Andover Elementary School

Evaluation Plan
2024 - 2025

PDEC Members:
Superintendent: Valerie Bruneau
Principal: Taylor Parker
Teachers: Kirstina Frazier, Katie Dixon, Jen McGoldrick, Melissa Loteczka, Krysta Cariboni, Jenn LaRosee
Paraprofessional: Amy Knox

INTRODUCTION

Andover's Professional Learning and Evaluation Plan has been designed to provide for the continuous learning and development of educational professionals throughout their careers. The Plan components are aligned with the Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 (adopted by the State Board of Education in June 2023). Andover's Professional Learning and Evaluation Plan represents our commitment to incorporating current, high-quality research in the creation of professional learning opportunities, to fostering best practices in teacher supervision and evaluation, and to improving student learning through effective curriculum, instruction, and assessment practices in our classrooms. The Plan: a) addresses the elements of CT's Core Requirements for Teacher and Administrator Evaluation; b) is aligned with our school's mission and values; and c) meets the educational needs of the stakeholders in our school.

CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING

Andover's Professional Learning and Evaluation Plan establishes high standards for the performance of teachers and administrators that ultimately lead to and enhance student learning.   Professional standards, including *Connecticut's Common Core of Teaching (2017), Connecticut's Common Core of Leading-Connecticut School Leadership Standards (2012),* the *Standards for Professional Learning (2012)*, and national standards for educational specialists provide the foundation for Andover's Professional Learning and Evaluation Plan.

We acknowledge that student learning and highest achievements that transfer to enrichment of future learning, career and personal experiences later in life are built by the collaborative and interdependent work of teachers and administrators, students and families, and the school district. Therefore, our Plan seeks to create a professional culture in our school district that is grounded in the following beliefs:

We believe that:

- An effective teaching and learning system must reflect and be based upon the vision and core values of the district.

- An effective teaching and learning plan creates coherence among the functions of supervision and evaluation of professional practice, and professional learning and support (and curriculum and assessment development).

- A comprehensive evaluation process includes:
    - o on-going inquiry into and reflection on practice;
    - o goal-setting aligned with expectations for student learning;
    - o information gathered from multiple sources of evidence;

o   analysis of data from multiple sources of evidence;

o   support structures for feedback, assistance, and professional collaboration;

o   research-based professional learning opportunities aligned with the needs of teachers.

- An effective teaching and learning system that increases educator effectiveness and student outcomes is standards-based, and promotes and is sustained by a culture of collaboration and knowledge-sharing.

PHILOSOPHY OF PROFESSIONAL EVALUATION

The purpose of educator evaluation is to improve student achievement outcomes through effective instruction and support for student and educator learning. A variety of factors support the improvement of learning and instruction. The Andover Professional Learning and Evaluation Plan addresses all these factors systemically. It is a comprehensive system that is based on clearly defined expectations that consist of domains of skills, knowledge, and disposition articulated in the *Common Core of Teaching (2017)* for teacher evaluation, the *Common Core of Leading-Connecticut's Leadership Standards (2012)* for administrator evaluation, and the national standards for the evaluation of educators in pupil services, as well as what current research tells us about the relationship between teaching and learning.

The Professional Learning Plan supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for student learning, and ongoing evaluation with access to professional learning and support. The Plan's teacher observation and evaluation instrument, the *CCT Performance and Practice Continuum* is designed to align with the processes and professional performance profiles outlined in Connecticut's Teacher Education and Mentoring (TEAM) Plan, which provides differentiated professional learning for all beginning teachers. Such alignment promotes the establishment of common, consistent vocabulary and understandings about teacher practice at all levels, among administrators and teachers, throughout the district.

Andover's Professional Evaluation Plan takes into account school improvement goals, curricular goals, student learning goals, and evidence of educators' contributions to the school as a whole.   Performance expectations within our Plan also include those responsibilities that we believe to be the key in promoting a positive school climate and the development of a professional learning community.

ANDOVER PROFESSIONAL LEARNING AND EVALUATION PLAN GOALS

1. **Professionalize the Profession**
   - Document and share educators' best practices that result in meaningful advancement of student learning.
   - Enhance expert knowledge and collective efficacy in the field
   - Create new opportunities for educators to collaborate and develop leadership skills in their schools and disciplines.
   - Recognize excellence in teaching, administration and exemplary contributions to the district.
   - Ensure that only high-quality professionals are selected for tenure.
   - Provide a process for validating personnel decisions, including recommendations for continued employment of staff.

2. **Improve the quality and focus of observation and evaluation**
   - Establish collaborative examinations of instructional practice among administrators and teachers to develop shared understanding of the strengths and challenges within our school and Plans to improve student learning.
   - Define and clarify criteria for evaluation and measurement of student learning, using research-based models for evaluation.
   - Establish multiple measures to assess professional practice, such as: teacher portfolios; teacher-designed objectives, benchmarks, and assessments of student learning; teacher contributions to school/district level research on student learning and professional resources; mentoring and peer assistance; achievement of learning objectives for student growth, as measured by appropriate standardized assessments, where applicable, or other national or locally-developed curriculum benchmarks and expectations for student learning.
   - Improve quantity and quality of feedback to those evaluated.
   - Align evaluation findings with professional learning development and support systems.

3. **Support organizational improvement through the Professional Learning and Evaluation Plan.**
   - Align professional learning opportunities with the collective and individual needs of educators, based on data acquired through professional learning goal plans and observations of professional practice.
   - Provide educators with multiple avenues for pursuing professional learning.
   - Integrate the district's resources to support and provide professional learning opportunities.
   - Create formal and informal opportunities for educators to share professional learning with colleagues.

ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING AND EVALUATION

Definition of Teacher and Evaluator

Evaluator refers to all individuals whose job responsibilities include supervision and evaluation of other teachers. Teacher, as used in this document, shall mean all certified instructional and non-instructional persons below the rank of Administrator.

Superintendent's Role in the Evaluation Process

- Arbitrate disputes.
- Allocate and provide funds or resources to implement the plan.
- Serve as liaison between Andover's Board of Education and the evaluation process.
- The Superintendent will be responsible for ensuring that PDEC receives information regarding school improvement and individual professional growth goals for use in planning staff development plans.

Responsibility for Evaluations

Administrators and directors will be responsible for evaluations, including, but not limited to, personnel in the following categories:

School Administrators (Principal and/or Director of special education)
- Teachers (classroom, special education and specials areas)
- Intervention teachers
- Speech Language Pathologist

Superintendent of Schools
- Principal

Roles and Responsibilities of Evaluators and Evaluatees

The primary purpose of educator evaluation is to strengthen individual and collective practices to improve student growth. Therefore, evaluators and evaluatees share responsibilities for the following:

- The review and understanding of Connecticut's Common Core of Teaching (CCT) and Andover's Professional Learning and Evaluation Plan.
- The review and understanding of Connecticut's Common Core of Leading (CCL) and the Leadership Practice Rubric.
- The review and familiarity with applicable portions of Connecticut's Common Core State Standards, Connecticut's Frameworks of K-12 Curricular Goals and Standards, Smarter Balanced Assessments, as well as locally-developed curriculum standards.
- Adherence to established timelines.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learning about professional practice.

Evaluator Roles
- Review of and familiarity with evaluatees' previous evaluations.
- Participation in collaborative conferences with evaluatees.
- Assistance with assessment of goals, student learning indicators, learning activities developed and implemented by evaluatees, and outcomes.
- Analysis and assessment of performance, making recommendations as appropriate.
- Clarification of questions, identification of resources, facilitation of peer assistance and other support as needed.

Evaluatee Roles
- Reflection on previous feedback from evaluations.
- Engagement in inquiry-based professional learning opportunities.
- Participation in collaborative conferences with evaluator.
- Development, implementation, and self-assessment of goals, student learning indicators, learning activities, and outcomes.
- Request clarification of questions or assistance with identification of professional resources and/or peer assistance.

IMPLEMENTATION OF PROFESSIONAL LEARNING AND EVALUATION PLAN

<u>Training and Orientation of Teachers and Administrators</u>
Teachers and administrators new to the district will be provided with copies of the Professional Learning and Evaluating Plan and will engage in training to ensure that they understand the elements and procedures of the plan, processes and documents. This training will take place upon employment or prior to the beginning of the school year with members of the administration.

<u>New Educator Support and Induction</u>
In the interest of supporting all educators in the implementation of the Plan, the district will offer local support to new staff members. A variety of general topics will be addressed, including, but not limited to:
- School philosophy and goals
- Policies and procedures
- Assignments and responsibilities
- Curriculum and instructional support
- Resources for professional learning
- Schedules and routines
- Support services
- School Safety Plan

In addition, periodic meetings with school personnel will focus on domains of the Common Core of Teaching, Common Core of Leading, Common Core Standards in English and Language Arts, Mathematics, and the Content Areas, discipline policies, stakeholder communication, effective collaboration, classroom interventions, special education, evaluation and professional responsibilities.

Evaluator Orientation and Support

The understanding of the Professional Learning and Evaluation Plan's features, Connecticut's Common Core of Teaching (CCT), Common Core of Leading (CCL), Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going training and support in the use and application of the Evaluation Plan. Evaluators will review Plan elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined. Plans for staff training will be coordinated annually by the PDEC team.

Resources for Plan Implementation

Funds to provide material and training as well as time for Professional Learning opportunities and collaboration necessary to support the successful achievement of the teachers' goals, objectives and implementation of the Evaluation Plan will be allocated annually and determined on a Plan by Plan basis.

DISPUTE RESOLUTION

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

The resolution process may be implemented when there is a question as to whether or not:

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

The Superintendent's judgment shall not be the focus of a dispute. The resolution process shall be conducted in accordance with the law governing confidentiality.

Procedures

1. Within three days of articulating the dispute, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving the matter informally. The two parties have the option of choosing a facilitator who will review the areas of difference and suggest compromises or resolutions.

2. If there has been no resolution, the Superintendent shall review information from the evaluator, the evaluatee, and the facilitator and shall meet with all parties as soon as possible. Within three days of the meeting, and review of all documentation and recommendations, the Superintendent will act as arbitrator and make a final decision, which may not be appealed.

3. The evaluatee shall be entitled to Collective Bargaining representation at all levels of the process.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.

2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.

3. If an evaluatee does not initiate the appeals procedure within 5 days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.

Failure of the evaluatee at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level. Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective.

EDUCATOR EVALUATION PLAN

TEACHER EVALUATION PLAN

OVERVIEW

Andover's Professional Learning and Evaluation Plan supports an environment in which educators have the opportunity to regularly employ inquiry into and reflection on practice, to give each other feedback, and to develop teaching practices that positively affect student learning. All leaders/educators are assigned a primary evaluator (092 or 093).

To help foster such an environment, we have created the Professional Learning and Evaluation Plan as a system that provides multiple opportunities and options for teachers to engage in individual and collaborative activities in which they collect, analyze, and respond to data about student learning with other staff members. Teachers and administrators are expected to provide evidence related to the effectiveness of instructional practices and their impact on student learning.   Teachers and administrators are also expected to take an active role in a cycle of inquiry into their practice, development, implementation and analysis of strategies employed to advance student growth, and to reflect on the effectiveness of their practice. The Plan includes an additional component, Professional Assistance and Support System (PASS), for those teachers and administrators in need of additional support to meet performance expectations.

Standards and Indicators of Teaching Practice

The expectations for teacher practice in the Professional Learning and Evaluation Plan are defined using the four domains and their indicators of the Common Core of Teaching (CCT, 2017). Teachers are given feedback using a single point rubric based on the CCT.

PROCESS AND TIMELINE OF TEACHER EVALUATION

The annual evaluation process for a teacher is depicted in the graphic below:
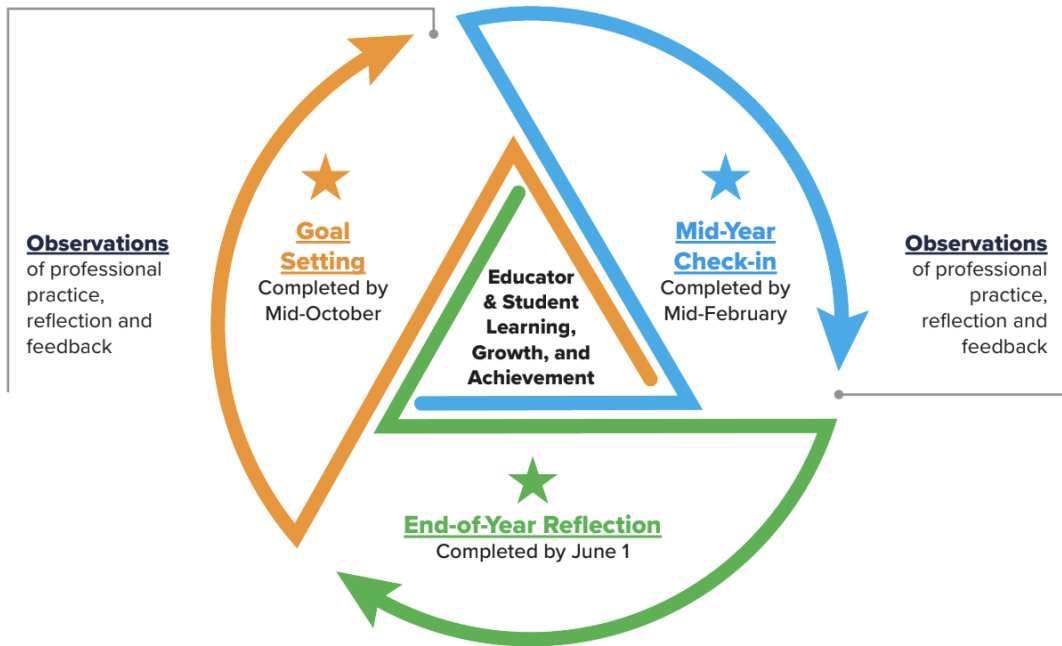
Goal Setting
Completed by Mid-October

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

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

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

Mid-year Check-in
Completed by Mid-February

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

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

End-of-Year Reflection
Completed by June 1

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

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

Orientation on the educator evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:
• High leverage goal setting and professional learning plans
• Use of rubrics and standards
• Observation of practice/Review of practice
• Tiered supports
• Dispute resolution
Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

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

* For beginning educators in the TEAM Program, consideration for alignment between professional learning and their TEAM modules would enhance their learning and practice.

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

End-of-Year Reflection/Summative Review (Completed by June 1)

End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal. The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process.

Professional Practice and Educator Growth
The implementation of the continuous learning process is shared between the educator and evaluator. For the duration of the learning process, educators pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide educators with feedback from observation and dialogue, ensure timely access to supports, and collect evidence of educator performance and practice toward goal(s) through multiple sources, which include observation and may include student, staff, or family feedback (see appendix J).

Observation of Professional Practice and Feedback
Observations occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, standards, and the educator's goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Feedback, written or verbal, is provided within five school days. "Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:
• Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
• Is personalized
• Is learning-focused or growth-oriented
• Provides questions for reflection to refine or revise strategies
• Expands understanding of one's experiences and their implications for future experiences
• Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
• Is timely, frequent and reciprocal

Definition of Cohorts

Cohort 1

Who:
- New to profession (first four years)
- New to LEA (first two years)

What:
- Two formal observations (minimum 30 minutes in length) with pre and post meetings
- One formal observation may be substituted for a review of practice
- 1 informal observation (minimum 20 minutes in length) with a post meeting.
- Verbal and written feedback within five school days
- Additional observations of professional practice as mutually agreed upon or deemed necessary

Cohort 2

Who:
- Educators who have successfully completed Cohort 1 in their current LEA

What:
- Two reviews of practice with one being an informal observation (min. 20 minutes).
- One observation of professional practice may be substituted for a review of practice.
- Verbal and written feedback within 5 school days
- Additional observations of professional practice as mutually agreed upon or deemed necessary

Growth Criteria

An educator is determined to have successfully completed the learning process by demonstrating:
- Reflection supported with evidence of the impact of the educators' new learning on their practice/goal.
- The impact the educators' new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- Next steps.

Tiered Support

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

Tier 1

All educators at AES have consistent access opportunities for professional growth within the district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching). These resources are identified through a goal setting process by mutual agreement.

Tier 2

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

Tier 3

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

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan is separate from the normal educator growth model and contains:
• clear objectives specific to the well documented area of concern;
• resources, support, and interventions to address the area of concern;
• well defined timeframes for implementing the resources, support, and interventions; and
• supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative.

Local and State Reporting

The superintendent shall report:

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

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

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

Appendix I: Sample Reflection Questions – Educator

Self-Reflection Sample Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current students'/adult learners' strengths and needs, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of Success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

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

Appendix N: Continuous Learning Process – Educator

Evaluation Orientation

Orientation to Educator Evaluation was completed on:

**Date**

Non-negotiable Process Element of the CT Guidelines (2023)

Download these forms:

⬇ Educator Goal-Setting Form

⬇ Educator Observation Form

⬇ Educator Mid-Year Check-In Form

⬇ Educator End-of-Year Self-Reflection Form

⬇ Educator End-of-Year Conference Form

*See Google Drive link for the digital forms

ADMINISTRATOR EVALUATION PLAN

Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator (092 or 093).

Leader Continuous Learning Process

Evaluation Orientation
Completed prior to the start of the Continuous Learning Process

Site Visit/ Observation
of professional practice, reflection and feedback

Goal Setting
Completed by November 1

Organizational Health

Mid-Year Check-in
Completed by March 1

Site Visit/ Observation
of professional practice, reflection and feedback

End-of-Year Reflection
Completed by June 30

Goal Setting
Completed by November 1

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

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

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

Mid-year Check-in
Completed by March 1

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

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

End-of-Year Reflection
Completed by June 30

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

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

Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered supports
- Dispute resolution

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

Goal(s) Setting (Completed by November 1)
Leaders and their evaluators mutually agree upon a high leverage professional practice one, two, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals. Goals should always be connected to standards recommended by the PDEC and approved by the local board of education. This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:
• Self-assess using the identified rubric.
• Identify a high leverage goal that impacts leadership practice and educator and organizational growth.
• Identify an individual or a collaborative goal.
• Develop a proposed professional learning plan to build knowledge and skill.

The leader shares the above with their evaluator during an initial goal setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

Midyear Check-in (Completed by March 1):
The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement. Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

End-of-Year Reflection/Summative Review (Completed by June 30)
End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s).

This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process. All forms for documentation are hyperlinked within the graphic of the continuous learning process, with further detail for each step.

Professional Practice and Leader Growth
The implementation of the continuous learning process is shared between the leader and evaluator. For the duration of the learning process, leaders pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue, ensure timely access to support and collect evidence of leader performance and practice toward goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement.

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days.

Quality feedback: based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s), is personalized, is learning-focused or growth-oriented, provides questions for reflection to refine or revise strategies, expands understanding of one's experiences and their implications for future experiences, provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices, is timely, frequent, and reciprocal.

Definition of Cohorts

Cohort 1
Who:
- New to leadership role (e.g., principal from assistant principal etc.; first three years)
- New to LEA (first three years)

What:
- Three observations of professional practice and/or site visits
- Feedback written and verbal within five school days
- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Cohort 2
Who:
- Leaders who have successfully completed Cohort 1 in their current LEA

What:
- Two observations of professional practice and/or site visits
- Feedback written and verbal within five school days
- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Growth Criteria

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:

• Reflection supported with evidence of the impact of the leader's new learning on their practice/goal

• The impact the leader's new learning and practice had on the leader's practice, organizational growth, educator growth, and student outcomes.

• Next steps

Tiered Support and Corrective Support Planning

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

Tier 1

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

Tier 2

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

Tier 3

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

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for

certified leaders chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan must contain:
• clear objectives specific to the well documented area of concern;
• resources, support, and interventions to address the area of concern;
• timeframes for implementing the resources, support, and interventions; and
• supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative.

Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process.

The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

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

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process
1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.

    a. Option 1:

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.* The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision. *In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and leader may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified leader and may or may not be from within the district.

B. OPTION 2:

THE LEADER BEING EVALUATED REQUESTS THAT THE SUPERINTENDENT OR DESIGNEE SOLELY ARBITRATE THE ISSUE IN DISPUTE. IN THIS CASE, THE SUPERINTENDENT WILL REVIEW ALL APPLICABLE DOCUMENTATION AND MEET WITH BOTH PARTIES (EVALUATOR AND LEADER BEING EVALUATED) AS SOON AS POSSIBLE, BUT NO LONGER THAN FIVE SCHOOL DAYS FROM THE DATE OF THE WRITTEN COMMUNICATION TO THE SUPERINTENDENT. THE SUPERINTENDENT WILL ACT AS ARBITRATOR AND MAKE A FINAL DECISION, WHICH SHALL BE BINDING.

TIME LIMITS

1. SINCE IT IS IMPORTANT THAT APPEALS BE PROCESSED AS RAPIDLY AS POSSIBLE, THE NUMBER OF DAYS INDICATED WITHIN THIS PLAN SHALL BE CONSIDERED MAXIMUM. THE TIME LIMITS SPECIFIED MAY BE EXTENDED BY WRITTEN AGREEMENT OF BOTH PARTIES.
2. DAYS SHALL MEAN WORKDAYS. BOTH PARTIES MAY AGREE, HOWEVER, TO MEET DURING BREAKS AT MUTUALLY AGREED UPON TIMES.
3. THE LEADER BEING EVALUATED MUST INITIATE THE APPEALS PROCEDURE WITHIN FIVE WORKDAYS OF THE SCHEDULED MEETING IN WHICH THE FEEDBACK WAS PRESENTED. IF NO WRITTEN INITIATION OF A DISPUTE IS RECEIVED BY THE EVALUATOR WITHIN FIVE WORKDAYS, THE LEADER SHALL BE CONSIDERED TO HAVE WAIVED THE RIGHT OF APPEAL.
4. THE LEADER BEING EVALUATED MUST INITIATE EACH LEVEL OF THE APPEAL PROCESS WITHIN THE NUMBER OF DAYS INDICATED. THE ABSENCE OF A WRITTEN APPEAL AT ANY SUBSEQUENT LEVEL SHALL BE CONSIDERED AS WAIVING THE RIGHT TO APPEAL FURTHER.

*CLAIMS THAT THE DISTRICT HAS FAILED TO FOLLOW THE ESTABLISHED PROCEDURES OF THE EVALUATION AND SUPPORT PROGRAM SHALL BE SUBJECT TO THE GRIEVANCE PROCEDURES SET FORTH BY THE CURRENT COLLECTIVE.

Appendix A: Sample Reflection Questions – Leader

Self-Reflection Sample Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about leadership and organizational well-being? What new learning might you want to explore to inform your understanding of these questions and professional leadership practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current organization's strengths and needs, and/or knowledge of district/school/program goals, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

Appendix C: Growth Criteria and Sources of Evidence – Leader

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice • The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice. **Impact on the Organization** • The leader can demonstrate how they positively impacted the organizational health and can articulate connections/ rationale between the improved learning and their own changes in practice. **Impact on Community** • The leader can demonstrate how they worked effectively with colleagues/ families/community.	• Information from site visits • Strategic plans • Learning walk/instructional rounds • Self-reflection (e.g., journals, learning logs) • Leader created professional learning materials • Operational artifacts (e.g., schedules, procedural revisions) • Educator learning outcomes • Policy updates • Community communications • Constituent feedback • Program development and implementation • Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) • Systems and structures

Appendix F: Continuous Learning Process – Leader

Evaluation Orientation
Orientation to Leader Evaluation was Completed on:
Date
Non-negotiable Process Element of the CT Guidelines (2023)

Download these forms:

⬇ Leader Goal-Setting Form

⬇ Leader/Site Visit Form

⬇ Leader Mid-Year Check-In Form

⬇ Leader End-of-Year Self-Reflection Form

⬇ Leader End-of-Year Conference Form

*See Google Drive folder for the forms to submit.