be observed through formal and/or informal observations as defined by the *Observation Protocol* (see chart on following page).

    o **Formal Observations**: Observations that last at least 30 minutes (in the most appropriate setting for delivery of service) and are followed by a post-observation conference, which includes timely written feedback. Although such observations may provide evidence for Domains 1 and 4 of the Danielson Framework, particularly when a pre-observation conference is conducted, evidence from in-class observations will primarily support Domains 2 and 3 of the Danielson Framework.
    o **Informal Observations**: Observations that last at least between 10-20 minutes (in the most appropriate setting for delivery of service) and are followed by written feedback with an option to request a post conference by either the teacher or the evaluator. Evidence collected for informal in-class observations will focus on Domains 2 and 3 of the Danielson Framework.
    o **Additional Observations**: An evaluator or evaluatee may request an additional formal/informal in-class observation(s).

- All observations must be followed by written feedback (e.g., via email, comprehensive write-up, quick note in mailbox) within a timely manner. It is required that feedback be provided within five school days.
- Unlike formal and informal observations, additional evidence for Domains 1 and 4 of the Danielson Framework may be observed over time.

Teacher Observation Protocol

TEACHER	FORMAL OBSERVATIONS	INFORMAL OBSERVATIONS
Tenured Teachers	None	One [May result in formal/informal in-class observation if needed]
Non-Tenured Teachers	Two [May result in formal/informal in-class observation if needed]	None
Teachers placed on maintenance	Two per year One announced, one unannounced	Two per year One announced, one unannounced

*Please note that the number of observations included on the protocol above are the minimum amount required and may be increased by both teacher and administrator.

Teacher Pre-Conferences and Teacher Post-Conferences

Pre-conferences are valuable for giving context for the lesson, providing information about the students to be observed and setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described in the table above. A pre-conference can be held with a group of teachers, where appropriate. All forms needed for pre- and post- conferences are available on Frontline. Teachers should access and complete the required forms on their individual accounts.

Post-conferences provide a forum for reflecting on the observation against the Danielson Framework for Teaching Evaluation Instrument and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- begins with an opportunity for the teacher to share his/her reflections on the lesson;
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- involves written feedback from the evaluator; and
- occurs within a timely manner, typically within five school days.

Classroom observations provide the most evidence for Domains 2 and 3 of the Danielson Framework for Teaching Evaluation Instrument, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Teacher Non-Classroom Observations

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the Danielson Framework for Teaching Evaluation Instrument, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, call logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and/or attendance records from professional learning or school-based activities/events.

Teacher Feedback

The goal of feedback is to help teachers grow as educators and inspire high achievement in all of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- specific evidence, where appropriate, on observed indicators of the Danielson Framework for Teaching Evaluation Instrument
- prioritized commendations and recommendations for development actions;
- next steps and supports to improve teacher practice; and
- a timeframe for follow up

Teacher Performance

Evaluators are not required to provide an overall rating for each observation/evaluation, but they should be able to provide evidence for the Rubric indicators that were observed. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the Rubric and then make a determination about which performance level the evidence supports.

Teacher Summative Observation of Teacher Performance

Primary evaluators must determine a final teacher performance and practice and then discuss next steps with teachers during the End-of-Year Conference.

> By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine proficiency and growth within the Charlotte Danielson Framework for teaching.

Teacher Career Development and Growth

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

Examples of such opportunities include, but are not limited to: observation of peers; mentoring aspiring and early-career teachers; participating in development of teacher improvement and teacher support plans for peers whose performance is developing or below standard; leading data teams; and focused professional learning based on goals for continuous growth and development.

TEACHER SUPPORT AND DEVELOPMENT

As a district, we are committed to developing dedicated and talented teachers whose professional practices both in the classroom and as members of the school community demonstrate a commitment to the education of West Haven's students. It is the expectation of the district that all teachers will create a professional learning plan which is customized to meet their needs regardless of their performance level. At times, a particular component of a teacher's practice may reflect the need for focused support and development. Building administrators, along with district coordinators, will support teachers not meeting the proficiency standard through multiple means. While support is an ongoing relationship between the teacher and evaluator, the Support Plan described below is a formalized effort to provide active help and encouragement to teachers who require a greater intensity of support. **Each Teacher Support Plan will be formalized, personalized, and developed, based on the level of identified need when it is deemed necessary.**

The following details the Support Plan Process: Tiered Support, Guided Supervision, Intensive Support, and Maintenance.

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 advanced levels of support with a defined process for placing an educator on Corrective Support with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support to the development of a Corrective Support Plan.

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 district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

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

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, educator, and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented. **See Appendix F.**

Teacher Corrective Support Plan: Guided Supervision

What: Guided supervision is a formal attempt to provide support to any teacher whose practice demonstrates a consistent lack of growth and displays critical attributes that are developing or below standard and/or has deficiencies in one or multiple components of their professional practice.

Who: Any teacher may be placed on a Guided Supervision Plan.

When: Placement on a Guided Supervision Plan can occur at any time during the school year.

Why: Any teacher who requires a more formalized support/intervention plan in order to become proficient in their craft will be placed on a Guided Supervision Plan with the intent on being successful and moving toward Maintenance.

How:

1. The primary evaluator must submit to the Assistant Superintendent a written recommendation requesting placement of the teacher on a Guided Supervision Plan, after discussion with the teacher and the teacher's union relative to the possibility of formalizing support. The formal request should outline the areas of concern and include documentation indicating interventions and support provided to the teacher prior to this written recommendation. The data sources considered by an evaluator prior to placing a teacher on Guided Supervision may include but are not limited to the following documented interventions:
   - Observation records (formal/informal)
   - Artifacts (specifying support in writing; classroom visitation documentations; shadowing peers; assignment of a mentor; etc.)
   - Student performance data
   - Discipline referral history/classroom management issues
   - School District Policy Infractions
   - Maintenance of records
   - Parent, student, or teacher feedback that has been investigated by the evaluator and communicated to the teacher in writing

2. Within five (5) school days, the Assistant Superintendent will reply in writing to agree or disagree with the recommendation. Agreement will include directions to the principal/primary evaluator to formalize the process by moving into Guided Supervision: (1) creating a personalized Corrective Support Team (see below) and (2) developing a guided supervision plan. Copies of the letter will be provided to the Superintendent, Human Resources Director, the Teacher Union President and teacher. A copy will also be placed in the teacher's personnel file.

3. The Corrective Support Team for Guided Supervision consists of four (4) members as defined below and the teacher:

- *Primary Evaluator (primarily the principal, but may be a district coordinator or other administrator designated as the teacher's evaluator)
- Tenured teacher selected by the evaluator
- Tenured teacher with demonstrated competency in the area(s) of concern selected by the evaluatee
- Teacher Union representation as designated by the Union President

*A principal/primary evaluator or other administrator must always be represented on the Corrective Support Team in order to ensure fidelity of plan implementation.

4. Within five (5) school days, the primary evaluator will submit a letter to the Assistant Superintendent that includes the following information and Guided Supervision Plan details:
   - Names and roles of the Corrective Support Team;
   - The Guided Supervision Plan start and end date;
   - The Guided Supervision Plan, developed by the Team, that includes a
   - (1) rationale, (2) expected outcomes, (3) indicators of success and (4) timeline of what must be accomplished.
   - The Guided Supervision Plan shall be in operation for twenty (20) continuous instructional days and include both announced and unannounced observations (formal and informal) as agreed upon by the Team.
   - The Guided Supervision Plan shall be reviewed with the teacher prior to forwarding to the Assistant Superintendent.
   - Copies of the letter will be provided to all members of the team, Teacher Union President, and the teacher.

5. The Assistant Superintendent will review the Guided Supervision Plan, and upon approval, will send a certified letter to the teacher. On the same day, the primary evaluator and designated union representative on the Team, will hand-deliver the Guided Supervision Plan to the teacher.

6. Based on the explicit results from the twenty (20) continuous instructional days of the Guided Supervision Plan implementation, the principal/primary evaluator will submit within five (5) school days after the completion of the plan:

   - a summary of the impact of the plan;
   - Team's recommendation based on observation reports, conference summaries, and written meeting summaries;
     - The recommendation from the principal/primary evaluator to the Assistant Superintendent will be either to:

       a) Place the teacher on a Maintenance Plan, or
       b) Transfer the teacher to an Intensive Support Plan

7. The Assistant Superintendent shall respond in writing to the Team's decision within five (5) school days via registered or certified letter to the teacher, with a copy to the Superintendent, Corrective Support Team, Human Resources Director and the Teacher Union President. A copy will also be placed in the teacher's personnel file.

8. At any time during this process, movement may occur to a Maintenance Plan or to an Intensive Support Plan based on continued evidence.

Teacher Corrective Support Plan: Intensive Support

What: Intensive Support is the next attempt to provide support to any teacher whose practice demonstrates a pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback.

Who: Any teacher, upon the recommendation of the Principal/Primary Evaluator to the Superintendent or Assistant Superintendent, after completing the Guided Supervision Plan may be placed on an Intensive Support Plan.

When: Placement on an Intensive Support Plan can occur at any time during the school year after Guided Supervision has been implemented and deemed necessary to provide additional support.

Why: Any teacher who completes a Guided Support Plan and requires another twenty (20) continuous instructional days of support/intervention in order to become proficient in their craft and move on to Maintenance, will be placed on an Intensive Support Plan with the intent of being successful and moving towards Maintenance.

By Whom: The Corrective Support Team plus an additional evaluator appointed by the building principal and approved by the Assistant Superintendent. The Primary Evaluator remains the same, while the additional evaluator becomes part of the team and the decision making process.

How:

1. The principal/primary evaluator must submit to the Assistant Superintendent a written recommendation for further support through an Intensive Support Plan based on the results of a Guided Supervision Plan or a Maintenance Plan. The formal request should outline the areas of concern and include documentation indicating interventions and support provided to the teacher at the conclusion of the Guided Supervision Support Plan. Similar to the documentation required for placement in Guided Supervision, the data sources considered by an evaluator prior to placing a teacher on Intensive Support may include but are not limited to the following documented interventions:

   - Observation records (formal/informal)
   - Artifacts (specifying support in writing; classroom visitation documentations; shadowing peers; assignment of a mentor; etc.)

- Student performance data
- Discipline referral history/classroom management issues
- School District Policy Infractions
- Maintenance of records
- Parent, student, or teacher feedback that has been investigated by the evaluator and communicated to the teacher in writing.

2. Within five (5) school days, the Assistant Superintendent will reply in writing to agree or disagree with the recommendation. Agreement will include directions to the primary evaluator to formalize the process by moving into Intensive Support: (1) creating a personalized Teacher Support Team (see below) and (2) developing an Intensive Support Plan. Copies of the letter will be provided to the Superintendent, Human Resources Director, the Teacher Union President and teacher. A copy will also be placed in the teacher's personnel file.

3. The Corrective Support Team for Intensive Support consists of five (5) members as defined below and the teacher:
   - *Primary Evaluator (primarily the principal, but may be a district coordinator or other administrator designated as the teacher's evaluator)
   - Additional Evaluator appointed by the building principal and approved by the Assistant Superintendent
   - Tenured teacher selected by the evaluator
   - Tenured teacher with demonstrated competency in the area(s) of concern selected by the evaluatee
   - Teacher Union representation as designated by the Union President

   *A principal or other administrator must always be represented on the Corrective Support Team in order to ensure fidelity of plan implementation.

4. The Corrective Support Team will develop a Plan that shall include:

   - a rationale;
   - expected outcomes;
   - indicators of success;
   - and timelines of what must be accomplished as stated in **Step 4 Guided Supervision Plan, page 17.**

   The plan shall be in operation for twenty (20) continuous instructional school days and include both announced and unannounced observations (formal and informal). Note: The Plan may remain as originally detailed in the Guided Supervision Plan with additional resources or training provided.

5. Based on the explicit results from the twenty (20) continuous instructional days of the Intensive Support Plan Implementation, the principal will submit to the Assistant Superintendent and Superintendent, within five (5) school days after completion of the plan:

- A summary of the impact of the plan;
- Team's recommendation based on observation reports, conference summaries, and written meeting summaries;
- The recommendation from the principal to the Assistant Superintendent will be either to:
  a) Place the teacher on a Maintenance Plan, or
  b) Move towards procedures for termination.

6. The Superintendent shall respond in writing to the Team's decision within five (5) school days via registered or certified letter to the teacher, with a copy to the Teacher Support Team, the Assistant Superintendent, the Human Resources Director and the Teacher Union President. A copy will also be placed in the teacher's personnel file.

Teacher Support Plan: Maintenance

Teachers who have successfully completed a Teacher Support Plan, whether Guided Supervision or Intensive Support, will be placed on the Maintenance Plan for a period of up to one (1) calendar year for teachers who successfully complete the plan after the Guided Supervision Phase, and up to one (1) calendar year for teachers who successfully complete the plan after the Intensive Support Phase. The maintenance period will consist of observations and team meetings in order to provide further support to the teacher. The Maintenance Plan will consist of a minimum of four (4) observations consisting of two (2) formal and two (2) informal observations. One formal and one informal observation will be announced, while the remaining two observations will be unannounced. The announced formal observations will have a pre-conference. These evaluations will be spread out over the maintenance period. Each level of support may be followed by a maintenance period. The team will continue to meet twice during maintenance period to monitor progress and advise as necessary.

Teacher Definition of Effective vs. Ineffective Performance

All teachers are deemed effective unless they do not demonstrate a pattern of professional growth and/or are resistant to feedback.

Superintendent(s) may offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

Special Notes:

- If a teacher has been identified as being in need of assistance, has received sufficient, appropriate, and documented support and guidance through a Corrective Support Plan, and does not reach the predetermined and approved goals, then that teacher shall be deemed ineffective and employment may be terminated.
- It is the expectation that a teacher be placed on a Corrective Support Plan only once in his/her career in the West Haven Public School system.
- It is in the best interest of the staff member to remain in their present building/assignment after they complete the maintenance period.

TEACHER DISPUTE RESOLUTION PROCESS

The dispute resolution process will be applicable in cases where the evaluator and teacher cannot agree on:

- o Goals
- o Observations and Evaluations
- o Summative Feedback
- o Professional Learning Plan
- o The Support Plan

Initiation of Dispute:

Before any dispute is brought to the Dispute Resolution Committee, an attempt must have been made to resolve said dispute. Once it is determined that the dispute cannot be resolved, both the evaluator and evaluatee must notify the President of the Teachers' and Administrators' Union in writing of the need for the matter to be brought before the Dispute Resolution Committee.

Any claims that the district has failed to follow the established procedures of the teacher evaluation and support program shall be subject to the grievance procedures set forth in the then current collective bargaining agreement between the local or regional board of education and the relevant bargaining unit.

Committee Makeup:

The Dispute Resolution Committee will function as a hearing board comprised of a standing committee. The standing committee will include three representatives from the teacher's union (one from each level-elementary/intermediate schools, middle school, and high school), and three representatives from the administrators' union (one from each level-elementary/intermediate schools, middle school, and high school), and the superintendent's designee will hear each dispute. A subgroup of the committee comprised of a minimum of one representative from each union and the superintendent's designee will hear each dispute.

Selection of Committee Members:

The representatives from the union shall be appointed or elected by their respective union, utilizing a process determined by that union. To establish the initial Dispute Resolution Committee each union may select members of the West Haven Professional Development and Evaluation Committee.

*If the committee cannot reach a decision, the superintendent will be charged with making a determination. This decision will be final.

ADMINISTRATOR EVALUATION OVERVIEW

Administrator Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of administrator performance. All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

Connecticut Leader Evaluation and Support Rubric 2017 — At a Glance

▶ Domain 1: Instructional Leadership

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

1.1 **Shared Vision, Mission and Goals** — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.

1.2 **Curriculum, Instruction and Assessment** — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.

1.3 **Continuous Improvement** — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

▶ Domain 2: Talent Management

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

2.1 **Recruitment, Selection and Retention** — Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.

2.2 **Professional Learning** — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.

2.3 **Observation and Performance Evaluation** — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

▶ Domain 3: Organizational Systems

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

3.1 **Operational Management** — Strategically aligns organizational systems and resources to support student achievement and school improvement.

3.2 **Resource Management** — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.

▶ Domain 4: Culture and Climate

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

4.1 **Family, Community and Stakeholder Engagement** — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

4.2 **School Culture and Climate** — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

4.3 **Equitable and Ethical Practice** — Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.

Performance levels are defined as the following:

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

Administrator Process and Timeline

The annual evaluation process between a leader and an evaluator is anchored by three conferences, which guide the process at the beginning, middle, and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each leader on his/her performance, set development goals and identify development opportunities. **See Appendix A.**

Each administrator participates in the evaluation process as a cycle of continuous improvement. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a mid-year review, followed by continued implementation. The cycle ends with the end-of-year reflection process review.

Goal-Setting & Planning

- Orientation on process
- Teacher reflection and goal-setting
- Goal-setting conference

By November 15

Mid-Year Check-in

- Review goal and performance to date
- Mid-year conference

January 1st – February 28th

End-of-Year Review

- Teacher self-assessment
- Feedback
- End-of-year conference

By June 30th

Step 1: Orientation and Context Setting

To begin the process, the administrator needs four things to be in place:

1. Student learning data are available for review by the administrator and if applicable, the state has assigned the school a School Performance Index (SPI) rating.

2. The superintendent has communicated his/her student learning priorities for the year.

3. The administrator has developed a school improvement plan that includes student learning goals.

4. The evaluator has provided the administrator with this document to orient her/him to the evaluation process.

Step 2: Initial Goal-Setting Meeting

Administrators are evaluated on all four domains of the CT Leader Evaluation and Support Rubric 2017. However, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific practice goals (can be 1, 2, or 3 year goals) to facilitate professional conversations about their leadership practice with their evaluator. At least one and perhaps both, of the practice goals will be selected from the Connecticut Leader Evaluation and Support Rubric 2017, given its central role in driving student achievement.

- Domain 1 – Instructional Leadership
- Domain 2 – Talent Management
- Domain 3 – Organizational Systems
- Domain 4 – Culture and Climate

Next, the administrator and the evaluator meet to discuss and agree on the selected personalized learning goals and/or practice goals. The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together these components – the personalized learning goals, the practice goals, and the resources and supports – comprise an individual's evaluation and support plan. The personalized learning goals, practice goals, activities, outcomes, and timeline will be reviewed by the administrator's evaluator prior to beginning working on the goals. The evaluator may suggest additional/alternative goals as appropriate. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports, and sources of evidence to be used. See Dispute Resolution if needed.

A beginning of the year goal(s) and planning form is required for all administrators. See Appendix G.

Step 3: Plan Implementation and Evidence Collection

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two school site visits (Administrator Review of Practice). Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of school leaders.

Unlike visiting a classroom to observe a teacher, school site visits to observe administrator practice can vary significantly in length and setting. Furthermore, central to this process is providing meaningful feedback based on observed practice. Evaluators should provide timely feedback after each visit.

There are no prescribed evidence requirements in the administrator evaluation model. However, the administrator's evaluator may consult the following sources of evidence to collect information about the administrator in relation to his /her leadership, personalized learning goals, and/or practice goals:

- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with families
- Presentations at Board of Education meetings, parent groups, etc.

ADMINISTRATOR	OBSERVATION/REVIEW OF PRACTICE
Administrator	Two per year [May result in an additional observation/review of practice if needed]
Administrators new to the district, school, the profession or Administrators placed on maintenance	Three per year [May result in an additional observation/review of practice if needed]

Step 4: Mid-Year Review

Midway through the school year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for the meeting:

- The administrator analyzes available student achievement data and considers progress toward personalized learning goals and/or practice goals.
- The evaluator reviews observation and feedback forms to identify key themes for discussion.

This meeting is also an opportunity to review any changes in the context (e.g., a large influx of new students) that could influence accomplishment of outcome goals; goals may be changed at this point.
*A mid-year check-in reflection form is required for all administrators. **See Appendix H.***

Step 5: End of Year Reflective Progress Review

In the spring, the administrator takes an opportunity to assess his/her practice on all 11 indicators of the CT Leader Evaluation and Support Rubric 2017. For each indicator, the administrator determines whether he/she:

- Needs to grow and improve on this element

- Has some strengths on this element, but needs to continue to grow and improve

- Is consistently effective on this element

- Can empower others to be effective on this element

The administrator should also review his/her practice goals and determine if he/she considers him/herself on track or not.

**An end-of-year reflection and feedback form is required for all administrators.*
See Appendix I.

Evaluators will complete the end-of-year conference form by last day of school.
See Appendix J.

ADMINISTRATOR SUPPORT AND DEVELOPMENT

As a district, we are committed to developing dedicated and talented leaders whose professional practices demonstrate a commitment to the education of West Haven's students. It is the expectation of the district that all leaders will create a professional learning plan which is customized to meet their needs regardless of their performance level. At times, a particular component of a leader's practice may reflect the need for focused support and development. Administration will support leaders not meeting the proficiency standard through multiple means. While support is an ongoing relationship between evaluator and evaluatee, the Support Plan described below is a formalized effort to provide active help and encouragement to leaders who require a greater intensity of support. **Each Leader Support Plan will be formalized, personalized, and developed, based on the level of identified need when it is deemed necessary.**

The following details the Support Plan Process: Tiered Support, Guided Supervision, Intensive Support, and Maintenance.

Administrator 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 advanced levels of support with a defined process for placing an educator on Corrective Support with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support to the development of a Corrective Support Plan.

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, site visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

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

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns 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, educator, and their exclusive bargaining representative for certified leader chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented. **See Appendix K.**

Administrator Corrective Support Plan: Guided Supervision

What:　　　　Guided supervision is a formal attempt to provide support to any administrator whose practice demonstrates a consistent lack of growth and displays critical attributes that are developing or below standard and/or has deficiencies in one or multiple components of their professional practice.

Who:　　　　Any administrator may be placed on a Guided Supervision Plan.

When:　　　　Placement on a Guided Supervision Plan can occur at any time during the school year.

Why:　　　　Any administrator who requires a more formalized support/intervention plan in order to become proficient in their craft will be placed on a Guided Supervision Plan with the intent on being successful and moving toward Maintenance.

How:　　　　1. The Assistant Superintendent must submit to the Superintendent a written recommendation requesting placement of the administrator on a Guided Supervision Plan, after discussion with the administrator and the administrator's union relative to the possibility of formalizing support. The formal request should outline the areas of concern and include documentation indicating interventions and support provided to the administrator prior to this written recommendation. The data sources considered by an evaluator prior to placing an administrator on Guided Supervision may include but are not limited to the following documented interventions:

- Observation records (reviews of practice)
- Artifacts (specifying support in writing; building visitation documentations; shadowing peers; assignment of a mentor; etc.)
- Student/school/subject performance data
- Discipline referral history/building management issues
- School District Policy Infractions
- Maintenance of records and development
- Parent, student, or teacher feedback that has been investigated by the evaluator and communicated to the administrator in writing

2. Within five (5) work days, the Superintendent will reply in writing to agree or disagree with the recommendation. Agreement will include directions to the Assistant Superintendent to formalize the process by moving into Guided Supervision: (1) creating a personalized Administrator Corrective Support Team (see below) and (2) developing a guided supervision plan. Copies of the letter will be provided to the Superintendent, Human Resources Director, the Administrator Union President, and administrator on the Support Plan. A copy will also be placed in the administrator's personnel file.

3. The Administrator Corrective Support Team for Guided Supervision consists of four (4) members as defined below and the administrator:

- Primary Evaluator (primarily the Assistant Superintendent, but may be a district administrator designated as the evaluator)
- Tenured administrator selected by the evaluator
- Tenured administrator with demonstrated competency in the area(s) of concern selected by the evaluatee
- Administrator Union representation as designated by the Union President

*The Assistant Superintendent must always be represented on the Administrator Corrective Support Team in order to ensure fidelity of plan implementation.

4. Within five (5) work days, the Assistant Superintendent will submit a letter to the Superintendent that includes the following information and Guided Supervision Plan details:

- Names and roles of the Administrator Corrective Support Team;
- The Guided Supervision Plan start and end date;
- The Guided Supervision Plan, developed by the Team, that includes a (1) rationale, (2) expected outcomes, (3) indicators of success and (4) timeline of what must be accomplished.
- The Guided Supervision Plan shall be in operation for twenty (20) continuous school days and include both announced and unannounced reviews of practice as agreed upon by the Team.
- The Guided Supervision Plan shall be reviewed with the administrator prior to forwarding to the Superintendent.
- Copies of the letter will be provided to all members of the team, Administrator Union President and the administrator.

5. The Superintendent will review the Guided Supervision Plan, and upon approval, will send a certified letter to the administrator. On the same day, the lead evaluator and designated union representative on the Team, will hand-deliver the Guided Supervision Plan to the administrator.

6. Based on the explicit results from the twenty (20) continuous work days of the Guided Supervision Plan implementation, the Assistant Superintendent will submit within five (5) school days after the completion of the plan:

- a summary of the impact of the plan;
- Team's recommendation based on observation reports, conference summaries, and written meeting summaries;
- The recommendation from the Assistant Superintendent to the Superintendent will be either to:

    c) Place the administrator on a Maintenance Plan, or
    d) Transfer the administrator to an Intensive Support Plan.

7. The Superintendent shall respond in writing to the Team's decision within five (5) work days via registered or certified letter to the administrator, with a copy to the Assistant Superintendent, Administrator Corrective Support Team, Human Resources Director and the Administrator Union President. A copy will also be placed in the administrator's personnel file.

8. At any time during this process, movement may occur to a Maintenance Plan or to an Intensive Support Plan based on continued evidence.

Administrator Corrective Support Plan: Intensive Support

What: Intensive Support is the next attempt to provide support to any administrator whose practice demonstrates a pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback.

Who: Any administrator, upon the recommendation of the Assistant Superintendent to the Superintendent, after completing the Guided Supervision Plan may be placed on an Intensive Support Plan.

When: Placement on an Intensive Support Plan can occur at any time during the school year after Guided Supervision has been implemented and deemed necessary to provide additional support.

Why: Any administrator who completes a Guided Support Plan and requires another twenty (20) continuous work days of support/intervention in order to become proficient in their craft and move on to Maintenance, will be placed on an Intensive Support Plan with the intent of being successful and moving towards Maintenance.

By Whom: The Administrator Corrective Support Team *plus an additional evaluator* appointed by the Assistant Superintendent and approved by the Superintendent. The Primary Evaluator remains the same, while the *additional evaluator* becomes part of the team and the decision making process.

How: 1. The Assistant Superintendent must submit to the Superintendent a written recommendation for further support through an Intensive Support Plan based on the results of a Guided Supervision Plan or a Maintenance Plan. The formal request should outline the areas of concern and include documentation indicating interventions and support provided to the administrator at the conclusion of the Guided Supervision Support Plan. Similar to the documentation required for placement in Guided Supervision, the data sources considered by an evaluator prior to placing an administrator on Intensive Support may include but are not limited to the following documented interventions:

- Observation records (reviews of practice)
- Artifacts (specifying support in writing; building visitation documentations; shadowing peers; assignment of a mentor; etc.)
- Student/school/subject performance data
- Discipline referral history/building management issues
- School District Policy Infractions
- Maintenance of records
- Parent, student, or administrator feedback that has been investigated by the evaluator and communicated to the administrator in writing.

2. Within five (5) work days, the Superintendent will reply in writing to agree or disagree with the recommendation. Agreement will include directions to the Assistant Superintendent to formalize the process by moving into Intensive Support: (1) creating a personalized Administrator Support Team (see below) and (2) developing an Intensive Support Plan. Copies of the letter will be provided to the Assistant Superintendent, Human Resources Director, the Administrator Union President and administrator. A copy will also be placed in the administrator's personnel file.

3. The Administrator Corrective Support Team for Intensive Support consists of five (5) members as defined below and the administrator:

- Primary Evaluator (primarily the Assistant Superintendent, but may be a district administrator designated as the evaluator)
- Additional Evaluator appointed by the Assistant Superintendent and approved by the Superintendent
- Tenured administrator selected by the evaluator
- Tenured administrator with demonstrated competency in the area(s) of concern selected by the evaluatee
- Administrator Union representation as designated by the Union President

*The Assistant Superintendent must always be represented on the Administrator Support Team in order to ensure fidelity of plan implementation.

4. The Administrator Support Team will develop a Plan that shall include:

- a rationale;
- expected outcomes;
- indicators of success;
- and timelines of what must be accomplished as stated in **Step 4 Guided Supervision Plan, page 29.**

The plan shall be in operation for twenty (20) continuous work days and include both announced and unannounced reviews of practice. Note: The Plan may remain as originally detailed in the Guided Supervision Plan with additional resources or training provided.

5. Based on the explicit results from the twenty (20) continuous work days of the Intensive Support Plan Implementation, the Assistant Superintendent will submit to the Superintendent, within five (5) school days after completion of the plan:

- a summary of the impact of the plan;
- Team's recommendation based on observation reports, conference summaries, and written meeting summaries;
- The recommendation from the Assistant Superintendent to the Superintendent will be either to:

    a) Place the administrator on a Maintenance Plan, or
    b) Move towards procedures for termination.

6. The Superintendent shall respond in writing to the Team's decision within five (5) work days via registered or certified letter to the administrator, with a copy to the Administrator Support Team, the Assistant Superintendent, the Human Resources Director and the Administrator Union President. A copy will also be placed in the administrator's personnel file.

Administrator Support Plan: Maintenance

Administrators who have successfully completed an Administrator Support Plan, whether Guided Supervision or Intensive Support, will be placed on the Maintenance Plan for a period of up to one (1) calendar year for administrators who successfully complete the plan after the Guided Supervision Phase, and up to one (1) calendar year for administrators who successfully complete the plan after the Intensive Support Phase. The maintenance period will consist of observations and team meetings in order to provide further support to the administrator. The Maintenance Plan will consist of a minimum of four reviews of practice. These evaluations will be spread out over the maintenance period. Each level of support may be followed by a maintenance period. The team will continue to meet twice during maintenance period to monitor progress and advise as necessary.

Administrator Definition of Effective vs. Ineffective Performance

All leaders are deemed effective unless they do not demonstrate a pattern of professional growth and/or are resistant to feedback.

Superintendent(s) may offer a contract to any administrator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

Special Notes:

- If an administrator has been identified as being in need of assistance, has received sufficient, appropriate, and documented support and guidance through a Corrective Support Plan, and does not reach the predetermined and approved goals, then that administrator shall be deemed ineffective and employment may be terminated.
- It is the expectation that a leader be placed on a Corrective Support Plan only once in his/her career in the West Haven Public School system.
- It is in the best interest of the staff member to remain in their present building/assignment after they complete the maintenance period.

ADMINISTRATOR DISPUTE RESOLUTION

The dispute resolution process will be applicable in cases where the evaluator and evaluatee cannot agree on:

- o Goals
- o Observations and Evaluations
- o Summative Feedback
- o Professional Learning Plan
- o The Support Plan

Initiation of Dispute:

Before any dispute is brought to the Dispute Resolution Committee, an attempt must have been made to resolve said dispute. Once it is determined that the dispute cannot be resolved, both the evaluator and evaluatee must notify the president of the administrators' union in writing of the need for the matter to be brought before the Dispute Resolution Committee.

Any claims that the district has failed to follow the established procedures of the teacher evaluation and support program shall be subject to the grievance procedures set forth in the then current collective bargaining agreement between the local or regional board of education and the relevant bargaining unit.

Committee Makeup:

The Dispute Resolution Committee will function as a hearing board comprised of a standing committee. The standing committee will include three representatives from the administrator's union (one from each level-elementary/intermediate schools, middle school, and high school) and the superintendent's designee will hear each dispute. A subgroup of the committee comprised of a minimum of one representative from each union and the superintendent's designee will hear each dispute.

Selection of Committee Members:

The representatives from the union shall be appointed or elected by their respective union, utilizing a process determined by that union. To establish the initial Dispute Resolution Committee each union may select members of the West Haven Professional Development and Evaluation Committee.

*If the committee cannot reach a decision, the superintendent will be charged with making a determination. This decision will be final.

EVALUATION INFORMED PROFESSIONAL LEARNING

The district has created a Professional Development and Evaluation Committee (PDEC) to plan professional learning opportunities for administrators based on the individual or group of individuals' needs that are identified through the evaluation process. Areas for professional learning will also be identified through analysis of Frontline data done by a subcommittee of the PDEC.
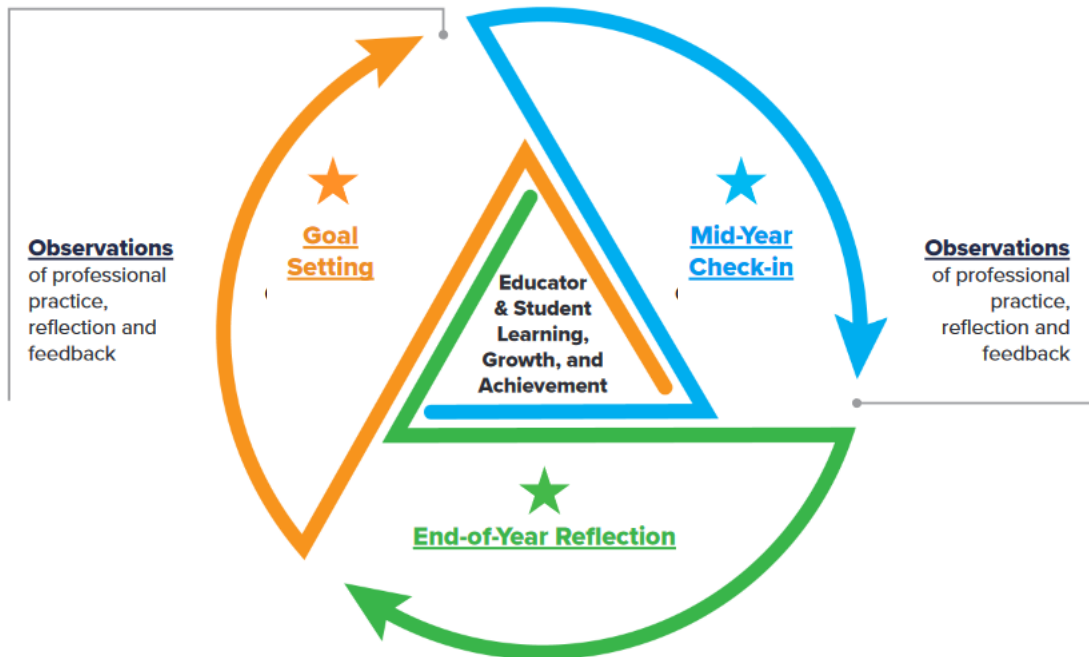
Administrator Career Development and Growth

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

Examples of such opportunities include, but are not limited to: observation of peers, mentoring aspiring and new administrators, participating in development of leader improvement and leader support plans for peers whose performance is developing or below standard, leading data teams, and focused professional learning based on goals for continuous growth and development.

Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist educators and evaluators through the process. All educators are assigned a primary evaluator (092) who has completed comprehensive orientation on this model and relevant rubrics.

Educator Continuous Learning Process

Observations of professional practice, reflection and feedback

Goal Setting

Educator & Student Learning, Growth, and Achievement

Mid-Year Check-in

Observations of professional practice, reflection and feedback

End-of-Year Reflection

Goal Setting
Completed by November 15th

Beginning of the Year Goal(s) and Planning
- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan
- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference
- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-Year Check-in
Completed by Jan – Feb 28th

Mid-Year Check-in: Reflection, Adjustments, and Next Steps
- Review and discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement

Mid-Year Conference
- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection
Teachers completed by Last Day of School/Admin completed by June 30th

End-of-Year Reflection and Feedback Process
- Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria
- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

Beginning of the Year Goals & Planning

Self Reflection
Completed by Educator
See Self-Reflection sample reflection questions

Share your self-reflection here; consider using the Sample Questions found within the model to guide your thinking. See Exemplar *See Examples of Evidence Types*	Click or tap here to enter text.

Goal, Rationale, Alignment and Professional Learning Plan
Completed by Educator

Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	Click or tap here to enter text.
What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal? What is your learning plan to support achieving your goal? *See Professional Learning & Action Questions to guide your plan.*	Click or tap here to enter text.
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	Click or tap here to enter text.
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	Click or tap here to enter text.

Comments: _____ NOT MANDATORY

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

Non-negotiable Process Element of the CT Guidelines (2023)
See Sample Reflection Questions & Professional Learning & Action Questions

Name: Click or tap here to enter text.	**Location:** Click or tap here to enter text.
What has been your progress to-date on your professional learning and how do you know?	**Self-Reflection:** Click or tap here to enter text.

Links to Evidence:
- 092
-

Mid-Year Conference

Completed by Evaluator (by Jan-Feb 28th)
Date: Click or tap to enter a date.

Feedback to Educator (Feedback regarding progress on professional learning and progress toward goa(s)l. Include change in tiered supports, if recommended.)**:**
Click or tap here to enter text.

APPENDIX D

End-of-Year Reflection & Feedback Process
Non-negotiable Process Element of the CT Guidelines (2023)

Name: Click or tap here to enter text.	**Location:** Click or tap here to enter text.

Self-Reflection
Completed by Educator
See Sample Reflection Questions & *Professional Learning & Action Questions*

What impact did your new learning have on your practice/goal(s), and how do you know? What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know? What challenges did you encounter and what are your next steps with your professional learning?	**Self-Reflection:** Click or tap here to enter text.

Links to Evidence:

- Click or tap here to enter text.

End-of-Year Conference	
Completed by Evaluator (__by Last Day of School__)	
Date: Click or tap to enter a date.	
Name: Click or tap here to enter text.	**Location: Click or tap here to enter text.**
Summative Feedback & Growth Criteria	
Completed by Evaluator	
See appendix for full description	
Summative Feedback	Click or tap here to enter text.
Development of new learning & impact on practice related to goal	Click or tap here to enter text.
Impact on student learning, growth, and achievement	Click or tap here to enter text.
Successful Completion of the Evaluative Cycle	☐ Yes ☐ No
Supports Required/Suggested **Are tiered supports required above and beyond tier 1 (included in feedback above)?** ☐ Not applicable ☐ Tier 2 ☐ Tier 3	If Tier 2 and/or Tier 3, please specify strategies: • Click or tap here to enter text.
For multi-year goals only: ● *What adjustments are needed to the goal(s)?* Click or tap here to enter text. ● *Why?* Click or tap here to enter text. ● *How might adjustments impact the timing of the goal(s)?* Click or tap here to enter text.	☐ Educator will continue multi-year goal. ☐ Educator will adjust multi-year goal. ☐ Educator completed multi-year goal. Notes: Click or tap here to enter text.
Educator Signature: Click or tap here to enter text.	**Date:** Click or tap to enter a date.
Evaluator Signature: Click or tap here to enter text.	**Date:** Click or tap to enter a date.

Tier 1
- Data Teams
- Student Assistance Team (SAT)
- Collaboration
- Staff Meetings
- Yearly Observations (Pre/Post)
- Goal Setting, Mid-Year, End-Year Check-ins
- Walk-throughs
- TEAM and Mentoring for New Teachers
- District PD
- Other _____

Tier 2
- Focused PD
- Teacher Shadowing
- Additional Observations (Pre/Post must happen)
- Additional Feedback from Primary Evaluator
- Providing Resources (Videos, Books, Etc,)
- Exemplars
- Model Lessons
- Mentor Support for Specific Need, Mutually Agreed Upon (Unofficial Mentor)
- Artifacts
- Other _____

Tier 3
- Assign Mentor(s)
- Union Support, Including possible observation by union leadership or designee outside of building
- Additional Observations
- Additional Focused PD
- Secondary Evaluator (Content Specific)
- Other_____

APPENDIX G

Beginning of the Year Goals & Planning

Self-Reflection
Completed by Leader
See Self-Reflection sample reflection questions

Share your self-reflection here; consider using the Sample Questions found within the model to guide your thinking. *See Examples of Evidence Types*	Click or tap here to enter text.

Goal, Rationale, Alignment and Professional Learning Plan
Completed by Leader

Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	Click or tap here to enter text.
What evidence of leader learning, educator learning, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal? *See Professional Learning & Action Questions to guide your plan.*	Click or tap here to enter text.
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	Click or tap here to enter text.
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	Click or tap here to enter text.

Comments_____ NOT REQUIRED

APPENDIX H

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

Non-negotiable Process Element of the CT Guidelines (2023)
See Sample Reflection Questions & Professional Learning & Action Questions

Name: Click or tap here to enter text.	**Location:** Click or tap here to enter text.

What has been your progress to-date on your professional learning plan and your goal(s)and how do you know? What are your next steps and why?	**Self-Reflection:** Click or tap here to enter text.

Links to Evidence:

- Click or tap here to enter text.

Mid-Year Conference
Completed by Evaluator (by March1)
Date: Click or tap to enter a date.

Feedback to Leader (Feedback regarding progress on professional learning and progress toward goa(s)l. Include change in tiered supports, if recommended.)**:**
Click or tap here to enter text.

APPENDIX I

End-of-Year Reflection & Feedback Process
Non-negotiable Process Element of the CT Guidelines (2023)

Name: Click or tap here to enter text.	**Location:** Click or tap here to enter text.

Self-Reflection
Completed by Leader
See Sample Reflection Questions & Professional Learning & Action Questions

What impact did your new learning have on your practice/goal(s), and how do you know? What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know? What challenges did you encounter and what are your next steps with your professional learning?	**Self-Reflection:** Click or tap here to enter text.

Links to Evidence:

- Click or tap here to enter text.

APPENDIX J

End-of-Year Conference
Completed by Evaluator (by June 30th)
Date: Click or tap to enter a date.

Name: Click or tap here to enter text.	Location: Click or tap here to enter text.

Summative Feedback & Growth Criteria
Completed by Evaluator

Summative Feedback	Click or tap here to enter text.
Development of new learning & impact on leadership practice related to goal(s).	Click or tap here to enter text.
Impact of new learning and leadership practice on key partners and or organizational outcomes.	Click or tap here to enter text.
Impact of new learning on greater community.	Click or tap here to enter text.

Successful Completion of the Evaluative Cycle	☐ Yes	☐ No

Supports Required/Suggested **Are tiered supports required above and beyond tier 1 (included in feedback above)?** ☐ Not applicable ☐ Tier 2 ☐ Tier 3	If Tier 2 and/or Tier 3, please specify strategies: • Click or tap here to enter text.

For multi-year goals only: ● *What adjustments are needed to the goal(s)?* Click or tap here to enter text. ● *Why?* Click or tap here to enter text. ● *How might adjustments impact the timing of the goal(s)?* Click or tap here to enter text.	☐ Leader will continue multi-year goal. ☐ Leader will adjust multi-year goal. ☐ Leader completed multi-year goal. Notes: Click or tap here to enter text.
Educator Signature: Click or tap here to enter text.	**Date:** Click or tap to enter a date.
Evaluator Signature: Click or tap here to enter text.	**Date:** Click or tap to enter a date.

Tier 1
- Monthly Principal Meetings
- Administrator Professional Development Days
- Staff Meetings
- Reviews of Practice
- Goal Setting, Mid-Year, End-Year Check-ins
- Site Visits
- Other_____

Tier 2
- Additional Observations (Pre/Post must happen)
- Additional Feedback from Primary Evaluator
- Providing Resources (Videos, Books, Etc,)
- Exemplars
- Mentor Support for Specific Need, Mutually Agreed Upon (Unofficial Mentor)
- Artifacts
- Other _____

Tier 3
- Assign Mentor(s)
- Union Support, Including possible observation by union leadership or designee outside of building
- Additional Observations
- Additional Focused PD
- Secondary Evaluator
- Other_____