



Leadership Professional Learning 2012-2016

Demographic Information

District Name: West Hartford Public Schools Grade Range: PK-12 Number of Schools/Programs: 20 Enrollment: 9,767 Percentage of students with a home language other than English: 21.3 Per Pupil Expenditures: \$15,022 (129 out of 169 CT districts) Number of Administrators/Evaluators: 61	District Name: Canton Public Schools Grade Range: PK-12 Number of Schools/Programs: 5 (including an alternative high school) Enrollment: 1627 Per Pupil Expenditures: \$15,438 Number of Administrators/Evaluators: 15
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Overview of the Professional Learning for Instructional Leadership

From 2012-2013 through this current school year, West Hartford Public Schools and Canton Public Schools designed learning for instructional leaders to ensure that they received the necessary training as supervisors and evaluators. This work began with the internal development of guidelines and practices associated with a valid and reliable evaluation model for teachers and administrators. Once a system was established, instructional leaders then engaged in a workshops and job-embedded professional learning with core outcomes in mind:

Instructional leaders learn, alongside their colleagues, how to...

1. sharpen their observation skills and instructional eye in alignment with the selected teacher performance framework/rubric
2. continue to refine the capacity of observers to collect and provide evidence-based, qualitative feedback both in written form and through quality feedback conferences.
3. support teacher improvement and professional growth by providing systems of ongoing, critical, yet supportive performance feedback

Extended Leadership Workshops

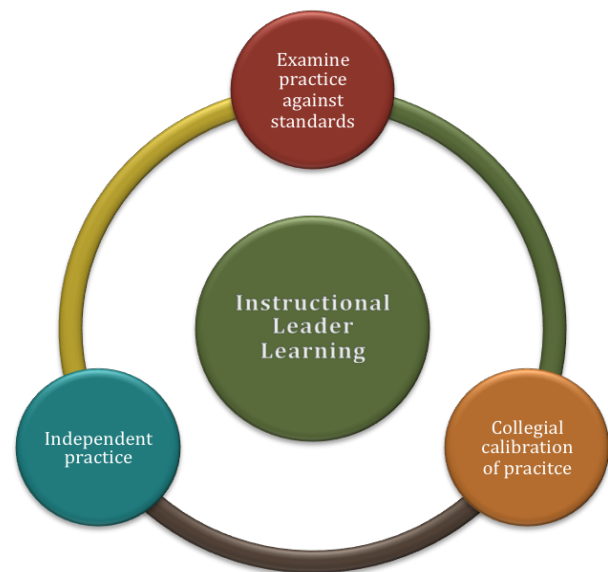
West Hartford and Canton engaged summer workshops and ½ day workshops during the school year with its Leadership Teams. Work throughout was designed to provide direct, universal instruction that would support job-embedded professional learning. Content included:

- **Behavioralizing** Your District Framework
- DiSC Leadership Profile
- District Data Reviews: Reviewing Performance and Practice Data
- Using the Claim, Connect, Action™ Feedback model
- Understanding and Observing for Student Outcomes

Job-Embedded Learning

Job-Embedded training was provided to support to improve their observation of and feedback to teachers about classroom performance and practice. Throughout the year, instructional leaders participate in their own Learning Community that provides a collaborative opportunity to increase capacity to observe classroom practice, collect and analyze data collected through observations, and develop effective methods for providing formative feedback and support.

Each session is design based on a cycle of learning. Each time the Learning Community, participants come together, they take time to examine their practice against a set of standards, collaboratively developing their understanding of the knowledge, skills, and dispositions associated with quality observation and feedback. These skills have been outlined in the ReVision Learning Supervisory Continuum and leaders have the opportunity to routinely self-assess and receive feedback from an expert about their own levels of practice. This data driven process, in conjunction with the extended leadership workshops supports leaders in the implementation of key skills that ensure an impact in the teachers they serve.



Job-Embedded Session 1

Session 1 includes:

- Deepening understanding of the district's instructional framework
- Observing and debriefing teacher performance and practice
- Enhancing the existing **Behavioralization** and definitions of the instructional vision for the school or district
- Honing observation practice (gathering the right information to even begin writing feedback for learning)

Individual Performance Assessment:

Feedback is reviewed against Domain 1 of the **ReVision Learning Supervisory Continuum** and each participant receives feedback to support continued professional learning.



Job-Embedded Session 2

Session 2 includes:

- An opportunity to consider existing professional goals in relation to analysis of feedback.
- Observing and debriefing teacher performance and practice
- Concentration on areas of group and individual need revealed in the Performance Assessments completed in Session 1
- Honing of feedback skills through Claim, Connect, Action™ feedback framework

Individual Performance Assessment:

Feedback is reviewed against Domain 1 of the **ReVision Learning Supervisory Continuum** and each participant receives feedback to support continued professional learning.

Job-Embedded Session 3 (pending readiness of team to move)

Session 3 includes:

- Observing and debriefing teacher performance and practice
- Concentration on areas of group and individual need revealed in the Performance Assessments completed in Session 1 and 2.
- Defining coaching strategies and structures to support teacher growth and development in specific areas

Individual Performance Assessment:

Feedback is reviewed against Domain 1 of the **ReVision Learning Supervisory Continuum** and each participant receives feedback to support continued professional learning.