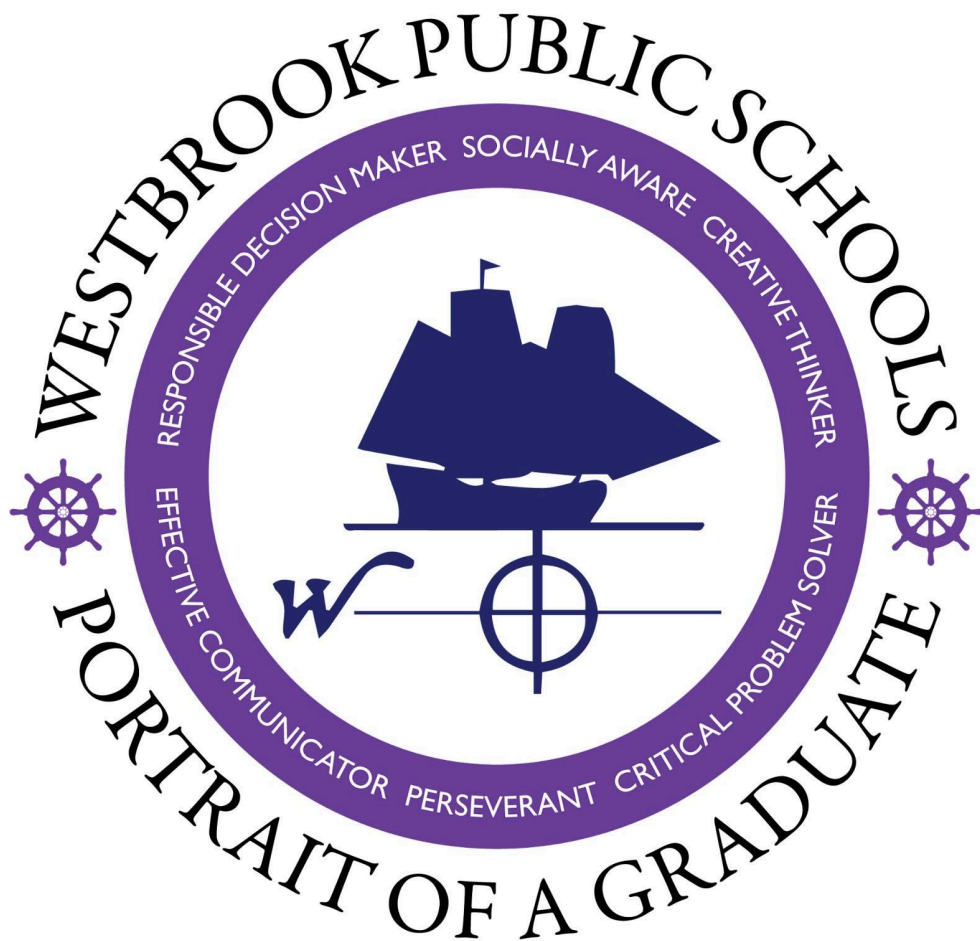


Westbrook Public Schools Educator Evaluation Plan



Effective: July 1, 2024

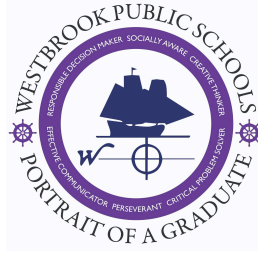


Table of Contents

Disclosure: The table of contents below delineates the comprehensive framework and guidelines governing professional development, evaluation, and support within Westbrook Public Schools. Its contents are designed to provide clarity, transparency, and accountability in fostering an environment of continuous growth and excellence for educators, administrators, and service providers alike. Contained within these pages are meticulously crafted documents, vision statements, rubrics, and resources meticulously curated by the Westbrook Public Schools' Professional Development and Evaluation Committee (PDEC). Their tireless dedication to excellence and commitment to the advancement of educational practices is duly acknowledged and celebrated.

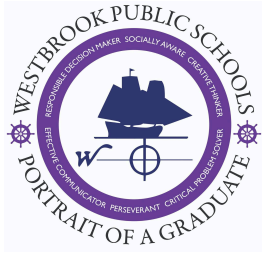
Table of Contents.....	2
Composition of Westbrook Public Schools' Professional Development and Evaluation Committee (PDEC) and Acknowledgements.....	3
Westbrook Public Schools' 2024 - 2025 Professional Learning Calendar.....	4 - 5
PDEC's Vision Statement.....	6
Educator Evaluation Plan Vision Statement.....	7
Elements of Practice for Westbrook Educators.....	8 - 11
Elements of Practice for Westbrook Administrators.....	12 - 14
Evaluation Rubric for Westbrook Educators.....	15 - 16
Evaluation Rubric for Westbrook Service Providers.....	17 - 18
Resources and Annual Forms for Westbrook Educators.....	19 - 23
Resources and Annual Forms for Westbrook Service Providers.....	24 - 28
Resources and Annual Forms for Westbrook Administrators.....	29 - 33
Dispute Resolution and Corrective Support Plan.....	34 - 38



Westbrook Public Schools

Composition of Professional Development and Evaluation Committee (PDEC)

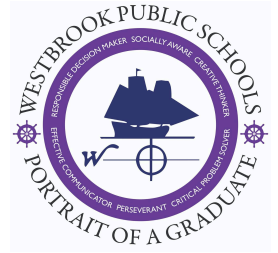
Member Name	Bargaining Unit	Position	Email
<i>PDEC Chairperson:</i> Angelo Saba		Administrator: Director of Teaching and Learning, PK - 12	asaba@westbrookctschoools.org
Dr. Kristina Martineau		Superintendent of Schools	kmartineau@westbrookctschoools.org
Abigail Fredrickson	WEA	5 - 12 ELA Instructional Coordinator / Teacher	afredrickson@westbrookctschoools.org
Alicia Ferro	WEA	5-12 World Languages/Instructional Coordinator / Teacher	afferro@westbrookctschoools.org
Amy Gallagher		Administrator: Dean of Students, Grades 6 - 12	agallagher@westbrookctschoools.org
Benjamin Russell		Administrator: Director of Technology	brussell@westbrookctschoools.org
Caitlin Eichler		Administrator: Director of Athletics, Physical Education, and Health	ceichler@westbrookctschoools.org
Cassie Bancroft	WEA	Teacher	cbancroft@westbrookctschoools.org
Cathi Lepore	WEA	5-12 Science and Robotics Instructional Coordinator / Teacher	clepore@westbrookctschoools.org
Cathy Rutty	AFT	Paraeducator	crutty@westbrookctschoools.org
Derek Hanssen	WEA	5 - 12 Social Studies Instructional Coordinator / Teacher	dhanssen@westbrookctschoools.org
Fran Lagace		Administrator: Director of Pupil Services	flagace@westbrookctschoools.org
Gerah Ventresca	WEA	5-12 Math Instructional Coordinator / Teacher	gventresca@westbrookctschoools.org
Jenn Pernal	WEA	PreSchool and Special Education Coordinator / Teacher	jpernal@westbrookctschoools.org
Linnea Fitzgerald		Administrator: Special Education and Student Services Coordinator, Grades 6 - 12	lfitzgerald@westbrookctschoools.org
Marilyn Brown	WEA	School Psychologist	mbrown@westbrookctschoools.org
Matthew Talmadge		Administrator: WMS Principal	mtalmadge@westbrookctschoools.org
Meta Hoppes	WEA	Teacher	mhoppes@westbrookctschoools.org
Patrick Hanssen	WEA	WEA President / Teacher	phanssen@westbrookctschoools.org
Ruth Rose	Administration	Administrator: Daisy Ingraham Elementary School Principal	rose@westbrookctschoools.org
Tara Winch	Administration	Administrator: WHS Principal	twinch@westbrookctschoools.org
William Gombos	WEA	PK - 12 Health and Physical Education Coordinator / Teacher	wgombos@westbrookctschoools.org



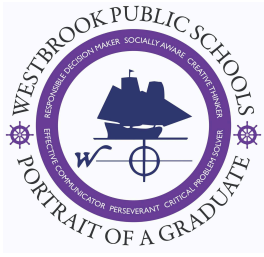
Westbrook Public Schools

Professional Learning Calendar for 2024 - 2025

Page 1: September through December 2024



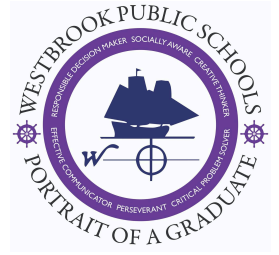
Month and Year	Faculty Meetings	WMS / WHS Leadership Council and Daisy's Leadership Council Meetings	Instructional Coordinator Meetings	District-Wide PK - 12 Meetings	Professional Development and Evaluation Committee	New Educator Academy
		Instructional Coordinators with Building Principals and/or Administrators.	Instructional Coordinators with Department Colleagues.	PK - 12 Leaders and District -Wide (Daisy, WMS, and WHS) Committee Members	PDEC Members	TEAM Mentors, TEAM Mentees, and New Westbrook Educators in year one or two.
August 2024	August 26th and August 27th <i>Scheduled during professional development hours.</i>	August 27th <i>During professional development hours and principals will share yearly goals with department leaders.</i>	August 28th <i>Introductory meeting during professional development hours.</i>			August 28th <i>Onboarding meeting during professional development hours.</i>
September 2024	September 4th		September 11th	PK-12 Social and Emotional Wellness PK - 12 Reading Improvement PK - 12 Math Improvement September 18th	September 25th	
October 2024	October 2th		October 16th (Third Wednesday due to PD on October 11th.)	PK-12 Social and Emotional Wellness <i>Analyzing Round 1 of DESSA Ratings</i> October 23rd		October 30th <i>First progress meeting.</i>
November 2024	November 6th	November 12th	November 13th	PK-12 Social and Emotional Wellness PK - 12 Reading Improvement PK - 12 Math Improvement November 20th		
December 2024	December 4th		December 11th	PK-12 Social and Emotional Wellness December 18th		



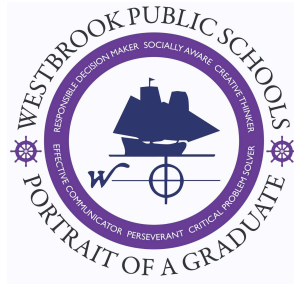
Westbrook Public Schools

Professional Learning Calendar for 2024 - 2025

Page 2: January through June 2025



Month and Year	Faculty Meetings	WMS / WHS Leadership Council and Daisy's Leadership Council Meetings Instructional Coordinators with Building Principals and/or Administrators.	Instructional Coordinator Meetings Instructional Coordinators with Department Colleagues.	District-Wide PK - 12 Meetings PK - 12 Leaders and District - Wide (Daisy, WMS, and WHS) Committee Members	Professional Development and Evaluation Committee PDEC Members	New Educator Academy TEAM Mentors, TEAM Mentees, and New Westbrook Educators in year one or two.
January 2025	January 8th		January 15th	PK-12 Social and Emotional Wellness January 29th	January 22nd	January 29th <i>Second progress meeting</i>
February 2025	February 5th	February 11th	February 12th	PK-12 Social and Emotional Wellness PK - 12 Reading Improvement PK - 12 Math Improvement February 19th		
March 2025	March 5th		March 19th <i>Third Wednesday due to professional development days.</i>	PK-12 Social and Emotional Wellness <i>Analyzing Round 2 of DESSA Ratings</i> March 26th		March 26th <i>Third progress meeting and goal-setting for next year, if applicable.</i>
April 2025	April 2nd	April 8th	April 9th	PK-12 Social and Emotional Wellness PK - 12 Reading Improvement PK - 12 Math Improvement April 23rd		
May 2025	May 7th		May 14th	PK-12 Social and Emotional Wellness <i>Analyzing Round 3 of DESSA Ratings</i> May 21st	May 28th	
June 2025	No anticipated after school meetings (as needed for end of year activities and summer planning purposes)					



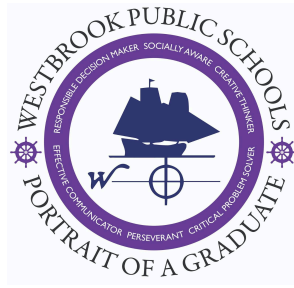
Westbrook Public Schools

PDEC Vision Statement

Westbrook Public Schools' (WPS) Professional Development and Evaluation Committee (PDEC) aspires to build and support a culture of non-negotiable, ongoing professional learning and growth where educators and leaders collaborate to ensure all students in Westbrook Schools experience the highest quality education and opportunities for success.

The WPS PDEC commits to supporting a culture of learning that prioritizes:

- Collaboration and professional learning through feedback to achieve the Westbrook Portrait of a Graduate.
- A collaborative approach to the design and implementation of professional development and professional learning.
- The effectiveness of the evaluator plan.



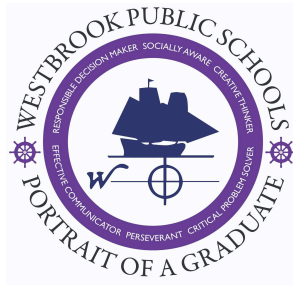
Westbrook Public Schools

Evaluation and Support Plan Vision Statement

The purpose of the Westbrook Public Schools (WPS) Educator Evaluation plan is to define, support, and encourage exemplary teaching and learning so that every student excels. This collaborative process will empower educators and leaders to continually grow and develop. Westbrook Public Schools are committed to continuous improvement for all educators and leaders. The instructional guidance of school leaders, through consistent engagement, reflects an investment in all educational professionals as the most important source of talent of Westbrook Public Schools.

Westbrook Public Schools support an evaluation plan that prioritizes:

- Professional learning that is meaningful and most effective for educational professionals.
- Continual reflection and collaboration to improve teaching and learning.
- Effective leadership that develops and supports a culture of learning for all students.



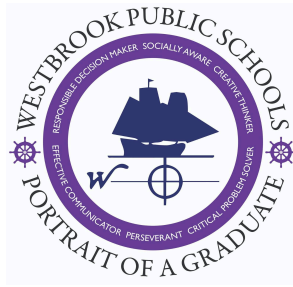
Educator Growth and Development Components

Educator Practice

Overview: Westbrook Public School’s plan is differentiated for educators in different roles and stages of their careers. The professional practice standards for educators will be the common core of teaching. Classroom educators are observed using a simple single-point competency rubric based on a streamlined version of Connecticut’s Common Core of Teaching (CCT).

Service Providers: Educators who do not provide instruction in classroom or leadership settings, such as school counselors, content area coaches, and others, should use the rubric for service providers based on a simplified version of the CCT for Effective Service Delivery. While all educators are required to have goal-setting, mid-year, and summative meetings, the number and type of observations required differs depending on the educator’s length of service with Westbrook Public Schools.

<i>Cohort 1 Definition</i>	<i>Cohort 2 Definition</i>
<p style="text-align: center;"><u>Who</u></p> <ul style="list-style-type: none"> • New to the profession. • New to Westbrook Public Schools. • Years 1 and 2. <p style="text-align: center;"><u>What</u></p> <ul style="list-style-type: none"> • 2 formal observations of Professional Practice (minimum 30 minutes in length) with post-meetings. • 2 mini observations of Professional Practice (minimum 20 minutes in length). • Post conference for mini observations at the request of the administrator or educator. • A review of practice may be substituted for 1 mini-observation. • Verbal and written feedback within 2-3 school days. • Additional observations of professional practice as mutually agreed upon or deemed necessary. • Mutually agreed upon one, two, or three year goal and professional learning plan. • It can be recommended for cohort one members to develop a one goal. 	<p style="text-align: center;"><u>Who</u></p> <ul style="list-style-type: none"> • Educators who have successfully completed Cohort 1 in Westbrook Public Schools. • Years 3+. <p style="text-align: center;"><u>What</u></p> <ul style="list-style-type: none"> • 1-3 mini observations of Professional Practice (minimum 20 minutes in length). • Post conference for mini observations at the request of the administrator or educator. • A review of practice may be substituted for 1 mini-observation • Verbal and written feedback within 2-3 school days. • Additional observations of professional practice as mutually agreed upon or deemed necessary. • Mutually agreed upon one, two, or three year goal and professional learning plan.



Educator Growth and Development Components

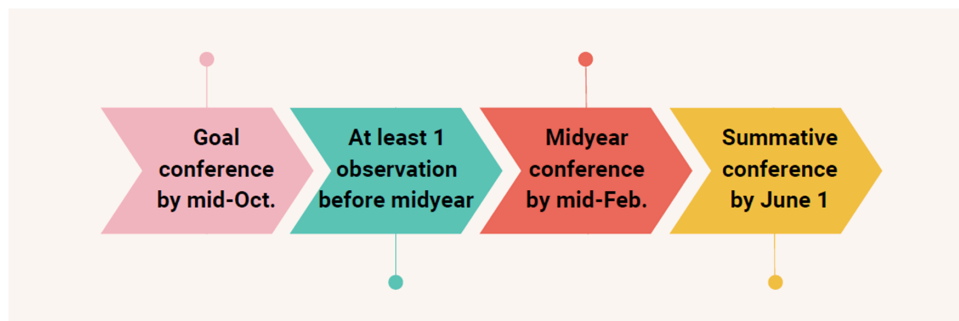
Annual Timeline

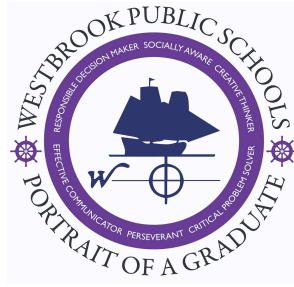
This Growth and Support Model Plan is rooted in an annual timeline designed to promote ongoing dialogue between Westbrook educators, service providers, and administrators and offers regular opportunities for progress check-ins. Annual conferences are also required by Connecticut Guidelines for Educator Evaluation.

The goal conference must occur each year by mid-October even if an educator sets a goal that spans multiple years. This conference is used to either set a new, mutually agreed upon goal or make agreed upon adjustments to a multi-year goal. This initial conference also provides an opportunity for educators and administrators to discuss the resources, professional learning, and other support that might be helpful over the course of the upcoming year.

One formal observation and one mini-observation for educators in Cohort 1 within Westbrook Public Schools must take place prior to mid-January in order for educators to receive feedback on their practice *prior* to the mid-year conference. Cohort 2 members are to have at least one mini-observation completed by the mid-year conference for discussion purposes. The mid-year is a required progress check-in on goals and educators practice and must occur by mid-February.

The summative conference must occur by June 1st. The summative conference must include an educator's self-reflection on their professional growth and its impact on students. The annual summary is based upon agreed upon standards and goals. The annual summary includes a distinction regarding the educator's successful completion on the evaluative cycle. Administrators must include a narrative report summarizing areas of growth, next steps for the following year.





Educator Growth and Development Components

Quality Feedback and Educator Growth

Quality feedback paired with meaningful support is the fuel that drives educator and leader growth. Feedback in the Westbrook Public School's plan should be constructive and celebrate an educator's strengths as well as provide the guidance and support needed to ensure ongoing, professional growth, which may take place as part of our training.

Feedback, tied to standards, identifies strengths and areas of focus for areas of advancement - clear timelines for written and verbal feedback and establishes a process for appropriate feedback and how to use formal and informal feedback. Feedback consists of multiple and varied quantitative and qualitative indicators of professional growth. Feedback must be provided at each of the three annual conferences and following every observation. Verbal feedback must be provided within two school days and written feedback provided within ten school days.

Orientation for the educator and leader evaluation support process shall take place prior to the start of the process, no later than mid-October. The orientation shall include high leverage goal setting and professional learning plans, use of rubrics and standards, observation of practice/site visits, tiered supports, and dispute resolution. All educators are assigned a primary evaluator (092 or 093). All evaluators must be trained in the district's observation protocols and annually engage in calibration exercises with the other evaluators in the district. In addition, all administrators must receive regular professional development on high-quality constructive feedback and support strategies to help them meaningfully support educator's professional growth.

Effective Feedback

Timely

Specific

Growth-Oriented



Educator and Leader Growth and Development Components

Educator and Leader Growth Goals

Mutual Agreement

Each educator and leader and their assigned evaluator must mutually agree on a professional growth goal and at least two associated measures of educator growth, student learning growth and achievement. Indicators of educator growth are ways the educator can demonstrate progress toward their goal and may include, but not be limited to, a sample of lesson plans, a sample of student artifacts, newly developed performance assessments, and educator and/or student self-reflections. As supported by the [Connecticut Guidelines for Educator and Leader Evaluation and Support](#), multiple measures of educator growth, student learning growth and achievement are mutually agreed upon during the goal-setting process. As such, for the educator, “multiple measures can include, but not be limited to, student learning, educator learning, cultural changes, etc. Additional evidence relevant to one or more competencies may be part of the process and discussion.”

For leaders, “multiple measures can include, but not be limited to, promoting a positive, safe, and equitable learning culture, engaging in instructionally focused interactions, facilitating collaboration and professional learning, as well as managing operations, personnel, and resources strategically. Additional evidence relevant to one or more competencies may be part of the process and discussion.”

Cohort 1 Educators

Educators and leaders in year one and two within Westbrook Public Schools are required to set one professional growth goal each year, and, if required to complete TEAM, are encouraged to align their goal with their TEAM modules. Educators may also set collaborative goals, if mutually agreed. Professional growth goals can span from 1 to 3 years in duration.

Cohort 2 Educators

Experienced educators and leaders in years three or more within Westbrook Public Schools are permitted to set one professional growth goal that spans from 1 to 3 years in duration. This goal may be collaborative and may be adjusted as needed each year.



Administrator Growth and Development Components

Administrator Practice and Timeline

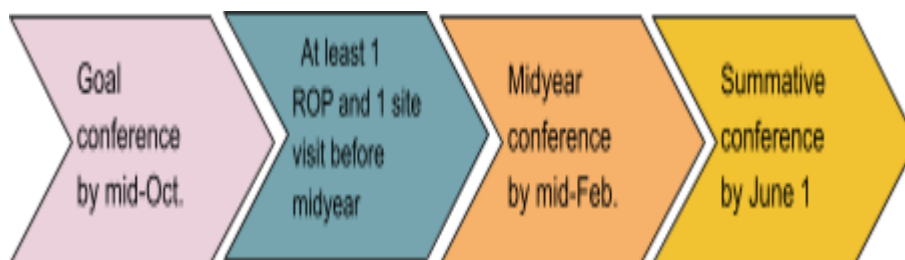
Westbrook Public School's Growth and Support Model Plan for administrators follows the same timeline as the educator plan and is intended to foster ongoing dialogue between administrators and the Superintendent of Westbrook Public Schools. The timeline offers regular opportunities for progress check-ins as required by Connecticut Guidelines for Educator Evaluation.

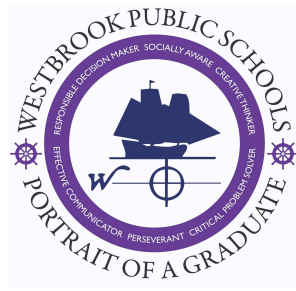
The goal conference between administrators and the Superintendent of Schools must occur each year by mid-October even if an administrator sets a goal that spans multiple years. This conference is used to either set a new, mutually agreed upon goal or to make adjustments to a multi-year goal. This initial conference also provides an opportunity for an administrator and their evaluator to discuss the resources, professional learning, and other supports that might be helpful over the course of the upcoming year.

Observation of Administrator Professional Practice

A formal site visit and a review of practice (ROP) must take place prior to mid-December in order for administrators to receive feedback on their goals and practice *prior* to the mid-year conference, which must occur by mid-February.

The summative conference must occur by June 1st and include an administrator self-reflection on their professional growth and its impact on educators, student learning, and/or the Westbrook school community. The annual summary is based upon agreed upon standards and goals. The annual summary includes a distinction regarding the administrator's successful completion on the evaluative cycle. It must include a summary by the Superintendent of Schools on areas of growth, next steps for the following year, and a distinction indicating successful completion of the annual process.





Administrator Growth and Development Components

Administrator Feedback and Support

Administrators in Westbrook Public Schools who evaluate educators must have at least one review of practice aligned with Leadership Standard 6, “Developing the Professional Capacity of School Personnel.” If an administrator has an 092 endorsement, but does not evaluate educators, the review of practice may align to any mutually agreed upon National Leadership Standard. In addition, three site visits are required each year, one of which must be a formal visit scheduled prior to mid October and held at a mutually agreed upon time.

Feedback, tied to standards, identifies strengths and areas of focus for areas of advancement - clear timelines for written and verbal feedback and establishes a process for appropriate feedback and how to use formal and informal feedback. Feedback consists of multiple and varied quantitative and qualitative indicators of professional growth. Administrators, like educators, depend on high-quality feedback and support to fuel their professional growth and maximize their impact on teaching and learning. Feedback in this growth model is formative rather than evaluative and should be timely, specific, growth-oriented, actionable, and digestible. Administrators should receive regular feedback at each of the three annual conferences and within ten school days of a site visit or review of practice. In addition, feedback should be coupled with meaningful support to help guide the administrator’s growth. All administrators are assigned a primary evaluator (092 or 093).

Most administrators are responsible for evaluating educators, which is a critical aspect of their work. The quality of the feedback and support that administrators provide to educators has a profound impact on the growth of the educator and on the educational experiences of children. Therefore, if an administrator evaluates educators, it is imperative that the feedback and support they provide be part of a formal review of their professional practice. This review should include, but not necessarily be limited to, a representative sample of the feedback and support provided to educators by the administrator, along with any corrective action plans developed by the administrator (leader) over the course of the year.

All evaluators, including the Superintendent of Westbrook Public Schools, must engage in regular conversations and calibration activities that include collaborative conversations about what high-quality feedback and meaningful support looks like. In addition, administrators must be provided professional development on constructive feedback strategies and/or cognitive coaching every year.



Administrator Growth and Development Components

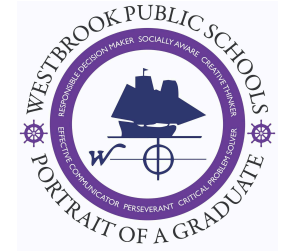
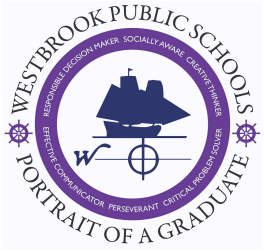
Administrator Goals

ADMINISTRATOR PROFESSIONAL GROWTH GOALS

Administrators in Westbrook must meet with their evaluator by mid-October each year to either mutually agree on a new professional growth goal or to discuss progress toward an existing goal. The goal conference is also an important opportunity for an administrator and the Superintendent of Schools of Westbrook to discuss professional development and other support that may be helpful over the course of the year. Administrator goals may span from one to three years in duration and should align to the Professional Standards for Educational Leaders (PSEL). This is to be mutually agreed upon one, two, or three year goals and professional learning plan.

GOAL SETTING

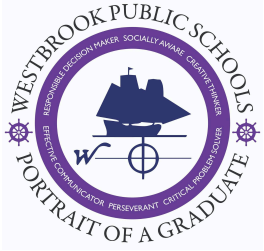
Multiple measures of organizational health, leader and educator growth, and impact on student learning growth, and achievements are noted as mutually agreed upon during the goal-setting process.



Classroom Educator's Rubric

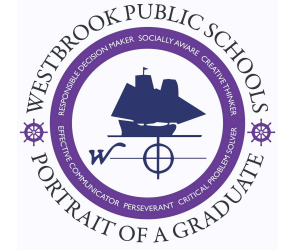
Competency 1 of 2

Competency 1: Positive Learning Environment, Student Engagement, and Commitment to Learning			
<i>Effective Practice</i>	<i>Observations</i>	<i>Areas of Strength</i>	<i>Possible Next Steps</i>
<p>The educator establishes a positive learning environment as evidenced by:</p> <ul style="list-style-type: none"> • Positive and respectful interactions between educators and students. • Students demonstrating positive social awareness. • Learning opportunities that incorporate cultural, social, and developmental diversity opportunities. • The maintenance of appropriate standards of behavior. • Effectively managed routines and transitions that maximize instructional time. • Students' ability to self-regulate and be responsible decision-makers. • Groupings that engage students in demonstrating new learning. • Students taking risks, feeling safe, and persevering. <p>* Not all indicators must be observed in a single lesson. Other indicators may be applicable.</p>			

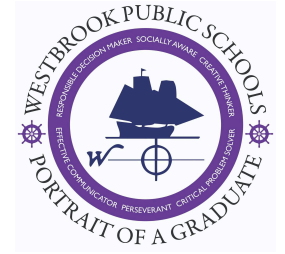
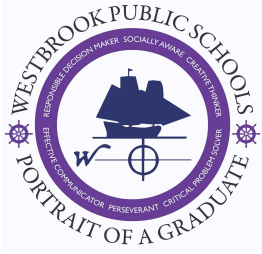


Classroom Educator's Rubric

Competency 2 of 2



Competency 2: Instruction for Active Learning			
<i>Effective Practice</i>	<i>Observations</i>	<i>Areas of Strength</i>	<i>Possible Next Steps</i>
<p>The educator implements effective instruction for active learning which:</p> <ul style="list-style-type: none"> Communicates clear learning expectations Clearly presents instructional content in a logical and purposeful progression at the appropriate level of challenge to advance the learning of all students. Employs differentiated strategies, tasks, and questions that cognitively engage all students. Utilizes resources and flexible groupings that encourage students to demonstrate new learning in multiple ways. Fosters students' autonomy by providing appropriate choices for students. Provides multiple opportunities for students to develop independence as learners. Encourages critical thinking, creative problem-solving, discourse, and inquiry. Adjusts instruction as needed in response to individual and group performance. Provides individualized, descriptive feedback, as a non-negotiable, that is accurate, actionable, and helps students advance their learning. <p>*Not all indicators must be observed in a single lesson. Other indicators may be applicable.</p>			



Service Providers Rubric

Competency 1 of 2

Competency 1: Positive Learning Environment

The educator establishes a positive learning environment as evidenced by:

- Positive and respectful interactions between educators and students.
- Students demonstrating positive social awareness.
- Learning opportunities that incorporate cultural, social, and developmental diversity opportunities.
- The maintenance of appropriate standards of behavior.
- Effectively managed routines and transitions that maximize instructional time.
- Students' ability to self-regulate and be responsible decision-makers.
- Groupings that engage students in demonstrating new learning.
- Students taking risks, feeling safe, and persevering.

* Not all indicators must be observed in a single lesson. Other indicators may be applicable.

Observations:

Areas of Strength:

Possible Next Steps:



Service Providers Rubric

Competency 2 of 2

Competency 2: Service Delivery

The service provider implements effective instruction for active learning which:

- Uses differentiated strategies, tasks, and questions that result in new and meaningful learning, creative problem-solving, critical thinking, discourse, and inquiry.
- Uses resources and flexible groupings that cognitively engage learners in new content.
- Fosters learners' ownership, self-direction, and choice.
- Provide multiple opportunities for learners to be independent and take responsibility for learning.
- Utilizes appropriate assessment strategies to monitor learners' progress.
- Provides timely and constructive feedback to learners. Non-negotiable.
- Challenges learners to extend their understanding.
- Provides opportunities to approach objectives in ways that will be effective for learners as individuals.
- Fosters autonomy, ownership, self-direction, and choice.

*Not all indicators must be observed in a single observation/review of practice. Other indicators may be applicable.

Observations:

Areas of Strength:

Possible Next Steps:

Summative Form

19

Jump to:
[Goal-Setting Form](#)
[Mid-Year Form](#)
[Summative Form](#)



Educator's Mid-Year Meeting

Date:

Educator: Review your mutually agreed upon measures of accomplishment and reflect on your progress toward your growth goal so far this year, and discuss its impact on your students and/or the school community.

Educator: Are there adjustments that are needed to your goal based on unforeseen factors? If so, explain.

Evaluator: Are there resources, strategies, and/or other supports you can provide to assist the educator in making progress toward their goal? This question may be answered collaboratively at the conference.

Evaluator: Based on the feedback you provided after the educator's first observation in the fall, are there 1-2 specific steps the educator can take to build on their strengths and/or enhance their practice before their next observation?

Jump to:
[Goal-Setting Form](#)
[Mid-Year Form](#)
[Summative Form](#)



Educator's Summative Meeting

Date:
Educator: Reflect on your progress toward your growth goal and discuss its impact on your students and/or the school community.
Celebrations:
Educator: Reflect on the feedback provided to you by your evaluator following your observations this year. What are 2-3 action steps you can take next year to refine your practice and inform or adjust your goal?
Actions Steps:

Evaluator: After reviewing the mutually agreed upon measures of accomplishment aligned with the educator's goal and the feedback you provided the educators following their observations, provide two-three commendations on the educator's practice.

Celebrations:

Evaluator: Based on your review of the educator's multiple measures of evidence and the feedback you've provided this year, what are 1-3 action steps you recommend to help the educator refine their practice and advance their professional goal next year? In what ways can you support the educator in completing these steps?

Action Steps:

- ☐ Educator successfully completed the growth and support process
- ☐ Educator did not successfully complete the growth and support process

Note: The successful and unsuccessful boxes do not indicate "pass" or "fail," but rather indicate that all steps of the growth and support process were completed with fidelity. Performance issues should be addressed with additional support and documented over time in the feedback. A pattern of documented, persistent concerns that do not improve despite substantive support should be addressed through the corrective action process described in state statute, guidelines, and the Westbrook Public Schools growth and support plan.

Summative Form

24

Jump to:
[Goal-Setting Form](#)
[Mid-Year Form](#)
[Summative Form](#)



Service Provider's Mid-Year Meeting

Date:

Service Provider: Review your mutually agreed upon measures of accomplishment and reflect on your progress toward your growth goal so far this year, and discuss its impact on your students and/or the school community.

Service Provider: Are there adjustments that are needed to your goal based on unforeseen factors? If so, explain.

Evaluator: Are there resources, strategies, and/or other supports you can provide to assist the service provider in making progress toward their goal? This question may be answered collaboratively at the conference.

Evaluator: Based on the feedback you provided after the service provider's first observation in the fall, are there 1-2 specific steps the service provider can take to build on their strengths and/or enhance their practice before their next observation?

Jump to:
[Goal-Setting Form](#)
[Mid-Year Form](#)
[Summative Form](#)



Service Provider's Summative Meeting

Date:

Service Provider: Reflect on your progress toward your growth goal and discuss its impact on your students and/or the school community.

Celebrations:

Service Provider: Reflect on the feedback provided to you by your evaluator following your observations this year. What are 2-3 action steps you can take next year to refine your practice and inform or adjust your goal?

Actions Steps:

Evaluator: After reviewing the mutually agreed upon measures of accomplishment aligned with the service provider's goal and the feedback you provided the educator following their observations, provide two-three commendations on the service provider's practice.

Celebrations:

Evaluator: Based on your review of the service provider's multiple measures of evidence and the feedback you've provided this year, what are 1-3 action steps you recommend to help the service provider refine their practice and advance their professional goal next year? In what ways can you support the service provider in completing these steps?

Action Steps:

- ☐ Educator successfully completed the growth and support process
- ☐ Educator did not successfully complete the growth and support process

***Note:** The successful and unsuccessful boxes do not indicate "pass" or "fail," but rather indicate that all steps of the growth and support process were completed with fidelity. Performance issues should be addressed with additional support and documented over time in the feedback. A pattern of documented, persistent concerns that do not improve despite substantive support should be addressed through the corrective action process described in state statute, guidelines, and the Westbrook Public Schools growth and support plan.*

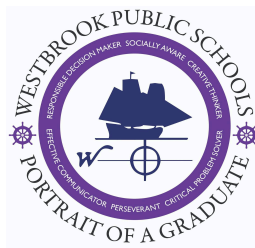
Jump to:
[Goal Setting](#)
[Mid-Year Meeting](#)
[Summative Meeting](#)



Administrator's Goal Setting Form

Administrator:	Evaluator: Dr. Martineau	Date:	Goal Duration: 1 year ▾
Goal:			
Indicator of Administrator Growth 1:			
Indicator of Administrator Growth 2:			
What is your rationale for this particular goal and observation model?			
How do you anticipate progress toward this goal will impact the school?			

Jump to:
[Goal Setting](#)
[Mid-Year Meeting](#)
[Summative Meeting](#)



Administrator's Mid Year Meeting

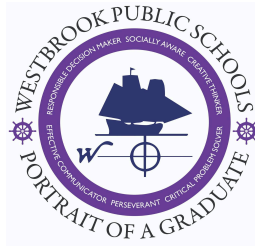
Administrator: Review your mutually agreed upon indicators and reflect upon your progress toward your growth goal so far this year, and discuss its impact.

Administrator: Are there adjustments that are needed to your goal based on unforeseen factors? If so, explain.

Evaluator: Are there resources and/or other supports you can provide to assist the administrator in making progress toward their goal? This question may be answered collaboratively at the conference.

Evaluator: Based on the feedback you provided after the administrator's most recent observation or after review of their Review of Practice, what feedback can you provide that will promote professional growth?

Jump to:
[Goal Setting](#)
[Mid-Year Meeting](#)
[Summative Meeting](#)



Administrator's Summative Meeting

Administrator: Reflect on your progress toward your growth goal, and discuss its impact on the school.

Celebrations:

Administrator: Reflect on the feedback provided to you by your evaluator following your formal site visit and after review of your RoP this year. What are 2-3 action steps you can take next year to refine your practice and inform or adjust your goal?

Actions Steps:

Evaluator: After reviewing the mutually agreed upon indicators of administrator growth aligned with the administrator’s professional growth goal and the feedback you provided the administrator following their site visit and review of their RoP, provide two-three commendations on the administrator’s practice.

Celebrations:

Evaluator: Based on your review of the administrator’s growth indicators and the feedback you’ve provided this year, what are 1-3 action steps you recommend to help the administrator refine their practice and advance their professional goal next year? In what ways can you support the administrator in completing these steps?

Action Steps:

- ☐ Administrator successfully completed the growth and support process
- ☐ Administrator did not successfully complete the growth and support process

***Note:** The successful and unsuccessful boxes do not indicate “pass” or “fail,” but rather indicate that all steps of the growth and support process were completed with fidelity. Performance issues should be addressed with additional support and documented over time in the feedback. A pattern of documented, persistent concerns that do not improve despite substantive support should be addressed through the corrective action process described in state statute, guidelines, and the Westbrook Public Schools growth and support plan.*



Dispute Resolution

This section applies to both educators and leaders

Overview: The purpose of the resolution process is to secure at the lowest possible administrative level, equitable solutions or disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As our evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and educators or leaders.

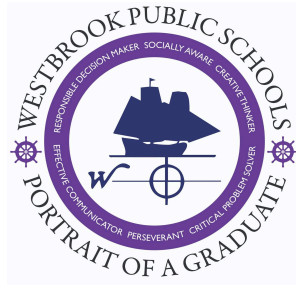
Ultimately, should an educator or leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report, but is not obligated to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

Confidentiality throughout the resolution process shall be conducted in accordance with the law. The resolution process may be implemented when there is a question as to whether or not:

1. Evaluation procedures and/or guidelines have been appropriately followed and/or
2. Adequate data has been gathered to support fair and accurate decisions.

Time Limits

1. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 school days from the date the educator initiated the dispute resolution process.
2. If an educator does not initiate the appeals procedure within five days of acknowledged receipt of evaluation materials, the educator shall be considered to have waived the right of appeal.



Dispute Resolution Procedures

This section applies to both educators and leaders

Sequential Steps

1. Within five days of acknowledged receipt of evaluation materials, the educator or leader must initiate the appeals procedure.
2. Within three days of initiating the appeals procedure, the educators will meet and discuss the matter with the evaluator with the objective of resolving the matter informally. The two parties have the option of choosing a facilitator who will review the areas of difference and suggest compromises or resolutions. The educator or leader shall be entitled to collective bargaining representation at all levels of the process.
3. If there has been no resolution, the Superintendent shall review the recommendations of the facilitator and any additional information from the evaluator and educators and shall meet with both parties as soon as possible. Within three days of the meeting, and review of all documentation and recommendations, the Superintendent will act as arbitrator and make a final decision. The educator shall be entitled to Association representation at all levels of the process. Failure of the educator at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.



Tiered Support and Corrective Support Planning

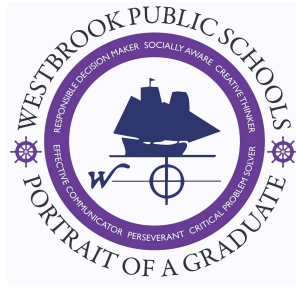
This section applies to both educators and leaders

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan. A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

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

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

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



Corrective Support Plan and Process

This section applies to both educators and leaders

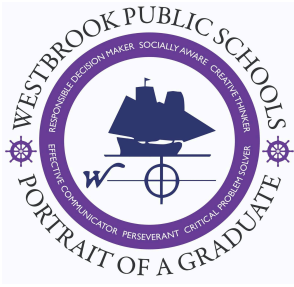
Overview: A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The plan should focus on performance issues identified and documented through the evaluation process, not on compliance issues, such as entering grades or completing paperwork in a timely manner. This should be handled through the district's disciplinary procedure and not through the evaluation process. The Corrective Support Plan shall be developed in consultation with the educator or leader and their exclusive bargaining representative for certified educators or leaders chosen pursuant to [C.G.S. 10-153b](#).

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

- clear objectives specific to the well documented area of concern;
- expectations that are focused, specific, and aligned to the district observation rubrics;
- resources, support, and interventions to address areas of concern;
- well defined timeframes for implementing the resources, support, and interventions; and
- support actions from the evaluator.

The educator, collective bargaining representative, principal, and evaluator meet to develop the support plan at a mutually agreed upon time. In addition to a collective bargaining representative, the educator may choose to include another trusted individual(s) with knowledge of their practice such as a TEAM mentor, curriculum specialist, or instructional leader. 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.

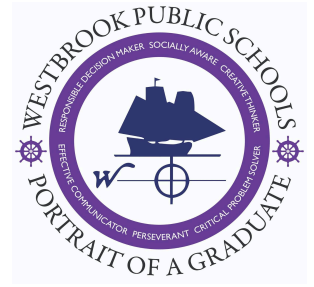
Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreement.



Westbrook Public Schools

Corrective Support Plan

This section applies to both educators and leaders



Educator or Leader	(Printed name)	(Signature)	Date signed
Evaluator	(Printed name)	(Signature)	Date signed
Collective Bargaining Representative	(Printed name)	(Signature)	Date signed

Reason for Support Plan
Objective(s) of Corrective Support Plan
Resources to Support Educator or Leader on Corrective Support Plan
Timeframe of Plan and Expected Growth to Achieve Objective
Actions to Support Educator or Leader on Corrective Support Plan