



West  
Hartford  
Public  
Schools

*Clear Paths. Bright Futures. No Limits.*

A grayscale photograph of a classroom. A teacher in a yellow shirt is smiling and pointing at a whiteboard. Several students in the foreground have their hands raised, indicating an interactive lesson. The image is overlaid with a semi-transparent blue rectangle containing the title text.

# teacher

EVALUATION & DEVELOPMENT  
& PROGRAM

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*Clear Paths. Bright Futures. No Limits.*

July 1, 2018

Dear West Hartford Educators,

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

The key element, I believe, in all successful evaluation instruments, is the reflective process that leads to discussions about what we are doing, how we are teaching, and the degree to which our students are meeting success. It is imperative that we are honest with each other in our efforts to improve our performance. Teaching is incredibly nuanced and difficult work, and the more that we share with each other about our practice, the more we learn from each other and the better off our students will be. Our children deserve the very best, and our community demands it.

Every child in West Hartford deserves to experience great teaching and learning—in every classroom, in every school, every single day. I am so proud to work within a system of committed, inspiring, and determined educators. When we all collaborate in analyzing results, reflecting on our practice, honestly discussing what is helping our students, and where we can grow as professionals, we all benefit. I believe that this plan will continue, and accentuate, our long tradition of educator excellence. Thank you for your commitment to our profession, and our children.

Sincerely,  
Tom Moore Superintendent of Schools

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# INTRODUCTION

## Vision and Purpose of Teacher Evaluation

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

Mirrored after Connecticut's SEED model, West Hartford's Teacher Evaluation and Development Program satisfies the Connecticut Guidelines for Educator Evaluation (Core Requirements), which were initially adopted by the Performance Evaluation Advisory Council (PEAC) in June 2012 and revised in February 2014 and again April 2017 in response to feedback from various stakeholder groups.

## Guiding Principles of the Teacher Evaluation and Development Process

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

- **Vision for Best Instructional Practice** – West Hartford's frameworks for instructional practice and service delivery are grounded in a student-centered approach that supports and develops independence and student responsibility for learning. Evaluation of practice considers not only teacher actions but the students' role in the learning, and gauges the impact of instructional strategies and decisions on student learning outcomes.
- **Consider multiple standards-based measures of performance** – West Hartford's model for teacher evaluation defines four components of teacher effectiveness: student growth and development, teacher performance and practice, parent feedback, and whole-school student learning indicators or student feedback.
- **Emphasize growth over time** – West Hartford's focus on continuous improvement is a key driver in the teacher evaluation process. The evaluation of a teacher's performance with regard to professional practice and student outcomes should reflect improvement from an established

starting point. Attaining high levels of performance and/or maintaining high results are critical aspects of a teacher's work, therefore a rigorous and aspirational goal-setting process in this model encourages a cycle of continuous improvement over time.

- **Promote both professional judgment and consistency** - Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances of how teachers and leaders interact with one another and with students. Synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools.
- **Foster dialogue about student learning** - The West Hartford Teacher Evaluation and Development Program is designed to show that of equal importance to getting better results is the professional conversation that takes place between a teacher and his/her evaluator. It is expected that dialogue in this model will occur frequently and focus on what students are learning and what administrators can do to support teaching and learning.
- **Encourage aligned professional learning, coaching and feedback to support growth** -All teachers, novice and veteran educators alike, deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. The West Hartford Teacher Evaluation and Development Program recognizes that student learning is a shared responsibility among teachers, administrators and district leaders, and expects teachers and administrators to develop goals and objectives in a way that supports overall school improvement.
- **Alignment to the Model of Continuous Improvement** - West Hartford's Model of Continuous Improvement is a concrete representation our district vision and strategy for improvement. The West Hartford Teacher Evaluation and Development Program is the process by which we design and carry out teacher development, support, and evaluation. Designed to support continuous and ongoing teacher growth and development that is driven by data collection, analysis, teaching, collaboration, and reflection, this process also aligns with the district vision, mission, and Board of Education goals. The work of improvement is an ongoing and continuous process over the life of a teacher's career.



# TEACHER EVALUATION PROCESS OVERVIEW

## Teacher Evaluation and Support Framework

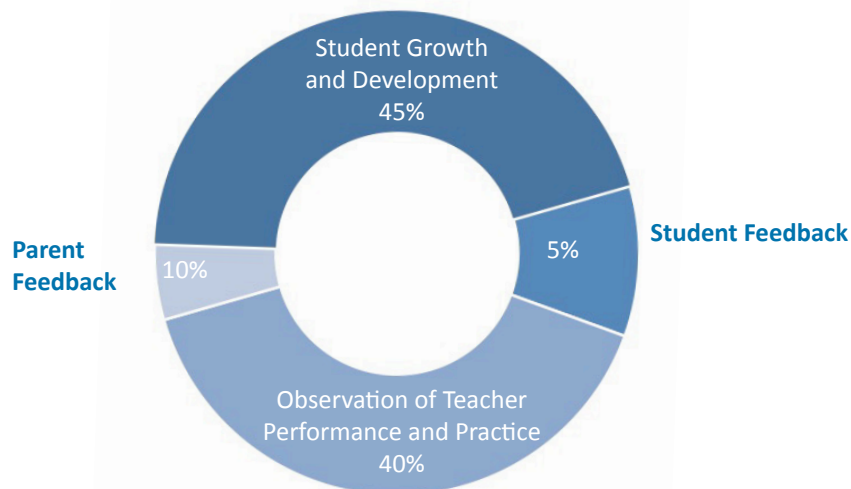
The West Hartford Teacher Evaluation and Development Program relies on multiple measures to provide an accurate and comprehensive picture of teacher performance. Teachers are evaluated across the two major categories of Teacher Practice and Student Outcomes that are broken into two components each.

**1. Teacher Practice:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:

- **Observation of Teacher Performance and Practice (40%)** as defined within the West Hartford Instructional Framework
- **Parent Feedback (10%)** on teacher practice as measured by surveys

**2. Student Outcomes:** An evaluation of teachers’ contributions to student academic progress at the school and classroom level. This category is comprised of two components:

- **Student Growth and Development (45%)** as determined by the teacher’s Student Learning Objectives (SLOs) and associated Indicators of Academic Growth and Development (IAGDs)
- **Student Feedback (5%)** as measured by surveys



Scores from each of the four components will be combined to produce a summative performance rating designation of Exemplary, Effective, Developing or Below Standard. The performance levels are defined as:

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

### Process and Timeline

In alignment with the SEED model, the annual evaluation process between a teacher and an evaluator (i.e., principal or designee) in West Hartford is anchored by three conferences, which guide the process at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals, and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.



### Goal-Setting and Planning

**Timeframe is September-October; Target is October 15, must be completed by October 30.**

**1. Orientation on Process** – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher professional learning objectives (PLOs) and Student Learning Objectives (SLOs).

**2. Teacher Reflection and Goal-Setting** – The teacher examines student data, prior year evaluation and survey results, and the West Hartford Instructional Framework or SESS Framework to draft two or more professional learning objectives, one or more SLOs (depending upon the availability of multiple indicators of academic growth) for the school year. PLOs should reflect priorities from parent and student feedback as well as teacher practice focus areas. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

**3. Goal-Setting Conference\*** – The evaluator and teacher meet to discuss the teacher’s proposed objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed focus area(s), goals and objectives if they do not meet approval criteria. *(\*Important Note: The CT Guidelines for Educator Evaluation require that each teacher and his or her evaluator mutually agree on the goals and indicators of academic growth and development. Therefore, approval serves as a confirmation that mutual agreement has been reached.)*

## Mid-Year Conference Check-In

**Timeframe is January - February; Target is February 15, must be completed by March 1.**

**1. Reflection and Evidence Collection** – The teacher and evaluator collect and reflect on evidence available to date about the teacher’s practice and student learning in preparation for the conference.

**2. Mid-Year Conference** – The evaluator and teacher complete at least one mid-year conference during which they review evidence related to the teacher’s PLOs and progress towards SLOs and other goals. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information on indicators of the Instructional Framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of IAGDs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her focus area. A Mid-Year Conference Discussion Guide is available to assist evaluators in conducting the conference on the SEED website at [http://www.connecticutseed.org/wp-content/uploads/2013/10/Mid-Year\\_Conference\\_Discussion\\_Guide\\_for\\_Evaluators\\_of\\_Teachers.pdf](http://www.connecticutseed.org/wp-content/uploads/2013/10/Mid-Year_Conference_Discussion_Guide_for_Evaluators_of_Teachers.pdf)

## End-of-Year Summative Review

**Timeframe is May-June; must be completed by last day of school. All processes close June 30.**

**1. Teacher Self-Assessment** – The teacher reviews all information and data collected during the year and completes a self-assessment of progress with PLOs, SLOs and performance related to all indicators within the Framework for review by the evaluator. This self- assessment should focus on the areas for development established in the Goal- Setting Conference.

**2. End-of-Year Conference** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings, including teacher reflections. Following the conference, the evaluator assigns a summative rating

and generates a summary report of the evaluation before the end of the school year and before June 30.

**3. Scoring** – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings once the end-of-year conference has taken place. The component ratings are combined to calculate scores for Teacher Practice and Student Outcomes. These scores generate the final, summative rating. If additional data become available after June 30, the evaluator may adjust the summative rating if the data would significantly change the final rating. Such revisions should take place before September 15.

### Complementary Observers

The primary evaluator for most teachers will be the school principal at the elementary level, and the school principal, assistant principal, or department supervisor at the secondary level. This individual will be responsible for the overall evaluation process, including assigning summative ratings. At any level, complementary observers may be assigned to assist the primary evaluator with the observation process.

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

Primary evaluators will have sole responsibility for assigning final summative ratings. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations.

### Evaluator Calibration

To ensure accuracy and fairness with the evaluation and support process, all administrators responsible for the evaluation of teachers in West Hartford will participate in ongoing calibration. Through this collaborative process, administrators engage in practice and proficiency exercises to deepen their understanding of evaluation criteria, define proficient teaching, collect, sort and analyze evidence across a continuum of performance indicators, engage in coaching scenarios, and develop and deliver formative and summative feedback to the teachers they evaluate. This calibration process is an essential step toward ensuring that West Hartford's teacher evaluation system produces accurate, consistent, fair, and reliable results for all teachers.

## Evaluation-Informed Professional Learning

Evaluation of the professional skills of all teachers is key to helping teachers maximize their performance in the classroom. Hence, professional development is closely tied to teacher evaluation. The two go hand in hand to set a structure within which teachers examine their classroom performance and ability to meet the diverse and changing needs of their students. After identifying areas for growth, teachers actively participate in a wide range of professional development activities designed to improve classroom performance and ultimately student learning.

Throughout the process of implementing West Hartford's Teacher Evaluation and Development Program, in mutual agreement with their evaluators, all teachers will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with professional learning opportunities. Connecticut Standards for Professional Learning and Connecticut's definition of professional learning can be found at: <https://portal.ct.gov/SDE/Evaluation-and-Support/Professional-Learning/Documents>

## Non-Tenure Teacher Review Process

Recruitment and retention of high quality teachers is a priority in West Hartford. We strive to develop our teachers by providing substantial, ongoing professional development and support. This includes teacher induction and orientation workshops; trained mentors; study groups and courses during our weekly early release Curriculum and Staff Improvement (CSI) sessions; and training for mentors. Equally important is ensuring that evaluators and supervisors have on-going training to provide optimal support to teachers.

The district Non-Tenure Review process is a means of ensuring teacher quality and support. During late January through early March a Central Office team that includes the Executive and Assistant Directors of Human Resources, the Superintendent, Assistant Superintendent for Administration, and Assistant Superintendent for Curriculum, Instruction, and Assessment visits each of our schools to discuss the progress and performance of every non-tenured teacher. During these reviews the building principal is present, along with any complementary observers. The evaluator presents a summary of the teacher's strengths and areas for improvement. The Central Office team reviews the teacher's file and asks relevant questions related to the teacher's instructional practice, levels of content area expertise, ability to analyze data and student work,

response to feedback and coaching, ability to form relationships with students, families, and colleagues, communication, collaboration, professionalism, personal reflection and self-assessment aligned with the evaluation frameworks. Special attention is paid to the teacher's reflection and goal-setting, performance on formal and informal observations, and level of reflection and self-assessment on required teacher evaluation tasks. In-depth dialogue occurs among members to determine if additional resources or strategies are necessary to support the teacher's development.

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

## Teacher Assistance and Remediation

The West Hartford Public Schools' Teacher Evaluation and Development Program aims to provide an evaluatee with the focused support necessary to meet the requirements of his or her position. If a teacher's overall performance is rated as Developing or Below Standard, it signals the need for some level of focused support and development. The teacher and the evaluator, along with a bargaining unit representative, will design a remediation plan that includes appropriate stages or levels of support and identifies certified district personnel who will provide assistance to the teacher during this process. Support may include any or all of the following, depending upon the level of need demonstrated by the individual teacher's performance:

**a. Structured support** – short-term structured support that is intended to address a specific area of concern that is identified in its early stage during the school year.

**b. Special Assistance** – in-depth support provided to an educator who has earned a rating of developing or below standard the previous year and/or has already received structured support in a particular area. This support is intended to assist an educator who is having difficulty consistently demonstrating effectiveness.

**c. Intensive assistance** – intensive support provided when an educator does not meet the goals of the Special Assistance Action Plan. The support outlined on the Action Plan is intended to build the teacher's competency.

## Definition of Effectiveness and Ineffectiveness

The West Hartford Public Schools' Teacher Evaluation and Development Program follows the State model in defining teacher effectiveness based on a pattern of annual summative ratings. A teacher shall generally be deemed *ineffective* if he or she receives one of the following:

- at least two sequential Developing ratings (ratings of 2); or
- one *Below Standard* rating (a rating of 1) at any time.

When a **non-tenured teacher** is determined to be ineffective, the teacher may be placed in the Teacher Assistance Plan, or the teacher's employment may be terminated through non-renewal or termination.

When a **tenured teacher** is determined to be ineffective, that teacher shall be placed in the Teacher Assistance Plan.

## Action Plans for Improvement and Remediation

After consultation with the evaluatee and his or her bargaining representative, the designated evaluator will provide, in writing, to the evaluatee the following information:

- A statement of the objective(s) to be accomplished with the expected level of performance. The objective(s) should be aligned with the West Hartford Instructional or SESS Framework;
- A statement defining the amount and kind of targeted assistance to be provided, including the frequency of observations and feedback conferences (generally no fewer than one per school week), specialized professional development, collegial and administrative assistance, and other specialized resources;
- A timeline not to exceed 45 school days that includes dates for interim and final reviews. Days of absence for either evaluator or evaluatee may be added to extend the timeline.
- Indicators of success including a rating of effective or better at the conclusion of the improvement and remediation period.

When the timeline has expired, the designated evaluator will complete the Teacher Assistance Evaluation Report, which includes the job status decision. The job status decision shall be made on the basis of teacher observation and practice as defined in the West Hartford Instructional or SESS Framework.

- If the designated evaluator determines that the teacher consistently demonstrates effective practice at the end of 45 days, the teacher will move out of the Teacher Assistance Plan and back to his/her normal evaluation cycle.

- If the designated evaluator determines that the teacher does not demonstrate effective practice at the end of 45 days, the decision may result in either the teacher remaining in teacher assistance, NOT to exceed another 45 days, or a recommendation to the Superintendent that contract termination proceedings be initiated in accordance with Section 10-151, Connecticut Education laws.

For a teacher who remained in teacher assistance for an additional 45-day period, the designated evaluator will complete the Teacher Assistance Evaluation Report at the conclusion of the additional timeline which includes the job status decision.

- If the designated evaluator determines that the teacher's practice is consistently effective at the end of the extended period (not to exceed 45 days), the teacher will move out of the Teacher Assistance Plan and back to his/her normal evaluation cycle.
- If the designated evaluator determines that the teacher's practice is not effective at the end of the extended period, the evaluator shall make a recommendation to the Superintendent that contract termination proceedings be initiated in accordance with Section 10-151, Connecticut Education laws.

The following charts outline the process and options described above.



When a <b>non-tenured teacher</b> is determined to be ineffective...	When a <b>tenured teacher</b> is determined to be ineffective...
<ul style="list-style-type: none"> <li>the teacher may be placed in the Teacher Assistance Plan <b>or</b></li> <li>the teacher’s employment may be terminated through nonrenewal or termination.</li> </ul>	<ul style="list-style-type: none"> <li>the teacher shall be placed in the Teacher Assistance Plan.</li> </ul>

If, after a period of 45 days, the designated evaluator determines that a teacher’s practice is consistently:	<b>Tenured</b>	<b>Non-tenured</b>
<b>Effective...</b>	the teacher will move out of the Teacher Assistance Plan and <b>back to their normal evaluation cycle.</b>	the teacher will move out of the Teacher Assistance Plan and <b>back to their normal evaluation cycle.</b>
<b>Ineffective...</b>	the teacher <b>may remain in teacher assistance</b> , NOT to exceed another 45 days, <b>or</b> the evaluator will recommend to the Superintendent that <b>contract termination proceedings</b> be initiated for the teacher in accordance with Section 10-151, Connecticut Education laws.	the evaluator will recommend to the Superintendent that <b>contract termination proceedings</b> be initiated for the teacher in accordance with Section 10-151, Connecticut Education laws.
If, after an <u>extended 45-day period</u> , the designated evaluator determines that the teacher’s practice is:		
<b>Effective...</b>	the teacher will move out of the Teacher Assistance Plan and <b>back to his/her normal evaluation cycle</b>	
<b>Ineffective...</b>	a recommendation will be made to the Superintendent that <b>contract termination proceedings</b> be initiated in accordance with Section 10-151, Connecticut Education laws.	

Teachers assigned to the Teacher Assistance Plan are fully protected by the right of appeal as set forth in the evaluation program, and, for a claim that there was a violation of the procedures of the evaluation program, by the grievance process.

## Dispute Resolution Procedure

The right of appeal is a required element in the evaluation process and is available to every participant. The appeal procedure is designed to facilitate the resolution of disputes when an evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, the professional development plan, or the final summative rating.

- To initiate an appeal, either party must submit **Appeal Worksheet I** to the Professional Learning and Evaluation Committee (PLEC) through Human Resources. Within three (3) school days of receipt of the appeal, a member of PLEC will send copies of the appeal to the other party.
- Using **Appeal Worksheet II**, PLEC will promptly schedule a joint meeting of the parties involved, generally within seven (7) school days of the original receipt of the appeal. When an appeal is brought to PLEC, the following will occur:
  1. An Appeal Committee, consisting of three (3) PLEC members (one of which will be the Superintendent or his/her designee) with one appointed as chairperson, will meet with both parties simultaneously.
  2. The parties will present their concerns, talking with each other only through the committee chair.
  3. When the committee is satisfied that they have sufficient information, they will recess to formulate a recommendation.
- When the Appeal Committee has reached consensus, the chairperson will prepare the written recommendation on **Appeal Worksheet III** which will be delivered to both parties by the committee chair within three (3) school days.
- If the Appeal Committee cannot reach consensus within the time limits set forth above, the decision on the appeal shall be made by the Superintendent.

The decision of the Appeals Committee (or the Superintendent) shall be final, except when the dispute involves an allegation that there has been a violation of the procedures of the evaluation program and the recommendation of the Appeal Committee (or the Superintendent) is not acceptable to the teacher. In such case, the teacher may initiate a Type B Grievance, utilizing either Alternative I or Alternative II. (Consult the current Agreement between the West Hartford Board of Education and the West Hartford Education Association/West Hartford Administrators' Association for details).

Given the need for prompt resolution of disputes and completion of the evaluation process, however, the decision of the Appeals Committee (or the Superintendent) shall be implemented, and the teacher's evaluation shall be subject to review upon completion of the grievance procedure.

## Career Development and Growth

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

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

## TEACHER PRACTICE

### Component 1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice component is a comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify strong practice, to identify teacher development needs and to tailor support to meet those needs.

#### West Hartford Instructional Framework

The West Hartford Instructional Framework is the core document within the evaluation system and is the rubric used to provide the criteria by which a teacher's performance can be directly measured. The indicators of teaching practice outlined in the rubric have been developed by West Hartford teachers and represent the collective values and beliefs about high quality teaching and learning within the educational community, contributing to a mutual understanding among stakeholders of those practices that are most essential for improving student learning and preparing students to be college and career ready. The WHPS Instructional Framework is closely aligned with the CCT Rubric for Effective Teaching 2017 and the CT Core of Teaching. Teaching practice is described across four focus areas of Classroom Environment, Planning for Active Learning, Instructional Practice for Active Learning, and Professional Responsibilities. The full framework can be accessed through this link [http://www.whps.org/uploaded/Human\\_Resources/WHPS\\_IF.pdf](http://www.whps.org/uploaded/Human_Resources/WHPS_IF.pdf)

#### Student and Educator Support Specialist (SESS) Framework

In accordance with the Connecticut Guidelines for Educator Evaluation, West Hartford has developed a specialized matrix for evaluating Student and Educator Support Specialists based on the *Core Requirements for the Evaluation of Student and Educator Support Specialists and the CCT Rubric for Effective Service Delivery 2017*. This framework is used in the evaluation of school counselors, school psychologists, speech and language pathologists, school social workers, special education resource teachers, curriculum specialists, reading specialists, and other groups in a service provider role as determined by the PLEC. The full framework can be accessed through this link [http://www.whps.org/uploaded/Human\\_Resources/SESS\\_Rubric.pdf](http://www.whps.org/uploaded/Human_Resources/SESS_Rubric.pdf)

WHPS INSTRUCTIONAL FRAMEWORK AT A GLANCE	
<i>Evidence Generally Collected Through In-Class Observations</i>	<i>Evidence Generally Collected Through Non-classroom Observations</i>
<b>Focus Area 1 Classroom Environment</b>	<b>Focus Area 2 Planning for Active Learning</b>
<p>1a. Teacher creates, models, and promotes an atmosphere of respect, responsibility, and safety for all that is conducive to learning.</p> <p>1b. Teacher maximizes time spent on learning by effectively managing routines and transitions that promote engagement and active participation by all students.</p>	<p>2a. Teacher plans instructional content that is aligned with standards, builds on students' prior knowledge and assessment results, and provides an appropriate level of challenge for all students.</p> <p>2b. Teacher plans instruction to cognitively engage all students in the content.</p> <p>2c. Teacher plans appropriate assessment strategies to monitor student progress.</p>
<b>Focus Area 3 Instructional Practice for Active Learning</b>	<b>Focus Area 4 Professional Responsibilities</b>
<p>3a. Teacher sets and communicates clear and rigorous expectations for implementing instructional content.</p> <p>3b. Teacher employs a variety of strategies to actively engage and enable all students to construct meaning and apply new learning.</p> <p>3c. Teacher monitors student learning, provides feedback, allows for self- assessment, adjusts instruction.</p>	<p>4a. Teacher is reflective and engages in professional growth that is continuous, collaborative, and purposeful.</p> <p>4b. Teacher engages families to promote positive home-school relationships, communicates effectively and exhibits sensitivity and respect for cultural, social, economic and learning diversity.</p> <p>4c. Teacher conducts self as a professional in accordance with establish district policy and the <i>CT Code of Professional Responsibility for Teachers</i>.</p>

## WHPS STUDENT AND EDUCATOR SUPPORT (SESS) FRAMEWORK AT A GLANCE

<i>Evidence Generally Collected Through Observations of Service Delivery</i>	<i>Evidence Generally Collected Through Non-classroom Observations</i>
<b>Focus Area 1</b> <b>Learning Environment, Student Engagement, and Commitment to Learning</b>	<b>Focus Area 2</b> <b>Planning for Active Learning</b>
<p>1a. Teacher promotes a positive learning environment that is respectful and equitable.</p> <p>1b. Teacher promotes developmentally appropriate standards of behavior that support a productive learning environment for all stakeholders.</p> <p>1c. Teacher maximizes service delivery by effectively managing routines and transitions</p>	<p>2a. Teacher plans prevention or intervention is aligned with standards, builds on students' prior knowledge, and provides an appropriate level of challenge for all stakeholders.</p> <p>2b. Teacher plans prevention/intervention to actively engage all stakeholders in the content.</p> <p>2c. Teacher selects appropriate assessment strategies to monitor stakeholder progress.</p>
<b>Focus Area 3</b> <b>Service Delivery for Active Learning</b>	<b>Focus Area 4</b> <b>Professional Responsibilities and Leadership</b>
<p>3a. Teacher implements service delivery for learning.</p> <p>3b. Teacher leads stakeholders to construct meaning and apply new learning through the use of a variety of differentiated and evidenced-based learning strategies.</p> <p>3c. Teacher assesses student learning, provides feedback to stakeholders, and adjusts service delivery.</p>	<p>4a. Teacher is reflective and engages in continuous, collaborative and purposeful professional learning to impact service delivery and stakeholders.</p> <p>4b. Teacher collaborates to develop and sustain a professional learning to support student learning.</p> <p>4c. Teacher works with colleagues, students and families to develop and sustain a positive school/district climate that supports stakeholder learning.</p>

## Professional Learning Objectives

Each teacher will annually develop, through consultation and mutual agreement with their evaluator, two Professional Learning Objectives for the year. These objectives should highlight performance and practice focus areas directly aligned to indicators of the Instructional Framework, reflect district and school priorities, and be informed by results of parent and student surveys. One objective may be a parent goal related to a targeted area of school improvement identified through survey results. Goals selected should a) represent growth areas for the teacher; b) have a direct link to student achievement; and c) have improvement targets that are ambitious and attainable.

## Observation Process

Direct classroom observations, when accompanied by specific, evidence-based feedback delivered in a timely manner, provide teachers with valuable opportunities to develop and reach their full potential. West Hartford's Teacher Evaluation and Development Program provides all teachers with multiple opportunities to be observed formally and informally and receive both verbal and written feedback about their practice. The processes associated with the direct observation of classroom practice are designed in accordance with CT's Guidelines for Educator Evaluation and vary for our non-tenured and tenured teachers as well as for high-performing and low-performing tenured teachers.

Our plan provides for a combination of announced and unannounced observations in order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback. For purposes of calibration, formal and informal observations are defined as follows:

- **Formal** - Observations that last at least 45 minutes, or a single instructional period, and are preceded by a pre-conference (if announced), are always followed by a post-observation conference, and are followed by timely verbal and written feedback.
- **Informal** - Observations that last at least 10 minutes, are unannounced, and are followed by timely written feedback, and verbal feedback when possible.
- **Non-classroom Observations/Reviews of Practice** – Observations of aspects of practice other than in-class teaching, include but are not limited to observations of planning, data team or PLC meetings, participation in Collaborative Inquiry Teams, observations of coaching or mentoring other teachers, observations of concerts, special programs or culminating activities for which the teacher was responsible for producing, facilitation of professional development experiences with colleagues, parent conferences, PPTs, reviews of student work, lesson/unit plans and assessments, or other teaching artifacts, call logs or notes from parent-teacher meetings, and attendance records from professional learning or

school-based activities/events.

***Please Note:*** *Reviewing lesson plans in a pre-conference, prior to a scheduled observation, generally provides evidence for the planning domain and is considered a part of the formal observation process. It does not serve as a separate observation or review of practice.*

All observations must be followed by written feedback provided in a timely manner. For purposes of clarity and consistency, “timely” is defined by this plan as within **three** work days.

All non-tenured teachers follow the same process, regardless of their rating or years of experience teaching. Upon achieving tenure, teachers are assigned to one of three observation cycles – A, B or C. Each year, on a rotating basis, one of the three cycles is designated as the “Formal” Observation cycle.

Each year, teachers are assigned to an evaluation process based on two factors: (1) their tenure level and (2) their performance level. The table that follows outlines the requirements of the different processes that are in place for the various categories of teachers in our district.

Teacher Process	WHPS Observation Requirements
<b>Non-Tenured Teachers –</b> all performance levels	At least 3 <b>in-class</b> formal observations – 1 of which is unannounced, and all of which include a post-conference;  At least 2 <b>in-class <u>unannounced</u></b> informal observations – one prior to September 30.
<b>Tenured Teachers –</b> <b>Formal observation cycle</b>	At least 1 in-class formal observation which includes a pre-conference and post-conference; At least 1 review of practice, documented in writing.
<b>Tenured Teachers –</b> <b>Informal observation cycle</b>	At least 3 <b>in-class <u>informal</u></b> observations; At least 1 review of practice, documented in writing.
<b>Tenured Teachers –</b> <b>Special Assistance</b> <b>(Rating of Developing or Below</b> <b>Standard regardless of the cycle)</b>	At least 3 <b>in-class</b> formal observations – 1 of which is unannounced, and all of which include an post-conference;  At least 2 <b>in-class <u>unannounced</u></b> informal observations – one prior to September 30.



**Pre-conferences** are a required component of the formal observation process. Pre-conferences are a valuable opportunity for teachers and evaluators to establish the context for the lesson, discuss important information about the students being observed, set expectations for the observation process and provide the evidence for Focus Area 2 - Planning for Active Learning.

Pre-conferences are **required** for:

- two of the three required formal observations for non-tenured teachers and
- one required formal observation for tenured teachers in the formal observation cycle.

For each scheduled formal observation, the teacher should complete and submit all pre-observation paperwork to their administrator **prior** to the pre-observation conference.

**Post-conferences** provide an opportunity for reflecting on the observation against the West Hartford Instructional Framework and for generating action steps that will lead to the teacher's improvement. A post-conference is a required step following every formal observation, whether announced or unannounced. Following each formal observation, the teacher should reflect on the lesson in writing and complete and submit this post-observation reflection paperwork to their administrator prior to the post-conference.

A good post-conference:

- Begins with an opportunity for the teacher to share his/her reflections on the lesson;
- Cites objective evidence about the teacher's successes, what improvements will be made, and where future observations may focus;
- Connects evidence to performance indicators in the Instructional or SESS Framework;
- Connects teacher and student actions to identify the impact of instructional decisions on student learning;
- Involves both written and verbal feedback from the evaluator; and
- Occurs in a timely manner.

For additional guidelines regarding feedback, please see the SEED document.

### **Observation Scoring**

During observations, evaluators should take evidence-based notes of teaching and learning, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator aligns the evidence with the appropriate indicator(s) on the West Hartford Instructional Framework and then determines which performance level the evidence supports for each indicator.

## Teacher Performance and Practice Scoring (40%)

At the end of the year, primary evaluators will complete a holistic review of all evidence collected to determine an overall rating of teacher performance and practice across all focus areas of the WHPS Instructional or SESS Framework. Evaluators holistically review evidence collected through observations, interactions and reviews of practice (e.g., team meetings, conferences, etc.) and use professional judgment to determine a rating on each indicator of the framework. An Excel spreadsheet is used to catalog and accurately weight the ratings for each focus area as follows to derive total performance and practice score for each teacher:

- Classroom Environment – 25%
- Planning for Active Learning – 20%
- Instructional Practice for Active Learning – 40%
- Professional Responsibilities – 15%

Primary evaluators will discuss this rating with teachers during the end-of-year conference.

Evaluators may also follow this process in advance of the mid-year conference to discuss with teachers their formative progress related to the Teacher Performance and Practice rating.

The total Performance and Practice score obtained above contributes 40% to a teacher's overall summative rating for the year.

## Evidence Collection that Supports a Holistic Evaluation Process

The West Hartford Teacher Evaluation and Development Program is a holistic evaluation. As such, evidence is collected about all aspects of a teacher's practice. Classroom observations generally provide the most evidence for Focus Areas 1 and 3 of the West Hartford Instructional and SESS Frameworks. Non-classroom observations/reviews of practice generally provide the most evidence for Focus Areas 2 and 4 of the West Hartford Instructional and SESS Frameworks. Pre-and post-conferences provide the opportunity for discussion of all four focus areas, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Because the West Hartford Teacher Evaluation and Development Program aims to provide teachers with comprehensive feedback on their practice as defined by the four focus areas of West Hartford Instructional or SESS Framework, all interactions with teachers that are relevant to their instructional practice/service delivery and professional conduct may contribute to their performance evaluations. When information collected outside of formal or informal observations significantly influences the overall scoring of a teacher's performance, written feedback will be provided detailing the evidence and the impact it has on the teacher's overall summative evaluation.

## Component 2: Parent Feedback (10%)

The West Hartford Teacher Evaluation and Development Program includes parent feedback in the evaluation of its teachers. Feedback collected from parents is used to determine the remaining portion of the Teacher Performance and Practice rating and constitutes 10% of a teacher's overall summative rating.

### Parent Survey Guidelines

Parent surveys are conducted and scored at the whole-school level as opposed to the teacher level. Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys must be confidential, and survey responses should not be tied to parents' names. Parent surveys will be administered every spring and trends analyzed from year to year.

### Arriving at a Parent Feedback Rating

The process for determining the parent feedback rating includes the following steps:

1. The school conducts a whole-school parent survey in the spring of each year.
2. Prior to the start of each school year, administrators and teachers review spring survey results and determine several school-level parent goals based on the survey feedback. Ideally, this goal-setting process would occur between the evaluator and teachers (possibly during faculty meetings) in August or September so agreement can be reached on two to three improvement goals for the entire school.
3. Evaluator and teacher review progress with parent engagement efforts at mid-year conferences;
4. Evaluator determines an aggregate rating for the school and assigns all teachers this rating based on four performance levels.

An important part of the evaluator's job is to ensure that the teacher goals are related to the overall school improvement parent goals, and that improvement targets are aligned, ambitious and attainable.

Parent feedback will be aggregated and reviewed during the End-of-Year meetings wherein evaluators will determine the degree to which the targets set at the beginning of the year were met.

Based on the aggregate progress across the school, the evaluator will assign a rating to all teachers and record the rating on page 2 of the summative spreadsheet and in the corresponding portion of each teacher's electronic Summative Evaluation form (Form I). Parent survey results are rated as follows:

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Did Not Meet Goal	Partially Met Goal	Met Goal	Exceeded Goal

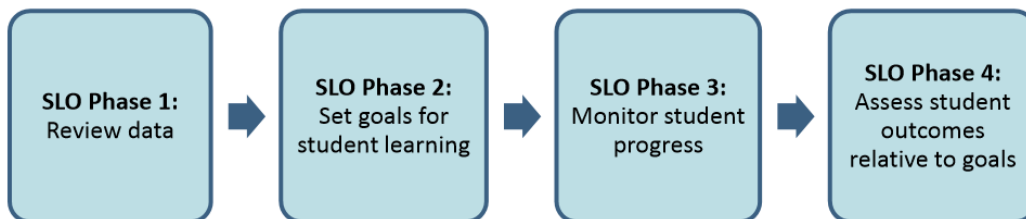
# STUDENT OUTCOMES

## Component 3: Student Growth and Development (45%)

### Overview of Student Learning Objectives (SLOs)

SLOs are carefully planned, long-term academic objectives that reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are written as broad goal statements for student learning that identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students’ results.

SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student mastery or progress. Indicators should be aspirational in nature, reflecting high expectations for student growth that will realize greater improvement in student performance. Because each teacher’s students differ, it is imperative that teachers and evaluators take into account each teacher’s assignment, students, and context when setting SLOs and IAGDs. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator with a minimum of 2 IAGDs resulting from the objectives set for the year. The steps in the SLO process are outlined and described below.



### PHASE 1: Review the Data

The process of developing SLOs begins with reviewing district initiatives and key priorities, school/district improvement plans and the building administrator’s goals. Once teachers know their class rosters, they should examine multiple sources of data about their students’ performance to identify an area(s) of need. Documenting the “baseline” data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching. Examples of data to be used in developing an SLO include but are not limited to the following:

- Initial performance on writing samples, student interest surveys, pre-assessments, etc.
- Results from standardized and non-standardized assessments
- Report cards from previous years
- Results from diagnostic assessments
- Artifacts from previous learning
- Feedback from other teachers across grade levels and content areas who have previously taught the same students
- Conferences with students' families
- Individual Educational Plans (IEPs) and 504 plans
- Data related to English Language Learners (ELL) and gifted and talented students
- Attendance records
- Information about families, community and other local contexts

It is important that the teacher has a clear understanding of both the individual student and group strengths and challenges since this information serves as the foundation for setting the ambitious yet realistic goals in the next step of the process.

## **PHASE 2: Set SLOs as Student Learning Goals**

The West Hartford Teacher Evaluation and Development Program requires that each teacher, through mutual agreement with her/his evaluator, select one or more SLOs to measure student growth and development. For each SLO, the teacher will select at least one Indicator of Academic Growth and Development (IAGD) to measure student improvement. The number of SLO and IAGD's can vary by teacher as long as each teacher meets the minimum requirement of 2 IAGDs annually.

For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon SLO and indicators shall be based on the assigned role of the teacher. The Indicators of Academic Growth and Development used as evidence of whether SLOs are met shall be determined through the comparison of data across assessments administered over time. State mastery test data will be used to inform goal-setting and professional learning but will not be used as a measure of SLO/goal attainment or to calculate the final summative rating.

The decision regarding the number of SLOs established for the year rests with the teacher, as long as there is alignment with the needs identified within the review of applicable data and the criteria for having at least two (2) IAGDs is met.

### Decide on the SLOs

The SLOs are broad goal statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. Each SLO should address a central purpose of the teacher’s assignment and should pertain to a large proportion of her/his students, including specific target groups. Each SLO statement should reflect high expectations for student learning, at least a year’s growth (or a semester’s growth for shorter courses), and should be aligned to relevant district, state or national standards for the grade level or course. Depending on the teacher’s assignment, an SLO statement might aim for content mastery or it might aim for skill development. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students’ results.

The following examples of SLOs are taken from the CT SEED Handbook 2017:

Grade/Subject	Student Learning Outcomes
6 <sup>th</sup> Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
9 <sup>th</sup> Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.
11 <sup>th</sup> Grade Algebra	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.
9 <sup>th</sup> Grade English/Language Arts	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
1 <sup>st</sup> and 2 <sup>nd</sup> Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.

### Select Indicators of Academic Growth and Development (IAGDs)

An Indicator of Academic Growth and Development (IAGD) is an assessment/measure of progress with a quantitative target that will demonstrate whether the SLO was met. Each SLO must include at least one IAGD but may include multiple, differentiated IAGDs where appropriate.

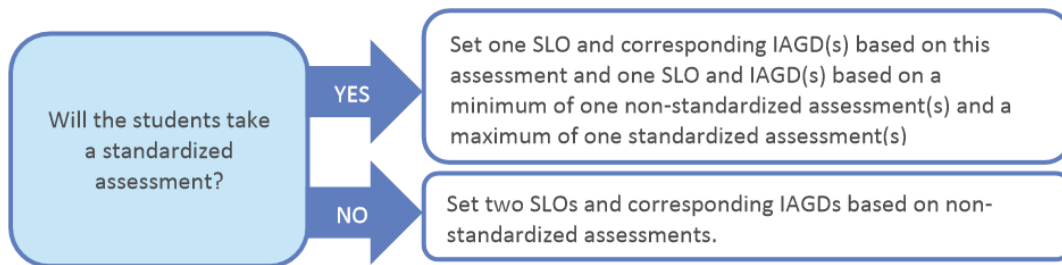
One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including a standardized indicator for grades and subjects where available and appropriate. Those without an available standardized indicator will select, through mutual agreement subject to the local dispute-resolution process of the Guidelines for Educator Evaluation, an additional non-standardized indicator.

For the other half (22.5%) of the IAGDs, there may be a:

- Minimum of one non-standardized indicator, and
- Maximum of one additional standardized indicator, if there is mutual agreement.

In the calculation to determine the summative student growth and development rating, the SLOs are weighted equally, each representing 22.5% of the final summative rating.

The following flow chart may help to determine appropriate IAGDs:



As stated in the *Connecticut Guidelines for Educator Evaluation*, a **standardized assessment** is characterized by the following attributes:

- Administered and scored in a consistent – or “standard” – manner;
- Aligned to a set of academic or performance “standards”;
- Commonly-administered (e.g., nation-, state- or district-wide); and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

IAGDs should be aspirational in design – i.e., rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should be written in SMART goal format (i.e., **S**pecific, **M**easurable, **A**ttainable, **R**esults-Oriented, **T**ime-Bound), and should make clear:

- What evidence/measure of progress will be examined;
- What levels of performance are targeted; and
- What proportion of students is projected to achieve each targeted performance level.

IAGDs should capture all students including student subgroups, such as high or low-performing students or ELL students. It is through the initial examination of student data that teachers will determine what level of performance to target for which population(s) of students.

IAGDs are unique to the teacher’s particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their SLOs, but it is unlikely they would have identical targets established for student performance. For example, all second grade teachers in a district might set



the same SLO and use the same reading assessment (measure of progress) to measure their SLOs, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among second grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels.

The following are examples of IAGDs associated with the sample SLOs presented earlier in this document:

Grade/Subject	Student Learning Outcomes	IAGD(s)
<b>6<sup>th</sup> Grade Social Studies</b>	Students will produce effective and well-grounded writing for a range of purposes and audiences.	By May 15: <ul style="list-style-type: none"> <li>• Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better.</li> <li>• Students who scored a 2-4 will score 8 or better.</li> <li>• Students who scored 5-6 will score 9 or better.</li> <li>• Students who scored 7 will score 10 or better.</li> </ul> <i>*This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.</i>
<b>9<sup>th</sup> Grade Information Literacy</b>	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	By May 30: All students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards on the digital literacy assessment rubric. <i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i>
<b>11<sup>th</sup> Grade Algebra</b>	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	By May 15: Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark. <i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i>
<b>9<sup>th</sup> Grade English/Language Arts</b>	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	By June 1: <ul style="list-style-type: none"> <li>• 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test.</li> <li>• 40 students who score 30-49 will increase by 15 points.</li> <li>• 10 students who scored 0-29 will increase by 10 points.</li> </ul> <i>*This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.</i>
<b>1<sup>st</sup> and 2<sup>nd</sup> Grade Tier 3 Reading</b>	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	By June: IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear. IAGD #2: Students will read instructional level text with 95% or better accuracy on the DRA. <ul style="list-style-type: none"> <li>• Grade 1- Expected outcome- Level 14-16.</li> <li>• Grade 2- Expected outcome- Level 22-24.</li> </ul> <i>*These are two IAGDs using two assessments/measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups.</i>

### Submit SLOs to Evaluator for Review

SLOs are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels, and schools are both rigorous and comparable:

- Baseline and trend data used to set SLOs
- Student population
- Standards and learning content
- Interval of Instruction for the SLO
- Assessments/measures of Progress
- Growth targets
- Instructional strategies and supports needed to achieve the SLOs

An SLO Development Guide is available on the CSDE CT SEED website to support this process at [https://portal.ct.gov/SDE/Evaluation-and-Support/Sample-SLOs-by-Content-Area/-/media/SDE/SEED/Student\\_Learning\\_Goals\\_Objectives\\_Handbook\\_2014.pdf](https://portal.ct.gov/SDE/Evaluation-and-Support/Sample-SLOs-by-Content-Area/-/media/SDE/SEED/Student_Learning_Goals_Objectives_Handbook_2014.pdf)

### PHASE 3: Monitor Student Progress

Once SLOs are finalized, teachers should monitor students' progress towards the objectives by examining student work, administering interim assessments, and regularly tracking students' accomplishments and struggles. Progress towards SLOs/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year.

If a teacher's assignment changes, or if his/her student population shifts significantly, the SLOs can be adjusted during the mid-year conference as mutually agreed upon by the evaluator and the teacher.

### PHASE 4: Assess Student Outcomes Relative to SLOs

At the end of the school year, the teacher will collect the evidence required by their IAGDs, compile a summary and analysis of data, identify relevant artifacts, reflect in writing on the SLO outcomes, and submit all of this information to their evaluator using the electronic H2 form in the Talent Ed Perform system. Evaluators will review the evidence submitted along with the teacher's self-assessment and assign one of four ratings to each SLO: Exceeded, Met, Partially Met, or Did Not Meet.

These ratings are defined as follows:

Exceeded (4)	A notable percentage of students substantially exceeded the targets and all or nearly all of the remaining students met the targets
Met (3)	All or nearly all students met the targets. Those exceeding or falling below fell within a very small margin of the targets.
Partially Met (2)	A notable percentage of students fell substantially below the targets while the remaining students met the targets. Progress toward the goal was inconsistent.
Did Not Meet (1)	All or nearly all students did not meet the targets. Little or no progress toward the goal was made overall.

### Guidelines for Compiling and Reflecting on Data Related to SLO Outcomes

Recognizing that SLOs are evaluated using a variety of measures, and that the type of data collected by teachers in different disciplines as evidence of SLO achievement varies widely, it is the goal of this plan to support teachers in their ability to comprehensively analyze, communicate, and reflect on their annual progress with SLOs, as well as to assist evaluators in accurately assessing teacher SLO outcomes in the most calibrated manner possible.

To that end, and after reviewing a wide range of sample documents prepared by teachers in this district, the West Hartford Professional Learning and Evaluation Committee (PLEC) identified a number of key features that hallmark effective data presentation. To ensure clear, comprehensive reporting of SLO outcomes by all teachers, as well as fair, accurate, calibrated assessment of SLO outcomes by evaluators, summative data reporting by teachers should:

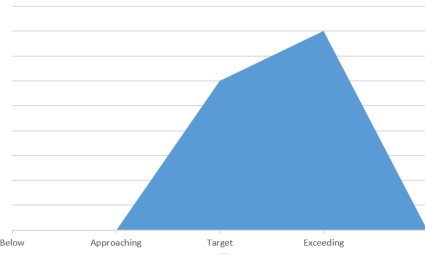
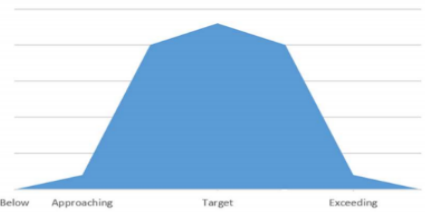
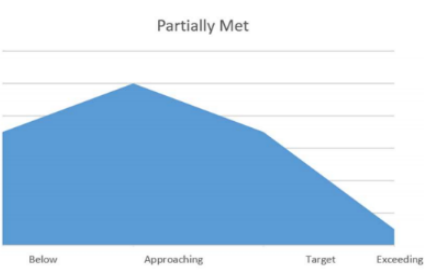
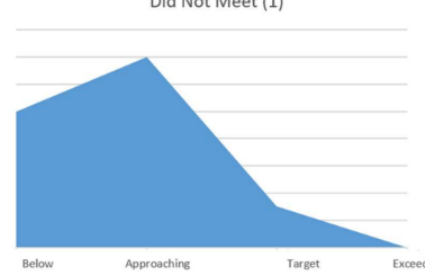
- Be explicit and comprehensive
- Include both a visual component and narrative
- Include clear display of evidence
- Include baseline data, targets, and final outcomes for all students
- Include pertinent student details

Teachers should attach their SLO data summaries to their end-of-year SLO Self-Assessment (Form H2) when submitting it electronically

### Explanation of Scoring Criteria

During the 2017-18 school year, the Professional Learning and Evaluation committee (PLEC) carefully reviewed the language used to define SLO ratings and further clarified criteria for each rating in order to remove ambiguities and ensure accurate and consistent interpretation and reporting of SLO results among individual teachers and evaluators, and within and across buildings, levels, and departments.

The language used to describe the ratings is deliberately qualitative, affording evaluators and teachers the opportunity to engage in honest dialogue regarding the unique attributes of each teacher’s caseload and afford teachers and evaluators appropriate flexibility to consider attributes and circumstances unique to their cohort when scoring the SLO and evaluating the teacher’s ability to impact the growth of his or her students throughout the year. The visuals provided below should further clarify the language and assist teachers and evaluators in assigning the appropriate rating to the outcomes achieved.

<p><b>Exceeded (4)</b>          Essence - <i>“They got there and beyond.”</i>          There is a definite group trend in performance that is above the target set.</p> <ul style="list-style-type: none"> <li>● “Notable percentage” should be interpreted as “more than just a few” and represent a large quantity of students.</li> <li>● The target was substantially exceeded on two levels:             <ol style="list-style-type: none"> <li>1. a significant number of students performed higher than the established target, <b>and</b></li> <li>2. the students’ performance exceeded the target by more than just a few points.</li> </ol> </li> </ul>	<p style="text-align: center;">Exceeded (4)</p>  <p style="text-align: center;">Below    Approaching    Target    Exceeding</p>
<p><b>Met (3)</b>          Essence - <i>“They got there.”</i>          While there may be a few individual outliers on either side of the target, there are no significant outlier <b>groups</b>.</p>	<p style="text-align: center;">Met (3)</p>  <p style="text-align: center;">Below    Approaching    Target    Exceeding</p>
<p><b>Partially Met (2)</b>          Essence - <i>“Some got there. Many did not.”</i></p> <ul style="list-style-type: none"> <li>● There is a definite group trend in performance that is below the target set.</li> <li>● “Notable percentage” should be interpreted as “more than just a few.” It represents a large quantity of students.</li> <li>● The target was not met on two levels:             <ol style="list-style-type: none"> <li>1. a significant number of students performed lower than the established target, <b>and</b></li> <li>2. students’ performance was below the target by more than just a few points.</li> </ol> </li> <li>● Progress of individual students was scattered across levels pointing to inconsistency in performance.</li> </ul>	<p style="text-align: center;">Partially Met</p>  <p style="text-align: center;">Below    Approaching    Target    Exceeding</p>
<p><b>Did Not Meet (1)</b>          Essence - <i>“They did not get there.”</i></p> <ul style="list-style-type: none"> <li>● While there may be a few individuals who scored close to the target, in general students missed the target.</li> <li>● Progress for the group as a whole was limited.</li> </ul>	<p style="text-align: center;">Did Not Meet (1)</p>  <p style="text-align: center;">Below    Approaching    Target    Exceeding</p>

## Student Growth and Development Scoring (45%)

Each SLO is scored using the rating criteria described above. For SLOs with more than one IAGD, the evaluator will score each indicator separately and enter the scores in the corresponding boxes on page 3 of the Summative Worksheet. The spreadsheet will automatically average the individual IAGD and/or SLO scores and compute a total Student Growth and Development rating. Evaluators will then transfer the final score to the teacher's electronic Summative Evaluation Form I. The final Student Growth and Development rating for a teacher is the average of their SLO scores to the nearest hundredth. The final Student Growth and Development rating will be shared and discussed with the teacher during the End-of-Year Conference.

## Component 4: Student Feedback (5%)

The West Hartford Teacher Evaluation and Development Program includes student feedback in the evaluation of its teachers. Five percent (5%) of a teacher's evaluation is based on student feedback collected utilizing district-generated surveys. The district uses various delivery models to ensure higher rates of return, fairness, and reliability relative to student surveys.

### Student Survey Guidelines

Student surveys are conducted and scored at the whole-school level as opposed to the teacher level. Surveys are confidential and survey responses will not be tied to students' names. Support is provided to teachers in the administration of student surveys to ensure that students feel comfortable providing feedback without fear of retribution. Instructions are provided with each survey to ensure that each survey is administered to students in such a way as to yield the best possible feedback for growth in teacher practice. Student surveys are administered every spring and trends analyzed from year to year.

### Arriving at a Student Feedback Summative Rating

The process for determining the student feedback rating includes the following steps:

1. The school conducts student feedback surveys in the spring of each year.
2. Prior to the start of each school year, administrators and teachers should review spring survey feedback and determine several school-level student feedback goals for the entire school.
3. Evaluator and teacher review progress with student feedback goals at mid-year conferences.
4. Evaluator determines an aggregate student feedback rating for the school and assigns all teachers this rating based on four performance levels.

An important part of the evaluator's job is to ensure that the teacher goals are related to the overall school improvement student feedback goals, and that the improvement targets are aligned, ambitious and attainable. As with parent feedback, student feedback will be aggregated and reviewed during the end-of-year meetings wherein evaluators will determine the degree to which the teacher and school student feedback targets set at the beginning of the year were met. Based on the aggregate progress across the school, the evaluator will assign a student feedback rating to all teachers as follows:

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Did Not Meet Goal	Partially Met Goal	Met Goal	Exceeded Goal

## SUMMATIVE TEACHER EVALUATION SCORING

The summative teacher evaluation rating is based on the four components, grouped into the two major categories of Student Outcomes and Teacher Practice.

Every educator will receive one of four performance ratings for each of the two major categories and their overall summative evaluation:

- Exemplary
- Effective
- Developing
- Below Standard

### Determining the Summative Rating

Once a teacher’s scores have been determined for each of the four components and entered by the evaluator onto pages 1-4 of the Summative Evaluation Excel spreadsheet, the spreadsheet will automatically calculate the teacher’s score for each of the two major categories (i.e., Teacher Practice and Student Outcomes) as well as an Overall Summative Rating for the year.

For purposes of explanation, the following process is used to calculate the overall summative rating:

1. The Teacher Practice score is calculated by combining the observation of teacher performance and practice score and the parent feedback score. The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. These weights are multiplied by the component scores to determine the category points. The points are then translated to a rating using the rating table below.
2. The Student Outcomes score is calculated by combining the student growth and development score and the student feedback score. The student growth and development component counts for 45% of the total rating and the student feedback component counts for 5% of the total rating. These weights are multiplied by the component scores to determine the category points. The points are then translated to a rating using the rating table below.
3. Evaluators use the Summative Matrix to determine the Summative Rating.

**Rating Table**

Total Category Points	Performance Level Rating
175-200	Exemplary
125-174.99	Effective
75-124.99	Developing
50-74.99	Below Standard

## Summative Matrix

Using the ratings determined for each major category, Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating.

Summative Performance Rating Matrix					
		Practice Rating			
		Exemplary 4	Effective 3	Developing 2	Below Standard 1
Outcomes Rating	Exemplary 4	Exemplary	Exemplary	Effective	Developing
	Effective 3	Exemplary	Effective	Developing	Below Standard
	Developing 2	Effective	Effective	Developing	Below Standard
	Below Standard 1	Developing	Developing	Below Standard	Below Standard

## Adjustment of Summative Rating

Summative ratings must be provided for all teachers by June 30 of each year. Not later than September 15, of each year, the Superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements.



## TEACHER EVALUATION REFERENCES AND RESOURCES

**CSDE Educator Evaluation website:**

<https://portal.ct.gov/SDE/Evaluation-and-Support/Educator-Evaluation>

**CSDE Evaluation Support Documents:**

<https://portal.ct.gov/SDE/Evaluation-and-Support/Educator-Evaluation/Documents>

**CT Guidelines for Educator Evaluation:**

[https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/Guidelines\\_for\\_Educator\\_Evaluation\\_2017.pdf?la=en](https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/Guidelines_for_Educator_Evaluation_2017.pdf?la=en)

**SEED Handbook:**

[https://portal.ct.gov/-/media/SDE/SEED/2017\\_SEED\\_Handbook.pdf?la=en](https://portal.ct.gov/-/media/SDE/SEED/2017_SEED_Handbook.pdf?la=en)

**CCT Rubric for Effective Teaching:**

<https://portal.ct.gov/-/media/SDE/SEED/CCTRubricForEffectiveTeaching2017.pdf?la=en>

**CCT SESS Rubric:**

<https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/SESSRubric2017.pdf?la=en>

**CT Evidence Guides**

<https://portal.ct.gov/SDE/Evaluation-and-Support/Connecticut-Evidence-Guides>

**CT Student Learning Goals and Objectives Handbook:**

[https://portal.ct.gov/SDE/Evaluation-and-Support/Sample-SLOs-by-Content-Area//-/media/SDE/SEED/Student\\_Learning\\_Goals\\_Objectives\\_Handbook\\_2014.pdf](https://portal.ct.gov/SDE/Evaluation-and-Support/Sample-SLOs-by-Content-Area//-/media/SDE/SEED/Student_Learning_Goals_Objectives_Handbook_2014.pdf)

**SEED Mid-Year Conference Discussion Guide:**

[http://www.connecticutseed.org/wp-content/uploads/2013/10/Mid-Year\\_Conference\\_Discussion\\_Guide\\_for\\_Evaluators\\_of\\_Teachers.pdf](http://www.connecticutseed.org/wp-content/uploads/2013/10/Mid-Year_Conference_Discussion_Guide_for_Evaluators_of_Teachers.pdf)

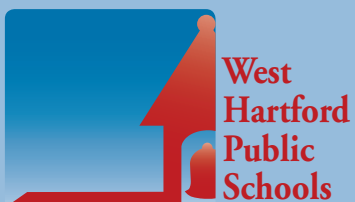
**CT Professional Development Guidelines:**

[https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/Professional\\_Learning/guidanceforaplsystem.pdf?la=en](https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/Professional_Learning/guidanceforaplsystem.pdf?la=en)





# Administrator Evaluation & Development Program



West Hartford, Connecticut

## *Mission*

*To inspire and prepare all students to realize their potential and enhance our global community*

**West Hartford Public Schools  
Board of Education**

Mark Overmyer-Velazquez, Chairperson  
Cheryl Greenberg, Vice-Chairperson  
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Mr. Tom Moore, Superintendent  
Dr. Andrew Morrow, Assistant Superintendent for Administration  
Mr. Paul Vicinus, Assistant Superintendent for Curriculum, Instruction and Assessment  
Mr. Rick Ledwith, Executive Director of Human Resources

**Administrator Evaluation Committee**

Ryan Cleary, Morley Elementary School Principal  
Julio Duarte, Conard High School Principal  
Rick Ledwith, Executive Director of Human Resources  
Natalie Simpson, Assistant Director of Human Resources  
Paul Vicinus, Jr., Director of Secondary Education  
Joy Wright, King Philip Middle School Principal

**West Hartford Public Schools  
Administrator Evaluation Program**

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## I. Introduction

### **Vision and Purpose for Administrator Evaluation Program:**

The West Hartford Public School System is committed to an administrator evaluation model that is designed to:

- Define leadership effectiveness in terms of 1) administrator practice, 2) teacher effectiveness and student achievement, and 3) perceptions of administrator's leadership among key stakeholders.
- Provide an evaluation and support structure that will ensure effective leadership to improve student learning and staff effectiveness.
- Ensure that *all* students and teachers have competent, high quality leaders, who will build human capacities and challenge all educators to aspire to reach excellence.

The administrator evaluation plan is comprehensive. It is aligned with the revised Connecticut Guidelines for Educator Evaluation developed by PEAC (Performance Evaluation Advisory Council) (2012, revision 2014, amended 2017) and approved by the State Board of Education in May 2015. This plan will be continuously reviewed by the administrator members of the Professional Learning and Evaluation Committee (PLEC). Feedback for revision will actively be sought from administrators within the district.

### **Goals of the Administrator Evaluation Process:**

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

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

The following principles were used to guide the design of the administrator evaluation plan:

- Student success is directly affected by instructional leadership and skill.
- The primary purpose of evaluation is to strengthen individual and collective practices in order to improve teaching and student learning.
- The evaluation of performance should primarily be about improvement from an established starting point.
- Continuous collaborative dialogue between an administrator and his/her evaluator is valuable for reflection and growth.
- Observation of leadership practice can lead to informed judgments about the quality and efficacy of administrators.

### **Beliefs and Core Values Statements:**

The beliefs and core values that undergird this evaluation system are grounded in the core values identified in our mission framework:

West Hartford Public Schools' Core Values:

- Set high standards
- Provide a safe environment
- Promote collaboration
- Embrace diversity
- Encourage intellectual risk taking
- Integrate technology effectively
- Demand integrity
- Support partnerships between home and school
- Foster personal wellness
- Inspire creativity and innovation
- Make all decisions in the best interest of students

We believe the success of the West Hartford Public Schools depends upon the reciprocal commitment of students, parents, teachers and leaders to develop all students, teachers, and administrators to their greatest potential.

### **Mission Framework:**

The mission of the school system: *To inspire and prepare all students to realize their potential and enhance our global community* drives the work of our classrooms. The mission framework (see Figure A) has at its center the goal of helping all students to realize their potential. To accomplish this requires 1) high expectations for all learners, 2) rigorous and relevant curriculum, and 3) dynamic teaching. Dynamic teaching is defined in the mission framework as, “student centered, skillful, data-driven, engaging, reflective, collaborative, and personalized.”

Figure A:



These expectations are further defined in the West Hartford Instructional Framework, which captures dynamic teaching across a continuum of performance. Dynamic teaching, rigorous and relevant curriculum, and high expectations for all learners represent the “Instructional Core” that is the interaction between teacher, content and students. (City, Elmore, Fiarman and Teitel: *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*, 2009, Harvard College)



Our mission framework reflects this theory in action. The West Hartford Public Schools is committed to the belief that effective school leaders advance the instructional framework through implementing the Connecticut School Leadership Standards by:

- Ensuring that the creation of the vision, mission, and goals establishes high expectations for all students and staff.
- Developing a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.
- Ensuring a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty, and staff.
- Ensuring the success of all students by collaborating with families and stakeholders.
- Being ethical and acting with integrity.

The administrator evaluation plan depends upon a model of continuous improvement, which is deeply rooted in continuous collaborative dialogue surrounding leadership practices and teaching and learning.

### **Model of Continuous Improvement:**

West Hartford's Model of Continuous Improvement represents our district's "Theory of Action" (see Figure B). The strategic planning process for continuous improvement creates interdependence among district, school, department, and classroom improvement plans and priorities. The model requires collective effort and collaboration centered on aligned expectations for improvement. At the district level, the strategic approach to district and school improvement must be driven by data. The analysis of data must occur at every level within the district. Within the district, we possess a collective responsibility for the data and improvement efforts.

At the school level, administrators lead and support collaborative efforts with teachers to examine student learning data to inform, refine, and revise instruction. Through distributed leadership, administrators provide teachers with opportunities to influence decisions that most directly affect their work. The knowledge base of the entire professional staff is valued as a critical variable for improvement.

West Hartford Public Schools' Model of Continuous Improvement is the process by which we design and implement teacher development, support and evaluation. As such, administrators play a pivotal role in guiding and supporting teachers' growth and development which is driven by data collection, analysis, teaching, reflection, and collaboration. The process is aligned with the Board of Education goals and West Hartford's mission and core values. A central focus throughout administrators' careers is on their individual improvement as well as supporting the continued growth of teachers.

Research and best practice continue to inform the practice of teaching and learning as well as successful administrator practices. Curriculum and Staff Improvement (CSI) experiences provide opportunities for administrators to lead teachers in the process of:

- Examining data
- Examining, designing, and revising curriculum
- Designing and modifying instructional practices
- Examining results
- Learning about effective teaching strategies and approaches

Collaboration and teamwork are central to the Continuous Improvement Model. Promoting collaborative inquiry forms the foundation of our continuous improvement process with student learning at the center of decision making.

Figure B:



## II. Overview of Administrator Evaluation Process

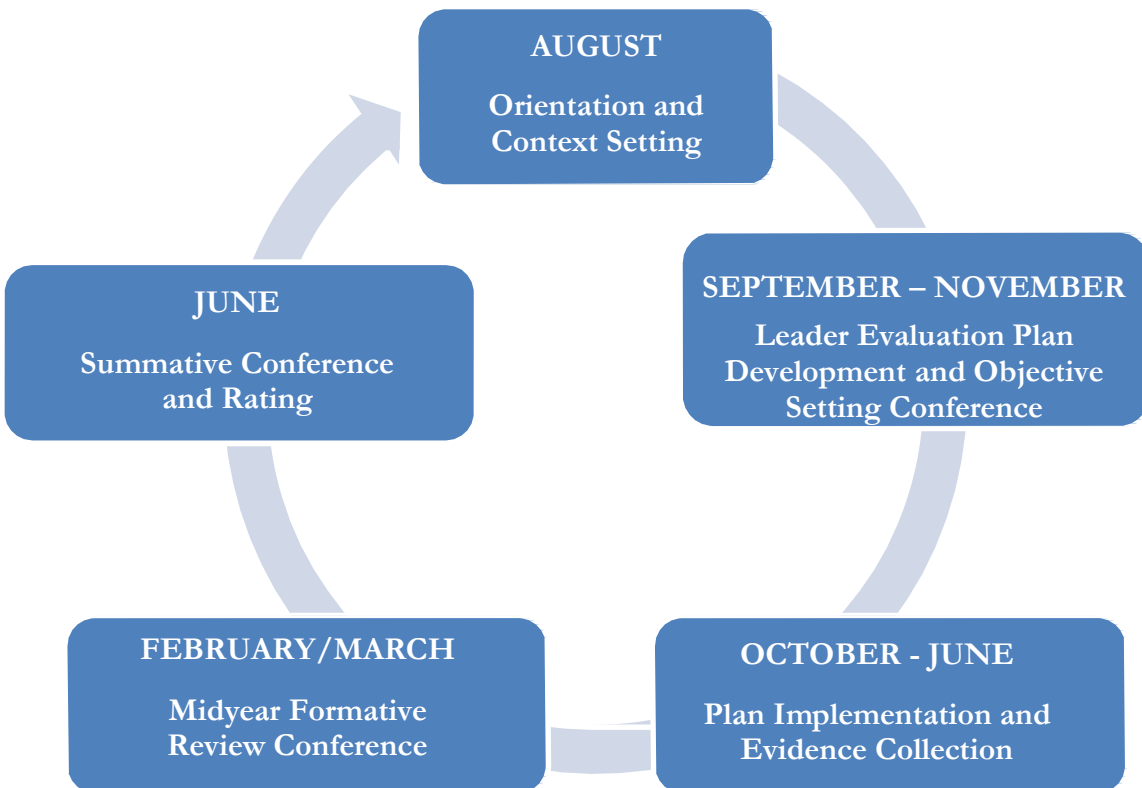
This section describes the annual cycle for administrators and evaluators to follow as well as the process by which administrators and their evaluators collect evidence about practice and results. The process is developed to promote dedicated time for evaluators to observe practice and give feedback. The intention is for administrators and evaluators to focus on the depth and quality of the interactions that occur in the process, not solely the steps.

Administrators play an active, engaged role in their professional growth and development in the evaluation process as a cycle of continuous improvement. The following six steps represent the cycle:

- Step 1: Orientation and Context Setting
- Step 2: Leader Evaluation Plan Development and Objective Setting Conference
- Step 3: Plan Implementation and Evidence Collection
- Step 4: Midyear Formative Review (Plan Implementation/Evidence Collection continues)
- Step 5: Self-Assessment
- Step 6: Summative Assessment

Evidence from the summative evaluation and self-assessment become important sources of information for administrators' subsequent objective setting, as the cycle continues into the next year.

### Timeline for Process:



## Administrator Evaluation Cycle Dates

Date	Task
By August 31	Orientation and context setting
By November 7	Objective setting conference and Leader Evaluation Plan development
October - June	Plan implementation and evidence collection
By March 7	Midyear formative review conference
By June 15	Summative conference and rating completed*

\* September 15: Revised submission if significantly impacted by additional data and/or ratings

The timelines for the evaluation cycle may be subject to extension due to extenuating circumstances.

### Step 1: Orientation and Context Setting – Complete by August 31<sup>st</sup>

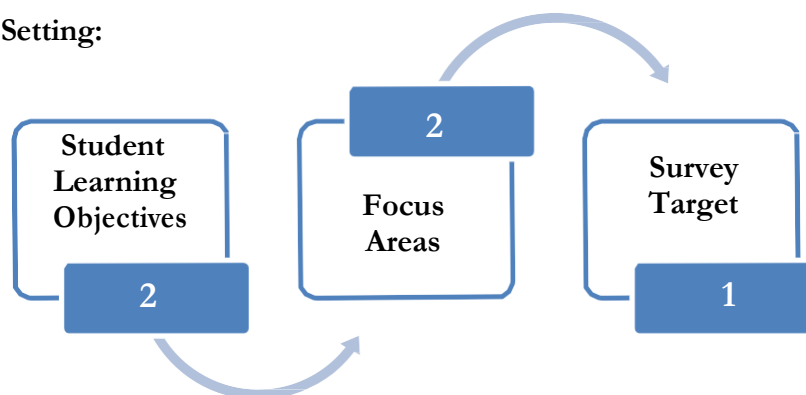
The following four pieces will be in place for administrators to begin the evaluation process:

1. Student learning data - available for review by the administrator
2. Stakeholder survey data - available for review by the administrator
3. District, School, and Department Development and Performance Plans - already developed (including student learning goals)
4. Administrator Evaluation Program – (This document which includes: the rubric for assessing practice, instruments to gather feedback from stakeholders and alignment to rubric, process and calculations for integrating all elements into an overall rating).

### Step 2: Leader Evaluation Plan Development / Obj. Setting Conference – Complete by November 7<sup>th</sup>

Administrators write a Leader Evaluation Plan by identifying two student learning objectives, two areas of focus for practice, and one survey target. This is accomplished by drawing on evaluatees' SLOs, available data, prior evaluation results, and the District, School, or Department Development and Performance Plan.

#### 2 – 2 – 1 Objective Setting:



## 2 – 2 – 1 Objective Setting (Continued)

Quantity	Leader Evaluation Plan Section	Informed By:
2	Student learning objectives (SLOs) (Outcomes)	<ul style="list-style-type: none"> <li>• Available data</li> <li>• District, School, and/or Department Development and Performance Plans</li> <li>• Evaluatees’ SLOs</li> <li>• Prior evaluation results</li> </ul>
2	Focus areas (Practice) <ul style="list-style-type: none"> <li>• Selected from CT Leader Evaluation and Support Rubric (see Appendix B)</li> <li>• At least one focus area within Domain 1: Instructional Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• SLOs and Survey Target - determine areas that will help to accomplish these</li> </ul>
1	Survey target (Practice)	<ul style="list-style-type: none"> <li>• SLOs</li> </ul>

Administrators will start with the outcomes they want to achieve by setting two student learning objectives and one target related to stakeholder feedback. While administrators are rated on all four domains of the CT Leader Evaluation and Support Rubric, they will identify **two** specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluators. At least one of the practice focus areas will be in Domain 1: Instructional Leadership, given its paramount role in driving student achievement. Administrators may identify the areas of focus for their practice that will help them accomplish their Student Learning Objectives (SLOs) and survey targets. In this manner, administrators can connect improvement in the practice focus areas to the outcome objectives and survey targets, creating a logical through-line from practice to outcomes.

### Objective Setting Conference – Complete by November 7<sup>th</sup>

After administrators complete the Leader Evaluation Plan (See Appendix I), they meet with their evaluators to discuss and agree upon the selected outcome objectives, practice focus areas, and survey target. This meeting is an opportunity to explore questions such as:

- Are there any assumptions about specific objectives that need to be shared because of the local school context?
- Are there any elements for which *Effective* performance will depend on factors beyond the control of the administrator? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing administrator performance?

Evaluators and administrators also discuss the appropriate resources and professional development needs to support administrators in accomplishing the objectives. Leader Evaluation Plans are comprised of: objectives, rationale, strategies, activities, evidence of success, resources, and supports. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the objectives, supports, and sources of evidence to be used. While the Leader Evaluation Plan is to be completed by administrators, evaluators may suggest additional objectives as appropriate.

## Assessing the Leader Evaluation Plan

Administrators can consider the following questions when assessing the likelihood of the Leader Evaluation Plan driving continuous improvement:

1. Are the **objectives** clear and measurable so that you will know whether you have achieved them?
2. Can you see a **through-line** from the District Development and Performance Plan to the School and/or Department Development and Performance Plan(s) to the Leader Evaluation Plan?
3. Do the practice focus areas address growth **needs** for the administrator? Is at least one of the focus areas addressing **Domain 1: Instructional Leadership**?

### Step 3: Plan Implementation and Evidence Collection – Complete October - June

As the administrator implements the Leader Evaluation Plan, he/she and the evaluator both collect evidence about the administrator's practice. This will include at least two site visits (possibly more). During these visits, the evaluator will observe, collect evidence, and analyze the work of the administrator as well as engage in ongoing feedback and dialogue. Site visits should be purposeful and allow for professional conversation about an administrator's practice. The evaluator should provide timely feedback after each visit. The administrator and evaluator will use their professional judgment to determine appropriate sources of evidence and ways to collect evidence.

The minimum number of observations for administrators in West Hartford Public Schools will be:

- Two observations for all tenured administrators
- Four observations for all non-tenured administrators and those who have received ratings of *Developing* or *Below Standard* in the prior year

### Step 4: Midyear Formative Update and Conference – Complete by March 7<sup>th</sup>

When interim student assessment data are available for review, the administrator and evaluator participate in a Midyear Formative Conference with explicit discussion of progress toward student learning targets, as well as areas of performance related to the CT School Leadership Standards. In preparation for the meeting:

- The administrator completes the Midyear Conference Update form to promote dialogue. He/she analyzes available student achievement data for progress made with SLOs and reflects on focus areas and survey target progress and efforts.
- The evaluator reviews observation and feedback notes to identify key themes for discussion.

If there are any changes in the context (e.g., a large influx of new students) that could impact the accomplishment of objectives, they should be discussed during this meeting and objectives may be changed, if needed.

## Step 5: Self-Assessment

In the spring, the administrator reflects on his/her practice on each of the four Domains and Indicators within each. For each Indicator, the administrator determines whether he/she:

- Needs to grow and improve practice;
- Has some strengths, but needs to continue to grow and improve;
- Is consistently effective; or
- Can empower others to be effective

The administrator should also review the identified focus areas and determine whether progress is being made. The focus areas should be identified and reflected upon more deeply than other areas. The administrator submits the Self-Assessment just prior to the End-of-Year Summative Review Conference and this has the potential to inform his/her rating for the year.

## Step 6: Summative Review Conference – Complete by June 15<sup>th</sup>

### End-of-Year Summative Review Conference

The administrator and evaluator meet to discuss the Self-Assessment and all evidence collected over the course of the year. During the meeting, the evaluator shares strengths and growth areas. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

The evaluator completes the Summative Evaluation Report, shares it with the administrator, and adds it to his/her personnel file. Any written comments the administrator requests to be added may be attached within two weeks of receipt of the report. Summative ratings must be completed for all administrators by June 15<sup>th</sup> of a given school year.

Initial Ratings are based on all available data and are made in the spring. Since some components may not be completed at this point, the following can guide how the evaluator will determine a rating:

- If Stakeholder Feedback survey results are not yet available, then the Leadership Practice rating should count for 50% of the preliminary rating.
- If the Teacher Effectiveness ratings are not yet available, then the Student Learning should count for 50% of the preliminary rating.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

## Summative Four-Level Matrix Rating System

Each administrator will receive a summative rating annually in one of four levels:

1. **Exemplary:** Substantially exceeding indicators of performance;
2. **Effective:** Meeting indicators of performance;
3. **Developing:** Meeting some indicators of performance, but not others; or
4. **Below Standard:** Not meeting indicators of performance

*Effective* rating represents fully satisfactory performance and proficient. It is considered the rigorous standard expected for most experienced administrators. *Effective* administrators in West Hartford can be characterized as:

- Meeting expectations in Domain 1: Instructional Leadership
- Meeting expectations in at least two other domains
- Meeting and making progress on one target related to stakeholder feedback
- Meeting and making progress on two student learning objectives aligned to school and district priorities
- Having more than 60% of teachers *Proficient (Effective)* on the student growth portion of their evaluation

*Exemplary* rating is reserved for performance that significantly exceeds *Effective* and could serve as a model for leaders throughout West Hartford or the state.

*Developing* rating indicates performance is meeting proficiency in some components, but not others. Improvement is necessary and expected.

*Below Standard* rating indicates performance is below proficiency on all components or unacceptably low on one or more components.

For further explanation of *Developing* and *Below Standard* ratings and the ramifications of these ratings, see the *Individual Improvement and Remediation* subsection of the *Administrator Support Process*.



## Determining Summative Rating

The process for determining summative evaluation ratings has three categories of steps:

1. Determining Overall Practice rating
2. Determining Overall Outcomes rating
3. Combining the two into an Overall rating

### **1. Overall Practice: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%**

The Overall Practice rating derives from an administrator's performance on the four Domains of the CT Leader Evaluation and Support Rubric including two focus areas (Appendix B) (CT School Leadership Standards, Appendix A) and one stakeholder feedback survey target. As shown in the Summative Ratings Report (Appendix I), evaluators rate the Domains. This forms the basis for the Leadership Practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *Exemplary* or *Below Standard*.

### **2. Overall Outcomes: Student Learning (45%) + Teacher Effectiveness (5%) = 50%**

The Overall Outcomes rating derives from the results of the two student learning objectives with locally-determined indicators. The rating is adjusted upward or downward one level in the event that Teacher Effectiveness Outcomes is either *Exemplary* or *Below Standard*.

### **3. Overall: Practice (50%) + Outcomes (50%) = 100%**

The Overall rating combines the Overall Practice and Overall Outcomes ratings using the matrix on the next page. If the two categories are highly discrepant (e.g., a rating of 4 for Overall Practice and a rating of 1 for Overall Outcomes), then the superintendent should examine the data and gather additional information in order to make a final rating.

Summative Rating Matrix		Overall Practice Rating			
		Exemplary	Effective	Developing	Below Standard
Overall Outcomes Rating	Exemplary	Exemplary	Exemplary	Effective	<i>Gather further information</i>
	Effective	Exemplary	Effective	Developing	<i>Gather further information</i>
	Developing	Effective	Effective	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

### III. Administrator Evaluation Categories

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on the four categories from the CT state model, SEED, 2015 (System for Educator Evaluation and Development):

#### Category 1 Leadership Practice (40%)

- Based on a foundation of the Common Core of Leading: CT School Leadership Standards (Appendix A), this category uses the CT Leader Evaluation and Support Rubric (four domains, multiple indicators and attributes)

#### Category 2 Stakeholder Feedback (10%)

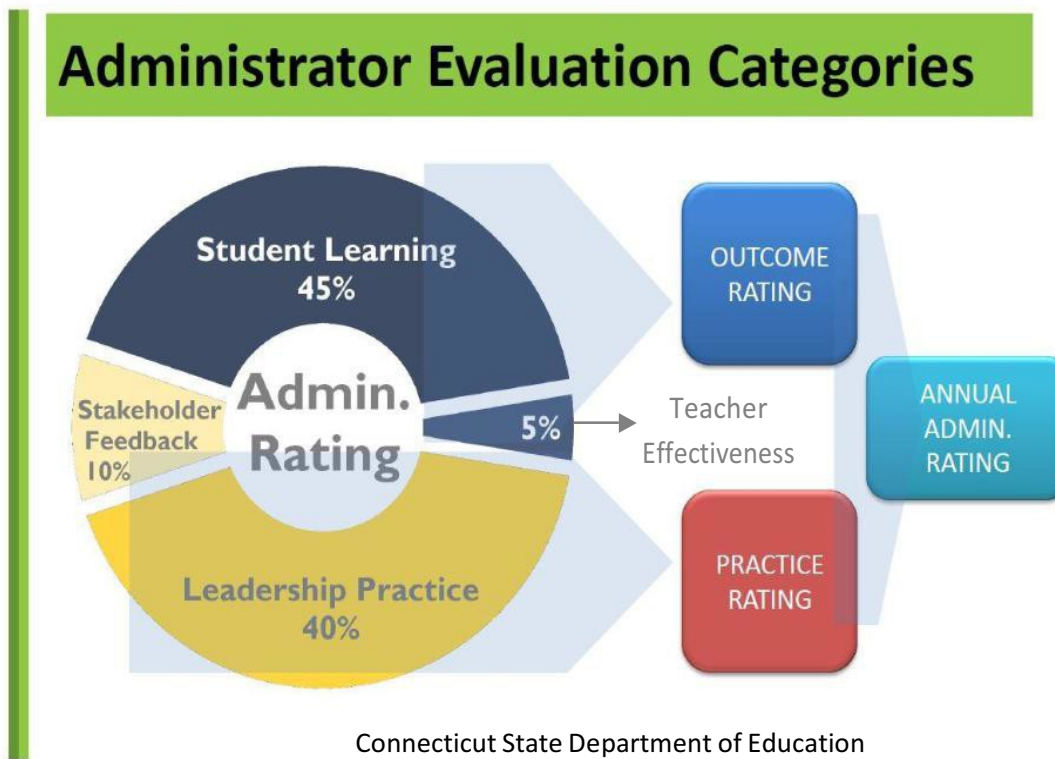
- Assessed by survey with measures that align to the CT School Leadership Standards (Appendix A)

#### Category 3 Student Learning (45%)

- Assessed by progress on locally determined measures (2 student learning objectives – SLOs).

#### Category 4 Teacher Effectiveness Outcomes (5%)

- Measured by the degree to which teachers met their student learning objectives (SLOs)



## Category 1: Leadership Practice (40%)

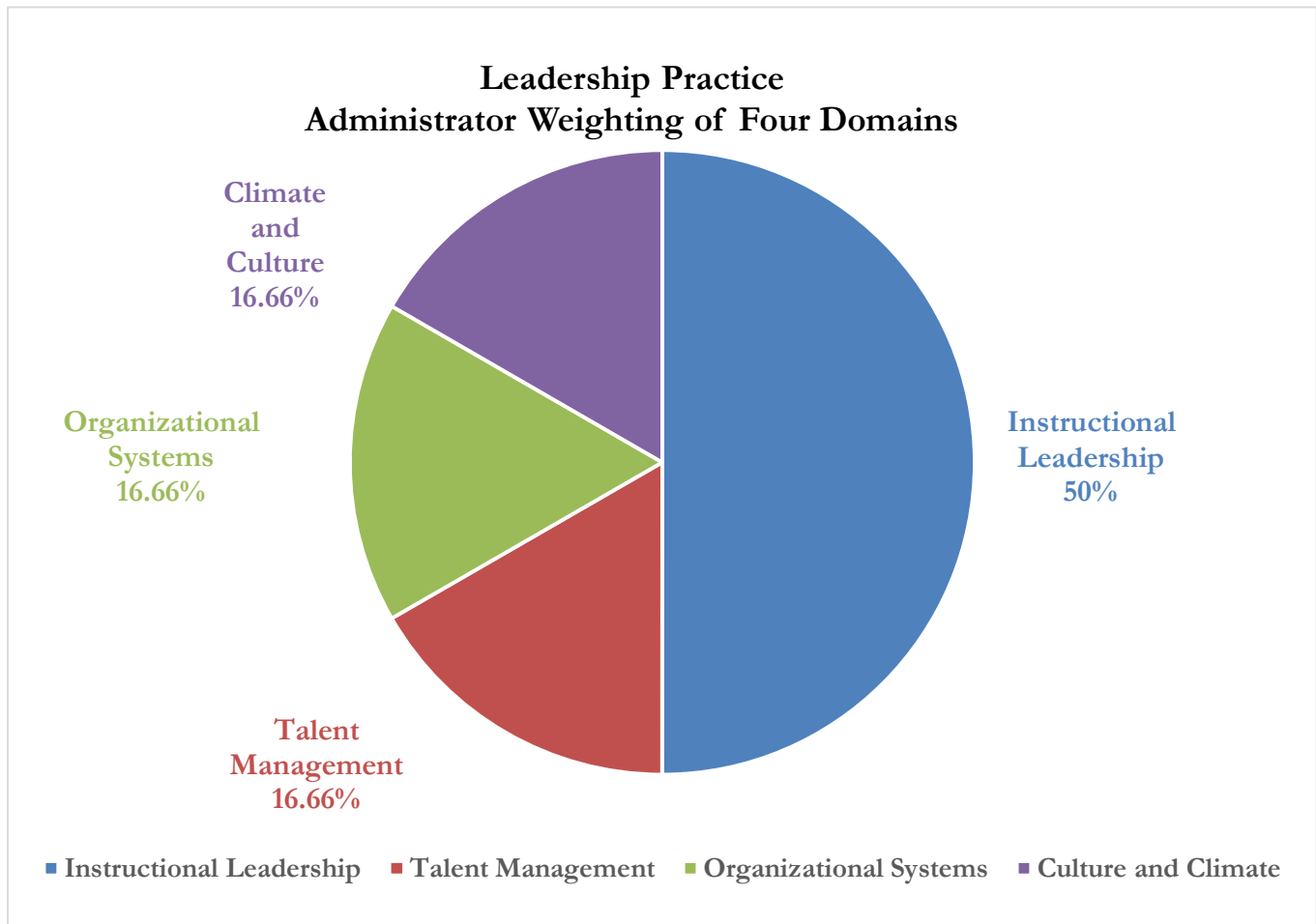
Leadership practice is based upon a foundation of the the Common Core of Leading: Connecticut School Leadership Standards (Appendix A), adopted by the Connecticut State Board of Education in June of 2012. The national Interstate School Leaders Licensure Consortium (ISLLC) standards are used as their foundation and define effective administrative practice through six Performance Expectations. The CT Leader Evaluation and Support Rubric is used for this plan as it provides a common language and operationalizes the Standards.

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### CT School Leadership Standards: Six Performance Expectations

- 1. Vision, Mission and Goals:** Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.
  - 2. Teaching and Learning:** Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.
  - 3. Organizational Systems and Safety:** Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
  - 4. Families and Stakeholders:** Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.
  - 5. Ethics and Integrity:** Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.
  - 6. The Education System:** Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal, and cultural contexts affecting education.
-

## Leadership Practice (40%)



As improving teaching and learning is at the core of what effective educational administrators do, Domain 1: Instructional Leadership (CT Leader Evaluation and Support Rubric) is weighted twice as much as other domains, with an equal weight for the others. Therefore, it comprises **half of the Leadership Practice** rating.

### Observation Protocol

Evaluators must conduct at least two observations for tenured administrators and at least four observations for non-tenured administrators and those who have received ratings of *Developing* or *Below Standard* in the prior year. The evaluator will observe, collect evidence, and analyze the work of the administrator based upon the CT Leader Evaluation and Support Rubric (Appendix B) and engage in ongoing feedback and dialogue. Observation protocol is consistent for Central Office administrators, Director, Principals, and Assistant Principals. Site visits should be purposeful and allow for conversation about an administrator's practice. The evaluator will provide timely feedback after each visit. The administrator and evaluator will use their judgment to determine appropriate sources of evidence and ways for collection.

Evaluators of administrators will be trained in-district through an ongoing plan addressing the content of the CT Leader Evaluation and Support Rubric, conducting effective observations, and providing high quality feedback to administrators. Additionally, they will collectively identify patterns for improvement relative to the Rubric to be used for professional learning for administrators. In order to arrive at ratings, all administrators are measured against the CT Leader Evaluation and Support Rubric (Appendix B) which describes leadership actions across

four performance levels for each of the four domains, the corresponding indicators, and attributes. Administrators and evaluators do not need to complete the CT Leader Evaluation and Support Rubric at the attribute level for any evaluation process. The Rubric will be used for all administrators, including Central Office. The four performance levels are:

- **Proficient (Effective):** The rubric is anchored at the *Proficient* level using the Indicator language from the CT Leader Evaluation and Support Rubric. **For use in West Hartford, the term, *Proficient* will be synonymous with *Effective* in our Administrator Evaluation program.**
- **Exemplary:** The *Exemplary* level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders are prioritized as appropriate in distinguishing *Exemplary* performance from *Proficient (Effective in West Hartford)* performance.
- **Developing:** The *Developing* level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The *Below Standard* level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Examples of Evidence (Appendix H) for the CT Leader Evaluation and Support Rubric are provided from CSDE for each element. While these Examples of Evidence can be a guide, they should not be used as a checklist.

### **Leadership Practice Ratings Determination**

Summative ratings are based on the evidence for each domain in the CT Leader Evaluation and Support Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the four domains of the rubric. Specific attention is paid to improving teacher effectiveness through teacher evaluation and leadership performance areas identified as needing development. This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

1. The administrator and evaluator meet for an Objective-Setting Conference to identify focus areas for development of the administrator's leadership practice (using CT Leader Evaluation and Support Rubric).
2. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular attention on the identified focus areas for development. The evaluator follows the observation protocol identified previously.
3. The administrator and evaluator hold a Midyear Formative Conference, with a focused discussion of progress toward effectiveness in the focus areas identified for development.
4. Towards the end of the school year, the administrator reviews all information and data collected and completes a Summative Self-Assessment (Appendix I) for review by the evaluator. This Self-Assessment identifies areas of strength and continued growth as well as progress on the focus areas.
5. The Summative Evaluation Conference is held to discuss all evidence to date.
6. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *Exemplary*, *Effective*, *Developing*, or *Below Standard* for each of the four domains. The evaluator then assigns an Overall Practice rating (including Stakeholder Feedback) and generates a summary report of the evaluation (Summative Ratings Report, Appendix I).

## Category 2: Stakeholder Feedback (10%)

The CT Leader Evaluation and Support Rubric (Appendix B) provides the foundation for administrators to seek feedback from stakeholders. Stakeholder feedback will include surveys of the following groups:

Principals	Asst. Principals	Dept. Supervisors	Central Office and Directors
All teachers and staff	All or subset of teachers and staff	All teachers and staff members in respective departments	All of a subset of administrators
All parents/guardians	All or a subset of parents/guardians		Specific subset of teachers, if applicable
All students (elementary, grade 4/5)	All or a subset of students		Other specialists, if applicable
			Specific parents/guardians, if applicable

### Process for Identifying Stakeholder Feedback – (Staff and Parent Survey Planning Options):

- 1) Review the options for feedback to be used for administrator evaluation in the Staff and Parent Survey Planning Options, Student Surveys, and CT School Climate Survey (Appendix E):
  - Parent Survey Options:
    - Option 1: Domain 1 Instructional Leadership, Indicator 1.1 Shared Vision, Mission and Goals
    - Option 2: Domain 4 Culture and Climate, Indicator 4.1 Family, Community and Stakeholder Engagement
  - Staff Survey Options:
    - Option 1: Instructional Leadership, Indicator 1.1 Shared Vision, Mission and Goals
    - Option 2: Domain 1 Instructional Leadership, Indicator 1.3 Continuous Improvement
    - Option 3: Domain 2 Talent Management, Indicator 2.2 Professional Learning
    - Option 4: Domain 2 Talent Management, Indicator 2.3 Observation and Performance Evaluation
  - Student Survey Options:
    - Select statements from Student Surveys relevant to identified area

To seek feedback in the area of safety or organizational systems, select content from the CT School Climate Survey, Part I of Parent and Staff Surveys and/or Student Surveys.

- 2) Select **one** survey measure as a target for improvement and consider prior data in determining the target.
- 3) Based on the content, identify the group(s) appropriate for feedback (parents, students, and/or staff).
- 4) Select a Parent/Staff Survey Option, content for Student Survey, or CT School Climate Survey and record content in the Leader Evaluation Plan.
- 5) Principals and Assistant Principals may select the same survey target. Department Supervisors, Directors, and Central Office Administrators can select an area and survey respective groups using all statements identified.

Stakeholder feedback is based upon the indicators and attributes in the CT Leader Evaluation and Support Rubric. Survey content must be valid and reliable. Survey statements are designed using direct language from the CT Leader Evaluation and Support Rubric at the *Proficient* level. All survey data will be kept anonymous. A minimum of four statements for each area is required.

## Process for Administration and Analysis of Surveys:

Principals and Assistant Principals	<ul style="list-style-type: none"> <li>Principals will receive an electronic copy of parent and staff surveys in the spring. Part I of the parent and staff surveys will be the CT School Climate Survey and Part II will be aligned to the CT Leader Evaluation and Support Rubric. Student surveys will be hard copies and are represented by the CT School Climate Survey.</li> <li>Principals will distribute the survey using a timeframe of approximately two weeks (send reminders to increase return rate).</li> <li>Principals and assistant principals will disaggregate the data, analyze results, and reflect on feedback based on the survey target prior to completing the self-assessment and the final evaluation conference.</li> </ul>
Department Supervisors, Central Office, and Directors	<ul style="list-style-type: none"> <li>Administer a brief survey to staff. Questions can be selected from an area in the surveys aligned to the CT Leader Evaluation and Support Rubric. Additional statements for feedback may be added.</li> <li>Distribute the survey using a timeframe of approximately two weeks.</li> <li>Analyze results and reflect on feedback based on the survey target prior to completing the self-assessment and the final evaluation conference.</li> </ul>

## Stakeholder Feedback Ratings Determination

More than half the rating should be based on an assessment of improvement over time (if prior data is available). For new administrators, the rating should be based on a reasonable target using district averages or similar schools' situations. The evaluator and administrator will determine what constitutes a rating in the context of the target. The evaluator assigns a rating based on the following scale:

Exemplary	Effective	Developing	Below Standard
Substantially exceeded	Met target	Made some progress, but did not meet target	Made little or no progress towards target

Stakeholder Feedback rating impacts Overall Practice Rating in the following manner:

If the Stakeholder Feedback rating is:	Then the Overall Practice rating is:
Exemplary (4)	Leadership Practice rating <b>plus 1</b>
Effective (3) or Developing (2)	Leadership Practice rating
Below Standard (1)	Leadership Practice rating <b>minus 1</b>

## Sample Stakeholder Feedback Measure, Target, Results, and Rating

Measure and Target	Results (Target Met?)
% of parents/guardians agreeing or strongly agreeing with the survey statements related to family, community and stakeholder engagement will increase from 74% to 80%.	Yes. Results showed an increase from 74% to 81% of respondents agreeing or strongly agreeing with the statements. Rating: <i>Effective</i>



### Category 3: Student Learning (45%)

The Student Learning category will be assessed by progress on locally-determined measures. The Student Learning rating is derived from the outcomes of two student learning objectives (SLOs). Administrators establish two SLOs on measures they select. **State mastery test data will be used to inform goal-setting and professional learning. It will not be used as a measure of SLO/goal attainment or to calculate the final summative rating.** The following parameters apply:

- All measures align to Common Core State Standards. In instances where there are no such standards, administrators must provide evidence of alignment to research-based learning standards or state and national standards. If there is a national assessment, this may be used as a student learning objective.
- SLOs - written in SMART format (Specific, Measurable, Achievable, Relevant, and Timely).
- SLOs - at least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- SLOs High School Administrators - one measure must include the cohort graduation rate and the extended graduation rate, as defined in the state’s approved application for flexibility under the Elementary and Secondary Education Act.

#### Two Student Learning Objectives – Locally-Determined Measures

	SLO 1	SLO 2
<b>Elementary and Middle School Principals</b>	Non-tested subjects or grades	Broad discretion
<b>High School Principals</b>	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion
<b>Middle School Assistant Principals</b>	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects consistent with the job responsibilities of the assistant principal.
<b>High School Assistant Principals</b>	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects consistent with the job responsibilities of the assistant principal.
<b>Department Supervisors, Directors, Central Office</b>	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects consistent with the job responsibilities of the department supervisor, central office administrator, or director.	

## **SLO Indicator/Assessment Selection**

Within these parameters, administrators have broad discretion in selecting indicators (Evidence of Success in the Leader Evaluation Plan) including, but not limited to:

- District-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations). In subsequent years, student performance or growth on state-administered assessments (Subgroup, Subject, School, or District Performance Index) may be used.
- Students' performance or growth on school or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.

## **SLO Development Process**

The process for selecting measures and creating SLOs should strike a balance between alignment to West Hartford's student learning priorities and a focus on the most significant school-level student learning needs. The process is as follows (described for principals):

- The district establishes the District Development and Performance Plan including student learning priorities for a given school year based on available data. This may span multiple years.
- The principal uses available data to craft a School Development and Performance Plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The principal chooses student learning priorities for his/her own evaluation that are (a) aligned to the District Development and Performance Plan (unless the school is already doing well against those priorities), (b) aligned with the School Development and Performance Plan, and (c) aligned to all or a subset of evaluatees' SLOs.
- The principal chooses measures that best assess the priorities and develops clear and measureable SLOs for the chosen assessments/indicators.

- The principal shares the student learning objectives with her/his evaluator, informing a conversation designed to ensure that:
  1. The objectives are adequately ambitious and there is adequate data that can be collected to make a fair judgment about whether the administrator met the objectives.
  2. The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics).
  3. The resources are appropriate to supporting the administrator in meeting the targets.
- The principal and evaluator collect interim data on the SLOs to inform a midyear conversation, summative data, and summative ratings.

Examples of Student Learning Objectives:

Grade Level(s)	Area	SLO	Evidence of Success
Grades K – 2	Students making at least one year’s growth in reading	Students in kindergarten through grade two will demonstrate progress in reading by reaching or exceeding the instructional level 4, 18, or 28, respectively on the DRA2 measure by spring.	DRA2
Grades K-3	Students making at least one year’s growth in reading	SST students will make one year’s growth in reading skills as evidenced by DRA2 spring.	DRA2
6 <sup>th</sup> Grade Middle School Science	Student understanding of the science inquiry process	Students will improve science inquiry skills as measured by students’ relative performance targets on DIBS by Spring.	DIBS
English Dept.	Students’ organizational and elaborative skills in writing	Students in grades 6 and 7 identified as not being at mastery will improve their ability to read fiction and nonfiction closely by demonstrating a minimum of one point growth on the common English Reading Rubric from Fall to Spring.	Teacher-created assessments applied to a reading rubric
High School	Credit accumulation	Students will complete 10th grade with X credits.	Grades

**Student Learning Rating Determination (45%)**

Based on this process for locally-determined indicators, administrators receive a rating as follows:

<b>Exemplary</b>	<b>Effective</b>	<b>Developing</b>	<b>Below Standard</b>
Met both objectives and substantially exceeded at least one target	Met both objectives OR Made excellent progress on both objectives OR Met one objective and made excellent progress on the other	Met one objective and made substantial progress on the other	Met no objectives OR Met one objective and did not make substantial progress on the other

#### Category 4: Teacher Effectiveness Outcomes (5%)

Teacher Effective Outcomes constitute 5% of an administrator’s evaluation in West Hartford Public Schools. Teacher effectiveness is measured by the degree to which an administrator’s evaluatees meet their own student learning objectives (SLOs).

Improving teacher effectiveness is central to an administrator’s role in driving improved student learning outcomes. In addition to measuring the actions that administrators take to increase teacher effectiveness - from hiring and placement to ongoing professional development to feedback on performance - the administrator evaluation model also assesses the outcomes of that work.

As part of Connecticut’s teacher evaluation state model, teachers are assessed, in part, on their accomplishment of SLOs. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes. Administrators should discuss the strategies for setting ambitious SLOs with their evaluators.

#### Ratings for Teacher Effectiveness Outcomes

Exemplary	Effective	Developing	Below Standard
> 80% of teachers are rated <i>Effective</i> or <i>Exemplary</i> on the student growth portion of their evaluation	61 - 80% of teachers are rated <i>Effective</i> or <i>Exemplary</i> on the student growth portion of their evaluation	41 – 60% of teachers are rated <i>Effective</i> or <i>Exemplary</i> on the student growth portion of their evaluation	< 40% of teachers are rated <i>Effective</i> or <i>Exemplary</i> on the student growth portion of their evaluation

Teacher Effectiveness Outcomes rating impacts Overall Outcomes Rating in the following manner:

If the Teacher Effectiveness rating is:	Then the Overall Outcomes rating is:
Exemplary (4)	Student Learning rating <b>plus 1</b>
Effective (3) or Developing (2)	Student Learning rating
Below Standard (1)	Student Learning rating <b>minus 1</b>

Administrators who do not directly evaluate teachers will derive 100% of their Overall Outcomes rating from the Student Learning portion (outcomes from two student learning objectives).

For information on the Summative Four-Level Rating determination process, including the Summative Rating matrix for Overall Practice and Overall Outcomes, see pages 11 – 13.

## **IV. Administrator Support Process**

### **Initial Training and Orientation**

Initial training focused on the Administration Evaluation Program occurred in the spring and fall of 2013 in order to familiarize administrators with the new plan, including the CT Leader Evaluation and Support Rubric. In the fall of 2016, administrators will have opportunities to collaborate on writing Leader Evaluation Plans and receive an update on changes in the plan. Throughout the year, administrator members of the Professional Learning and Evaluation Committee (PLEC) will be available to support individuals wanting assistance with any aspect of the program. Ongoing calibration and training on conducting effective observations will be an integral part of establishing high expectations and consistency throughout West Hartford.

Administrators will be oriented to the process of administrator evaluation in West Hartford annually in August as part of Extended Leadership In-Service meetings. This will include changes to our District Development and Performance Plan which may inform changes to School/Department Development and Performance Plans as well as inform Leader Evaluation Plans.

### **Website and Collaborative Opportunities**

The West Hartford Administrator Evaluation website is fully functional and is a shared site for all West Hartford Public Schools' administrators. The site includes an overview of the Administrator Evaluation process, forms, samples, CT School Leadership Standards, CT CT Leader Evaluation and Support Rubric, WHPS Instructional Framework, CT Common Core of Teaching, and other documents supportive of the process. The site will also identify administrative members of the Professional Learning and Evaluation Committee (PLEC) who are available to support individuals wanting assistance with any aspect of the program. The site can be located at: <https://sites.google.com/a/whps.org/adminevaluation/>.

Collaboration and high expectations are the cornerstone of West Hartford Public Schools' focus on improving student learning. As such, collaborative opportunities will exist for administrators to learn from each other in terms of writing SLOs, evidence collection, surveys, focus areas, and all aspects of the plan.

### **New Administrator Induction Process**

New administrators are identified as those being new to the district (one to two years) or new to the position within the district. They will receive ongoing support from their evaluator and others in order to help them acclimate to West Hartford Public Schools and/or their new position. The following represents the major components to the support provided:

- Identification of Needs - The new administrator will identify the needs of the district, school, and/or department by using information about student achievement, budget, staffing, school culture, and the community. The administrator will be provided with training in data identification, collection, and analysis as well as training in teacher supervision and evaluation. A mentor will provide support for the needs identification process.
- Collaborative Objective Setting and Orientation (July – October) with evaluator

- Mentor – An administrator mentor will be assigned and regular, ongoing meetings will be scheduled for support with all aspects of the administrator’s role (see Role of Mentor in next section).
- Central Office Administrator Support – Central office administrators will meet monthly with new administrators to provide support in all areas of the evaluation process as well as to support all aspects of the position.

### **Role of the Mentor in the Evaluation Process**

#### A. New Administrators:

Each new administrator in West Hartford Public Schools will be provided with a mentor to assist him/her in achieving proficiency in the position. The mentor will be selected based upon a review of needs and demonstrated leadership skills. The mentor will be an experienced administrator, but will not be the administrator’s evaluator. Mentor duties for new administrators are as follows:

- Meet with the newly appointed or promoted administrator before the beginning of the academic year, preferably on or before administrators return to work in August
- Provide support to the new administrator for writing the Leader Evaluation Plan (objective setting)
- Meet on a consistent basis with the new administrator and be prepared to meet more frequently as the new administrator requires
- Provide additional support pertaining to the evaluation process

#### B. Other Administrators:

A mentor is available upon request to any administrator at any stage of the evaluation process. In addition, administrators in the Administrator Assistance Program will be provided a mentor as described in the *Individual Improvement and Remediation* section.

### **Evaluation-Based Professional Learning**

The district Model of Continuous Improvement is the *process* by which we design and deliver administrator development, support, and learning. Aligned with the Board of Education goals, the district mission and core values, this process serves to support continuous and ongoing professional learning that is informed by data collection, analysis, collaboration, and reflection. The work of improvement is a continuous process over the life of an administrator’s career. The Model of Continuous Improvement highlights the role of professional learning as central with collaboration as the means to continuous individual administrator growth as well as teacher and student growth and development.

#### Professional Development – Curriculum and Staff Improvement (CSI)

In West Hartford, professional learning is elevated to a level that not only provides current information, but also ensures that the learning administrators engage in will impact student achievement in their respective buildings and departments. These efforts are sustained through the year in a detailed and carefully planned CSI Calendar. This blueprint carves out time for all educators in West Hartford to engage in professional learning at the classroom, school, department, and district levels. Time is allocated for district, building, and department initiatives, along with curriculum review and renewal. Administrators plan professional learning

that is aligned with their student learning results, feedback from evaluators on observations of professional practice, and stakeholder feedback results. A key ingredient to this planning is the useful and timely feedback from evaluators as a result of conferences and observations of practice. Improvement opportunities exist as a direct result of feedback from evaluators and can be collaborative in nature.

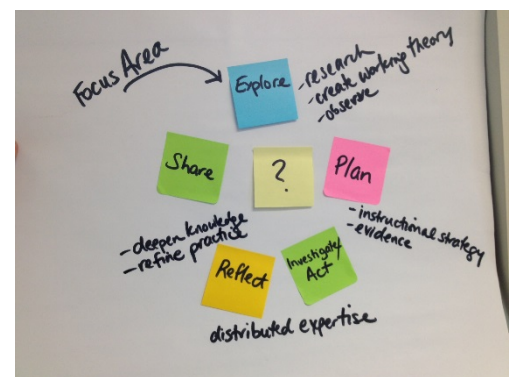
The CSI Program, because it is sustained throughout the year, allows administrators to address and implement initiatives over the course of time rather than in a brief experience. Professional learning becomes a process, rather than an event. Administrators are able to collaborate, learn, put learning into practice, and meet weekly to reflect and review on the effectiveness of efforts. Administrators are accountable for their learning in this ongoing sustained system. New initiatives are implemented more effectively and efficiently, as time is built in to address issues as they arise in the course of implementation. Professional learning opportunities area based on the individual or group of administrators’ needs that are identified through the evaluation process.

### Self-Directed Professional Learning through Collaborative Inquiry Teams

Structures are in place that exemplify our district’s commitment to supporting administrators as they engage in continuous professional learning to impact their leadership skills that support teaching and student learning. The professional development model has been reviewed through the lens of individualization and collaboration, as has the Connecticut State Department of Education’s model for educator evaluation, which outlines the following points for districts to consider when reviewing professional development structures (2014 SEED Handbook):

- Structures should create learning communities, committed to continuous improvement, collective responsibility, accountability and goal alignment
- Alignment of job-embedded professional learning with school and district goals and priorities, curriculum and assessments
- Creation of structures and systems that enable teams of educators to engage in job-embedded professional learning on an ongoing basis
- Extend the reach of highly effective teachers by prompting teacher collaboration and professional development
- Develop capacity for learning and leading through shared leadership and collaboration
- Provide focused targeted professional learning opportunities identified through the evaluation process and school/district needs

The collaborative inquiry structure is designed for administrators to engage in self-directed professional learning, leveraging administrator leadership and collective skills to enhance individual administrator capacity. Recognizing that collaboration is a critical component to effective professional learning, administrators are encouraged to team with others beyond those they interact with on a daily basis. Roughly following an Ed-Camp model, administrators are surveyed about their general areas of interest and professional need, and then given the opportunity to discuss and refine their focus as part of self-identified collaborative inquiry teams for ongoing work within a focus area. Inquiry teams consisting of between 3-10 administrators then begin formalizing their inquiry questions (topics related to CT School Leadership Standards, student learning results, stakeholder feedback, and feedback from evaluators), conducting research, and developing action plans. Between meetings,





administrators put new practices in place, make observations and collect data, and reflect on their practice. When they meet again, participants will share the results and reflections and work in a collaborative process to continue the cycle of continuous improvement.

### Professional Learning and Evaluation Committee (PLEC)

According to the Connecticut State Department of Education (CSDE), “in order to achieve results for educators and students, professional learning must shift from documented hours spent in professional development to sustained, authentic, job-embedded professional learning measured by evidence of impact on practice and student growth.” In the West Hartford Public Schools, the Professional Learning and Evaluation Committee (PLEC) shares responsibility for the development, evaluation, and updating of the district’s comprehensive professional learning plan and participation in the development/adoption of the district educator evaluation and support program. The Professional Learning and Evaluation Committee (PLEC) is a collaborative committee comprised of teachers, administrators, and representative other certified personnel bargaining units. It originates and regularly updates the Curriculum & Staff Improvement (CSI) professional development calendar and other district activities in efforts to determine how professional development is designed, monitored, and evaluated within the district.

The responsibilities of PLEC include:

- Analyze and synthesize key needs and issues that contribute to professional learning, educator and student growth, and district and/or school development
- Provide information for recommendations, when warranted, to the Assistant Superintendent for Curriculum, Instruction, and Assessment
- Assist in the effort to improve effective communication across the schools related to teacher development and professional learning
- Formulate recommendations regarding the curriculum and staff improvement calendar
- Review and approve revisions to the district’s Teacher Evaluation and Development Program (TEVAL) and the Administrator Evaluation and Development Program (AEVAL)
- Monitor the suitability and applications of the West Hartford Professional Development Plan and Connecticut State Department of Education Guidelines

Membership guidelines for PLEC include the following:

- Every school must be represented
- Elementary and secondary school principals
- Elementary and secondary school teachers (all inclusive, i.e. ESOL, LMS, PE, Arts, etc.)
- Special education teachers, school counselors, social workers, psychologists
- Department supervisors and curriculum specialists
- Teacher of the Year (annual appointment)
- Assistant Superintendent for Curriculum, Instruction and Assessment, Directors of Elementary and Secondary Education (permanent members)

Following the guidelines proposed by the CSDE, the West Hartford Professional Learning and Evaluation Committee reflects:

- The district vision for linking student, educator, and organizational growth and improvement

- How professional learning is used to support district and school goals, educator growth and evaluation, Connecticut Core Standards curriculum development and implementation, student growth and development
- Flexible learning designs that provide for self-directed, collaborative and guided learning
- The appropriate inclusion of all educators in developing, implementing, monitoring, and evaluating professional learning
- The use of data to develop, implement, monitor, and evaluate professional learning activities

### **Career Development and Continuous Professional Growth**

West Hartford Public Schools is deeply committed to ongoing, comprehensive career development and professional growth in order to promote excellence in school leadership. Professional growth and career development opportunities are established each year based on the needs of administrators. These opportunities offer choices to administrators that are directly linked to their evaluation objectives. Additionally, training is provided for conducting effective observations and offering high quality feedback to teachers as part of the supervision and evaluation process.

West Hartford Public Schools offers a variety of professional development in order to promote career development and professional growth, including the following:

- **Mentoring** – An administrator may choose to serve as a mentor to a new administrative colleague or other administrative colleague to provide meaningful support.
- **Conference Attendance** – Opportunities to attend state, regional, and national conferences are available. Participation is based on conference themes, relationship to district and school goals, and administrator evaluation results.
- **Coursework** – Administrators are encouraged to participate in academic coursework, including continuing their educational studies through online coursework.
- **Curriculum and Staff Improvement Offerings (CSI)** – These activities are held regularly throughout the school year. Early dismissal days for students allow administrators to participate in activities designed to improve teaching and learning, teacher supervision and evaluation, the administrator evaluation process, and more. Administrators are encouraged to facilitate professional learning experiences for their colleagues.
- **Independent Project** – This activity allows for the administrator to enrich his/her knowledge of promising practices through an examination of professional literature, participation in professional organizations, or participation in action research.
- **Peer Collaboration** – Peer collaboration is an integral component of West Hartford Public Schools' professional growth experiences. Opportunities for peer collaboration exist surrounding administrator evaluation, teacher supervision and evaluation, district initiatives, student learning improvement strategies, and community relations.
- **Technology** – West Hartford Public Schools' Technology Department provides ongoing learning opportunities in using technology to improve student learning, data collection and management, parent

communications, website development, and more.

- **Observations and Visitations** – Administrators are supported in visiting colleagues within West Hartford and other school systems. The purpose of visits may be informed by district initiatives, improving school effectiveness, and/or administrator evaluation results.

**Individual Improvement and Remediation – Definition of Effectiveness/Ineffectiveness**

West Hartford Public Schools’ Administrator Evaluation Plan defines administrator effectiveness utilizing annual summative ratings. A tenured administrator shall generally be deemed effective if he/she receives at least two sequential ratings of *Effective* or *Exemplary*. A tenured administrator shall generally be deemed ineffective if he/she receives at least two sequential *Developing* ratings or one *Below Standard* rating at any time.

If an administrator’s performance is *Developing* or *Below Standard*, a collaboratively-developed plan with such administrator, an evaluator, and his/her exclusive bargaining representative chosen pursuant to Section 10-153b of the 2012 Supplement (CGS) will be created. Said administrator may be placed in the Administrator Assistance program, or employment may be terminated through nonrenewal or termination. Administrator Assistance is a program designed to provide an administrator with the help necessary to meet the requirements of the position. The administrator and evaluator can propose professionally certified district personnel to provide assistance and support in the Administrator Assistance process. After consultation with the administrator, the evaluator will provide, in writing, to the administrator the following information:

- A statement of the objective(s) to be accomplished with the indicators of success. The objective(s) should be aligned to the CT School Leadership Standards;
- A statement defining the amount and kind of assistance and the frequency of observations and conferences, which will generally be no fewer than one per school week. Assignment of a mentor as appropriate may be an element of such assistance.;
- A statement identifying resources, support and other strategies to be provided;
- A timeline not to exceed 60 days. Days of absence for either evaluator or evaluatee shall be added to extend the timeline.

When the timeline has expired, the designated evaluator will complete the Administrator Assistance Evaluation Report, which includes the job status decision and a rating. The evaluator will analyze the preponderance of evidence for the objective(s) based upon the CT School Leadership Standards using the CT CT Leader Evaluation and Support Rubric and apply a rating as follows:

Exemplary	Effective	Developing	Below Standard
Substantially exceeded objective(s)	Met objective(s)	Made some progress, but did not meet objective(s)	Made little or no progress towards meeting objective(s)

If said administrator receives a rating of *Effective* or *Exemplary* based upon the preponderance of evidence after the 60 days, the administrator will move out of the Administrator Assistance Plan and back to his/her normal evaluation cycle. If said administrator does not receive a rating of *Effective* or *Exemplary*, the

decision may result in a return to Administrator Assistance - NOT to exceed another 60 days, or a recommendation to the Superintendent that contract termination proceedings be initiated in accordance with Section 10-151, Connecticut Education laws (Copies available in school offices and the Human Resources Office).

When the additional timeline, if any, has expired, the designated evaluator will complete the Administrator Assistance Evaluation Report, which includes the job status decision and a rating. The evaluator will analyze the preponderance of evidence for the objective(s) based upon the CT School Leadership Standards using the Common Core of Leadership Evaluation Rubric and apply a rating as follows:

Exemplary	Effective	Developing	Below Standard
Substantially exceeded objective(s)	Met objective(s)	Made some progress, but did not meet objective(s)	Made little or no progress towards meeting objective(s)

If said administrator receives a rating of *Effective* or *Exemplary* based upon the preponderance of evidence after the additional 60 days, the administrator will move out of the Administrator Assistance Plan and back to his/her normal evaluation cycle. If said administrator does not receive a rating of *Effective* or *Exemplary*, the evaluator shall make a recommendation to the Superintendent that contract termination proceedings be initiated in accordance with Section 10 -151, Connecticut Education laws (Copies available in school offices and Human Resources Office).

Administrators assigned to Administrator Assistance are fully protected by the right of due process, by the right of appeal as set forth in the evaluation program, and for a claim that there was a violation of the procedures of the evaluation program, by the grievance process.

**Appeal Process - Dispute Resolution Procedure**

The right of appeal is a required element in the evaluation process and is available to every participant when an evaluator and administrator cannot agree on objectives, the evaluation period, feedback on performance and practice, the professional development plan, or final summative rating. To initiate an appeal, either party must submit Appeal Worksheet I (Appendix I) to the Executive Director of Human Resources. Within three (3) school days of receipt of the appeal, the Executive Director of Human Resources will send copies of the appeal to the other party. Using Appeal Worksheet II (Appendix I), the Executive Director of Human Resources will schedule a joint meeting of the parties involved promptly, generally within seven (7) school days of the original receipt of the appeal. When an appeal is brought to the Executive Director of Human Resources, the following will occur:

1. An Appeal Committee, consisting of three (3) administrators serving on the Professional Learning and Evaluation Committee (PLEC) (one of which will be the Superintendent or his/her designee and one appointed as chairperson), will meet with both parties simultaneously.
2. The parties will present their concerns, talking with each other only through the committee chair.
3. When the committee is satisfied that they have sufficient information, they will recess to formulate

a recommendation.

4. When the Appeal Committee has reached consensus, the chairperson will prepare the written recommendation on Appeal Worksheet III (Appendix I) which will be delivered to both parties by the committee chair within three (3) school days.
5. If the Appeal Committee cannot reach consensus within the time limits set forth above, the decision on the appeal shall be made by the Superintendent.
6. The decision of the Appeal Committee (or the Superintendent) shall be final, except when the dispute involves an allegation that there has been a violation of the procedures of the evaluation program and the recommendation of the Appeal Committee (or the Superintendent) is not acceptable to the administrator. In such case, the administrator may initiate a Type B Grievance. Given the need for prompt resolution of disputes and completion of the evaluation process, the decision of the Appeal Committee (or the Superintendent) shall be implemented and the administrator's evaluation shall be subject to review upon completion of the grievance procedure.

### **Dismissal Process**

The procedures outlined above are designed to assist and support administrators to be successful in meeting the high performance standards of West Hartford. In the event that termination is recommended, the following dismissal procedures will generally be appropriate:

- The administrator's evaluator and the Executive Director of Human Resources will forward a dismissal recommendation to the Superintendent. If the Superintendent is the evaluator, such a recommendation will come directly from the Superintendent.
- The Superintendent will meet with the administrator and the evaluator to counsel the administrator to resign from employment by the West Hartford Public Schools.
- The Executive Director of Human Resources will be available for support and counsel throughout the process.
- If the administrator agrees to resign, employment is terminated.
- If the administrator does not agree to resign, the Superintendent will proceed with the dismissal process according to the State Statute 10-151.

The Board of Education maintains the right to terminate an administrator for cause (State Statute 10-151).



West Hartford, Connecticut