

Ashford School Educator and Leader Evaluation and Support Model 2024-2025



Ashford School Board of Education Mission

The Ashford Board of Education, in partnership with Ashford School and the community, is committed to providing a safe and positive environment that encourages lifelong learning and empowers students to succeed in their continued educational endeavors. Students will also discover their passions, strive for excellence, connect with their community and the world, and contribute in positive and meaningful ways.



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2024-2025 Ashford Board of Education

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Ashford School Educator and Leader Evaluation and Support Model

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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 Ashford School Professional Learning and Evaluation Program addresses all these factors systemically. It is a comprehensive system that is based on clearly defined expectations that consist of domains of planning and preparation for learning, classroom management, delivery of instruction, monitoring, assessment, and follow-up, family and community outreach, and professional responsibilities articulated in the *Marshall Educator Evaluation Rubrics* (2011) for educator evaluation, the *Marshall Principal Evaluation Rubric* (2012) for leader 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.

Educator and Leader Evaluation and Support Model 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 Program's educator observation and evaluation instrument, the *Marshall Educator Evaluation Rubrics* (2011) is designed to align with the processes and professional performance profiles outlined in Connecticut's educator Education and Mentoring (TEAM) program, which provides differentiated professional learning for all beginning educators. Such alignment promotes the establishment of common, consistent vocabulary and understandings about educator practice at all levels, among administrators and educators, throughout Ashford School.

Ashford School's Educator and Leader Evaluation and Support Model takes into account school improvement goals, curricular goals, student learning goals, and evidence of educators' contributions to the school as a whole. Educator and Leader Evaluation and Support Model also includes those responsibilities that we believe to be the key in promoting a positive school climate and the development of a professional learning community.

Ashford School Educator and Leader Evaluation and Support Model Goals

1. Professionalize the Profession

- Document and share educators' best practices that result in meaningful advancement of student learning.
- Create new opportunities for educators to collaborate and develop leadership skills in the school and their disciplines.
- Recognize and reward excellence in teaching, administration, and exemplary contributions to Ashford School.
- Ensure that only high-quality professionals are selected for tenure in Ashford School.
- 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 educators to develop shared understanding of the strengths and challenges within our school 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: educator portfolios; educator-designed objectives, benchmarks, and assessments of student learning; educator contributions to whole school improvement; 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 programs and support systems.

3. Support organizational improvement through the Professional Learning and Evaluation Program.

- 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.
- Create formal and informal opportunities for educators to share professional learning with colleagues.

Roles and Responsibilities for Educator and Leader Evaluation and Support Model

Definition of Educator and Evaluator

Evaluator refers to all individuals whose job responsibilities include supervision and evaluation of other educators. Educator, as used in this document, shall mean all certified instructional and non-instructional persons below the rank of Administrator. **All educators are assigned a primary evaluator who holds a 092 or 093.**

Superintendent's Role in the Evaluation Process

- Arbitrate disputes.
- Allocate and provide funds or resources to implement the plan.
- The Superintendent will be responsible for ensuring that the School Improvement Committee receives information regarding school and program improvement and individual professional growth goals for use in planning staff development programs.

Responsibility for Evaluations

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

Administrators of Ashford School

- Educators
- Educators of Special Education

Director of Pupil Personnel

- Psychologists
- Speech Therapists
- Nurse

Superintendent

- School Administrators

All educators are assigned a primary evaluator who holds a 092 or 093.

Roles and Responsibilities of Evaluators and Educators

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

- The review and understanding of *Marshall educator Evaluation Rubric* and Ashford School goals.
- 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 Curriculum Goals and Standards, the 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 professional practice.

Evaluator Roles

- Review of and familiarity with educators' previous evaluations.
- Participation in collaborative conferences with educators.
- Assistance with assessment of goals, student learning indicators, learning activities developed and implemented by educators, 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.

Educator Roles

- Reflection on previous feedback from evaluations.
- Engagement in professional learning opportunities.
- Participation in collaborative conferences with evaluators.
- 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 Educator and Leader Evaluation and Support Model

Training and Orientation of educators and Administrators

At the beginning of and throughout the 2024-25 school year, Ashford School will provide to all educators orientation and training sessions (through in service sessions, target group sessions, and individual conferences) that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff. **All staff will have ample opportunity by October 15th of any given year to fully understand all the components of the Professional Learning and Evaluation Program.**

Educators and administrators new to Ashford School will be provided with copies of the Professional Learning and Evaluation Program and will engage in training to ensure that they understand the elements and procedures of the program, processes and documents. This training will take place upon employment or prior to the beginning of the school year with members of Ashford School staff.

New Educator Support and Induction

In the interest of supporting all educators in the implementation of the program, Ashford School will offer support to new staff members. A variety of general topics will be addressed, including:

- School philosophy and goals
- Policies and procedures
- Assignments and responsibilities
- Facility and staffing
- Curriculum and instructional support
- Resources for professional learning
- Schedules and routines
- Support services

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, parent communication, effective collaboration, classroom interventions, special education, evaluation and professional responsibilities.

Evaluator Orientation and Support

Understanding of Ashford School's Educator and Leader Evaluation and Support Model, *Marshall Educator Evaluation Rubric*, 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 Ashford School's Educator and Leader Evaluation and Support Model. Evaluators will review program 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 through the Ashford School Council.

Resources for Support Model Implementation

Funds to provide material and training as well as time for professional learning options and collaboration necessary to support the successful achievement of the educators' goals, objectives and implementation of the support model will be allocated annually.

Dispute Resolution

The purpose of the resolution process is to secure at the lowest possible administrative level, equitable solutions or disagreements that 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 should be worked out informally between evaluators and educators.

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 resolution process shall be conducted in accordance with the law governing confidentiality.

Procedures

1. Within three days of articulating the dispute in writing to their evaluator. The educator will meet and discuss the matter with the evaluator with the purpose 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 individual may choose to continue the dispute resolution process in writing to the Superintendent or designee within three work days of the meeting with the evaluator. The educator being evaluated may choose between two options.

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 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.

*In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and educator may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified educator and may or may not be from within the district.

Option 2:

The educator being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator 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.

3. The educator 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 educator does not initiate the appeals procedure within 5 days of acknowledged receipt of evaluation materials, the educator shall be considered to have waived the right of appeal.
4. Failure of the educator at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

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

OVERVIEW

Ashford School Leader and Educator Evaluation and Support Model provides 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.

To help foster such an environment, we have created the Leader and Educator Evaluation and Support Model as a district-wide system that provides multiple opportunities and options for educators to engage in individual and collaborative activities in which they collect, analyze, and respond to data about student learning, within Ashford School. Educators and leaders are expected to provide evidence related to the effectiveness of instructional practices and their impact on student learning. Educators and leaders 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 reflection on effectiveness of their practice. The Leader and Educator Evaluation and Support Model provides tiered support and a corrective support plan for those educators and leaders in need of additional support to meet performance expectations. All educators and leaders will be assigned a primary evaluator who holds a 092 or 093 certification.

Standards and Indicators of Educators Practice

The expectations for educator practice in Ashford School's Leader and Educator Evaluation and Support Model are defined using the six domains and their indicators of the Marshall educator Evaluation Rubrics (2011). This tool used for observing and assessing educator practice in each of the domains, reflects the spirit and specifics of the CCT, articulates components of teaching, and establishes designations of levels of practice, including: *Highly Effective, Effective, Improvement Necessary, Does Not Meet Standards*.

Core Requirements of the Evaluation Program

Ashford School's Leader and Educator Evaluation and Support Model is aligned with the core requirements of the State Board-approved Guidelines for Educator Evaluation, as provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 23 of P.A. 23- 159. The following is a description of the processes and components of Ashford School's program for educator evaluation, through which the core requirements of the guidelines shall be met.

PROCESS AND TIMELINE OF EDUCATOR EVALUATION AND OBSERVATION

The annual evaluation process for an educator will at least include, but not be limited to, the following steps, in order:

1. Orientation – (by September 15):

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.

To begin the annual evaluation process, evaluators meet with educators, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:

1. *Marshall educator Evaluation Rubrics (2011)*
2. School priorities that should be reflected in educator performance and practice goals.
3. Marshall Domain Focus related to student outcomes and achievement.
4. Data regarding whole-school indicators of student learning.
5. Self-assessment processes and purposes.
6. Data collection, including types of data and processes for collection and analysis.
7. Evaluators and educators will establish a schedule for collaboration required by the evaluation process.

2. Goal-setting Conference – (by October 15):

• **Educator Reflection**—In advance of the Goal Setting Conference, the educator will examine data related to current students' performance (including, but not limited to: standardized tests, portfolios and other samples of student work appropriate to educator's content area, etc.), prior year evaluation and survey results, previous professional learning goals, and Marshall educator Evaluation Rubrics (2011). First-year beginning educators may find it helpful to reflect on their practice goals with their mentor educator, using the TEAM program's Module Resources and Performance Profiles, to determine a baseline for establishing goals. The educator will draft the following:

- a) Domain Focus to address student learning and achievement objectives

b) a performance and practice goal, based on data from educator reflection and evaluator observations and review of the Marshall educator Evaluation Rubrics (2011).

Goal(s) Setting (Completed by October 15)

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 E). For beginning educators in the educator Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules would enhance their learning and practice.

Goal-setting conference – No later than November 1st:

The evaluator and educator will meet to discuss the educator's proposed goal in order to arrive at mutual agreement about them. The goal for the year must be informed by data and evidence collected by the educator and evaluator about the educator's practice. The evaluator collects evidence about educator practice to support the proposed goal and objective if they do not meet approval criteria.

Examples of data and evidence that may be included in the goal-setting conference:

<ul style="list-style-type: none">• Lesson Plans• Formative Assessment Data • Summative Assessment Data • Student Work• Parent Communication Logs • Data Team Minutes• Survey Data	<ul style="list-style-type: none">• Class List• Standardized and Non Standardized Data (based on the educator's class)• School-Level Data• Marshall Rubric
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• Observations of Practice:

Evaluators will observe educator practice in both formal and informal in-class observations and non-classroom reviews of practice throughout the school year, with frequency based on the year of implementation of the plan and the educator's summative evaluation rating.

• Evidence collection and review (throughout the school year):

The educator collects evidence about his/her practice and student learning that is relevant to the agreed-upon professional goals and standards. The evaluator also collects evidence about educator practice for discussion in the interim conference and summative review.

Midyear Check-in (Completed by March 1st):

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 one, two or three year goal may be considered based on multiple measures of evidence.

3. Interim Conference/Mid-year Check-Ins (by March 1st):

The evaluator and educator will hold at least one mid-year conference. The discussion should focus on processes and progress toward meeting the goals and developing one's practice. Both the educator and the evaluator will bring evidence about practice and student learning data to review. The educator and evaluator will discuss the cause and effect relationship of practice to student learning data, i.e. – how practice positively impacts student learning. If necessary, educators and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of the Domain Focus goal to accommodate changes (e.g., student populations, assignment). They also discuss actions that the educator can take and support the evaluator can provide to promote educator growth in his/her development areas.

4. End-of-year summative review (by June 1):

a. **Educator self-assessment** - The educator reviews and reflects on all information and data collected during the year related to the standards and goals and completes a self-assessment for review by the evaluator. This self assessment may focus specifically on the areas for development, referencing the Marshall educator Evaluation Rubrics (2011) and established in the goal-setting conference.

b. **The self-assessment** should address all components of the evaluation plan and include what the educator learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.

c. **End-of-year conference** - The evaluator and the educator meet to discuss all evidence collected to date. The educator and evaluator will discuss the extent to which students met the goal and how the educator's performance and practice focus contributed to student outcomes and professional growth. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

End-of-Year Reflection/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. All forms for documentation are hyperlinked within the graphic of the continuous learning process with further detail for each step.

COMPONENTS OF EDUCATOR EVALUATION AND RATING

The Core Requirements of the CT Guidelines for educator Evaluation require that districts weight the components of educator's annual summative evaluations and ratings as follows:

STUDENT OUTCOMES AND ACHIEVEMENT

Educators are required to develop one goal related to student growth and development. Domain Focused Goals are based on Standardized indicators.

- o Educators may establish a Domain focused goal based on student learning needs and measurable targets.
- o Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
- o Other curricular benchmark assessments
- o Student portfolios of examples of work in content areas, collected over time and reviewed annually.

The Domain Focused goals for all personnel must demonstrate alignment with school-wide student achievement priorities.

Goal Setting

Ashford School educators' goal addresses the learning needs of their students and are aligned to the educator's assignment. The student outcome related indicators will be written to meet *Marshall Educator Evaluation Rubrics* goal criteria and standards, educators will write one goal that will address targeted areas for student growth and/or achievement.

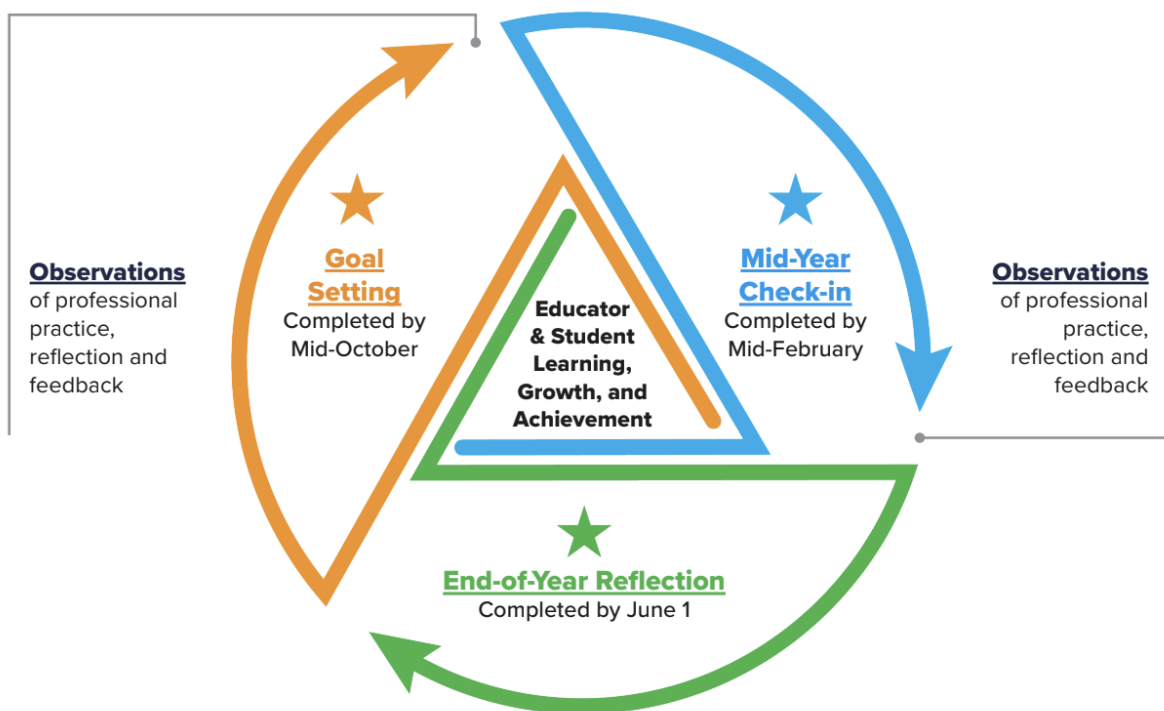
Goal will:

1. Take into account the academic track record and overall needs and strengths of the students that educator is teaching that year/semester.

Educator Continuous Learning Process

Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



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

Through applying *Marshall Educator Evaluation Rubrics (2011)* Educators write meaningful and relevant **to one, two, or three year** goals that align to their teaching assignment. Result from a thorough knowledge of their students and data analysis is required. Examples of data that educators will be required to analyze are:

1. Student outcome data (academic)
2. Behavior data (absences, referrals)
3. Program data (participation in-school or extracurricular activities or programs)
4. Perceptual data (learning styles and inventories, anecdotal)

Educators must learn as much as they can about the students they teach, be able to document baseline data that they have used to determine their instructional focus and be able to write *Marshall Educator Evaluation Rubrics* goals on which they will be evaluated.

Analysis of these initial pieces of data on incoming students for the year should be completed by mid-October of the academic year.

Observation of Educator Practice

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual educators with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. Annually, administrators will engage in professional learning opportunities, including online options and collaborative sessions, that will develop their skills in effective observation, providing meaningful, useful feedback, and engaging in productive professional conversations with educators. See attached rubric from *Marshall Educator Evaluation Rubrics* evaluation.

Evaluators and other instructional leaders use a combination of formal and informal, announced and unannounced observations to:

1. Gather evidence of and facilitate professional conversation regarding the quality of educator practice;
2. Provide constructive oral and written feedback of observations that is timely and useful for educators;
3. Provide information for the on-going calibration of evaluators and evaluation practices in the district.

Administrators may differentiate the number of observations based on experience, prior ratings, needs and goals of individual educators.

In addition to formal conferences for goal setting and performance review and formal observations, informal observations of educators by evaluators will occur periodically. Observations are for the purpose of helping educators to gain insights

about their professional practice and its impact on student learning. Formal and informal observation of educators is considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of student learning in a school as a whole. In addition to in-class observations, non classroom reviews of practice will be conducted. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other educators, review of lesson plans or other teaching artifacts. The Professional Learning and Evaluation Program also establishes opportunities for educators to participate in informal, non-evaluative observations of educator practice for the following purposes: to enhance awareness of teaching and learning practices in our schools; to create opportunities for problem based professional learning projects and action research to improve student learning; and to enhance collaboration among educators and administrators in advancing the vision and mission of their schools.

- Educators who serve as mentors to new educators, mentors to interns, or who have Student educators may have fewer observations and/or reviews of practice.

Definition of Cohorts

Cohort 1

Who:

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

What:

- Three observations of Professional Practice (minimum 30 minutes in length) with pre and post meetings
 - One observation of professional practice may be substituted for a review of practice
- 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 Observations of Professional Practice (minimum 20 minutes in length) with post meetings.
 - One observation of professional practice may be substituted for a review of practice
- Verbal and written feedback within five school days
- Additional observations of professional practice as mutually agreed upon or deemed necessary

Growth Criteria

An educator is determined to be able successfully completed the learning process by demonstrating:

- Reflection supported with evidence of the impact of the educators' new learning on their practice/goal.

Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning and Impact on Practice</p> <ul style="list-style-type: none">• 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. <p>Impact on Students</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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

EVALUATOR TRAINING AND PROFICIENCY

Formal observations of classroom practice are guided by the Domains and indicators of *The Marshall Educator Evaluation Rubric*. Evaluators participate in extensive training and are required to be Accomplished in the use of the Rubric for educator evaluation. Training is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the Rubric in observations and evaluation. Formal observations include pre- and post-conferences that provide opportunities for deep professional conversations that allow evaluators and educators to set goals, allow administrators to gain insight into the educator's progress in addressing issues and working toward their goals, and share evidence each has gathered during the year.

SUMMATIVE EDUCATOR EVALUATION RATING:

Each educator shall annually receive a summative rating based on

Highly Effective	Level is reserved for truly outstanding teaching that meets demanding criteria
Effective	Describes solid, expected professional performance
Improvement Necessary	Performance has deficiencies
Does Not Meet Standards	Clearly unacceptable performance

Determining Summative Ratings

The process for determining summative evaluation ratings has two steps: (a) determining a domain rating for each domain (b) the summative score is the average of all domain ratings. See Appendix.

DEFINITION OF EDUCATOR EFFECTIVENESS AND INEFFECTIVENESS

Educator effectiveness will be based upon a pattern of educator ratings collected over time. In order to be deemed effective, educators will need to have a summative rating of Accomplished or Exemplary. Educators are required to be effective within two years of being evaluated using this plan.

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 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 evaluator, educator, and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all educators 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 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 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., 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 supporters 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 educators chosen pursuant to C.G.S. §10-153b.

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

- clear objectives specific to the well documented area of concern;
- 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.

See appendix P for a Corrective Support Plan form and example.

EVALUATION-BASED PROFESSIONAL LEARNING

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 B).

TENETS OF THE ASHFORD SCHOOL PLAN:

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

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

Ashford School will provide opportunities for educator career development and professional growth based on the results of the evaluation. For educators rated Highly Effective, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career educators or educators new to Ashford School; participating in development of educator Professional Assistance and Support System plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

Definition of Cohorts

Cohort 1

Who:

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

What:

- Three observations of Professional Practice (minimum 30 minutes in length) with pre and post meetings
 - One observation of professional practice may be substituted for a review of practice
- 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 Observations of Professional Practice (minimum 20 minutes in length) with post meetings.
 - One observation of professional practice may be substituted for a review of practice
- Verbal and written feedback within five school days
- Additional observations of professional practice as mutually agreed upon or deemed necessary

The Role of the Professional Development and Evaluation Committee (PDEC)

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan. Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one educator and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, educators, and other school personnel are representative of the various classifications within the groups (see examples below).

Other School Personnel	Educator	Leader
<ul style="list-style-type: none"> • Attendance counselor • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support staff 	<ul style="list-style-type: none"> • Classroom educator • CTE educator • Library media specialist • Reading interventionist • Instructional coach • Special education educator • Social worker • School psychologist • Speech pathologist 	<ul style="list-style-type: none"> • Principal • Assistant principal • TESOL supervisor • Special education supervisor • Assistant superintendent • Curriculum coordinator • Talent development supervisor

The duties of PDECs shall include, but are not limited to:

Participation in the development or adoption of a educator evaluation and support program for the district, pursuant to section 10-151b; the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the model educator and leader evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs. If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader

evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Local and State Reporting

The superintendent shall report:

1. The status of educator 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 educator evaluation and support program, including the frequency of evaluations, the number of educators 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 “educator” 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.

ADMINISTRATOR EVALUATION PLAN OVERVIEW

OVERVIEW

Ashford School Leader and Educator Evaluation and Support Model provides 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.

To help foster such an environment, we have created the Leader and Educator Evaluation and Support Model as a district-wide system that provides multiple opportunities and options for educators to engage in individual and collaborative activities in which they collect, analyze, and respond to data about student learning, within Ashford School. Educators and administrators are expected to provide evidence related to the effectiveness of instructional practices and their impact on student learning. Educators 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 reflection on effectiveness of their practice. The Leader and Educator Evaluation and Support Model provides tiered support and a corrective support plan for those educators and administrators in need of additional support to meet performance expectations.

Standards and Indicators of Administrators Practice

The expectations for administrator practice in Ashford School's Leader and Educator Evaluation and Support Model are defined using the six domains and their indicators of the *Marshall leadership Evaluation Rubrics (2012)*. This tool used for observing and assessing educator practice in each of the domains, reflects the spirit and specifics of the CCT, articulates components of teaching, and establishes designations of levels of practice, including: *Highly Effective, Effective, Improvement Necessary, Does Not Meet Standards*. All Connecticut educators and leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator and leader evaluation and support system so that all Connecticut students experience growth and success.

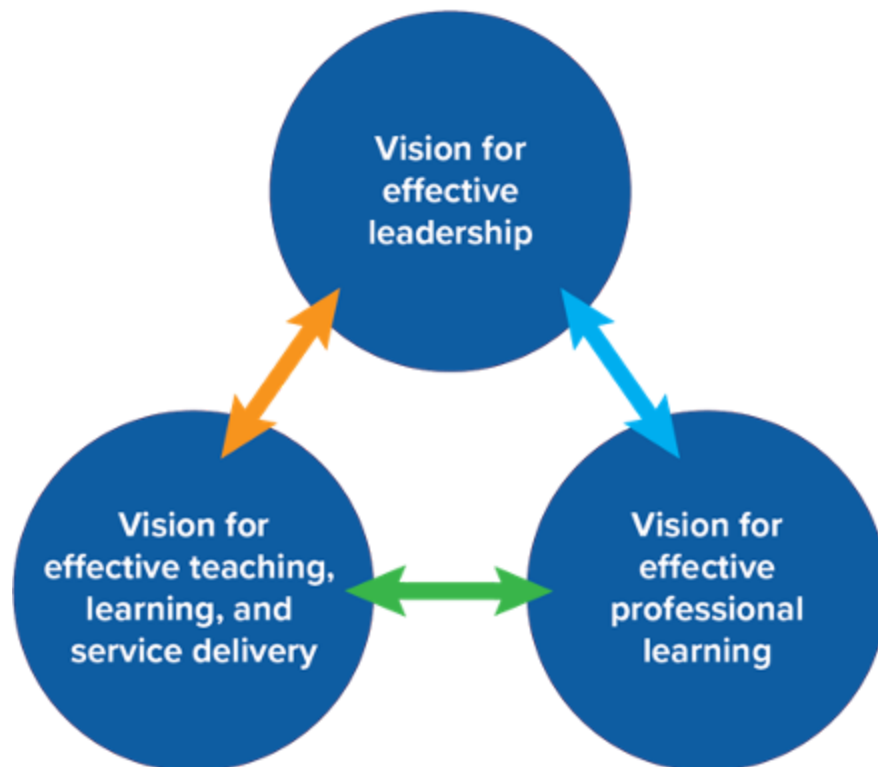
The Purpose of this Model Guide

The Connecticut (CT) Model Evaluation and Support Plan is designed to support a comprehensive educator and leader evaluation system adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. Connecticut General Statutes 10-151b requires that "the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher."

The CT Model Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all educators and leaders. Professional Development and

Evaluation Committees (PDECs) can adopt the model plan, adapt the model plan, or revise their own evaluation system to align with the CT Guidelines for Educator and Leader Evaluation and Support 2023. It is the intent that this model can serve as a foundation of evaluation and support practice aligned to the 2023 guidelines beginning in the initial year of implementation (2024-25) allowing for PDECs to develop an action plan from self-assessment toward best practices and innovation that will evolve over time. This plan will:

- introduce key components of the leader evaluation framework and the requirements set forth in the regulations;
- outline specific action steps, forms, and tools from the Model Evaluation and Support Plan specific to the evaluation of leaders; and
- highlight considerations, conditions, and systems necessary for effective implementation at the school/district level.



Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. [Learning Forward Professional Learning Standards](#) 2022, serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection,

and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.

The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus.

Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports — the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/ district. In all their work, educational leaders are driven by the district/school's mission, vision, and portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators,

and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators, and students.



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).

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 (see appendix B). 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 one, two, or three year goal or learning plan, direction to tiered support, and next steps are documented.

End-of-Year Reflection/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 **one, two, or three year goal**; 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 **one, two, or three year** goal.

This is based upon the **mutually agreed** upon **one, two, or three year** goal 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 ([see appendix B](#)).

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.

“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 **one, two, or three year** goal
- 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

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

[See appendix C for further detail.](#)

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 support has clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented ([see appendix H](#)).

Corrective Support Plan

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.

See appendix H for a Corrective Support Plan form and example.

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.

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.

Process

The leader being evaluated shall be entitled to collective bargaining representation at all levels of the 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.

PROCESS AND TIMELINE OF EDUCATOR EVALUATION

The annual evaluation process for an educator will at least include, but not be limited to, the following steps, in order:

1. Goal-setting– (by November 1):

- Self assess and reflect using the Marshall rubric
- Identify a high leverage goal that impacts leadership practice and educator and organizational growth
- Identify an individual or collaborative goal
- Develop a proposed professional learning plan to building knowledge and skill

The leader will share the above with their evaluator during the initial goal setting process. Dialogue will take place to refine the proposed goal and the leader and evaluator will come to a mutual agreement.

2. Interim Conference/Mid-year Check-Ins (by March 1st):

The midyear check-in provides an opportunity for leaders to self-reflect and review multiple and varied qualitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and the impact on professional leadership practice. During this check-in, revisions to the goal or learning plan, direction to tiered support and next steps are documented.

3. End-of-year summative review (by June 30):

- a. End of year Reflection and Feedback process: Self-reflection and discuss professional learning, evidence or impact on organizational health, educator and student learning, growth and achievement
- b. End-of-year conference - The evaluator provides written summative feedback and guides to next steps. The evaluator provides an annual summary sign off.

Cohort 1	Cohort 2
Who:	Who:
New to leadership role within the first 3 years or new to the district	Leaders who have successfully completed cohort 1
What:	What:
Three observations of professional practice and/or site visits	Two observations of professional practice and/or site visit
Feedback written and verbal within five school days	Feedback written or verbal within five school days

Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

ADMINISTRATOR PROFESSIONAL ASSISTANCE AND CORRECTIVE SUPPORT MODEL

Administrators who receive an evaluation rating of “Developing” or “Below Standard” will be required to work with their evaluator to design an administrator **corrective support model**. The plan will be created within 30 days after the completion of the **end-of-year evaluation** conference. The administrator **corrective support model** will identify areas of needed improvement and include support that Ashford School will provide to address the performance areas identified as needing improvement. After the **corrective support model**, the administrator and evaluator will collaborate to determine the target completion date. Administrators must receive an end-of-year evaluation rating of “Accomplished” within a year of the development of his/her **corrective support model**.

The **corrective support model** must include the following components:

1. Areas of Improvement: Identify area of needed improvement
2. Rationale for Areas of Improvement: Evidence from observations that show an area needing improvement.
3. Performance Expectation: List performance expectation rated “developing” or “below standard”
4. Indicators for Effective Leading: Identify exemplar practices in the area identified as needing improvement
5. Improvement Strategies to be Implemented: Provide strategies the administrator can implement to show improvement in performance expectations rated “developing” or “below standard”
6. Tasks to Complete: Specific tasks the administrator will complete that will improve the performance expectation.
7. Support and Resources: List of supports and resources the administrator can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. Indicators of Progress: How the administrator will show progress towards Accomplished/exemplar in domain through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level.

PROFESSIONAL LEARNING AND EVALUATION PROGRAM

The administrator and evaluator will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan. The contents of the plan will be confidential. For educators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career educators or educators new to Ashford School;

participating in development of educator Professional Assistance and Support System plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

EVALUATION-BASED PROFESSIONAL LEARNING

As our core values indicate, Ashford School believes that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process. Working with program goals and data from the educator evaluation process, professional learning is planned to strengthen instruction around identified student growth needs or other areas of identified educator needs.

We recognize that educators as well as students learn in different ways and have different learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences, including learning teams, study groups, individual study, etc. as well as opportunities for conducting research and collaborating with colleagues on content-based pedagogical activities. Ashford School's evaluation-based professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of Ashford School's Professional Learning and Evaluation Program is aligned with at least one, and often several, of the seven Standards for Professional Learning, as follows.

TENETS OF THE ASHFORD SCHOOL PLAN: ALIGNING STANDARDS AND PROCESSES:

Evaluation is an educator-centered process: We believe that, for evaluation to improve professional practice, it is essential to “make evaluation a task managed by an educator, and not a thing done to a worker” (Peterson, 2000, p. 5).

- Educator reflection on aspects of their leadership practice and its effect on student achievement and educator effectiveness, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice educators. [Standards: Learning Communities; Data; Outcomes] □ Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.

- Educators collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.

Organizational culture matters: The framework and outcomes of systems for the evaluation of administrators must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).

- It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as educators' and administrators' perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to

evolve the role of principals and administrators from the sole judges and evaluators of educators and teaching to emphasize their role as instructional leaders who collaborate with educators.

- Evaluators and leaders support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. [Standards: Leadership; Resources]
- Each school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [Standards: Learning Communities; Implementation]
- Educators and leaders collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [Standards: Data; Outcomes]
- Educators and leaders collaborate to plan, assess, and evaluate professional learning. [Standards: Leadership; Learning Communities; Implementation; Learning Designs]

Evaluation and professional learning must be differentiated to increase

organizational effectiveness: There is a growing research base that demonstrates that individual and collective educator efficacy (defined by Bandura, 1997, as “the group’s shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments”), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004)

- The needs of veteran and novice administrators are different, and evaluation-based professional learning is designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [Standards: Learning Design; Leadership; Resources]
- The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for administrators to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [Standards: Data; Outcomes: Learning Communities; Leadership]

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

Ashford School will provide opportunities for administrator career development and professional growth based on the results of the evaluation. Administrators with an evaluation of Accomplished or Exemplary will be able to participate in opportunities to further their professional growth, including attending state and possibly national conferences and other professional learning opportunities.

For administrators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers;

mentoring/coaching early career administrators or administrators new to Ashford School; participating in development of administrator improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

Appendices — Educator: Information and Resources to Support Effective Implementation

Appendix A: Sample Reflection Questions – Educator

Appendix B: Definition of Cohorts – Educator

Appendix C: Growth Criteria and Sources of Evidence – Educator

Appendix D: Sample Corrective Support Plan – Educator

Appendix E: Goal & Observation Forms

Appendix F: Marshall Evaluation Rubrics, Description and Graphing

Appendix A: 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 one, two, or three year learning goal?
- What will it look like when you achieve your one, two, or three year 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 B: Definition of Cohorts – Educator

Definition of Cohorts:

Cohort 1

Who:

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

What:

- Three observations of Professional Practice (minimum 30 minutes in length) with pre and post meetings
 - One observation of professional practice may be substituted for a review of practice
- 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 Observations of Professional Practice (minimum 20 minutes in length) with post meetings.
 - One observation of professional practice may be substituted for a review of practice
- Verbal and written feedback within five school days
- Additional observations of professional practice as mutually agreed upon or deemed necessary

Appendix C: Growth Criteria and Sources of Evidence – Educator

Growth Criteria

Development of New Learning and Impact on Practice

- Educators 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

- Educators 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.

Possible Sources of Evidence

- 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/source

Appendix D: Sample Corrective Support Plan – Educator

(Sample)

Educator A has consistently struggled with classroom management. Tiered supports have been provided by the evaluator throughout the year. Educator A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:

To improve classroom management practices in order to improve a positive learning environment (CCT – 1A) to support learning.

(Suggested) Resources:

- Observe a mutually agreed peer for structures, systems, and dispositions that support positive classroom management skills.
- Read and discuss “The First Six Weeks of School” - Center for Responsive Classroom with evaluator.
- Training in Restorative Practices.

Timeframes:

- Educator A will remain on this Corrective Support Plan for six weeks.
- Improvements in classroom management within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:

- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.
- Modeling of effective classroom management strategies
- Weekly, bi-weekly meetings with progress reporting from educator A and written feedback from evaluator (dependent upon need for plan)

Corrective Support Plan Template

(Educator being evaluated) has consistently struggled with _____.
Tiered supports have been provided by the evaluator throughout the year.

(Educator being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective: To improve _____
(Indicate specific standards in your objective language).

(Possible) Resources:

A blend of opportunities and resources should be extended to the Educator being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan - typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Educator A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of the building, as appropriate.

Appendix E: Goal & Observation Forms



Ashford School Educator and Leader Evaluation and Support Model

Beginning of the Year Goals & Planning

Self Reflection

Completed by Educator

Capture your self-reflection of your current teaching practices. Choose a domain from the Marshall Rubric below that you would like to focus on this year. Within that domain, decide what category you would like to focus on to create your goal. Use the professional learning and action questions to guide your plan. *See the guides linked below to aid your thinking.*

[\(Marshall Rubric Domains\)](#)

[\(See Self-Reflection sample reflection questions\)](#)

[\(Professional Learning & Action Questions\)](#)

[\(Growth Criteria & Sources of Evidence\)](#)

Goal, Rationale, Alignment and Professional Learning Plan

Completed by Educator.

What is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).

Two to three sentences.

What is your learning plan to support achieving your goal?

What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal? [\(Example Self Reflection Action Questions\)](#)

For multi-year goal(s), what might be the potential focus of years 2 and 3?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals? (Use attached slides 2, 7 & 8 from BOE strategic goals. (Strategic goals link.)	

Goal Setting Conference <i>Completed by Evaluator (By November 1)</i>	
Notes:	Supports Required/Suggested <input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 Dispute Resolution Refer to Tiered Support Corrective Support Planning Sample

Educator Signature: _____

Date: _____

Administrator Signature: _____

Date: _____



Ashford School Educator and Leader Evaluation and Support Model

Observation Form

Educator Evaluation Observation # Choose an item.

Name:

Time/Location:

Grade/Role:

Discipline/Focus:

- ☐ Cohort 1 (Pre-Post- Conference Required)
- ☐ Cohort 2 (Post-Conference Required)
- ☐ Additional Site Visit (Pre-/Post-Conference Optional)

Pre-Observation

Completed by Educator (as needed/required)

Lesson Plan/Meeting Plan

*Upload and provide hyperlink here, as appropriate

Pre-Conference Notes including the focus within your domain goal.

Observation

Completed by the Evaluator

Post-Observation Reflection

Completed by the Educator

Explain how today's evidence shows/or does not show you working towards your domain focus.		
Did the lesson go as anticipated? Explain why or why not.		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		
Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps



Ashford School Educator and Leader Evaluation and Support Model

Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps

Completed by Educator

See Sample Reflection Questions & Professional Learning & Action Questions

Appendix I pages 50,51

Name:

Grade:

What have you done to contribute to your goal?

What will you continue to do moving forward?

Self-Reflection:

Links to Evidence:

•

Mid-Year Conference

Completed by Evaluator (by March 1)

Date: Click or tap to enter a date.

Feedback to Leader (Feedback regarding progress on professional learning and progress toward goal(s). Include change in tiered supports, if recommended.):

Educator Signature: _____

Date: _____

Administrator Signature: _____

Date: _____



Ashford School Educator and Leader Evaluation and Support Model

End-of-Year Reflection & Feedback Process

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

Name:

Grade:

Self-Reflection

Completed by Educator

[See Sample Reflection Questions](#) & [Professional Learning & Action Questions](#)

What impact did your new learning have on your goal(s), and how do you know?

What impact did your new learning have on your student learning, growth, and or achievement, and how do you know?

What challenges did you encounter and what are your next steps with your professional learning?

Self-Reflection:

Links to Evidence:

-



Ashford School Educator and Leader Evaluation and Support Model

End-of-Year Conference

Completed by Evaluator (by June 1)

Date:

End-of-Year Conference <i>Completed by Evaluator (by June 1)</i> Date:		
Name:	Grade:	
Summative Feedback & Growth Criteria <i>Completed by Evaluator</i> See appendix for full description		
<i>Summative Feedback</i>		
<i>Development of new learning & impact on practice related to goal</i>		
<i>Impact on student learning, growth, and achievement</i>		
Successful Completion of the Evaluative Cycle	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Supports Required/Suggested <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> <input type="checkbox"/> Not applicable <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	If Tier 2 and/or Tier 3, please specify strategies: • .	
For multi-year goals only: <ul style="list-style-type: none"> <i>What adjustments are needed to the goal(s)?</i> <i>Why?</i> <i>How might adjustments impact the timing of the goal(s)?</i> 	<input type="checkbox"/> Educator will continue multi-year goal. <input type="checkbox"/> Educator will adjust multi-year goal. <input type="checkbox"/> Educator completed multi-year goal. Notes:.	

Educator Signature:.	Date:
Evaluator Signature:.	Date:

Appendix F: Marshall Evaluation Rubrics, Description and Graphing

Educator Evaluation Rubrics

by Kim Marshall – Revised August 31, 2011

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a educator's job performance: A. Planning and Preparation for Learning
B. Classroom Management
C. Delivery of Instruction
D. Monitoring, Assessment, and Follow-Up
E. Family and Community Outreach
F. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective
- 3 – Effective
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

2. The rubrics are designed to give educators an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. They are not checklists for classroom visits. To knowledgeably fill out the rubrics, supervisors need to have been in classrooms frequently throughout the year. It is irresponsible to fill out the rubrics based on one classroom observation. Unannounced mini-observations every 2-3 weeks followed by face-to-face conversations are the best way for supervisors to have an accurate sense of educators' performance, give ongoing praise and suggestions, and listen to concerns. For a detailed account of the development of these rubrics and their broader purpose, see Kim Marshall's book, *Rethinking educator Supervision and Evaluation* (Jossey-Bass, 2009).

3. The *Effective* level describes solid, expected professional performance; educators should feel good about scoring at this level. The *Highly Effective* level is reserved for truly outstanding teaching that meets very demanding criteria; there will be relatively few ratings at this level. *Improvement Necessary* indicates that performance has real deficiencies; no educator should be content to remain at this level (although some novices might begin here). Performance at the *Does Not Meet Standards* level is clearly unacceptable should lead to dismissal if it is not improved immediately.

4. When scoring, take each of the ten criteria, read across the four levels (Highly Effective, Effective, Improvement Necessary, and Does Not Meet Standards), find the level that best describes the educator's performance, and circle or highlight that cell. This creates a clear graphic display of areas for commendation and areas that need work. Then give an overall score for that domain at the bottom of the page (averaging the scores on the page) and make brief comments in the space provided. When all six

pages have been scored, record the ratings on the summary sheet (page 8).

5. Evaluation conferences are greatly enhanced if the supervisor and educator fill out the rubrics in advance, then meet and compare scores one page at a time. The supervisor has the final say, of course, but the discussion should aim for consensus based on actual evidence of the more accurate score for each criterion. Supervisors should go into the evaluation process with humility since they can't know everything about an educator's instructional activities, collegial interactions, parent outreach, and professional growth. Similarly, educators should be open to feedback from someone with an outside perspective. For a discussion of the role of student achievement in educator evaluation, see "Merit Pay or Team Accountability"(Education Week, Sept. 1, 2010) by Kim Marshall.

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help educators improve. The kindest thing a supervisor can do for an underperforming educator is give candid, evidence based feedback, listen to the educator's concerns, and provide robust follow-up support.

7. If an entire staff is scored honestly using these rubrics, it's possible to create a color-coded spreadsheet that can serve as a powerful (confidential) road-map for schoolwide professional development (see the sample on page 9).

8. These rubrics are "open source" and may be used and adapted by schools and districts as they see fit.

A. Planning and Preparation for Learning

	4	3	2	1
The educator:	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards

a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and external assessments.	Plans the year so students will meet high standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans all units embedding big ideas, essential questions, knowledge, and skill goals that cover all Bloom's levels.	Plans most units with big ideas, essential questions, knowledge, and skill goals and most of Bloom's levels.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.

g. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j. Environment	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating:___ Comments:

B. Classroom Management

4
Highly Effective

3
Effective

2
**Improvement
Necessary**

1
**Does Not Meet
Standards**

The educator:

a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with <i>ad hoc</i> rules and punishments as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Gets all students to be self disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the educator to behave.

g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

Overall rating:_____ Comments:

C. Delivery of Instruction

	4	3	2	1
	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
The educator:				

a. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks all students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.

f. Repertoire	Orchestrates highly effective strategies, materials, and groupings to involve and motivate all students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches all students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i. Nimbleness	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Application	Consistently has all students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Overall rating:_____ Comments:

D. Monitoring, Assessment, and Follow-Up

4
Highly Effective

3
Effective

2
**Improvement
Necessary**

1
**Does Not Meet
Standards**

The educator:

a. Criteria	Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self assess, and take responsibility for improving performance.	Has students set goals, self assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.

	direct effort.			
f. Interims	Works with colleagues to use interim assessment data, fine tune teaching, re-teach, and help struggling students.	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention so they all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Overall rating:___ Comments:

E. Family and Community Outreach

4
Highly Effective

3
Effective

2
**Improvement
Necessary**

1
**Does Not Meet
Standards**

The educator:

a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.

f. Homework	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall rating:___ Comments:

F. Professional Responsibilities

4
Highly Effective

3
Effective

2
**Improvement
Necessary**

1
**Does Not Meet
Standards**

The educator:

a. Attendance	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95- 97%).	Has moderate absences (6- 10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.

f. Above-and beyond	Is an important member of educator teams and committees and frequently volunteers for after-school activities.	Shares responsibility for grade level and schoolwide activities and takes part in after-school activities.	When asked, will serve on a committee and attend an after school activity.	Declines invitations to serve on committees and attend after-school activities.
g. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
h. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Overall rating:___ Comments:

Evaluation Summary Page

Educator's name: _____ School year: _____

School: _____ Subject area: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Planning and Preparation for Learning:

Highly Effective Effective Improvement Necessary Does Not Meet

Standards B. Classroom Management:

Highly Effective Effective Improvement Necessary Does Not Meet

Standards C. Delivery of Instruction:

Highly Effective Effective Improvement Necessary Does Not Meet

Standards D. Monitoring, Assessment, and Follow-Up:

Highly Effective Effective Improvement Necessary Does Not Meet

Standards E. Family and Community Outreach:

Highly Effective Effective Improvement Necessary Does Not Meet

Standards F. Professional Responsibilities:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY EDUCATOR:

Principal's signature: _____ Date: _____

Educator's signature: _____ Date: _____

(The educator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Spreadsheet of Rubric Scores of a 12-Member Staff for PD Purposes

	<i>A. Planning & Preparation</i>	<i>B. Classroom Management</i>	<i>C. Delivery of Instruction</i>	<i>D. Assessment, Monitoring, Follow-Up</i>	<i>E. Parent and Community Outreach</i>	<i>F. Professional Responsibilities</i>	
Cynthia	3	3	3	1	3	3	16
Henry	3	4	3	3	3	3	19
Belinda	3	3	3	2	3	3	17
Marcia	4	4	4	4	4	4	24
Charles	3	3	3	2	3	4	18
Raymond	3	3	3	1	3	4	17
Sandy	3	3	3	2	3	3	17
Mark	4	4	4	4	4	4	24
Placida	3	3	3	2	3	3	17
Anne	3	3	3	1	3	3	16
Richard	2	3	2	1	2	1	11
Totals	34	36	34	23	34	35	

Sources

Alexandria Public Schools (Virginia) performance evaluation rubrics (2003)
Aspire Charter Schools, California educator evaluation rubrics (2003)
Boston Public Schools Performance Evaluation Instrument (1997)
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Leading for Learning: Reflective Tools for School and District Leaders, Michael Knapp et al., Center for the Study of Teaching and Policy, University of Washington (February 2003)
Linking educator Evaluation and Student Learning by Pamela Tucker and James Stronge (ASCD, 2005) North Star Academy Charter School of Newark: Teaching Standards (2004-05)
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Acknowledgements

Pete Turnamian, Mark Jacobson, Andy Platt, Jon Saphier, and Rhoda Schneider provided valuable suggestions on the development and revision of these rubrics. Committees of principals, educators, and central office personnel from the Hamilton County schools in Tennessee did a thorough critique of the rubrics in 2010 and suggested a number of important improvements. Staff in the New York State Department of Education provided valuable feedback in the summer of 2011.

Appendices — Leader:

Information and Resources to Support Effective Implementation

Appendix A: Sample Reflection Questions – Leader

Appendix B: Definition of Cohorts – Leader

Appendix C: Growth Criteria and Sources of Evidence – Leader

Appendix D: General Glossary – Leader

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 B: Definition of Cohorts – Leader

Definition of Cohorts	
<u>Cohort 1</u>	<u>Cohort 2</u>
Who: <ul style="list-style-type: none">• New to leadership role (e.g., principal from assistant principal, etc.; first three years)• New to LEA (first three years)	Who: <ul style="list-style-type: none">• Leaders who have successfully completed Cohort 1 in their current LEA
What: <ul style="list-style-type: none">• 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	What: <ul style="list-style-type: none">• 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

Appendix C: Growth Criteria and Sources of Evidence – Leader

Growth Criteria

Development of New Learning and Impact on Practice

- Leaders 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

- Leaders 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.

Possible Sources of Evidence

- 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

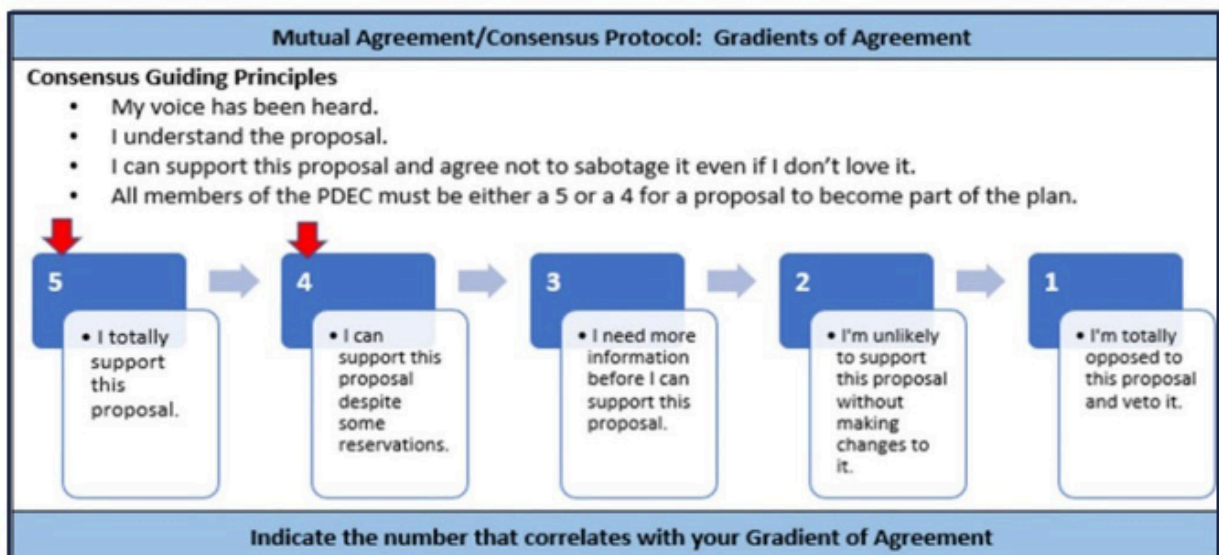
Evidence from Observation of Leader Practice

- 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
- Rubrics, interim or benchmark assessments, other assessments
- Other artifacts/source

Appendix D: General Glossary – Leader

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.

By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.



From *Consensus decision making*. Seeds for Change. (n.d.).
<https://www.seedsforchange.org.uk/consensus>

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. 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. Corrective Support Plans shall include 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; supportive actions from the evaluator; and outcomes or further action as determined in consultation with the evaluator, leader, and bargaining unit representative.

check-ins: Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence and learning, and next steps in one's learning.

community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school.

A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:

- The Supporting Teacher Effectiveness Project (STEP)
- [Massachusetts Department of Elementary and Secondary Education 5-Step Cycle](#) and [Model System for Educator Evaluation](#)
- Ohio Department of Education – [Ohio Teacher Evaluation System \(OTES 2.0\) Framework](#)
- [Tennessee Educator Acceleration Model](#)
- Connecticut TEAM Process (CAPA)

dispute resolution: A process for resolving disputes in cases where the evaluator and leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional learning plan or other outcomes of the evaluation process.

evidence: Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, site visit feedback, and reflections of the leader impact on organizational health, educator growth, and student learning, growth, and achievement as part of the leader feedback process.

feedback: "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

From Killion, J. (2019). *The feedback process: Transforming Feedback for Professional Learning. Learning Forward.*

formal observations: A formal observation is a structured and planned process of watching, assessing, and evaluating a leader's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

goals and standards: Should be a high leverage goal based on professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of practice.

growth criteria: Successful completion of the Continuous Improvement Process, supported with evidence that includes the impact the leader's new learning had on their practice/goal, along with a reflection on challenges and next steps; and the impact the leader's new learning and practice had on organizational health, educator growth, student learning, growth, and/or achievement, supported by evidence.

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