Wethersfield Public Schools Educator Professional Learning, Growth, and Evaluation Plan

Approved by the Wethersfield Board of Education April 23, 2024

PDEEC Consensus March 14, 2024

Professional Learning, Reflection, & Using High Quality Feedback to Support Educator Growth and Improve Student Learning

Modified from the EdAdvance Professional Educator Review of Practice (ROP 2023), CSDE Guidelines for Educator and Leader Evaluation and Support (2003), and WPS Teacher Evaluation Plan (2017)

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Vision of Wethersfield Public Schools (WPS) Educator Professional Learning, Growth, and Evaluation System

All Wethersfield teachers have the opportunity to grow, individually and collectively, through reflection, collaboration, feedback, and continuous learning so that all students experience growth and success.

Introduction

This document outlines a transformative approach to professional learning, growth, and evaluation. Inspired by research on adult learning cycles, it empowers educators to **own their professional journey** and align their development with shared school and district goals.

You, the educator, are now in the driver's seat. Through collaborative processes, you'll work strategically with colleagues and administrators to improve student outcomes. **Collaboration** extends beyond the classroom, encompassing both formal and informal learning opportunities, including feedback from your evaluator(s). But the feedback loop doesn't end there. **Professional colleagues, coaches, students, and even parents** can provide valuable insights to fuel your professional growth.

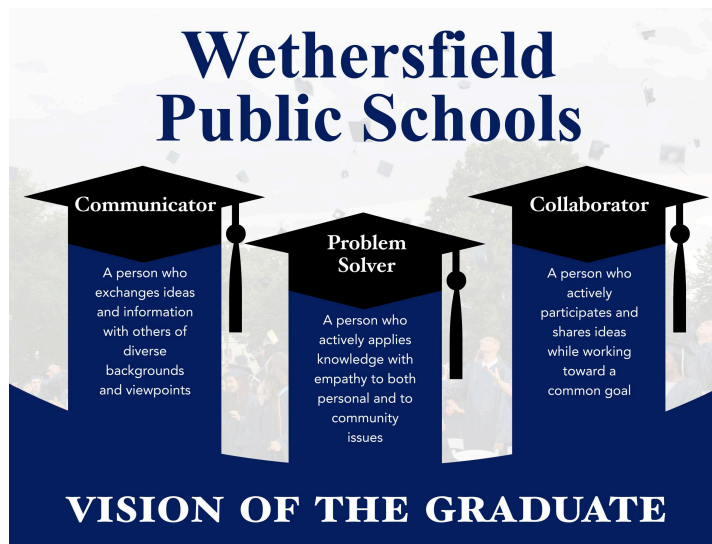This model prioritizes the **process** of **educator reflection**, **action research** and **professional growth**. While student learning outcomes remain a crucial element, the focus shifts towards the journey of professional growth, led by you. This journey emphasizes **collaboration, receiving feedback, and giving feedback**, all contributing to a more impactful educational experience for your students.

We are excited about reimaging educator evaluation, and we are also committed to continuous improvement of this professional learning, growth, and evaluation system. The PDEEC Committee will be collecting feedback that will be integrated into regular revisions to ensure that our practices remain effective in supporting your growth and deepening student learning.

This revision offers several improvements:

- **Streamlined -** Improves readability and maintains a clear structure.

- **Allow for differentiation of roles -** For example, teachers, counselors, instructional coaches, student support staff and leaders - Central office, principal, assistant principal, etc.)

- **Focus on things that matter** - Identify high leverage, mainstream goal focus areas aligned to school and district priorities.

- **Connect to best practices aimed at the development of the whole child -** Including, but not limited to, academic, social, emotional, and physical lenses.

- **Focus on educator growth and agency -** Meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus - see above, focus on things that matter.

- **Meaningful connections to professional learning** - Provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful.

- **Specific, timely, accurate, actionable, and reciprocal feedback -** Feedback from various stakeholders, including the evaluator(s), to aid in the action research, educator reflection, and professional growth.

- **Emphasis on collaboration -** Reinforces the importance of collaborative learning focused on common goals.

This supports the work of the WPS Vision of the Graduate.

Wethersfield Public Schools

Communicator
A person who exchanges ideas and information with others of diverse backgrounds and viewpoints

Problem Solver
A person who actively applies knowledge with empathy to both personal and to community issues

Collaborator
A person who actively participates and shares ideas while working toward a common goal

VISION OF THE GRADUATE

Definition of Terms

In this plan we will be using the following definitions:

Teacher - Includes teachers and support specialists who provide instruction and support services to students and staff. Educators serving in a teaching role or serving in a role of providing support services hold a valid certificate or permit issued by the State Department of Education.

Leader - Includes school and district administrators who are responsible for providing instructional leadership and for developing, implementing, and evaluating systems and policies within the school or district. Leaders serving in an administrative position hold a valid certification endorsement for Intermediate Administration or Supervision (#092) issued by the State Board of Education.

Educator - Refers to both teachers and administrators who hold a valid certificate or permit issued by the State Board of Education.

Evaluator - Leaders serving in an administrative position hold a valid certification endorsement for Intermediate Administration or Supervision (#092) or Superintendent (#093) issued by the State Board of Education. Each educator will be notified of their primary evaluator.

Feedback Visit - The evaluator observes the practice of the educator and provides feedback. Evaluators must provide both written and in-person feedback. Written feedback will be provided in the **Feedback Observation Form**.

Feedback Meeting - Following each feedback visit, the educator and evaluator engage in an in-person feedback meeting. The purpose of the meeting is to support educator reflection on practice in relation to goals and to provide feedback on next steps for continued growth.

Trimester/Phase 1, 2 or 3 Collaboration Meeting - Trimester/Phase 1 Collaboration meeting acts as the mid-year meeting. The end-of-year meeting may be held at the Trimester/Phase 2 or 3 meeting. In many cases, described in this plan, the Trimester 3 meeting may be optional.

End-Of-Year Summary Form - This form is completed at the end of Trimester/Phase 2 (or, for teachers, possibly Trimester 3 Collaboration Meeting) by the evaluator. It uses the Criteria of Success to determine if the educator has successfully met the identified criteria.

Multiple Sources of Evidence - Educators must share multiple pieces of evidence that will be provided throughout the year as part of the action research and reflective process.

Single-Point Competencies - A description of a standard of behavior or performance, developed from approved rubrics, that is framed as a single set of desired outcomes. Single-point competencies are used to focus discussion and feedback throughout the educator learning, growth, and evaluation process.

Action research - A systematic inquiry cycle that integrates an educator's practice, in addition to other evidence, as a source of learning to inform improvement. In this plan, action research is defined by the Plan-Do-Study-Act (PDSA) cycle, an evidence-based continuous improvement model.

Connecticut Guidelines for Educator Evaluation

The CT Guidelines 2023, adopted by the State Board of Education on June 14, 2023, represent the collaborative work of the Educator Evaluation and Support (EES) Council 2022 to reimagine teacher and leader evaluation and support. The foundational elements of the new model includes cyclical processes of continuous improvement, professional learning and action research, and reflective practice, feedback and support. The primary goal of the educator evaluation and support system is to strengthen individual and collective practices to increase student learning, growth and achievement.

Standards and Criteria

The teacher and leader practices discussions must be based on national or state practice standards. The Wethersfield PDEEC has approved the following standards and criteria (rubrics) as part of this standards based observation model.

	Teacher	Leader
State or National Professional Standards	- Connecticut Common Core of Teaching (2010) - Teacher Leader Model Standards (2008) - School Social Work Standards (2013) - School Counselor Standards (2019) - School Psychologist Standards (2020) - Standards for Professional Learning	- Professional Standards for Educational Leaders (2015) - Standards for Professional Learning
Criteria / Rubrics	CCT Rubric for Effective Teaching (2017) CCT Rubric For Effective Service Delivery (2017) (school counselors, social workers, psychologists, speech and language pathologists) & teacher leaders Through mutual agreement, teacher leaders can choose between the CCT Rubric for Effective Service Delivery or the Leader Rubric.	Professional Standards for Educational Leaders Rubric (Maryland, October 2019)

How Standards Based Professional Learning Works

Educators will meet with their supervisor three times a year (at a minimum, fall goal setting, mid-year review, end of year reflection). These meetings should be approached in a spirit of continuous improvement, reflection and collaboration. Goals should always be connected to standards (listed above) and District or School Improvement Goals and actions. Educator goals must be aligned to school and/or district priorities, allowing the school/district collaborative and professional learning structures to support the action research cycles.

The Foundation

This Professional Learning, Growth and Evaluation Model for educators focuses on improving practice and outcomes by aligning professional learning systems and action research on high-leverage indicators, supported by multiple sources of evidence and high-quality feedback. This model aligns with the new CSDE Educator Growth and Evaluation design principles.

The model is based on three main pillars:

Educator Reflection	Action Research	Professional Growth
As part of a continuous growth process, educators ask themselves questions such as:	As part of a continuous growth process, educators engage in action research following these steps:	As part of a continuous growth process, educators demonstrate professional growth via:

• What do I need to focus on? • Where can I grow as an educator?	• Plan • Do • Study • Act	• integration of feedback • impact on learning • impact on practice • identification of next steps

Professional Learning
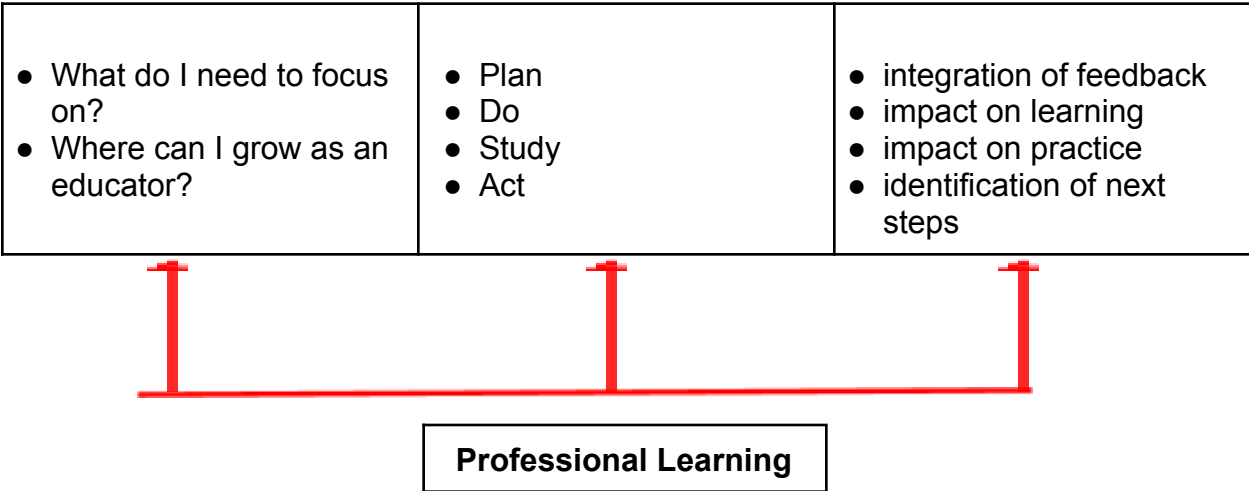
Orientation

All educators should be provided an orientation to the Professional Learning, Growth and Evaluation Model. This orientation may occur during the New Teacher Orientation week, as part of new staff orientation, through training facilitated by the PDEEC, or provided by the evaluator. The result will be that the educator can describe the purpose, goals, timeline, and process of effective action research.

Timeline

Educators and leaders are required, at a minimum, to have an initial goal-setting collaboration meeting, midyear collaboration meeting, and end-of-year reflective progress review. The meetings should be approached in a spirit of continuous improvement, reflection, and collaboration. Goals should always be connected to adopted standards found in this plan along with alignment to the district and school goals.

Teachers

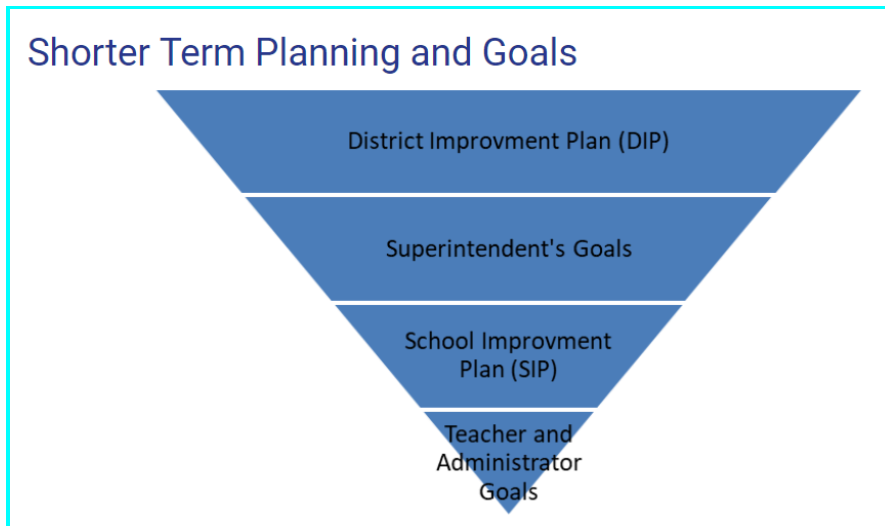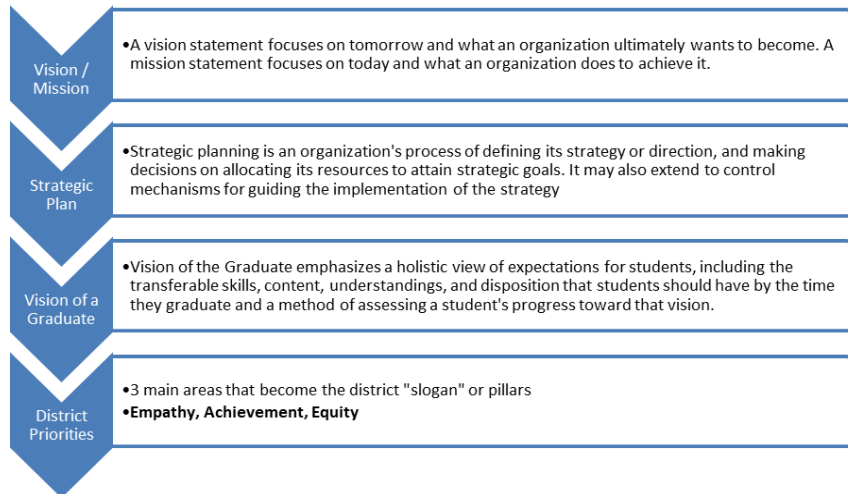|	Teacher	Evaluator	Required Dates
Trimester 1 **September -**	Goal-Setting & Planning Discussion	1 feedback visit & in-person feedback	Goal-Setting must be completed by October

January	Action research, Trimester 1 Summary, & Trimester 1 Collaboration Meeting *Trimester Summary serves as mid-year review*	connected to single point competency	15
Trimester 2 **January - April**	Continued action research, Trimester 2 Summary, & Trimester 2 Collaboration Meeting Trimester 2 summary serves as end-of-year review if goal is complete *Required End of Year Summary*	1 feedback visit & in-person feedback connected to single point competency *(minimum of 2 feedback visits per year for each teacher; additional feedback visits are suggested for new teachers)* *Required End of Year Summary*	Action Research, Feedback, and End of Year Summary completed around April 30 if the goal is complete.
Trimester 3 **April - June**	-OPTIONAL - Continued action research, Trimester 3 Summary, & Trimester 3 collaboration meeting, if not completed in Trimester 2 *Required End of Year Summary if not completed in Trimesters 1 or 2.*	OPTIONAL - feedback visit(s) & in person feedback connected to single point competency if 2 feedback visits & feedback were not provided in Trimesters 1 & 2 *Required End of Year Summary if not completed in Trimesters 1 or 2*	Every effort is made to have completed the End of Year Summary at least one week prior to the last day of school. Must be completed by June 30, by state statute.

	Leader	Evaluator	Required Dates
Phase 1 **July - January**	Goal-Setting & Planning Discussion Action research, Phase 1 Summary, & Phase 1 Collaboration Meeting *Trimester Summary serves as mid-year review*	1 feedback visit & in-person feedback connected to single point competency	Goal-Setting must be completed by September 15
Phase 2 **January - June**	Continued action research, Phase 2 Summary, & Phase 2 Collaboration Meeting *Required End of Year Summary*	1 feedback visit & in-person feedback connected to single point competency *(minimum of 2 feedback visits per year for each leader; additional feedback visits are suggested for new leaders)* *Required End of Year Summary*	Action Research, Feedback, and End of Year Summary completed by June 30

Goal-Setting & Planning

Through self-reflection and mutual agreement with their evaluator, educators will establish a goal for professional growth and action research. Educator goals should be consistent with the Wethersfield Public Schools Strategic Plan, District Improvement Plan (DIP), and School Improvement Plans (SIP); theories of action found in the DIP and SIP; and the district's Vision of the Graduate. Clear alignment among district, school, and certified staff goals facilitates educator reflection on individual contributions to the goals, mission, and vision of the district; ultimately, this coherence improves the collective effectiveness of practice.

Vision / Mission	• A vision statement focuses on tomorrow and what an organization ultimately wants to become. A mission statement focuses on today and what an organization does to achieve it.
Strategic Plan	• Strategic planning is an organization's process of defining its strategy or direction, and making decisions on allocating its resources to attain strategic goals. It may also extend to control mechanisms for guiding the implementation of the strategy
Vision of a Graduate	• Vision of the Graduate emphasizes a holistic view of expectations for students, including the transferable skills, content, understandings, and disposition that students should have by the time they graduate and a method of assessing a student's progress toward that vision.
District Priorities	• 3 main areas that become the district "slogan" or pillars • **Empathy, Achievement, Equity**

Shorter Term Planning and Goals

District Improvment Plan (DIP)

Superintendent's Goals

School Improvment Plan (SIP)

Teacher and Administrator Goals

Additionally, goal-setting should encourage consideration of the growth of the whole child, with growth indicators in a variety of areas critical to the overall well-being of students and the mission and vision of Wethersfield Public Schools.

Teacher goals will align with one of the following high-leverage instructional indicators from the *CCT Rubric for Effective Teaching (2017) and CCT Rubric for Effective Service Delivery (2017)*. Feedback on teacher goals will be provided using a single-point competency rubric aligned to the selected CCT domain.

     1a. Positive learning environment

3b. Cognitive engagement for active learning

3c Feedback and assessment for active learning

Leader goals will align with one of the following high-leverage instructional indicators from the Professional Standards for Educational Leaders Rubric (PSEL, 2015).

4. Curriculum, Instruction, & Assessment

6. Professional Capacity of School Personnel

7. Professional Community for Teachers and Staff

Collaborative goals or common focus areas are encouraged within departments, grade-level teams, or other collaborative teams. Beginning teachers participating in TEAM are encouraged to align evaluation and induction (TEAM) goals to focus and streamline improvement efforts.

For the inaugural year, 2024-25, all educator goals will be one-year goals.

For subsequent years:

- Educators new to the district (Year 1 and 2) will develop one-year goals.
- Educators who have been employed by WPS for more than two years will have the opportunity to develop goals for one- or two-year periods.
- Educators who are hired mid-year (employed more than 50% of the year) will complete the entire process.
- Educators who are hired mid-year (employed for less than 50% of the year) will receive feedback through a mutually agreed upon process that reflects partial completion of the required elements (i.e., the Trimester 2/mid-year meeting becomes the goal-setting meeting and there is no mid-year meeting).

Goal-setting meetings will occur annually by October 15. Goals and plans developed during the goal-setting meeting will be documented in the Goal-Setting Form.The Goal-Setting Form will identify a goal and start to develop the Plan and Do components of the PDSA action research model and identify the single-point competency linked to the goal.

For educators in the second year of a two-year goal, the goal-setting meeting serves as an opportunity to review plans and make adjustments for the upcoming year.

Examples of Goals

Leader - High leverage goals are based on professional practice standards and are transferable across roles, disciplines and positions and aligned to a strategic focus. They address strategies for development of human capital (people), instruction (knowledge and skills), and organizational management that transcend schools. (Grissom et al., 2021).

Teacher - High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus (i.e. vision of the graduate, school and district improvement plan, and/or strategic plan). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).

Multiple Measures of Learning

Multiple measures of educator learning, growth, and achievement should be selected and mutually agreed upon during the goal-setting process. As part of the goal-setting process, the educator will identify, with the evaluator, the multiple pieces of evidence aligned to the high-level instructional indicator, and the corresponding single-point competency, that will be provided throughout the year as part of the feedback process. Measures should be adjusted and be appropriate per the role of the teacher (teacher, counselor, instructional coach, etc.) or leader (assistant superintendent, director, principal, assistant principal, instructional supervisor, etc.) in the process.

The chart below identifies possible sources of evidence for teachers and leaders.

Possible sources of evidence for teachers	Possible sources of evidence for leaders
- Required feedback visits - Artifacts of student learning aligned to high-leverage indicator focus - Lesson plan(s) and/or teacher-created learning materials - Reflection on peer observations - Collaborative meeting agendas/minutes - Observational teacher evidence - Notes from professional learning - Quantitative information about time, teacher practice, student participation,	- Required feedback visits and evidence - Required evidence of learner performance aligned to high-leverage indicator focus - Student learning data (formative and summative) - Collaborative meeting agendas, minutes, observations - Artifacts from Equity Team, Restorative/Safe School Climate Committee, Leadership Team,

resource use, classroom environment, frequency of meetings/communications, etc.

- Teacher self-reflection
- Student learning artifacts
- Common formative/summative assessments
- Student work samples/portfolios
- Student/stakeholder surveys
- Mastery-based demonstrations of academic achievement
- Observational data: students' words, actions, interactions
- Rubrics & scores
- Curriculum-based assessments
- Interim or benchmark assessments
- Student self-reflection
- Communications and/or collaboration with parents, colleagues, community
- Shared resources reflective of communication/collaboration (e.g., meeting minutes, jointly developed learning materials, etc.)
- Tiered intervention plans
- Pre/post data
- Progress monitoring data
- Student evaluations/reports
- Student success plans
- PPT/504 and parent meeting preparation
- Other artifacts/sources

Attendance Team, etc.

- School or district improvement plan
- Curriculum & guides
- Lesson plans
- Faculty meeting agendas, minutes, observations
- Teacher formative/curriculum based assessments
- Leadership team agendas, minutes, observations
- Professional learning plan & professional learning sessions
- Professional learning survey or feedback
- Discipline data
- Observation of students and behaviors (cafeteria, halls, unstructured areas, etc.)
- Observations of faculty
- Social media
- Climate survey - student, staff and parents/caregivers
- Participation in parent meetings or school events
- Records of safety drills & training
- Artifacts from collaboration with police, fire and other stakeholders
- Procedure manuals
- Communication with parents and families
- Other artifacts/sources

Action Research

Action research will occur during Trimesters/Phases 1 and 2, with the option for teachers to continue in Trimester 3 as agreed upon by the teacher and evaluator. Timelines and plans for each stage of action research will be discussed at the goal-setting and planning meeting, and reviewed and adjusted as necessary at the end of each trimester/phase.

The Plan-Do-Study-Act (PDSA) cycle, a systematic process to facilitate continuous improvement, will structure the action research pillar. The cycle includes four iterative steps. The following questions support reflection, planning, and action at each step:
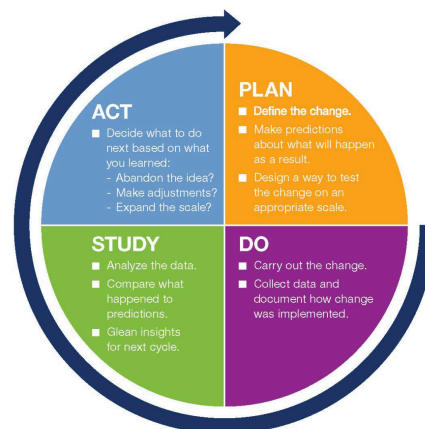
Plan: *Define the change.*

- What student skill/attribute are you trying to improve? Why?
- How does this align with district and school goals and the Vision of the Graduate?
- Which high-leverage indicator will you use as the focus for your improvement strategy?
  - Learning environment
  - Engagement
  - Feedback
- What will you do to improve your performance in this area?
- How will you work with colleagues, students, and families to enhance learning and support your improvement process?
- How will you know that student learning has improved?

Do: *Implement the change.*

- What are you doing? What are your learners doing?
- What evidence (multiple sources) will you collect?

Study: *Analyze the outcome(s).*

- What did the evidence/data say? What was the impact of your implementation?
- What are the successes?
- What are areas for continued improvement/growth?
- What did you learn through this process?

Act: *Decide what to do next.*

- Based on your reflection, what are your next steps? What will you continue, adjust, or do differently?
- What new learning will you engage in next?
- How will your work extend beyond this action?

Professional Learning

All aspects of the Professional Learning, Growth and Evaluation Model are supported with professional learning aligned with educator goals. Educators are encouraged to consider the diverse opportunities for learning available to them, and to continually reflect on the impact of their learning in relation to their goals. In addition to engaging in action research, professional learning for educators could include:

- individual learning
  - reading professional literature
  - attending a professional workshop/conference
- collaborative learning
  - data review in data team meetings
  - student work analysis in PLC or content meetings
  - curriculum-based learning in grade-level or department meetings
- building-based learning
  - learning on SIP focus areas during staff meetings
  - learning on SIP focus areas during early-release days
- district-based learning
  - learning during district professional learning days
  - district-level committee engagement

Educator Reflection

Educator reflection is central to the Professional Learning, Growth and Evaluation Model. Educators will reflect regularly on the learning they engage in, the multiple sources of evidence they collect, and the feedback they receive from evaluators, peers, stakeholders, or other sources, as relevant to their goals during the action research process. Through this reflection, educators consider questions such as:

- What did I observe or learn, or what feedback did I receive?
- How does this impact, affirm, extend, challenge, or change my thinking?

What new knowledge can I construct?
- How could this new knowledge impact my practice? How could this impact student learning?
- How will I use this new knowledge? What are my next steps?
- What do I need to explore or consider further?

Educator reflections will be recorded in a [Trimester/Phase 1 or 2 Summary](#) form. For teachers, if action research extends into Trimester 3, additional reflections will be recorded for Trimester 3. Reflections will be shared with teachers at the end of Trimesters 1 and 2, and if applicable, Trimester 3.

Evaluator Feedback, Feedback Visits, & Evaluation Criteria

There are multiple opportunities throughout the action research process for educators to receive focused feedback, tied to their high-leverage goal, from evaluators to identify strengths and areas for growth. All educators are assigned a primary evaluator who holds an 092 or 093 certification. Educators can receive evaluative feedback from any evaluator in the district, even if they are not their primary evaluator.

Within the context of the action research, evaluators will engage in feedback visits, providing written and verbal feedback that supports educator growth in relation to identified goals. Written feedback by the evaluator will be provided in the [Feedback Observation Form](#).

Each educator will have a minimum of two feedback visits during the action research process, with each visit followed by in-person and written feedback. Feedback visits for teachers must be a minimum of 10 minutes. Feedback visits for leaders must be a minimum of 20 minutes.

- It is recommended that educators new to the profession or the district have more than two feedback visits.
- For teachers, it is recommended that one feedback visit occurs in a setting with students and one feedback visit occurs in a professional setting without students (e.g., collaborative meeting, professional learning session).
- For leaders, it is recommended that one feedback visit occurs with stakeholders and one feedback visit occurs in a professional setting with peers.

It is recommended that one feedback visit typically occurs early in the action research process to support the educator's goal setting. Another feedback visit may take place at mid-year or the end of the year to observe for evidence of improvement as a result of reflection and growth within the action research cycle. Feedback visits may be scheduled or unscheduled.

Evaluators may schedule and conduct additional feedback visits to provide feedback as needed to support the educator's professional learning and growth process, and they may provide additional support and feedback as needed throughout the educator's action research.

Evaluation criteria for teachers will be based on high-leverage indicators from the CCT Effective Teaching Rubric (2017) and CCT Rubric for Effective Service Delivery (2017) that align with the teacher goal. Evaluation criteria for leaders will be based on high-leverage indicators from the Professional Standards for Educational Leaders Rubric (2015) that align with the leader goal.

Single-point competencies, a description of a standard of behavior or performance that is framed as a single set of desired outcomes, will be used to focus discussion and feedback rather than using the entire rubric; exceptions are noted below. Single-point competencies are developed from the approved rubrics. The use of single-point competencies will:

- Articulate clear, research-based expectations tied to standards.

- Promote deeper, more focused reflection on practice.

- Establish a clear vision of effective practice that focuses on continuous growth and not a final rating/score.

The Wethersfield PDEEC has approved the following indicators:

Teacher - Classroom Adapted from the CCT Rubric for Effective Teaching (2017)	Teacher with a Caseload or Teacher Leader Adapted from the CCT Rubric For Effective Service Delivery (2017) (special education teachers, school counselors, social workers, psychologists, speech and	Leader *Adapted from the Professional Standards for Educational Leaders Rubric (PSEL, 2015)*

	language pathologists)	
1a. Positive learning environment 3b. Cognitive engagement for active learning 3c. Feedback and assessment for active learning	1a. Positive learning environment within service delivery 3b. Cognitive engagement within service delivery 3c. Feedback and assessment within service delivery	4. Curriculum, instruction & assessment 6. Professional Capacity of School Personnel 7. Professional Community for Teachers and Staff

Full rubrics may be used at any time to develop feedback and support reflection as needed when an educator demonstrates the need for feedback and reflection beyond the initial goal and single-point competency.

In-person *and* written feedback must be given within 10 school days of the feedback visit; this timeframe may be extended by 5 additional school days upon mutual agreement of the evaluator and educator. This feedback will align with the single-point competency that directly supports the goal of the educator.

The in-person feedback meeting (post-conference) will focus on promoting educator self-reflection in relation to the single-point competency and the educator's growth toward the goal.

There is a slight difference in the focus of feedback visits:

Teacher	Leader
Opportunities for discussion linking student growth and development with feedback visits of practice and performance.	Opportunities for discussion linking organizational growth and development with feedback visits of practice and performance.

Feedback from Peers and Stakeholders

Additional sources of evidence to inform educator reflection and growth may include feedback from, and collaboration with, colleagues and other stakeholders throughout the action research process. Educators are encouraged to share resources, strategies, and outcomes with colleagues and to engage in peer feedback visits and collaborative reflection in support of their goals. Feedback collected from peers through these processes may be recorded on the Trimester/Phase Summary Form by the educator, along with a reflection on that feedback.

Likewise, feedback collected from other stakeholders, including students and families, that is relevant to the goals of an educator may be recorded on the Trimester/Phase Summary Form along with a reflection on that feedback. This may include surveys that solicit feedback from stakeholders.

Trimester/Phase 1 Summary & Collaboration Meeting

By the end of Trimester/Phase 1, each educator will individually meet with their evaluator. The purpose of this collaboration meeting is to synthesize, share, and discuss progress in the action research cycle, new professional learning, and reflections on next steps or adjustments to the action research cycle. This meeting also serves as the former mid-year meeting.

In preparation for this meeting, the educator will prepare a written summary of learning, reflection, and growth for the trimester/phase in the Trimester/Phase 1 Summary Form. More than a list of actions, this summary will be a reflection on questions such as:

1. What new learning has occurred?
2. How has my instructional/leadership practice changed as a result of my learning?
3. How has student performance/learning improved as a result of changes in my practice?
4. What will I do next to continue my learning and growth?
5. What multiple sources of evidence should I collect going forward?
6. Am I on track to meet the End of Year Criteria for Success?

The educator will share multiple sources of evidence to support this reflection and will review this evidence with the evaluator at the Trimester/Phase 1 collaboration meeting.

Trimester/Phase 2 Summary & Collaboration Meeting

Note: Trimester 2/3 Collaboration meetings refer to the Teacher timeline

Phase 2 Collaboration meetings refer to the Leader timeline

By the end of Trimester/Phase 2, each educator will individually meet with their evaluator. The purpose of this collaboration meeting is to synthesize, share, and discuss further progress in the action research cycle, additional professional learning, and new reflections on growth and next steps. For educators completing the action research cycle in Trimester/Phase 2, this collaboration meeting also serves as the end-of-year meeting.

Prior to this meeting, the educator will prepare a written summary of learning, reflection, and growth for the trimester/phase in the Trimester/Phase 2 Summary Form, building on the progress from Trimester/Phase 1. The educator will consider multiple sources of evidence to support this reflection, as identified at the goal-setting meeting, and will review this evidence with the evaluator at the Trimester/Phase 1 meeting.

During the Trimester/Phase 2 collaboration meeting, the educator and evaluator reflect holistically on the work, learning, and growth that occurred during the action research process, aligned to the relevant single-point competency and the End of Year Criteria for Success found in the End of Year Form. Evidence documented within the teacher's Trimester/Phase 1 & 2 Summary Form (and, for teachers, Trimester 3, if applicable) is referenced in the conversation to support evidence-based reflection.

To plan for the conversation, educators should:

- Ensure all action research evidence and reflection is documented on the Trimester/Phase Summary Forms.

- Reflect on the action research cycle experience (e.g., What *did you learn? How did you change your practice? How did student outcomes improve? What will you do next?)*

- Be ready to share/add further evidence if deepened reflections/learning emerge.

To plan for the conversation, evaluators will:

- Reflect on action research evidence and feedback, including areas of strength/growth.

- Review the End of Year Criteria for Success (see below) and the variety of possible sources of evidence that may align.

- Revisit the teacher's Trimester/Phase Summary Forms.

- Use the Trimester/Phase 1 & Trimester/Phase 2 sample questions to develop potential questions to guide the Trimester/Phase 2 collaborative meeting.

For teachers, if the End-of-Year Criteria for Success have not been met during Trimester/Phase 2, Trimester 3 will be used to continue the action research model, reflect, and collect multiple sources of evidence. During the Trimester/Phase 2 collaborative meeting, the evaluator informs the educator of any immediate needed next steps and identifies any support that may be necessary (e.g., revise evidence and schedule a follow up). Should there be a discrepancy in the determination of whether the action research extends into Trimester 3, the evaluator will make the final determination.

Action research, reflection, feedback visits, and evidence collection may also be extended to Trimester 3 for a teacher who was not in attendance for Trimester 1 and 2 due to approved leave, absences, or hire date.

Trimester 3 Summary & Collaboration Meeting (If Applicable)

For teachers whose action research extends into Trimester 3, a Trimester 3 collaboration meeting will be held individually with the evaluator. This meeting also serves as the end-of-year meeting. In preparation for this meeting, the educator will prepare a written summary of learning, reflection, and growth for the trimester in the Trimester 3 Summary Form, building on the summaries from Trimesters 1 and 2.

End of Year Criteria for Success

Throughout the year the educator will engage in the following actions, reflection, learning and change of practice to demonstrate success.

Successful completion of goal and action research includes:
❒ The educator shares their determination regarding whether or not the criteria below have been successfully met. Should there be a discrepancy in the determination of whether the teacher or leader has successfully met or has not met the Criteria for Success, the evaluator will make the final determination.
❒ Mutually agreed upon goal was developed.

❐ Evidence of an action research process that reflects professional learning and growth.

❐ Multiple sources of documented evidence, reflection, and growth aligned to the goal.

❐ Participation in feedback visits and conversations, as required.

❐ Educator self-reflection and self-assessment aligned to the goal is evident in the written Trimester/Phase 1 Summary (mid-year) and Trimester/Phase 2 Summary (end-of-year) and in-person meetings (and, for teachers, Trimester 3 Summary if required by evaluator).

1. Development of New Learning: What new learning has occurred?
❐ The educator has included multiple sources of evidence, *including observational and student learning evidence*, aligned to a high-leverage indicator focus area as part of their reflections and analysis throughout the action research/trimester/phase.   ❐ The educator has connected their analysis of multiple sources of evidence to specific reflections about their own practice and the new learning it has generated throughout the action research/trimester/phase.

2. Impact on Practice: How has my instructional/leadership practice changed?
❐ The educator has applied the knowledge/skills gained from feedback and new learning acquired through the action research/trimester/phase to change/improve professional practice aligned to the selected high-leverage indicator focus area.

3. Impact on Students/Learners: How has student performance/learning improved as a result of the changes in my practice?
❐ The educator has demonstrated through the use of specific examples/evidence, that they have positively impacted* learner performance aligned to the selected high-leverage indicator/goal.   *If there is no evidence that learner performance has improved, the educator has articulated a theory/rationale as to why and has plans for additional feedback/learning and/or an additional action research cycle if needed.

End of Year Summary

A written [End-of-Year Summary Form](#) is generated by the evaluator after the action research process concludes, the minimum number of feedback visits has been completed, and the Trimester/Phase 2 (or, for teachers, Trimester 3) collaborative meeting has been held. The purpose of this summary is to support holistic reflection and feedback aligned to the teacher's or leader's goals and the relevant single-point competency.

Multiple and varied indicators and sources of evidence, including those identified in the goal-setting meeting, must be considered in the End of Year Summary. Sources of evidence to inform the End of Year Summary may include:

- Student learning outcomes relevant to the educator goals

- Educator reflections throughout the action research cycle

- Evaluator and peer feedback visits

- Collaboration with colleagues

- Evidence of planning

- Feedback from colleagues, students, families

- Other artifacts of teaching and learning

Ensuring Fairness, Accuracy, and Calibration to Deepen Learning: Evaluator Training

All evaluators are expected to complete training on the Professional Learning, Growth and Evaluation model.   The purpose of training is to provide evaluators of educators with the tools, support, and community necessary to use the action research process to foster meaningful professional learning, feedback, and growth in high-leverage areas that results in improved practice and outcomes for each learner.

Training will support evaluators in learning to:

- Explain the vision, process, timeline and action research process

- Use deep understanding of high-leverage practices aligned to CCT standards to support goal setting, feedback, and improved learning aligned to high-leverage indicators.

- Use the action research framework and multiple measures/evidences to provide focused and effective feedback for improved practice and outcomes.

- Use effective feedback strategies to support educator reflection

Administrators new to Wethersfield Public Schools must complete a training session and at least 2 calibration activities with trained administrators.

Differentiation - Multi Tiered Levels of Support

Educators and leaders should receive ongoing feedback. Below are some examples of differentiated supports that can be responsive to educator needs. While the chart below provides some examples of support, they are not intended to be only inclusive of that tier or phase and should be selected and modified to meet the individual needs. An educator displaying a pattern of insufficient growth and/or reflection or resistance to growth-oriented feedback will lead to advancing levels of support. An evaluator has the authority to determine the tiered support for an educator based on evidence.

The evaluator will inform the teacher both verbally and in writing that a teacher/leader is moving from tier 1 to tier 2 or 3. The educator shall have union representation at all meetings in which concerns over his/her job performance are discussed. A teacher/leader must advance through each tier with evidence of documentation at each tier.   Educators on tier 2 or higher will also be expected to complete the tier 1 action research model evaluation process that all other teachers/leaders are completing.

Tier 1 & 2 Supports are part of the ongoing continuous growth cycle for educators. They recognize that differentiated support is needed for staff depending on their years of experience, change in grade/role, years in Wethersfield Public Schools, and their individual skill sets.

Supports may include but are not limited to those found in the chart below:

	Teacher	Leader
Tier 1 All Educators	● Professional Collaboration (internal	● Professional collaboration (internal

	and external) ● Professional learning both during school day and out of school day ● Mentoring/coaching (including TEAM mentor) ● Data team meetings/Professional Learning communities (PLCs) ● Book Study ● School/District Committees ● New Teacher Orientation ● TEAM support process ● Grade level or department collaboratives ● Collaboration with support team staff ● Observation(s) with full CCT rubric	and external) ● Professional learning both during school day and out of school day ● Mentoring/coaching ● Book Study ● School/District Committees ● Grade-level leadership meetings (elementary/secondary)
Tier 2	Increased frequency and duration of Tier 1 supports ● Feedback on daily lesson plans ● Communication logs ● Coaching on data to drive instruction ● Increased	Increased frequency and duration of Tier 1 supports ● Ongoing feedback and coaching on school improvement strategies and implementation ● Informal observations with entire rubric and written

	feedback visits ● Informal observations with entire rubric and written feedback ● Formal observations with preconference and post conference	feedback
Tier 3 - Awareness Phase	Increased frequency and duration of Tier 1 & 2 supports Included in specific plan development targeted to identified areas	Increased frequency and duration of Tier 1 & 2 supports Included in specific plan development targeted to identified areas
Supervised Assistance - A. Structured Assistance	Included in specific plan development targeted to identified areas	Included in specific plan development targeted to identified areas
Supervised Assistance - B. Intensive Assistance	Included in specific plan development targeted to identified areas	Included in specific plan development targeted to identified areas

Educators in need of support on Tier 3 awareness phase and other supervised assistance tracks must complete the requirements of this evaluation plan, in addition to specific plan requirements.

Tiered Support System Definitions

As part of the tiered support system, an evaluator may deem an educator in need of feedback on additional indicators from the full rubric (not the single-point competency). They may engage in the following types of observations, identified by the evaluator. It is at the discretion of the evaluator to add additional observations for each educator based on school and staff needs and in accordance with the state Guidelines for Educator Evaluation.

Teacher - Formal Observations: Scheduled observations that last a minimum of 30 minutes and are followed by a post-observation conference, which includes verbal and written feedback. Formal observations for non-classroom teachers can be conducted in appropriate settings with student(s). Teachers may be asked to submit a pre-observation form or lesson plans for a Formal Observation.

Teacher - Informal Observations: Non-scheduled or scheduled observations that last a minimum of 10 minutes and are followed by written and verbal feedback. Informal observations can take place in class or in non-classroom settings.

Settings for Informal and Formal Observations may include, but are not limited to:

- planning meetings
- data team meetings
- planning and placement team meetings
- observations of coaching/mentoring other teachers
- classroom observations

Teacher - Review of Practice: The evaluation and support model aims to provide teachers with comprehensive feedback on their practice, as defined by the approved rubrics. Therefore, 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 or other teaching artifacts
- call logs or notes from parent-teacher meetings
- reviews of attendance records from professional learning or school-based
- school activities/events
- discussion of rubric component(s)

Leader - Site Visit: Scheduled or unscheduled observations that last a minimum of 30 minutes and are followed by a post-observation conference, which includes verbal and written feedback. Feedback would be aligned with the PSEL rubric and targeted areas of growth identified in the Tier 3 Awareness Phase and other supervised assistance tracks, if a plan has been developed.

Tier 3 - Awareness Phase

The evaluator makes the educator aware of a pattern of insufficient growth and/or reflection or resistance to growth-oriented feedback. The evaluator will share the specific perceived areas of concern related to performance expectations. Expectations are defined by the Standards and Criteria identified in the Wethersfield Public Schools Educator Professional Learning, Growth and Evaluation Plan in addition to the Code of Professional Responsibility for Teachers or Administrators.

The evaluator will inform the teacher both verbally and in writing of the concern and schedule a meeting to develop a plan of action. The educator shall have union representation at all meetings in which concerns over his/her job performance are discussed.

The evaluator will contact the administrator responsible for Human Resources or the Central Office Designee with the identified area(s) of concern related to performance expectations. The administrator responsible for Human Resources or Central Office Designee will set up a meeting to review the area(s) of concern and plan of action involving:

- Staff Member
- Union representation
- Evaluator(s)
- Administrator responsible for Human Resources or Central Office Designee
- Other parties, as necessary

A mutually agreed upon plan will include a statement of the areas(s) of concern, resources available, and a timeline for review (Appendix A). This documentation will be forwarded to the personnel file, the evaluator and the staff member. The timeline for the Awareness Phase will be up to 30 school days, with the understanding that the evaluator may place the staff member into Structured Assistance Phase prior to the completion of the 30 day cycle if he or she deems it appropriate.

Upon review of the progress made towards correcting the area(s) of concern, the evaluator will make one of the following recommendations and forward documentation to the personnel file:

A. Area(s) of concern resolved. Staff member is removed from the Awareness Phase

<div align="center">or</div>

B. Progress is evident but areas of concern not resolved. Staff member maintains status in the Awareness Phase for up to an additional 30 days.

<div align="center">or</div>

C. Area(s) of concern not resolved. Staff member moved to the Structured Assistance Phase.

The Supervised Assistance Track (Corrective Support Plan)

The Supervised Assistance Track is intended to further assist the educator who is having difficulty consistently demonstrating competence. This program consists of two distinct phases. The phases are the Structured Assistance and the Intensive Assistance Phase. The aim of both phases is to assist the educator in improving job performance in the identified area(s) of concern. Each of the phases includes sufficient opportunities for the staff member to obtain assistance from peers and administrators, and at any point, the administrator responsible for Human Resources can be accessed by the staff member to ensure that due process rights are being met. The teacher may choose to discuss the situation with a representative of the collective bargaining unit.   The educator has a right to union and/or other legal representation at all meetings in which concerns over his/her job performance are discussed.

Teachers on the Supervised Assistance Track will also be expected to complete their goal setting meeting, mid-year reflection discussion and end of year discussion. The Supervised Assistance Track will complement their action research and provide supplemental support to those areas in need of growth and improvement.

Structured Assistance

The staff member will receive verbal and written notification when being moved into Structured Assistance. The timeline for Structured Assistance will be up to 30 school days. Such notification is copied to the individual's personnel file.

1. A plan of action will be developed and include: (Appendix B)

    A.   Identification of what must be accomplished.

B. Strategies for resolution of the areas of concern and the level and type of assistance to be provided.

C. Indicators of success.

D. A timeline for meeting performance expectations.

2. The evaluator will contact the administrator responsible for Human Resources or Central Office Designee. The administrator responsible for Human Resources or Central Office Designee will set up a meeting to review the area(s) of concern and plan of action involving:
    ● Staff Member
    ● Union representation
    ● Evaluator(s)
    ● Administrator responsible for Human Resources or Central Office Designee
    ● Other parties, as necessary

3. The staff member may select a peer coach from their colleagues. This peer will have the opportunity to accept/decline the coaching assignment. The primary role of the peer coach is to assist the staff member. The peer coach will have no role in the evaluation process.

4. All feedback from the evaluator to the staff member throughout Structured Assistance shall be documented. Multiple meetings will be scheduled to assess progress and are suggested to occur around days 10, 20, 30 of the plan. The staff member will provide the evaluator with necessary documentation and evidence of performance improvement as agreed upon in (Appendix B). (Records, data collected, including teacher observation reports, portfolio, peer coaching meetings, etc.) A second evaluator may be assigned to the staff member upon consultation between the staff member and/or evaluator and the administrator responsible for Human Resources or Central Office Designee.

5. The evaluator will review the materials and upon review of progress toward correcting the areas of concern, the evaluator will make one of the following

recommendations and forward documentation to the personnel file and staff member:

A. Areas of concern resolved. Staff member is removed from the Structured Assistance and returned to the Tier 1 evaluation model.

B. Staff member is making progress but has not yet addressed all concerns/needs. Staff member remains in Structured Assistance for a one-time extension not to exceed 30 days.

C. Area(s) of concern not resolved. Staff member moved to Intensive Assistance.

Intensive Assistance

Intensive Assistance is a program designed to further provide a staff member with the help necessary to meet the requirements of his or her position. Only staff members who are currently in Structured Assistance and who have not made sufficient progress as delineated in the Structured Assistance Plan will be placed in Intensive Assistance. In special cases a staff member may be placed directly in Intensive Assistance.

1. Intensive Assistance begins with oral and written notice to the staff member that a meeting will be held to discuss the staff member's performance.

2. The evaluator will contact the administrator responsible for Human Resources or Central Office Designee. The administrator responsible for Human Resources or Central Office Designee will set up a meeting to review the identified areas of concern and plan of action involving:
   - Staff member
   - Union representation
   - Evaluator(s)
   - Administrator responsible for Human Resources or Central Office Designee
   - Other parties, as necessary

The purpose of the meeting is to:

- clearly describe the concerns previously expressed by the designated evaluator and to design a plan for intervention (Appendix C)
- clarify the specific steps of the plan
- articulate the consequences of the teacher's performance for either continuance or dismissal

3. After consultation with the evaluatee, the designated evaluator(s) will provide in writing the following information:
   a. A statement of the objective(s) to be accomplished with the expected level(s) of performance
   b. A statement defining the amount and kind of assistance and the frequency of observations and conferences, which will be approximately one per school week
   c. A timeline not to exceed forty-five (45) school days

4. The staff member may select a peer coach from his/her colleagues, or a mentor may be assigned to the staff member. The primary role of the peer coach is to assist the teacher. The peer coach will have no role in the evaluation process.

5. A meeting to review progress will also be scheduled for around day 25 of the plan. When the 45 day timeline has expired, the designated evaluator will complete the Intensive Assistance Evaluation Report, (Appendix C) which includes the job status decision.

6. This decision may result in a return to the Tier 1 evaluation model, the continuation in Intensive Assistance, generally not to exceed another forty-five (45) days, or a recommendation to the Superintendent that contract termination proceedings be initiated in accordance with Section 10-151, Connecticut General Statue.

7. Teachers assigned to Intensive Assistance are fully protected by the right of due process, as set forth in the Teacher Tenure Act, Connecticut General Statute Section 10-151, and by the right of appeal in the evaluation program as set forth below.

Dismissal Process

The intent of the above procedure is to provide a teacher with support and guidance to enable him or her to meet the performance standards of the Wethersfield Public Schools. This section, however, does not preclude the Board of Education from taking disciplinary action against a teacher (including termination) if he or she is not performing satisfactorily after being placed on Supervised Assistance or otherwise as set forth in the Teacher Tenure Act.

In those cases where a teacher's performance and/or actions do not meet the performance standard of the Wethersfield Public Schools, the following dismissal procedures will be initiated:

A.   The primary evaluator's dismissal recommendation will be forwarded to the Superintendent of Schools.
B. The administrator responsible for Human Resources or Central Office Designee will meet with the teacher and his/her union representative to counsel the educator of their option to resign from employment with the Wethersfield Board of Education.
C.   If the teacher agrees to resign, employment is terminated.
D.   If the teacher does not resign, the Administration proceeds with the dismissal process according to the Teacher Tenure Act.

Dispute Resolution Process

The purpose of the dispute resolution process is to secure, at the lowest level, equitable solutions to problems or disagreements related to the implementation of this plan. The dispute resolution process is an inherent right in the evaluation process and is available to every participant at any point in the evaluation process. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation process when resources available at the building level are not sufficient. Regardless of the level of appeal, the staff member has the right to submit a written rebuttal that will be placed in his/her personnel file at any time. Effort will be made to comply with all suggested timelines noted throughout this process. However, scheduling issues for one or more parties may exist and the timeline may need to be reasonably adjusted in order to accommodate all parties. In such situations, all parties

will be informed of any necessary timeline changes.

In the following process, failure to comply with the stated timelines may result in the cessation of the process.

Step 1 - Discussion with teacher and evaluator regarding disagreement.

Most disagreements are expected to be resolved informally between the two parties. The evaluator and evaluatee meet to discuss any concerns and attempt to resolve the dispute together within fifteen (15) school days of written feedback/goal setting. If agreement cannot be reached, either party may contact the Human Resources Administrator in writing, and as described in Step 2 of this process.

Step 2 - Notify Human Resources Administrator.

Within five (5) school days of the Step 1 meeting, the concerned staff member notifies the Human Resources Administrator in writing of the need to schedule a mediated discussion. When notifying Human Resources, use the following format:

Dispute Resolution Informal Mediation Request
Email/written documentation indicating the following: Following an informal meeting on *(Date)* with my *(evaluator/evaluatee)*, we were unable to come to a mutual agreement regarding our concerns. I am writing this to proceed to the Step 3 Mediation Meeting of the Dispute Resolution Process.

The Human Resources Administrator will notify all parties involved upon receipt of the request for mediation.

Step 3 - Mediation

The Human Resources Administrator schedules a meeting to occur within ten (10) school days from receipt of the written Step 2 request. In order to mediate the dispute, the meeting includes the following parties in an attempt to resolve the issue informally and at the building level:

- an alternate evaluator (evaluator B) to meet with the two parties (evaluator and evaluatee)
- a union representative
- Human Resources Administrator

At the conclusion of the meeting, all parties will be informed of possible next steps by the alternate evaluator (evaluator B):

- Acceptance and continuation of the evaluation cycle.

- Continuation of the process by either party in the dispute resolution process within the established guidelines.

The alternate evaluator (evaluator B) will summarize the decision to all parties in writing within five school days following the conclusion of the mediated session. Any questions regarding this decision should be addressed with the Human Resources Administrator.

Step 4 - Notify Human Resources Administrator, in writing, of a need to designate an appeal panel.

If the mediation is unsuccessful, either party may continue the process by sending a written notification or email to the Human Resources Administrator within five (5) school days following receipt of evaluator B's written Step 3 decision.

The communication should use a format similar to the format introduced in Step 2.

Upon receipt of the request for the process to move to an appeal panel, the Human Resources Administrator notifies all parties involved about the request to move to Step 5, the formal appeal panel. The parties may prepare a written statement, up to a single page, and should prepare to present their position to the panel in no more than 10 minutes in the Step 5 meeting. Any supporting documentation or evidence shall be submitted with the written statement. It is required that the written statement and supporting documentation be submitted to the Human Resources Administrator at least 3 days prior to the Step 5 meeting so that those documents may be shared by the Human Resources Administrator with all parties to the process prior to the appeal panel meeting.

Step 5 - Formal Appeal Panel

Within five (5) school days of receipt of a notice of appeal, the Human Resources Administrator designates an appeal panel composed of:

A.   Second alternate evaluator (evaluator C)

B.   Human Resources Administrator

C.   Teacher union president or designee

The evaluatee and original evaluator(s) (A) are in attendance to present their positions to the panel. Evaluator B does not participate in this meeting. Evaluator B's written statement from the Step 3 mediated session will be shared with the appeal panel.

At least two (2) school days prior to the appeal panel meeting, the Human Resources Administrator provides copies of all related documentation - including any written statements and supporting documentation provided by the evaluatee and elevator as noted in Step 4 - to the members of the formal appeal panel.

Within ten (10) school days of the designation of the appeal panel, a hearing is held.

Once the Human Resources Administrator begins the Formal Appeal Panel meeting, the evaluator(s) (A) and evaluatee present their position in up to 10 minutes each.

The panel may then ask procedural and factual questions of the evaluatee and evaluator(s) (A) for clarification purposes. Once any questions have been asked and answered, the panel meets in closed session to discuss and come to a

decision.

The panel (evaluator C, Human Resources Administrator, and teacher union president or designee) renders a decision to the Human Resources Administrator.

Within ten (10) school days of the hearing, the Human Resources Administrator renders and disseminates the written decision to all parties through a letter or read/receipt email.

Step 6 - Notify the Superintendent of the need to meet.

Within five (5) school days of receipt of the written panel decision, the staff member who wishes to further appeal provides a written request to the Superintendent of Schools to review the panel's decision. The communication should use a format similar to the format used in Step 2 and 4. The Human Resources Administrator shall be included on this correspondence to the Superintendent.

The Human Resources Administrator will provide all materials created and submitted in Steps 4 and 5 of the dispute resolution process to the Superintendent for review.

The Superintendent notifies all parties involved upon receipt of the request for mediation.

Step 7 - Appeal to the Superintendent.

Within ten (10) school days of the receipt of the request, the Superintendent and all parties (evaluator, evaluatee, Human Resources Administrator, union representative(s)) convene to mediate the disagreement.

Similar to the Step 5 meeting, both parties will be afforded up to 10 minutes to present their positions to the Superintendent. The Superintendent may then ask procedural and factual questions of the evaluatee and evaluator(s) (A) for clarification purposes.

Within five (5) school days of the meeting, and if resolution of the disagreement was not reached in the meeting with the Superintendent, the Superintendent of Schools renders a binding decision to be placed in the personnel file of the evaluatee. Additionally, the Superintendent's binding decision will be provided to the evaluatee, evaluator, Human Resources Administrator, and all union representatives participating in the Step 7 meeting.

Any claims that the district has failed to follow the established procedures of the educator evaluation and support program shall be subject to the grievance procedures set forth in the current collective bargaining agreement between the Wethersfield Board of Education and the Wethersfield Federation of Teachers or the Wethersfield School Administrators Association.

If the dispute resolution process has not concluded by August 1, the current educator evaluation documents shall be finalized as-is. Any revision to those documents that may result in a continuation of the dispute resolution process after August 1 shall be documented in writing and added to the evaluatee's personnel file as an amendment to their permanent employment record.

Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before June first of each year; and

2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

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

Professional Development and Educator Evaluation Committee (PDEEC)

This committee shall be chaired by the Assistant Superintendent/Director of Curriculum & Instruction.

[PDEEC Committee Membership](#)

- Assistant Superintendent/Director Curriculum & Instruction - Chair
- Superintendent
- Director of Human Resources
- Special Education Administrator
- 2 Instructional Supervisors for Curriculum
- 7 Teachers Assigned by WFT - representing various grades/departments
- 3 Administrators Assigned by WASA - Representing Elementary, Middle School and High School
- Paraprofessional
- 1-2 Board of Education Members

[PDEEC Ad Hoc Committees](#)

Ad Hoc Working Committees can be formed for large projects, such as the revision of educator evaluation. Each committee will have no more than 6 committee members. Teacher and Leader members will be recommended by the respective bargaining unit and are members of the PDEEC committee.

[PDEEC Decision Making Process](#)

- PDEEC will vote on final decisions. If there is not a clear consensus they will use the [Gradients of Agreement Protocol](#) recommended by the ESS Council, or another consensus protocol that would be mutually agreed upon by the Chair, WFT President and WASA President.
- Quorum for a meeting will be at least 50% of the committee membership and 50% of the WFT and WASA membership must be in attendance. The meeting would be canceled if quorum is not reached.

Appendix A - Tier 3 Awareness Phase Plan

Wethersfield Public Schools Tier 3 Awareness Phase

Staff Member:

School Year:

Evaluator(s):

Grade or Subject:

Date of Evaluation Conference:

School:

1. Identification of area(s) of concern in need of improvement:

2. Remediation Plan: (strategies for resolution of the area(s) of concern, including teacher responsibilities and assistance provided by administration and other identified resources)

3. Date to review Remediation Plan (up to 30 school days):

4. Staff Member Comments:

 The signature of the teacher below indicates that the Awareness Phase plan was discussed and reviewed with the teacher by the evaluator or appropriate designee. The teacher acknowledges that he/she has been advised of his/her performance status.

Employee Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Tier 3 Awareness Phase- Recommendation Status

To be completed by the evaluator at the conclusion of the awareness phase plan.

_____ 1. Area(s) of concern resolved, staff member removed from Awareness Phase.

_____ 2. Progress is evident but area(s) of concern not resolved. Teacher maintains status in the Awareness Phase for up to an additional 30 days.

_____ 3. Area(s) of concern /need not resolved. Staff member moved to the Structured Assistance Phase.

Signature: Designated Evaluator: _____

Signature: Second Evaluator: _____

Signature: Human Resources Director: _____

EMPLOYEE ACKNOWLEDGEMENT:

I acknowledge that the information contained in this Awareness Phase plan was discussed and reviewed with me by my evaluator or appropriate designee. By signing, I indicate that I have been advised of my performance status. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my evaluator to put my comment(s), if any, in writing.

Employee Signature:_____ Date:_____

Employee Comments:

Copy: Evaluator, Staff Member, Program Supervisor, Principal, Personnel File

Appendix B: Supervised Assistance: Structured Assistance Phase

Wethersfield Public Schools Supervised Assistance - Structured Assistance Phase

Staff Member:	**School Year:**
Evaluator:	**Grade or Subject:**
Date of Evaluation Conference:	**School:**

1. Identification of area(s) of concern in need of improvement:

2. Remediation Plan: (strategies for resolution of the area(s) of concern, including teacher responsibilities and assistance provided by administration and other identified resources)

3. Indicators of Success: (CCT standards, observable/measurable data, teacher evaluation rubric, etc.)

4. Date to review Remediation Plan (up to 30 school days): _____

5. Staff Member Comments:

The signature of the teacher below indicates that the Structured Assistance plan was discussed and reviewed with the teacher by the evaluator or appropriate designee. The teacher acknowledges that he/she has been advised of his/her performance status.

Employee Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Wethersfield Public Schools Supervised Assistance - Structured Assistance Phase

Recommendation Status

To Be Completed by the evaluator at the conclusion of the Structured Assistance Phase Plan.

_____ 1. Area(s) of concern resolved, staff member removed from Structured Assistance

_____ 2. Progress is evident but area(s) of concern not resolved. Teacher maintains status in Structured Assistance for one-time extension not to exceed an additional 30 days.

_____ 3. Area(s) of concern not resolved. Staff member moved to the Intensive Assistance Phase.

Signature: Designated Evaluator: _____ Date: _____

EMPLOYEE ACKNOWLEDGEMENT:

I acknowledge that the information contained in this Structured Assistance Phase plan was discussed and reviewed with me by my evaluator or appropriate designee. By signing, I indicate that I have been advised of my performance status. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my evaluator to put my comment(s), if any, in writing.

Employee Signature: _____ Date: _____

Copy: Evaluator, Staff Member, Program Supervisor, Principal, Personnel File

Appendix C: Structured Assistance - Intensive Assistance Phase

Wethersfield Public Schools Structured Assistance: Intensive Assistance Phase

Plan of Action

Staff Member: School Year:

Date: School:

Grade or Subject:

Designated Evaluator: Second Evaluator:

Identification of area(s) of concern in need of improvement:

1. Goal:

2. Process Objective:

3. Remediation plan: (strategies for resolution of the area(s) of concern, including teacher responsibilities and assistance provided by administration and other identified resources)

4. Timeline for achieving specific expected outcome(s)

5. Identification of area(s) of concern in need of improvement:

6. Goal:

7. Process Objective:

8. Remediation plan: (strategies for resolution of the area(s) of concern, including teacher responsibilities and assistance provided by administration and other identified resources)

9. Timeline for achieving specific expected outcome(s):

10. Identification of area(s) of concern in need of improvement:

Signature of staff member and administrator documenting that a discussion of areas of concern has occurred, a plan of action for remediation has been developed, and a date to review the effectiveness of the plan of action has been established.

Staff Member Signature _____

Designated Evaluator(s) _____

To be completed by the evaluator at the conclusion of the above plan.

____ 1. Area(s) of concern resolved, staff member removed from Intensive Assistance.

____ 2. Area(s) of concern requires additional attention. Staff member is assigned a 45 day extension on Intensive Assistance.

____ 3. Area(s) of concern not resolved. Staff member recommended for dismissal in accordance with the provisions of Connecticut General Statute, Section 10-151.

Primary Evaluator: _____

Second Evaluator:_____

Human Resources Director: _____

EMPLOYEE ACKNOWLEDGEMENT:

 I acknowledge that the information contained in this Intensive Assistance plan was discussed and reviewed with me by my evaluator or appropriate designee. By signing, I indicate that I have been advised of my performance status. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my evaluator to put my comment(s), if any, in writing.

Employee Signature:_____   Date: _____

Employee Comments:

 Copy: Evaluator(s), Staff Member, Program Supervisor, Principal, Personnel File

Established Procedures

If the district has failed to follow the established procedures of the evaluation and support program, it shall be subject to the grievance procedures set forth by the current collective bargaining agreement between the local or regional board of education and the relevant bargaining unit.