



# **Educator Evaluation and Development Model**

# Board of Education

Debra Chute, Chair  
Thej Singh, Vice Chair  
Jeffrey S. Fleischman, Secretary  
Ramesh Kandipilli  
Lynn Katz  
Nicole Russo  
Suzanne Szekeres  
Sarah Heath  
Christopher Campbell

## Administration

Bridget Heston Carnemolla, Ed.D. Superintendent of Schools  
Jess Giannini, Assistant Superintendent  
Roberto Medic, Assistant Superintendent

# Curriculum and Professional Development Council Members

The Curriculum and Professional Development Council (CPDC) assumes the responsibility for professional development and serves as the district's evaluation committee. They will serve as collaborative decision makers to create, revise, and monitor the evaluation and support model. This plan shall be reviewed annually by CPDC and presented to the Avon Board of Education.

| Name            | Location          | Position                      |
|-----------------|-------------------|-------------------------------|
| Amy Borio       | Pine Grove School | Principal                     |
| Jon Moss        | Pine Grove School | Grade 4 Teacher/PDEC Co-Chair |
| Mary Labowsky   | Pine Grove School | Grade K Teacher               |
| Rebecca Kessler | Pine Grove School | K-4 Spanish Teacher           |
| Lauren Lorenzet | Pine Grove School | Grade 2 Teacher               |

| <b>Name</b>         | <b>Location</b>       | <b>Position</b>                                  |
|---------------------|-----------------------|--|
| Julia Shimshidian   | Pine Grove School     | Paraeducator, SPED                               |
| Susan Horvath       | Roaring Brook School  | Interim Principal                                |
| Liz Michaud         | Roaring Brook School  | Special Education Teacher                        |
| Kevin Caselli       | Roaring Brook School  | Grade 3 Teacher                                  |
| Danielle Gurekovich | Roaring Brook School  | Special Education PK Teacher                     |
| Emily Eberhardt     | Roaring Brook School  | Grade 1 Teacher                                  |
| Kristina Wallace    | Avon Middle School    | Principal  |
| Kevin Spear         | Avon Middle School    | Grade 7 Social Studies Teacher                   |
| Lisa Cleveland      | Avon Middle School    | Grade 7/8 Social Studies Teacher/PDEC Co-Chair   |
| Emily Wankier       | Avon Middle School    | Special Education Teacher                        |
| Scott Rand          | Avon Middle School    | Grade 8 Science Teacher                          |
| Jeff Sirois         | Avon Middle School    | Performing Arts Teacher                          |
| Noam Sturm          | Thompson Brook School | Principal  |
| Cassie Budman       | Thompson Brook School | Reading Consultant                               |
| Nate Strick         | Thompson Brook School | Performing Arts Teacher                          |
| Cat Quagliaroli     | Thompson Brook School | Grade 5 Teacher                                  |
| Judy Mahar          | Thompson Brook School | Grade 6 Science Teacher                          |
| Brendan Lynch       | Thompson Brook School | Grade 5 Teacher                                  |
| Stephanie Lockhart  | Avon High School      | Principal  |
| Viviam Garcia       | Avon High School      | Paraeducator, SPED                               |
| Kathleen Skelly     | Avon High School      | Reading Consultant                               |
| Marlaina Napoli     | Avon High School      | Math Teacher                                     |
| Andrea Galuska      | Avon High School      | Science Teacher                                  |
| Jenna Aylsworth     | Avon High School      | English Language Arts Teacher                    |
| Lisa Berliner       | Avon High School      | World Language Teacher                           |
| Bridget Carnemolla  | Central Office        | Superintendent of Schools                        |
| Jess Giannini       | Central Office        | Assistant Superintendent                         |
| Roberto Medic       | Central Office        | Assistant Superintendent                         |
| Jodi Kryzanski      | Central Office        | Director of Curriculum, Instruction & Assessment |
| Elizabeth Ferry     | Central Office        | Director of Technology                           |
| Tiffany Fox         | Central Office        | Pupil Services Director                          |
| Tasonn Haynes       | Central Office        | Diversity & Inclusion Coordinator                |

### Support Services Rubric Development Committee

| Name             | Location              | Position   |
|------------------|-----------------------|--|
| Beata Celejewski | Pine Grove School     | School Psychologist                              |
| Dianne Lester    | Avon Middle School    | Speech and Language Pathologist                  |
| Jessica Abate    | Thompson Brook School | Social Worker                                    |
| Kristina Wallace | Avon Middle School    | Principal  |
| Lori Arnold      | Central Office        | Pupil Service Supervisor                         |
| Todd Dyer        | Avon High School      | Director of School Counseling                    |
| Allison Morris   | Central Office        | Curriculum Specialist                            |
| Jennifer Allen   | Avon Middle School    | Reading Consultant                               |
| Tiffany Fox      | Central Office        | Pupil Services Director                          |
| Michael Maznio   | District              | BCBA   |
| Jodi Kryzanski   | Central Office        | Director of Curriculum, Instruction & Assessment |
| Jess Giannini    | Central Office        | Assistant Superintendent                         |

### Leadership Rubric Development Committee

| Name               | Location              | Position   |
|--------------------|-----------------------|--|
| Noam Sturm         | Thompson Brook School | Principal  |
| Amy Borio          | Pine Grove School     | Principal  |
| Kristina Wallace   | Avon Middle School    | Principal  |
| Susan Horvath      | Roaring Brook School  | Interim Principal                                |
| Stephanie Lockhart | Avon High School      | Principal  |
| Jodi Kryzanski     | Central Office        | Director of Curriculum, Instruction & Assessment |
| Elizabeth Ferry    | Central Office        | Director of Technology                           |
| Tiffany Fox        | Central Office        | Pupil Services Director                          |
| Jess Giannini      | Central Office        | Assistant Superintendent                         |

# TABLE OF CONTENTS

For the purposes of this evaluation model “educator” shall be used to refer to all professional personnel who are required to hold a Connecticut Educator Certificate, inclusive of “teachers, school leaders, and administrators.” While most of the content found within this plan speaks to all certified teachers and administrators, there are specific examples for teachers and school leaders found within the goal development and observation processes. Certified/licensed personnel whose primary responsibility is not regular classroom teaching (e.g., school counselors, school psychologists, speech pathologists, and social workers) are included under this evaluation model and evaluated through the use of SESS specific rubrics.

|   |           |
|---|-----------|
| <u>EDUCATOR EVALUATION AND DEVELOPMENT MODEL</u>                | <u>7</u>  |
| <u>Vision</u>   | <u>7</u>  |
| <u>Standards and Criteria</u>                                   | <u>7</u>  |
| <u>SUPPORT AND DEVELOPMENT</u>                                  | <u>8</u>  |
| <u>Professional Learning &amp; Evaluation</u>                   | <u>8</u>  |
| <u>Educator Growth Plans</u>                                    | <u>9</u>  |
| <u>Educator Evaluation Process and Timeline</u>                 | <u>10</u> |
| <u>Goal-Setting and Planning</u>                                | <u>11</u> |
| <u>Mid-Year Check-In</u>  | <u>11</u> |
| <u>End-of-Year Summative Review:</u>                            | <u>12</u> |
| <u>Primary and Complementary Evaluators</u>                     | <u>13</u> |
| <u>OBSERVATION PROCESS</u>                                      | <u>13</u> |
| <u>Overview</u>   | <u>13</u> |
| <u>Pre-Conferences</u>  | <u>17</u> |
| <u>Post-Conferences</u>   | <u>17</u> |
| <u>AVON RUBRICS AT A GLANCE</u>                                 | <u>18</u> |
| <u>Avon Rubric for Effective Teaching — At a Glance</u>         | <u>18</u> |
| <u>Avon Rubric for Effective Service Delivery — At a Glance</u> | <u>18</u> |
| <u>Avon Rubric for Effective Leadership — At a Glance</u>       | <u>19</u> |
| <u>DISPUTE RESOLUTION</u>                                       | <u>20</u> |
| <u>TIERED SUPPORT PLANS</u>                                     | <u>20</u> |
| <u>ORIENTATION AND TRAINING PROGRAMS</u>                        | <u>22</u> |
| <u>ENSURING FAIRNESS AND ACCURACY:</u>                          | <u>22</u> |
| <u>EVALUATOR TRAINING, MONITORING, AND AUDITING</u>             | <u>22</u> |
| <u>APPENDICES</u>   | <u>23</u> |
| <u>APPENDIX A - GROWTH PLANS</u>                                | <u>24</u> |
| <u>Growth Plan Development: Beginning of Year</u>               | <u>24</u> |
| <u>Growth Plan Check-in: Mid-Year</u>                           | <u>31</u> |
| <u>Growth Plan Completion: End-of-Year</u>                      | <u>33</u> |

|   |           |
|---|-----------|
| <u>APPENDIX B - DISPUTE RESOLUTION</u>                                    | <u>35</u> |
| <u>APPENDIX C - EFFECTIVE TEACHING SINGLE POINT COMPETENCIES</u>          | <u>37</u> |
| <u>DOMAIN A: Learning Environment</u>                                     | <u>37</u> |
| <u>DOMAIN B: Instruction</u>  | <u>38</u> |
| <u>DOMAIN C: Professional Practices</u>                                   | <u>40</u> |
| <u>APPENDIX D - EFFECTIVE SERVICE DELIVERY SINGLE POINT COMPETENCIES</u>  | <u>41</u> |
| <u>DOMAIN A: Learning Environment</u>                                     | <u>41</u> |
| <u>DOMAIN B: Instruction/Service Delivery</u>                             | <u>42</u> |
| <u>DOMAIN C: Professional Responsibilities</u>                            | <u>44</u> |
| <u>APPENDIX E - EFFECTIVE SCHOOL LEADERSHIP SINGLE POINT COMPETENCIES</u> | <u>45</u> |
| <u>APPENDIX F - OBSERVATION FORMS</u>                                     | <u>47</u> |
| <u>Educator Evaluation Observation Sample</u>                             | <u>47</u> |
| <u>School/District Leader Observation/Site Visit Sample</u>               | <u>50</u> |

# EDUCATOR EVALUATION AND DEVELOPMENT MODEL

## Vision

Avon's Educator Evaluation and Support Plan is designed to support all Avon educators in their efforts to improve student learning and foster the skills and dispositions found within Avon's Portrait of the Graduate. The foundations of this plan are a focus on continuous improvement, a shared understanding among evaluators and evaluatees that both a collaborative and growth mindset are the building blocks for success, and clear expectations, differentiated support, and regular feedback.

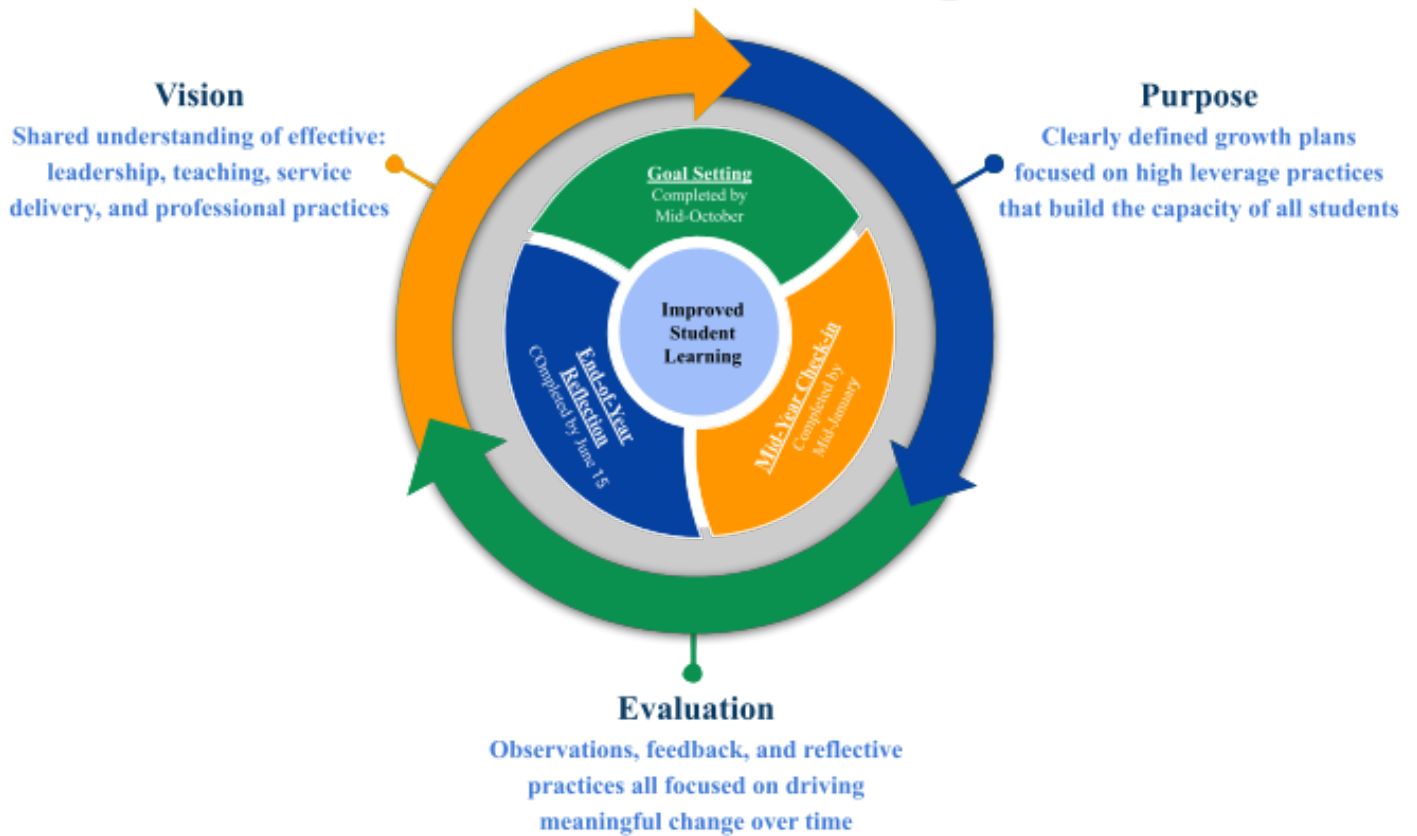
To ensure all educators and leaders have the opportunity to achieve we believe our evaluation plan must:

- allow for differentiation of roles;
- simplify and streamline the process;
- identify high leverage focus areas;
- connect to best practices aimed at the development of the whole child;
- foster collaboration between colleagues and a shared ownership of student success;
- focus on educator growth and agency;
- have meaningful connections to professional learning;
- provide multiple pathways for educators to improve their own practice;
- build relationships between evaluators and evaluatees through a respectful and open dialogue and consensus-building;
- and include opportunities for specific, timely, accurate, actionable, and reciprocal feedback.

## Standards and Criteria

Educators in Avon will be evaluated using district developed rubrics for effective teaching, service delivery, and leadership. While influenced by various national and state performance standards, the educator and leader practice discussions found within this plan are primarily based upon the following set of state standards: The Connecticut Leader Evaluation and Support Rubric 2017, The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2017, and The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2017.

# The Continuous Learning Process



## SUPPORT AND DEVELOPMENT

As a standalone, evaluation cannot hope to improve educator practice and student learning. However, when paired with effective, relevant, and timely feedback and support, the evaluation process has the potential to drive educator growth.

### Professional Learning & Evaluation

Student success depends on effective teaching, learning, and leadership. The vision for professional learning is that each and every educator engages in continuous learning to increase professional effectiveness, ultimately resulting in positive outcomes for all students. Avon's Portrait of the Graduate aims to prepare students for life after graduation, including being college and career ready. To accomplish this, educators must engage in strategically-planned, well-supported, standards-based, continuous professional learning focused on improving student skills and dispositions identified in our Portrait of the Graduate.

Educators learn in multiple ways and have various learning needs at different points in their careers. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences (e.g., data



teams, collaborating with colleagues, observations and feedback, relevant professional readings, advanced coursework, study groups, self-study, or conducting research).

All educators will be evaluated annually based on their successful completion of the following components:

1. **Growth Plan:** An evaluation of the successful implementation of a learning or leadership plan that shows evidence of one or more high-leverage focus areas, on-going reflection, and a positive impact on both adult and **student learning and growth and achievement.**
2. **Teacher Instructional/Professional Practices or School Leadership:** An evaluation of the core instructional/professional practices or leadership skills that positively affect student learning.

This plan places a priority on frequent, targeted opportunities for feedback and dialogue based on specific focus areas and standards such as: observations, evidence, site visits (where applicable) and artifacts of professional practice. Feedback should be tied to Avon's standards for effective teaching, service delivery, or leadership based on the educator's role and responsibilities. Each educator/leader will develop a formal growth plan as described in the growth plan development section below. Educators and their evaluators should work as learning partners and are encouraged to make connections between observation cycles and the intended outcomes found within each educator and leader's growth plan.

Educators/leaders new to Avon will participate in formal observation cycles, possibly including informal observations as well, dedicated to developing relationships between educators and evaluators while providing a high level of structured support to individuals new to the district.

Avon educators who have received tenure will participate in informal observation cycles. These cycles will vary each year. Teachers and service delivery staff will primarily receive feedback on instructional practices (those primarily observed within their classrooms/teaching spaces) or professional practices (those primarily observed during planning sessions, meetings, or other forms of professional collaboration and responsibilities). School leaders will primarily receive feedback on their instructional leadership and ensure a safe and comfortable learning environment for all students and staff.

## **Educator Growth Plans**

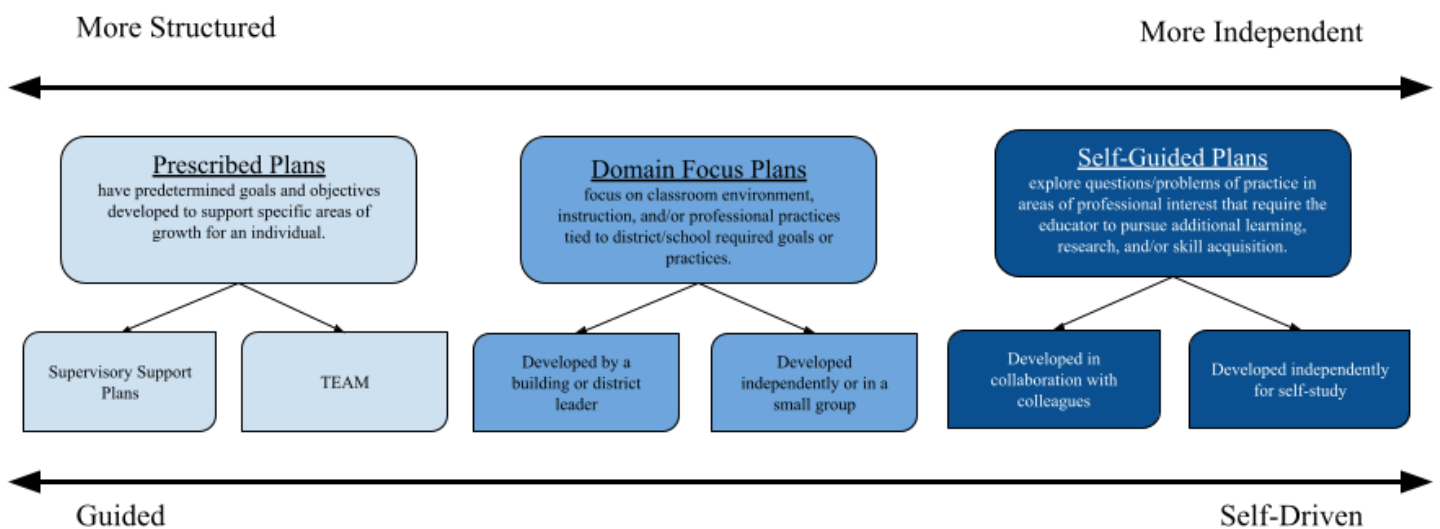
Annually, each Avon educator will work with their evaluator to develop goals and focus areas for continuous improvement. These goals will be mutually agreed upon and will result in the development of a growth plan. Educators should select high-leverage goal(s) that are based on multiple measures and they believe will improve their effectiveness as educators and have a positive impact on **student learning, growth, and achievement.** To best meet the needs of each educator, growth plans will exist along a continuum. Plans can range from highly prescribed plans that have predetermined goals and objectives, to highly independent plans that are initiated and developed by individual or groups of educators based on interest, an identified area of need, or an area in education worth pursuing. While these plans exist within a continuum, they will generally fall into three main categories:

***Prescribed*** - Prescribed plans have predetermined goals and objectives that have been developed to support specific areas of growth for an individual. An example of a prescribed plan would be the TEAM

model which is a two-year induction program for new teachers that includes mentorship and professional development support for new educators.

**Domain Based** - Domain based plans focus on one or more of the domains listed in the educator’s evaluation rubric. These plans may be, but are not limited to, focusing on an individual’s planning, instruction, and/or assessment. An example of a Domain based plan would be implementing a new teaching or counseling program, focusing on fidelity of implementation of an existing program or instructional technique, or reviewing and revising curriculum.

**Self Guided** - Self guided plans can be individual or approached collaboratively with a team of educators working on the same plan. These plans often begin with a question or problem where additional learning, research, and/or skill acquisition is necessary to create an action plan that will lead to the intended goal.



For the purposes of these plans, all growth plans should be:

- **specific** (indicating the desired outcome in a clear and concise manner);
- **measurable** (based on multiple and varied qualitative and quantitative indicators);
- **achievable** (reasonable within the scope of job responsibilities, budgets, and resources);
- **relevant** (personalized to their role and responsibilities and provide opportunity for self-reflection);
- and **time-bound** (able to be completed within a specified time frame of one-, two-, or multiple school years).

## Educator Evaluation Process and Timeline

The annual evaluation process between an educator and evaluator is anchored by conversations at the beginning and middle of the school year and one conversation at the completion of the process. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on their performance, set goals, and identify growth opportunities. To be productive and meaningful,

these conversations should be collaborative and require reflection and preparation by both the evaluator and the educator.

## **Goal-Setting and Planning**

Timeframe: Must be completed by **October 15**

1. Orientation on Process – To begin, evaluators meet with educators, individually or in a group, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss educator instructional focus areas, professional practice focus areas, performance, and educator growth plans. Each evaluatee and evaluator will commit to setting time aside for the types of collaboration required by the evaluation and support process.
2. Educator Goal-Setting – The goal-setting meeting includes a dialogue between the educator and their evaluator based on a set of performance standards established by the district’s CPDC/PDEC. The meeting will begin with the educator’s initial self-reflection, which is based on a review of evidence and an analysis of their own practices/evidence/data in order to identify an area for educator growth and its connection to student learning. The educator and evaluator come to mutual agreement on goal(s) that are aligned to district and/or building goals, and based on Avon’s standards for effective teaching, service delivery, or leadership as indicated in:
  - A one-, two-, or three-year professional learning plan that is consistent with their professional status, action steps to drive progress toward goal attainment, and multiple qualitative (i.e. lesson plans, curriculum writing/revisions, new/revised assessments, observation notes, or school improvement plans ) and quantitative (i.e. student survey results, student assessments results, attendance data) indicators of student learning and growth and achievement that will be used to demonstrate the plan’s success. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria. (See [Appendix A](#))
  - High leverage instructional or professional practice focus areas to help set priorities for feedback throughout the course of plan.

For educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and relevant TEAM modules is recommended to enhance the educator’s learning and practice.

Educators taking graduate courses are encouraged to consider their program of study and the content they are learning as they develop their professional learning plan. Action steps of the growth plan can potentially include learning and experiences that are part of graduate courses.

## **Mid-Year Check-In**

Timeframe: Must be completed by **January 30**

1. **Reflection and Preparation** – Educators self-reflect and review multiple and varied qualitative and/or quantitative indicators of evidence of their plan’s effect on their growth, their professional practice, and the impact on student learning, growth, and achievement with their evaluator. The overall status of the professional learning plan is included. (See [Appendix A](#))
2. **Mid-Year Conference** – At least one mid-year check-in conference should take place each year. Additional conferences may be scheduled at the request of the evaluatee or evaluator. The midyear conference 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 mid-year conference is an important point in the year for celebrating success, addressing any concerns, and reviewing results from the first half of the year. During the conference:
  - Evaluators can deliver mid-year formative information based on observations, feedback, and evidence aligned to the single point rubric. The evaluator may set an additional focus area(s) based on observation that occurred during the first part of the school year.
  - The evaluatee and evaluator will discuss the professional learning plan, progress made to date, evidence collected, new learning, and next steps. It is at this point that revisions to the educator’s growth plan may be considered.

## **End-of-Year Summative Review:**

Timeframe: Must be completed at least **five working days before the last day of school** in June.

**Educator Self-Assessment** – 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 agreed upon standards and 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/or quantitative indicators of evidence. Prior to the end-of-year conference, the educator reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. (See [Appendix A](#))

**End-of-Year Conference** – The educator and evaluator meet to discuss all evidence collected to date and share reflections on the overall success and challenges of the educator's plan. Following the conference, the evaluator generates a summary report of the evaluation process for submission.

**Summary Report** - The evaluator reviews submitted evidence, self-assessments, and observation data and completes a written end-of-year summary report for each educator based on standards and goals agreed upon in the educator’s growth plan. This report may include feedback on any of the following observed areas: the

impact on new adult learning and educator practice(s), the impact on student learning and achievement, the impact on the school/district community, any strengths and possible areas for continued educator growth, and possible next steps for the upcoming year. (See [Appendix A](#)) This summary should be tied to the agreed upon standards and goals upon which the process was based and will make a distinction regarding the educator's/leader's successful completion of the evaluative cycle.

The final report must make a clear, final determination regarding the educator's successful or unsuccessful completion of the evaluation process for the year. Should an educator be categorized as unsuccessful, the evaluator must present clear evidence of persistent and unresolved concerns that have been previously communicated and for which considerable support has been made available.

**Continued Reflection** - Each educator is encouraged to use information, experiences, and evidence collected from their current evaluation cycle, along with their end-of-year summary report, to help inform the development of future growth plans.

## Primary and Complementary Evaluators

The primary evaluator for all teachers, service delivery staff, and school leaders will be a certified administrator employed under a 092 or 093 license. In most cases this will be the school principal or assistant principal, who will be responsible for determining the successful completion of the overall evaluation process. District level leaders and school principals will be evaluated by the superintendent and/or their designee.

Complementary evaluators who are certified administrators employed under a 092 or 093 license may assist primary evaluators by conducting observations, collecting additional evidence, reviewing teacher growth plans, and/or providing additional feedback. A complementary evaluator should share their feedback with the primary evaluator as it is collected and shared with teachers. Complementary evaluators must be fully trained as evaluators in order to be authorized to serve in this role. Primary evaluators will have sole responsibility for determining the successful completion of the overall evaluation process.

# OBSERVATION PROCESS

## Overview

Observations and feedback are important components to the continuous growth of each Avon educator and leader. This process is most effective when high-leverage goal(s) have been identified and evaluators can provide educators and leaders with specific feedback based on multiple and varied quantitative and qualitative indicators of effective teaching and leading found within Avon's domains for effective [teaching \(Appendix C\)](#), [service delivery \(Appendix D\)](#), and/or leadership [\(Appendix E\)](#). Educator and leader practice discussions are based on Avon's performance standards developed by the district's CPDC/PDEC.

For the purposes of this plan, feedback is defined as written and/or verbal dialogue that is:

- growth-oriented
- personalized

- focused on high-leverage practices
- based on multiple and varied qualitative and quantitative indicators
- supported by an opportunity for self-reflection
- delivered within five to seven school days of an observation

Each educator will be observed multiple times throughout the year to support the continuous learning process. While these observations should be reasonably spaced out, educators and their evaluators may mutually agree to bundle a series of observations in order to provide focused feedback and/or support. Each teacher/service provider will have a series of informal observations designed to assist the individual in their continued growth and development. Additionally, each nontenured educator will have a series of formal observations designed to obtain a full understanding of their strengths and areas for growth during their initial experience within the district. School and department leaders will have a series of site visits that will serve as both informal or formal observations based on the leader’s tenure in the district. Observations can be defined as follows:

- **Teacher/Service Provider Formal Observation:** Scheduled observations lasting 30 minutes or longer that are preceded by a pre-observation conference and are followed by a post-observation conference that includes both written and verbal feedback. (See [Appendix F](#))
- **Teacher/Service Provider Informal Observations of Instructional Practices (Domains A and B):** These observations focus primarily on learning environment and/or instructional practice, last between 5-15 minutes, occur multiple times throughout the year, and may be unannounced or scheduled. Scheduled observations will occur when the educator and evaluator mutually agree on a focus area (e.g., whole or small group instruction, implementing a specific instructional strategy, leading a staff meeting, managing routines, or delivering a specialized support service.) All informal observations will be followed by written and/or verbal feedback based on Avon’s performance standards developed by the district’s CPDC/PDEC.
- **Teacher/Service Provider Informal Observations of Professional Practices (Domain C):** These observations focus primarily on professional practices, last between 10-30 minutes, occur multiple times throughout the year, and may be unannounced or scheduled. Scheduled observations will occur when the educator and evaluator mutually agree on a focus area (e.g., designing communications, parent meetings, analyzing student work, or revising instruction using assessment data). All informal observations will be followed by written and/or verbal feedback based on Avon’s performance standards developed by the district’s CPDC/PDEC.
- **School/Department Leader Site Visit (Domains A, B, C, & D):** These observations focus primarily on professional practices and organizational health, last between 10-30 minutes, occur at least 2 times throughout the year, and may be unannounced or scheduled. Scheduled site visits will occur when the educator and evaluator mutually agree on a focus area (e.g., school events, classroom walkthroughs, data team meetings or staff professional learning sessions facilitated by the leader). All informal observations will be followed by written and/or verbal feedback based on Avon’s performance standards developed by the district’s CPDC/PDEC.

**Table 1** below are descriptions of the various observation cohorts cycles found in Avon’s Educator Evaluation Plan.

| Tier 1 Support: Regular observations and feedback are a component of Tier 1 support provided to all educators. |   |  |  |
|--|---|--|--|
| Teacher/Service Delivery Cohorts   | Cohort 1<br>(Nontenured)  | Cohort 2<br>(Instructional Practices Focus)  | Cohort 3<br>(Professional Practices Focus)   |
| <b>Description</b>   | <p><b>Who:</b></p> <ul style="list-style-type: none"> <li>• Educators new to the profession or who have not received tenure in Connecticut previously (first 4 years)</li> <li>• Educators new to Avon (first 2 years) who previously received tenure in another Connecticut district</li> </ul>  | <p><b>Who:</b></p> <ul style="list-style-type: none"> <li>• Educators who have successfully completed Cohort 1 in Avon</li> <li>• Educators who were evaluated in Cohort 3 the previous year <b>or</b> who mutually agreed to remain in Cohort 2 for a second school year</li> </ul>   | <p><b>Who:</b></p> <ul style="list-style-type: none"> <li>• Educators who have successfully completed Cohort 1 in Avon</li> <li>• Educators who were evaluated in Cohort 2 the previous year <b>or</b> who mutually agreed to remain in cohort 3 for a second school year</li> </ul>   |
| <b>Observation(s)</b>  | <p><b>What:</b></p> <ul style="list-style-type: none"> <li>• 3 formal observations (roughly one per 45 school days)</li> <li>• 30-60 min. in length</li> <li>• Scheduled in advance, with pre- and post-observation conferences</li> <li>• Written and verbal feedback within 5-7 school days</li> </ul> <p>Additional informal observations may be conducted at any point, based on the discretion of the evaluator.</p>   | <p><b>What:</b></p> <ul style="list-style-type: none"> <li>• 5 or more informal observations focused on instructional practices</li> <li>• Roughly 5-15 min. in length</li> <li>• May be scheduled in advance if a mutually agreed upon instructional focus area has been selected</li> <li>• Written and verbal feedback within 5-7 school days</li> </ul> <p>Additional informal observations may be conducted at any point, based on the discretion of the evaluator.</p> | <p><b>What:</b></p> <ul style="list-style-type: none"> <li>• 3 or more informal observations focused on professional practices</li> <li>• Roughly 10-30 min. in length</li> <li>• May be scheduled in advance if a mutually agreed upon professional practice focus area has been selected</li> <li>• Written and verbal feedback within 5-7 school days</li> </ul> <p>Additional informal observations may be conducted at any point, based on the discretion of the evaluator.</p> |
| <b>Feedback</b>  | Verbal and written feedback will be provided within 5-7 school days.  |  |  |
| <b>Evaluator</b>   | Only an administrator employed under a 092 or 093 license can conduct evaluative observations. In the event that two or more observations are conducted within a year, teachers may request to have more than one administrator conduct an observation.   |  |  |
| <b>Tiered Support</b>  | Tiered support plans are available to any educators who require targeted professional learning above and beyond those available as part of the district’s annual Tier 1 support (i.e. regular observation of instructional and professional practices, attendance at district, school, department, and role specific professional development sessions, and growth plan development and feedback). These supports are designed to improve practices that an evaluator has identified as the educator’s areas for improvement. Each plan will be unique and individualized based on the needs of the educator. An overview of Avon’s Tiered support plans can be found in Table 2 below. |  |  |

**Table 1 continued**

| <b>Tier 1 Support:</b> Regular observations and feedback are a component of tier 1 support provided to all school leaders. |  |  |
|--|--|--|
| <b>School/Department Leader Cohorts</b>  | <b>Cohort 1 (Nontenured)</b>   | <b>Cohort 2 (Tenured)</b>  |
| <b>Description</b>   | <p><b>Who:</b></p> <ul style="list-style-type: none"> <li>Leaders new to the profession or who have not received tenure in Connecticut previously (first 4 years)</li> <li>Leaders new to Avon (first 2 years) who previously received tenure in another Connecticut district</li> </ul>   | <p><b>Who:</b></p> <ul style="list-style-type: none"> <li>Leaders who have successfully completed Cohort 1 in Avon</li> </ul>  |
| <b>Site Visits(s)</b>  | <p><b>What:</b></p> <ul style="list-style-type: none"> <li>3 formal observations/site visits (roughly one per 45 school days)</li> <li>30-60 min. in length</li> <li>Scheduled in advance, with pre- and post-observation conferences</li> <li>Written and verbal feedback within 5-7 school days</li> </ul> <p>Additional informal observations may be conducted at any point, based on the discretion of the evaluator.</p>  | <p><b>What:</b></p> <ul style="list-style-type: none"> <li>2 or more informal observations/site visits focused on leadership and organizational health</li> <li>Roughly 30 min. in length</li> <li>May be scheduled in advance if a mutually agreed upon</li> <li>Written and verbal feedback within 5-7 school days</li> </ul> <p>Additional informal observations may be conducted at any point, based on the discretion of the evaluator.</p> |
| <b>Feedback</b>  | Verbal and written feedback will be provided within 5-7 school days.   |  |
| <b>Evaluator</b>   | Only an administrator employed under a 092 or 093 license can conduct evaluative observations. In the event that two or more observations are conducted within a year, teachers may request to have more than one administrator conduct an observation.  |  |
| <b>Tiered Support</b>  | Tiered support plans are available to any educators who require targeted professional learning above and beyond those available as part of the district's annual Tier 1 supports (i.e. regular observation of instructional and professional practices, attendance at district, school, department, and role specific professional development sessions, and growth plan development and feedback). These supports are designed to improve practices that an evaluator has identified as the educator's areas for improvement. Each plan will be unique and individualized based on the needs of the educator. An overview of Avon's Tiered support plans can be found in Table 2 below. |  |



## Pre-Conferences

Pre-conferences provide an opportunity for the educator to give context for the upcoming lesson and information about the students to be observed. In addition, the pre-conference is a valuable opportunity to set expectations for the observation process. Pre-conferences are required for formal observations. A pre-conference can be held with a group of teachers, when appropriate. (See [Appendix F](#))

In certain situations, an educator and evaluator may mutually agree to use a pre-conference as an opportunity to discuss instructional shifts, co-design lesson activities, or plan the use of strategies or delivery models. These types of pre-conferences can be used as part of the cohort 2 and 3 observation cycle and are best followed up with either an informal observation of the lesson or a reflective session with the educator and evaluator.

## Post-Conferences

Post-conferences provide a forum for reflecting on the observation as it relates to the standards and effective teaching or professional practices; these post-conferences also focus on generating action steps that will lead to the educator's overall improvement. (See [Appendix F](#))

Each post-conference should provide feedback **tied to Avon's standards for effective teaching, service delivery, or leadership. Feedback should identify strengths and areas of focus for advancement** to help educators grow and become more effective within their respective roles. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive.

A productive post-conference:

- recognizes the aspects of the observation that went well, with specific examples provided;
- includes a prompt to get the educator and their evaluator talking about the lesson;
- provides an opportunity for the educator to share their reflections;
- centers on one to two high-yield leverage points, citing evidence to paint a clear picture of what was observed and how implementing the recommendations made by the evaluator could lead to greater success in the future;
- supports the educator in seeking out supports to assist with the improvement of their practice when applicable;
- involves written and verbal feedback from the evaluator; and
- occurs within 5 to 7 school days of the observation.

While each observation may be more heavily focused on one specific aspect of an educator's role, both pre- and post-conferences should provide opportunities for discussion and reflection on the connections between the various instructional, professional, or leadership domains. (e.g., how professional learning impacted a successful lesson, or how improved collaborative planning at a department meeting improved student success)

across classes). Each educator will be evaluated using the rubrics for effective teaching, service delivery, or leading as determined by their role within the district.

## AVON RUBRICS AT A GLANCE

### Avon Rubric for Effective Teaching — At a Glance

| DOMAIN A: Learning Environment  | DOMAIN B: Instruction   | DOMAIN C: Professional Practices   |
|---|---|--|
| <i>Evidence Generally Collected Through In-Class Observations</i>   | <i>Evidence Generally Collected Through In-Class Observations</i>   | <i>Evidence Generally Collected Through Non-classroom/Reviews of Practice</i>  |
| <p style="text-align: center;"><b>Teachers:</b></p> <ol style="list-style-type: none"> <li>1. Create a safe, respectful, and comfortable learning environment for all students.</li> <li>2. Promote engagement, independence, collaboration, respect for themselves and others.</li> <li>3. Deliberately teach and effectively manage routines and procedures.</li> </ol> | <p style="text-align: center;"><b>Teachers:</b></p> <ol style="list-style-type: none"> <li>1 Implement instruction that engages students in rigorous and relevant learning and promotes their curiosity about the world at large.</li> <li>2 Implement standards driven content, use differentiated instruction, utilize evidence based strategies, monitor student learning, provide feedback, and adjust instruction as necessary.</li> </ol> | <p style="text-align: center;"><b>Teachers:</b></p> <ol style="list-style-type: none"> <li>1. Engage in professional practices that include planning for rigorous and relevant instruction, planning and problem solving in collaboration with colleagues, and selecting varied and appropriate assessment tools to monitor student progress.</li> <li>2. Engage in continuous professional learning to impact instruction and student learning, collaborate with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</li> <li>3. Consistently exhibits professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.</li> </ol> |

## Avon Rubric for Effective Service Delivery — At a Glance

| <b>DOMAIN A: Learning Environment</b>   | <b>DOMAIN B: Instruction/Service Delivery</b>   | <b>DOMAIN C: Professional Practices &amp; Leadership</b>   |
|---|---|--|
| <i>Evidence Generally Collected Through Observations</i>  | <i>Evidence Generally Collected Through Observations</i>  | <i>Evidence Generally Collected Through Reviews of Practice</i>  |
| <p><b>Service providers:</b></p> <ol style="list-style-type: none"> <li>Promote student/adult learner engagement, independence and interdependence in learning.</li> <li>Facilitate a positive learning community.</li> <li>Effectively manage routine and procedures.</li> </ol> | <p><b>Service providers:</b></p> <ol style="list-style-type: none"> <li>Implement academic, social behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning.</li> <li>Lead students/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</li> <li>Assess learning, provide feedback, and adjust service delivery based on the needs of the learner.</li> </ol> | <p><b>Service providers:</b></p> <ol style="list-style-type: none"> <li>Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.</li> <li>Collaborating to develop and sustain a professional learning environment to support student/adult learning.</li> <li>Work with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.</li> </ol> |

## Avon Rubric for Effective Leadership — At a Glance

| <b>DOMAIN A: Student Learning</b>   | <b>Domain B: Personal Growth &amp; Connectedness</b>  |
|---|---|
| <i>Evidence Generally Collected Through Observations and Meetings with District Leadership</i>  | <i>Evidence Generally Collected Through Observations and Meetings with District Leadership</i>  |
| <p><b>School Leaders:</b></p> <ol style="list-style-type: none"> <li>Ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.</li> <li>Collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.</li> <li>Develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.</li> <li>Use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.</li> </ol> | <p><b>School Leaders:</b></p> <ol style="list-style-type: none"> <li>Create a welcoming and respectful environment where all students and families are actively involved in the school community and students are eager and ready to learn.</li> <li>Maintain the highest standards of professional conduct and hold high expectations of themselves and staff.</li> <li>Seek out and engage in relevant professional learning and apply new learning to practice.</li> </ol> |

| <b>Domain C: Communication &amp; Partnerships</b>  | <b>Domain D: Systems</b>   |
|--|--|
| <i>Evidence Generally Collected Through Observations and Meetings with District Leadership</i>   | <i>Evidence Generally Collected Through Observations and Meetings with District Leadership</i>   |
| <p style="text-align: center;"><b>School Leaders:</b></p> <ol style="list-style-type: none"> <li>1. Ensure the success and achievement of all students by collaborating with families and other stakeholders.</li> <li>2. Communicate regularly so that the families, community partners and other stakeholders understand and support the district’s vision, mission and goals.</li> <li>3. Ensure educational equity for all members of the school community.</li> </ol> | <p style="text-align: center;"><b>School Leaders:</b></p> <ol style="list-style-type: none"> <li>1. Create &amp; implements systems that support the vision, mission, goals and orderly operation of the school or district.</li> <li>2. Recruit, hire, onboard, and continuously support highly qualified staff who embrace the district’s vision and can contribute to a positive school community.</li> <li>3. Continuously build the capacity of all staff through high quality professional learning opportunities.</li> <li>4. Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.</li> </ol> |

## **DISPUTE RESOLUTION**

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to potential disagreements, which from time to time may arise related to the evaluation process. This protocol can also address disagreements that arise at any point in that process.

The right of appeal is available to all individuals working within the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators and their evaluators are encouraged to resolve disagreements informally. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator shall be entitled to collective bargaining representation at all levels of the process.

Should a resolution not be found informally, the educator has the right to a formal appeal. Formal appeals are made directly to the superintendent and provide a statement identifying specific areas of concern. (See [Appendix B](#))

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 formal dispute resolution process. 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 bargaining agreement between the board of education and the relevant bargaining unit. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

## TIERED SUPPORT PLANS

The goal of the Avon Educator Evaluation Plan is to support all educators with access to high-quality and targeted professional learning support to encourage continuous growth over the course of their careers. Occasionally, educators may require additional, increasing levels of support, layered on top of what is provided through the Tier 1 experience which includes the annual cycle of observations and the growth plan process. When this occurs, educators and their evaluators thoughtfully consider and apply multiple, progressive tiers of support (Tier 2, Tier 3, and finally Supervisory Support Plans, as evidenced in Table 2 below) within the evaluation process. Should an educator require support above and beyond a Tier Level 2, additional tiered support and/or Supervisory Support Plans shall be developed in consultation with the evaluator, educator and their exclusive bargaining representative.

The need for additional support may become necessary at various times throughout the school year but the development of a plan will be required should an educator be marked as unsuccessful in completing the evaluation process for one cycle. Support plans are not intended to be punitive or overwhelming, but a means of supporting educator growth. As a result, plans must provide sequential levels of targeted and meaningful support. Educators who are not meeting the criteria of their plan within the agreed-upon timeline will move up one or more levels of support. Individual needs should drive the development of each support plan.

**Table 2** below are descriptions of the multiple levels of support plans found in Avon’s Educator Evaluation Plan.

|                          | Tier 1   | Tier 2  | Tier 3   | Supervisory Support Plan   |
|--------------------------|--|---|--|--|
| <b>Description</b>       | <p>Tier 1 support includes four main components: feedback from observations, participation in professional learning sessions, collaboration at team/department meetings (CLTs), and through feedback during the growth plan process.</p> <p>Educators in Avon are encouraged to seek out additional professional learning opportunities based on professional interests, assignment, and future aspirations within the field of education.</p> | <p>In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, readings, observation of specific practices, or a colleague etc.) that can be either suggested by the educator and/or recommended by an evaluator.</p> | <p>In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously-discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Supervisory 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.</p> | <p>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 Supervisory 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 Supervisory Support Plan. The Supervisory 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</p> |
| <b>Duration</b>          | Throughout the school year as determined by the district’s CPDC/PDEC.  | Six through 12 week cycles  | Six through 12 week cycles   | May last up to a full year, and, once initiated, will always extend through the end of the school year.  |
| <b>Who is Involved?</b>  | Educator and Evaluator   | Educator and Evaluator  | Educator, evaluator, and union representation  | Educator, evaluator, union leadership, and district leadership   |
| <b>Criteria to Begin</b> | <p>Each educator will be provided Tier 1 support annually via the educator evaluation process.</p> <p>Educators in Avon are encouraged to seek out additional professional learning opportunities based on professional interests, assignment, and future aspirations within the field of education. .</p>   | Conversations between educator and evaluator about concerns, noted challenges during observations.  | Persisting concerns that were not remediated through Tier 2 intervention OR, in extraordinary circumstances, a grave concern that would require the level of support that is offered in a Tier 3 plan.   | <p>Persisting concerns that were not remediated through Tier 3 intervention and at least two cycles of tiered intervention (typically Tier 2 and Tier 3)</p> <p>OR</p> <p>In extraordinary circumstances, a grave concern that would require the level of support that is offered in a supervisory support plan.</p>   |
| <b>Focus</b>             | Improvement of educator practice and student learning.   | One or two specific focus areas   | One or two specific focus areas  | Up to three focus areas  |
| <b>Components</b>        | Includes mutually agreed-upon goals and growth   | Includes mutually agreed-upon supports as well  | Guided learning activities and supports identified by the  | Must include: <ul style="list-style-type: none"> <li>• clear objectives specific</li> </ul>  |

|  |   |   |   |   |
|--|---|---|---|---|
|  | plans tied to Avon’s standards for effective teaching, service delivery, or leadership. | as independent learning activities or guided learning activities. | evaluator and agreed to by the educator and their union representative. | <p>to the well-documented area of concern;</p> <ul style="list-style-type: none"> <li>resources, support, and interventions to address the area of concern;</li> <li>well defined timeframes for implementing the resources, support, and interventions; and</li> <li>supportive actions from the evaluator.</li> <li>indicators of success for transitioning out of it</li> </ul> <p>Includes formal observations in addition to informals, using complementary evaluators</p> <p>The plan can be adjusted during the year as the educator demonstrates growth or as their needs evolve.</p> |
|--|---|---|---|---|

(Continued)

|                      | Tier 1  | Tier 2   | Tier 3   | Supervisory Support Plan   |
|----------------------|---|--|--|--|
| Frequency/ Intensity | Tier 1 observations and feedback sessions will take place regularly throughout the school year. Educators and their evaluators will meet at least 3 times per year to discuss the educator’s growth plan development, progress, and summative evaluation. Educators will be provided professional learning throughout the school year and are encouraged to seek out additional professional learning opportunities. All educators will work with role alike teams/departments in collaborative learning communities throughout the year. | Tier 2 supports can be one-time activities or recurring opportunities that are of a limited frequency and intensity.                                 | Tier 3 supports can be one-time activities or recurring opportunities that are of a longer frequency and/or greater intensity.   | Supports within a Supervisory Support Plan are the most prescribed, intense, and frequently occurring.   |
| Criteria to Exit     | N/A   | Growth demonstrated in the identified area, as determined by the evaluator after discussion with the educator.                                       | Growth demonstrated in the identified area, as determined by the evaluator after discussion with the educator and their union representative.  | Successful completion of the Supervisory Support Plan, as determined by the criteria within the plan.  |
| Next Steps           | If an educator’s evaluator feels they require additional support to encourage continuous progress within one or more of Avon standards for effective teaching, service delivery, or leadership, the evaluator may   | If concerns persist, the Tier 2 cycle can be repeated, or if repeated Tier 2 cycles have not led to improvement, the teacher can be moved to Tier 3. | If concerns persist, the Tier 3 cycle can be repeated, or if repeated Tier 3 cycles have not led to improvement, a Supervisory Support Plan can be developed to further support the educator.. | If concerns persist, the Supervisory Support Plan can be revised and extended. If the support plan does not lead to adequate improvement, additional steps can be taken by the district in accordance with the collective bargaining |

## ORIENTATION AND TRAINING PROGRAMS

The District shall offer annual orientation programs regarding the educator evaluation and development model to all teachers and leaders who are employed by the Board of Education and whose performance is being evaluated. These trainings will be provided to all stakeholders and include information on the differentiated supports available as well as the various processes for educators and school leaders.

The District will provide on-going training for all educators being evaluated so that they will understand the evaluation system, the processes, the differentiated levels of support available as well as the various processes for educators and school leaders, and the timelines for their evaluation. Special attention will be given to the Common Core of Teaching and the Common Core of Teaching Rubric, so that all teachers fully understand the performance expectations. Additional training and support will be provided as needed to give educators with resources and time to connect with colleagues to deepen their understanding of the evaluation model.

## ENSURING FAIRNESS AND ACCURACY: EVALUATOR TRAINING, MONITORING, AND AUDITING

The District will provide all evaluators of educators with comprehensive training and support on the teacher evaluation model, including training on conducting effective observations and providing high-quality feedback. Evaluators will be provided with on-going training and support in the use and application of the teacher evaluation model to ensure calibration of evaluators in the district.

## APPENDICES

|  |           |
|--|-----------|
| <b>APPENDIX A - GROWTH PLANS</b>   | <b>23</b> |
| Growth Plan Development: Beginning of Year                               | 23        |
| Growth Plan Check-in: Mid-Year   | 30        |
| Growth Plan Completion: End-of-Year                                      | 32        |
| <b>APPENDIX B - DISPUTE RESOLUTION</b>                                   | <b>34</b> |
| <b>APPENDIX C - EFFECTIVE TEACHING SINGLE POINT COMPETENCIES</b>         | <b>36</b> |
| DOMAIN A: Learning Environment   | 36        |
| DOMAIN B: Instruction  | 37        |
| DOMAIN C: Professional Responsibilities                                  | 39        |
| <b>APPENDIX D - EFFECTIVE SERVICE DELIVERY SINGLE POINT COMPETENCIES</b> | <b>40</b> |
| DOMAIN A: Learning Environment   | 40        |



|  |    |
|--|----|
| <a href="#">DOMAIN B: Instruction/Service Delivery</a>                             | 41 |
| <a href="#">DOMAIN C: Professional Responsibilities</a>                            | 43 |
| <a href="#">APPENDIX E - EFFECTIVE SCHOOL LEADERSHIP SINGLE POINT COMPETENCIES</a> | 44 |
| <a href="#">APPENDIX F - OBSERVATION FORMS</a>                                     | 46 |
| <a href="#">Educator Evaluation Observation Sample</a>                             | 46 |
| <a href="#">School/District Leader Observation/Site Visit Sample</a>               | 49 |

# APPENDIX A - GROWTH PLANS

Annually, each Avon educator will work with their evaluator to develop goals and focus areas for continuous improvement. The following pages contain an overview of the questions educators and their evaluators will utilize during the growth plan development process. For educators, plans can range from highly prescribed plans that have predetermined goals and objectives, to highly independent plans that are initiated and developed by individual or groups of educators based on interest, an identified area of need, or an area in education worth pursuing. These plans should be connected to district and building goals and focus on at least one of the domain focus areas found within Avon's rubrics/standards for effective teaching or service delivery. These plans will include multiple measures of student learning, student and educator growth, and student learning, growth and achievement as mutually agreed upon during the goal-setting process.

School and district leaders will develop leadership specific plans focusing on 2 or more of the domain areas found within Avon's rubrics/standards for effective leadership. These plans will be based on multiple measures of organizational health, leader and educator growth, and impact on student learning, growth, and achievement are noted as mutually agreed upon during the goal-setting process.

## Growth Plan Development: Beginning of Year

### TEAM

#### Educators in their first 2 years of service

*Individuals who will participate in TEAM modules should read the overview and respond to these prompts*

#### Overview:

Successful completion of the TEAM Program is required for all new educators in their first 2 years of service. Beginning teachers participating in the program are assigned a mentor to guide them while they progress through the program which contains 5 modules (classroom environment, planning, instruction, assessment, and professional responsibility.) Educators will work with their mentor during their first 2 years to develop a growth plan that integrates with the guidelines and requirements of the TEAM mentoring program.

1. **(Overview)** What modules of TEAM will you focus on this year?
2. **(Initial Impressions)** Considering your TEAM goals, what aspects of the work are you excited about? What are the potential challenges? What questions do you have?
3. **(Connections)** How does your new learning through TEAM connect to district and/or building goals?
4. **(Instructional Practices)** How will the work you are focused on through the TEAM module be observed in your observations? Draw connections to the instructional practices rubric where possible.

5. **(Professional Practices)** How will the work you are focused on through the TEAM modules be observed in your professional practices (e.g., planning and collaboration with colleagues) Draw connections to the professional practices rubric where possible.

| <b>GUIDED DOMAIN FOCUS PLAN</b><br><b>Developer's Guide</b><br><i>Individuals who will propose a guided learning growth plan should read this overview and respond to these prompts</i> |   |   |
|---|---|---|
| <b>Sample Domain Focus Areas</b>  |   |   |
| <b>New District Programmatic Resource</b><br>(Learning/implementing a new district programmatic resource)   | <b>New District Software or Learning Platform</b><br>(Learning about/implementing a new district software or learning platform) | <b>New District Instructional Practice</b><br>(Learning about/implementing a new district instructional practice) |
| <b>PD Playlist</b><br>(Complete a self-guided list of curated PD opportunities through professional learning.)  |   |   |

**Overview:**

Avon recognizes the time and effort educators put into the adoption of new instructional approaches and/or resources. As such, an educator may propose a growth plan that honors teachers' time and dedication to embedding these new resources/approaches with fidelity. These plans are generally developed by a school leader, team leader, or department coordinator and are designed to be inclusive of any and all professional learning provided by the district.

1. **(Title)** Write a title for this growth plan. (e.g., Adoption of ABC Science Program in grades 5-6)
2. **(Description 2-3 sentences)** Write a brief description outlining the rationale for adopting this new program/resource.
3. **(Connections)** How does this work connect to district or building level focus areas?
4. **(Instruction)** Reflect on current practices, how will the move to this new program, platform, or instructional practice improve instruction? What are the major moves educators need to make to be successful?
5. **(Planning/Collaboration)** How will professional practices and planning be impacted? What steps will teams need to take to be successful? How should this be incorporated into CLT time?
6. **(Supports)** What supports, professional learning opportunities, or coaching will be provided to support educators implementing this change? (If a PD plan has been developed, provide a link. )

7. **(GOAL)** Looking ahead, define what the successful integration of this new program, platform, or instructional approach will look like in practice?
8. **(EVIDENCE)** What are the instructional and/or professional practices that educators participating in this growth plan can use as evidence of success? **(Provide multiple measures of student learning, student/educator growth and achievement)**
9. Draft an **(Action Plan)** that you believe clearly describes when and how the work of this growth plan will get completed.

| <b>Steps</b> | <b>Time Frame</b><br>(Dates, months, weeks, etc.) | <b>Action Steps</b><br>(Instructional Implications/Interventions/Assessments/Professional Learning) |
|--------------|---|---|
| Step 1       |   |   |
| Step 2       |   |   |

**GUIDED DOMAIN FOCUS PLAN**  
**Participant's Guide**  
*Individuals who will participate in a guided learning growth plan should read this overview and respond to these prompts*

**Overview:**

Avon recognizes the time and effort educators put into the adoption of new instructional approaches and/or resources. As such, an educator may propose a growth plan that honors teachers' time and dedication to embedding these new resources/approaches with fidelity. Individuals who opt to participate in a Guided Domain Focus Growth Plan should read, review, and ask questions about the plan prior to selecting it.

*Individuals who will participate in a guided learning growth plan review the proposal and respond to the following:*

1. **(Reflect)** Reading the proposal for your guided growth plan, what aspects of the work are you excited about? What are the potential challenges? What questions do you have?
2. **(Instruction)** Reflect on your current practices, how will the move to this new program impact your instruction? What shifts are you excited or most nervous about?
3. **(Planning)** Reflect on your current practices, how will your personal planning be impacted?
4. **(Collaboration)** Reflect on your team's/department's current practices. How will your collaborative time be impacted? What shifts will your team/department need to make to be successful?

5. **(Support)** What type of support will you benefit most from? Where will you go when you need assistance?
6. **(Observation Cycle)** How can the observation cycle support your growth within this plan? Is there a specific area you would like to receive feedback on?

| <b>INDEPENDENT/COLLABORATIVE DOMAIN FOCUS PLAN</b><br><i>Individuals who will propose an independent/collaborative domain focus plan should read this overview and respond to these prompts</i> |   |  |
|---|---|--|
| <b>Sample Domain Focus Areas</b>  |   |  |
| <b>Stage 2 Assessment Work</b><br>(Improve/update current assessments)  | <b>Program Refresh/Coaching</b><br>(Revisit program implementation, best practices, fidelity)   | <b>Student Achievement</b><br>(Select an instructional focus area for improvement. Develop a goal and select indicators of student success)  |
| <b>Stage 3 Lesson Design</b><br>(write new lessons/activities to improve student learning)  | <b>TEAM Training/Mentor</b><br>(2-year plan. Attend TEAM Training to be certified as a mentor and cooperating practitioner. Take on a mentee or student teacher in year 2 ) | <b>Collaborative Student Achievement</b><br>(Collaborate with your grade level, department, or teacher who teaches the same course. Set a goal for all students to achieve at a desired level. Select indicators of student success) |

**Overview:**

Educators looking to improve or grow their practices within one of Avon’s domains for effective teaching, service delivery, or leadership may develop a domain focused growth plan. These plans connect directly to one or more of Avon’s domains for effective teacher, service delivery, and/or leadership and target an educator’s continuous growth in one or more high leverage areas.

1. **(Reflection)** What reflections and evidence previously collected is driving the need for growth in this area?
2. **(Rationale)** Based on your analysis, what is the need/priority you plan to address in your growth plan?
3. **(Goal)** What is the goal(s) or intended outcome(s) of your growth plan? Include a rationale for the length of your goal (1, 2, 3 year) For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?
4. **(Connections)** How does this self-study connect to district or building level focus areas?

5. **(Learning/Support)** What new learning will you engage in to help drive improvement(s) in this area? (e.g., readings, conferences, professional development, or coaching) What kinds of support would you benefit from?
6. **(Instructional Practices)** How will this work impact your professional practices? (e.g., planning time, collaboration, and/or professional learning)
7. **(Professional Practices)** How will this work impact your professional practices? (e.g., planning time, collaboration, and/or professional learning)
8. **(Evidence)** What are the **multiple pieces** of evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor, and adjust your goal throughout the plan? (e.g., survey data, assessment results, or student work samples)
9. Draft an **(Action Plan)** that you believe clearly describes when and how the work of this growth plan will get completed.

| <b>Steps</b> | <b>Time Frame</b><br>(Dates, months, weeks, etc.) | <b>Action Steps</b><br>(Instructional Implications/Interventions/Assessments/Professional Learning) |
|--------------|---|---|
| Step 1       |   |   |
| Step 2       |   |   |

**TEACHER/SERVICE PROVIDER SELF-GUIDED/STUDY PLAN**  
*Each individual who will propose a self-study plan should review this overview and respond to these prompts*

**Overview:**

The educator self-study shall provide educators with an opportunity to set a goal centered around a recognized student or teacher learning need and to think critically and creatively about their practices. Self-studies are a vehicle for crafting a plan to identify a need, design a plan to address the need, shift current educator practices, monitor results and adjust the plan as needed to improve student outcomes.

The self-study can be conducted independently or may be conducted with a collaborative team of colleagues. This may include a grade-level team, a department or CLT group or other appropriate collaborative teams centered around a common student learning concern.

Staff completing a self-study are strongly encouraged to connect with the evaluator prior to drafting plans to receive initial feedback on their idea. Educators who are working with a collaborative team of colleagues are encouraged to have a joint goal-setting meeting with their evaluator(s) if applicable. The self-study plan (which

should be agreed upon by both the evaluator and the educator) should align with district goals identified in the district strategic plan and school goals from the school improvement plan.

1. **(Reflection)** What reflections and evidence previously collected is driving the need for growth in this area?
2. **(Rationale)** Based on your analysis, what is the need/priority you plan to address in your growth plan?
3. **(Goal)** What is the goal(s) or intended outcome(s) of your growth plan? Include a rationale for the length of your goal (1, 2, 3 year) For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?
4. **(Connections)** How does this self-study connect to district or building level focus areas?
5. **(Learning/Support)** What new learning will you engage in to help drive improvement(s) in this area? (e.g., readings, conferences, professional development, or coaching) What kinds of support would you benefit from?
6. **(Instructional Practices)** How will this work impact your professional practices? (e.g., planning time, collaboration, and/or professional learning)
7. **(Professional Practices)** How will this work impact your professional practices? (e.g., planning time, collaboration, and/or professional learning)
8. **(Evidence)** What are the **multiple pieces of** evidence of educator learning, student learning, growth and achievement you will use to reflect, monitor, and adjust your goal throughout the plan? (e.g., survey data, assessment results, or student work samples)
9. Draft an **(Action Plan)** that you believe clearly describes when and how the work of this growth plan will get completed.

| <b>Steps</b> | <b>Time Frame</b><br>(Dates, months, weeks, etc.) | <b>Action Steps</b><br>(Instructional Implications/Interventions/Assessments/Professional Learning) |
|--------------|---|---|
| Step 1       |   |   |
| Step 2       |   |   |

|                             |              |
|-----------------------------|--------------|
| <b>Educator Signature:</b>  | <b>Date:</b> |
| <b>Evaluator Signature:</b> | <b>Date:</b> |
| <b>Notes:</b>               |              |

## SCHOOL/DISTRICT LEADER GROWTH PLAN

*Each school/department leader will select two primary focus areas*

|   |   |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
|---|---|--------------|--------------|--------------|-----------------|--------------|---|----|-------------|--------------|---|-----------------|--------------|--------------|--------------|-----------------|--------------|--------------------|--|-------------|--------------|
| <b>School/Department:</b>   | <b>Leader:</b>  |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| <b>Year:</b>  |   |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| Select two focus areas that will be the primary drivers for your growth and development plan  |   |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| <input type="checkbox"/> <b>Focus Area I: Student Learning</b><br>In the Avon Public Schools we will create multiple student learning pathways to challenge students to think critically and creatively, persist in solving challenging problems, work collaboratively, and communicate effectively.  | <input type="checkbox"/> <b>Focus Area II: School Connectedness &amp; Personal Growth</b><br>In the Avon Public Schools we will foster a safe and equitable learning community that empowers all students to be self-directed, self-regulated, and resilient as they strive to advance their own personal and academic goals. |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| <input type="checkbox"/> <b>Focus Area III: COMMUNICATION &amp; PARTNERSHIPS</b><br>We will continue to build internal and external partnerships in service to the district's mission and beliefs for student learning through clear communication and transparent processes.   | <input type="checkbox"/> <b>FOCUS AREA IV: SYSTEMS</b><br>We will maximize efficiencies and optimize resources through the ongoing creation, refinement, and alignment of processes, procedures, and systems.   |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| <i>SMART GOAL #1:</i>   | <i>SMART GOAL #2:</i>   |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| Data to Support Leadership Plan: (Link Worksheet Here)  | Data to Support Leadership Plan: (Link Worksheet Here)  |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| <b>The Plan</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20%;"><b>Students</b></td><td><b>Goals</b></td></tr> <tr><td><b>Staff</b></td><td><b>Goals</b></td></tr> <tr><td><b>Families</b></td><td><b>Goals</b></td></tr> <tr><td><b>Constraints</b></td><td></td></tr> <tr><td><b>Self</b></td><td><b>Goals</b></td></tr> </table> | <b>Students</b>   | <b>Goals</b> | <b>Staff</b> | <b>Goals</b> | <b>Families</b> | <b>Goals</b> | <b>Constraints</b>  |    | <b>Self</b> | <b>Goals</b> | <b>The Plan</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20%;"><b>Students</b></td><td><b>Goals</b></td></tr> <tr><td><b>Staff</b></td><td><b>Goals</b></td></tr> <tr><td><b>Families</b></td><td><b>Goals</b></td></tr> <tr><td><b>Constraints</b></td><td></td></tr> <tr><td><b>Self</b></td><td><b>Goals</b></td></tr> </table> | <b>Students</b> | <b>Goals</b> | <b>Staff</b> | <b>Goals</b> | <b>Families</b> | <b>Goals</b> | <b>Constraints</b> |  | <b>Self</b> | <b>Goals</b> |
| <b>Students</b>   | <b>Goals</b>  |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| <b>Staff</b>  | <b>Goals</b>  |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| <b>Families</b>   | <b>Goals</b>  |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| <b>Constraints</b>  |   |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| <b>Self</b>   | <b>Goals</b>  |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| <b>Students</b>   | <b>Goals</b>  |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| <b>Staff</b>  | <b>Goals</b>  |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| <b>Families</b>   | <b>Goals</b>  |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| <b>Constraints</b>  |   |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| <b>Self</b>   | <b>Goals</b>  |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| <b>Progress</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20%;">by</td><td>Indicator</td></tr> <tr><td>by</td><td>Indicator</td></tr> <tr><td>by</td><td>Indicator</td></tr> </table>   | by  | Indicator    | by           | Indicator    | by              | Indicator    | <b>Progress</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20%;">by</td><td>Indicator</td></tr> <tr><td>by</td><td>Indicator</td></tr> <tr><td>by</td><td>Indicator</td></tr> </table> | by | Indicator   | by           | Indicator   | by              | Indicator    |              |              |                 |              |                    |  |             |              |
| by  | Indicator   |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| by  | Indicator   |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| by  | Indicator   |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| by  | Indicator   |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| by  | Indicator   |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| by  | Indicator   |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| Notes:  | Notes:  |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| <b>Educator Signature:</b>  | <b>Date:</b>  |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| <b>Evaluator Signature:</b>   | <b>Date:</b>  |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |
| <b>Notes:</b>   |   |              |              |              |                 |              |   |    |             |              |   |                 |              |              |              |                 |              |                    |  |             |              |



## Growth Plan Check-in: Mid-Year

At least once annually, each Avon educator will meet with their evaluator to review and revise goals and focus areas for their current growth plan. The following pages contain an overview of the questions educators and their evaluators will utilize during these mid-year meetings.

**TEACHER/SERVICE PROVIDER and SCHOOL/DISTRICT LEADER**

**Mid-Year Self-Reflection, Adjustment(s), & Next Steps**

*Completed by Educator*

|   |                  |
|---|------------------|
| <b>Name:</b>  | <b>Location:</b> |
| <b>Date:</b>  |                  |
| <p>Describe your progress to date in implementing the action steps of the goal plan.</p> <p>Summarize professional learning and/or strategies that have supported you in making continued progress towards the goal plan.</p> <p>Summarize any modified action steps or adjustments to the goal plan that you recommend making for the second half of the year.</p> |                  |
| <b>Links to Evidence:</b>   |                  |

|                             |              |
|-----------------------------|--------------|
| <b>Educator Signature:</b>  | <b>Date:</b> |
| <b>Evaluator Signature:</b> | <b>Date:</b> |
| <b>Notes:</b>               |              |

**TEACHER/SERVICE PROVIDER and SCHOOL/DISTRICT LEADER**

**Mid-Year Conference**

*Completed by Evaluator*

|  |                  |
|--|------------------|
| <b>Name:</b><br><br><b>Date:</b>   | <b>Location:</b> |
| Briefly summarize the mid-year meeting with the educator and describe/list any changes to the goal plan that were made during the school year. |                  |

|                             |              |
|-----------------------------|--------------|
| <b>Educator Signature:</b>  | <b>Date:</b> |
| <b>Evaluator Signature:</b> | <b>Date:</b> |
| <b>Notes:</b>               |              |

## Growth Plan Completion: End-of-Year

At the completion of each evaluation cycle, the educator and evaluator meet to discuss all evidence collected to date and share reflections on the overall success and challenges of the educator's plan. The following pages contain an overview of the questions educators and their evaluators will utilize during these mid-year meetings.

| TEACHER/SERVICE PROVIDER and SCHOOL/DISTRICT LEADER   |                         |
|---|-------------------------|
| End-of-Year Educator Self-Reflection<br><i>Completed by Educator</i>  |                         |
| <b>Name:</b> Click or tap here to enter text.<br><br><b>Date:</b>   | <b>Location:</b>        |
| <p>How did you/the team evaluate the effectiveness of your action steps during the second half of the year? (Include any supporting evidence)</p> <p>What had the greatest impact on your work and/or on your team?</p> <p>What had the greatest impact for your students?</p> <p>What conclusions have you drawn from this growth plan?</p> <p>What, if anything, should be shared with your colleagues?</p> <p>If you plan to continue/expand your plan next year, what adjustments will be made as a result of your experiential learning?</p> | <b>Self-Reflection:</b> |
| <b>Links to Evidence:</b>   |                         |
| <b>Educator Signature:</b>  | <b>Date:</b>            |
| <b>Evaluator Signature:</b>   | <b>Date:</b>            |
| <b>Notes:</b>   |                         |

**TEACHER/SERVICE PROVIDER and SCHOOL/DISTRICT LEADER**

End-of-Year Conference

*Completed by Evaluator***Name:****Location:****Date:****Summative Feedback & Growth Criteria***Completed by Evaluator*Summarize Feedback Provided to the Educator  
Consider:

Was there development of new learning?

What impact was made to their professional  
practices related to their goal?What impact was had on student learning, growth,  
and achievement?**Successful Completion of the Evaluative Cycle** Yes No**Supports Required/Suggested***Are tiered supports required above and beyond tier  
1 (included in feedback above)?* No Tier 2 Tier 3

If Tier 2 and/or Tier 3, please specify strategies:

**For multi-year goals only:**

- What adjustments are needed to the goal(s)?
- Why?
- How might adjustments impact the timing of the goal(s)?

 Educator will continue multi-year goal. Educator will adjust multi-year goal. Educator completed multi-year goal.

Notes:

**Educator Signature:****Date:**

|                             |              |
|-----------------------------|--------------|
| <b>Evaluator Signature:</b> | <b>Date:</b> |
| <b>Notes:</b>               |              |

## **APPENDIX B - DISPUTE RESOLUTION**

### **Overview**

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to potential disagreements, which from time to time may arise related to the evaluation process. This protocol can also address disagreements that arise at any point in that process.

### **Process**

Should an educator disagree with the evaluator’s assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. An informal attempt to resolve a dispute should occur prior to initiating the formal resolution process. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so.

1. When an educator disagrees with an evaluator’s assessment, a written dispute should be submitted to their evaluator; within three days. This dispute should first be communicated directly within the district evaluation software platform. The educator should utilize the comments section within the document that contains the assessment they are disputing. In this communication the evaluatee should include the following information:
  - a. The reason they disagree with the evaluator’s assessment
  - b. The details/evidence/artifacts they believe counters their evaluator’s assessment
  - c. Their desire to meet and discuss the issue further with their evaluator
  
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent, or his/her designee, within ten workdays of the meeting with their evaluator. A written dispute resolution must be submitted to the superintendent. In this communication, the educator must include the following information:
  - a. Their name, assignment, home school, and evaluator’s name
  - b. Specify the areas of concern. (e.g., goals/objectives, evaluation period, feedback, professional development plan, which may include the individual professional learning plan, or a Supervisory Support Plan, )
  - c. The specific reasons they disagree with the evaluator’s decision
  - d. The details/evidence/artifacts they believe counters their evaluator’s decision
  - e. Finally, the educator must specify their preferred method of resolution found below:
    - i. Panel Decision: the issue in dispute is referred to a panel that shall be composed of an assistant superintendent, one administrator who does not supervise the educator (when

possible), two representatives of the labor union (if applicable), and a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. The panel's role is to determine the resolution of the dispute and to identify any actions to be taken moving forward and notify the superintendent of the decision. The panel's written decision shall take no longer than 15 school days after the dispute is submitted.

- ii. Superintendent Arbitration: The superintendent will review all applicable documentation and meet with both parties (evaluator and evaluatee) as soon as possible. The superintendent will make the decision regarding the formal appeal.

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 agreement of both parties. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.

# APPENDIX C - EFFECTIVE TEACHING SINGLE POINT COMPETENCIES

## DOMAIN A: Learning Environment

*Teachers: 1. Create a safe, respectful, and comfortable learning environment for all students. 2. Promote engagement, independence, collaboration, respect for themselves and others. 3. Deliberately teach and effectively manage routines and procedures.*

| Interactions   |
|--|
| Fosters a positive, safe, and collaborative learning community   |
| Creates opportunities that ensure all voices are heard and that generate mutual respect  |
| Explicitly teaches, models, and reinforces the skills and dispositions found within Portrait of the Graduate   |
| Access   |
| Establishes and supports students in achieving high expectations for learning and behavior   |
| Establishes an inclusive learning environment that is respectful of each student's cultural, social and/or developmental differences to promote a sense of belonging |
| Fosters a learning environment where students feel safe to take risks, respond to questions and challenges, and make and learn from mistakes                         |
| Productivity   |
| Uses routines and transitions that maximize instructional time   |
| Utilizes learning space to benefit all learners and facilitate collaboration   |
| Consistently reinforces and supports appropriate standards of behavior   |
| Reinforces and supports social skills, self-regulation, and taking responsibility  |
| Educator plans for:  |
| Predictable and sustainable routines, procedures, and structures   |
| Responsive classroom management strategies   |
| Clear, rigorous, and achievable expectations for all students  |
| A physical classroom environment accessible to all   |
| Appropriate learning resources for all students  |

An environment that is inclusive of, recognizes, and celebrates student diversity

## DOMAIN B: Instruction

*Teachers: 1 Implement instruction that engages students in rigorous and relevant learning and promotes their curiosity about the world at large. 2 Implement standards driven content, use differentiated instruction, utilize evidence based strategies, monitor student learning, provide feedback, and adjust instruction as necessary.*

| <b>Delivery of Instruction</b>   |
|--|
| Selects purposeful instructional models that explicitly teach content and scaffold student learning    |
| Utilizes a variety of differentiated strategies, materials, and groupings                              |
| Provides multiple opportunities to develop independence  |
| Presents content in an accurate, logical and purposeful progression                                    |
| Clearly communicates and reinforces learning expectations  |
| Incorporates literacy strategies and academic vocabulary within the lesson                             |
| <b>Engagement</b>  |
| Provides varied opportunities to process, apply and/or demonstrate learning                            |
| Provides opportunities for discourse to deepen understanding and advance learning                      |
| Utilizes high quality tasks that encourage critical and creative thinking and/or collaboration         |
| Hooks students' interest and makes connections to prior knowledge, experience, and learning            |
| <b>Assessment</b>  |
| Presents clear, observable, and measurable criteria for student success                                |
| Utilizes formative and/or summative assessments to monitor student learning                            |
| Monitors student learning, anticipates misconceptions, and adjusts instruction                         |
| Provides feedback that is timely, specific, and helps students advance their learning                  |
| Provides opportunities for students to utilize constructive feedback and reflect on their own learning |
| <b>Educators plan for:</b>   |
| Avon's Portrait of the Graduate skills and/or dispositions to be embedded into instruction             |
| Content aligned to specific standards found in Stage 1 of the approved curriculum                      |



|   |
|---|
| Lessons that are logically sequenced, and support an appropriate level of challenge                       |
| A variety of assessment strategies to meet the needs of individual students                               |
| The integration of effective instructional strategies, academic language, and content specific vocabulary |
| Highly relevant lessons that will motivate all students and engage them in active learning                |
| Data driven decision making and instructional shifts based on multiple sources of student data            |

## DOMAIN C: Professional Practices

*Teachers: 1. Engage in professional practices that include planning for rigorous and relevant instruction, planning and problem solving in collaboration with colleagues, and selecting varied and appropriate assessment tools to monitor student progress. 2. Engage in continuous professional learning to impact instruction and student learning, collaborate with colleagues, students and families to develop and sustain a positive school climate that supports student learning. 3. Consistently exhibits professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.*

| Communication  |
|--|
| Engages with students, families, and colleagues to develop and sustain a positive school climate   |
| Proactively communicates with families about learning expectations and academic and behavioral performance                                     |
| Interacts with students, families and the community in a culturally respectful manner  |
| Collaboration  |
| Collaborates with colleagues to plan, share ideas, and review student work   |
| Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school and district                         |
| Works with colleagues to analyze data and develop action plans to improve student learning   |
| Commitment   |
| Responds to and/or seeks out feedback and adjusts practices accordingly  |
| Self-evaluates and reflects on individual practice and takes action to improve professional practice   |
| Engages in relevant professional learning and applies new learning to practice   |
| Professionalism  |
| Exhibits professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers |
| Educator plans for:  |
| Active participation in professional meetings and/or learning opportunities  |
| Home/school connections with families at school community events   |

# APPENDIX D - EFFECTIVE SERVICE DELIVERY SINGLE POINT COMPETENCIES

## DOMAIN A: Learning Environment

*Educators: 1. Promote student/adult learner engagement, independence and interdependence in learning. 2. Facilitate a positive learning community. 3. Effectively manage routine and procedures.*

| Interactions   |
|--|
| Creates an environment where all voices are heard and fosters mutual respect   |
| Provides opportunities for learners to take responsibility for their own growth and development  |
| Explicitly teaches, models, and reinforces the skills and dispositions found within Portrait of the Graduate   |
| Access   |
| Establishes an inclusive learning environment that is respectful of each learner’s cultural, social and/or developmental differences to promote a sense of belonging |
| Fosters a learning environment where learners feel safe to take risks, respond to questions and challenges, and make and learn from mistakes                         |
| Designs opportunities to allow learners to apply or extend learning to the school setting and larger world   |
| Productivity   |
| Designs learning space to support all learning profiles  |
| Teaches, models, and reinforces appropriate decision making and builds learners’ capacity to apply strategies proactively  |
| Uses routines and transitions that maximize service delivery time  |
| Service providers plan for:  |
| Learning environments that are differentiated to each learner’s needs  |
| Predictable and sustainable routines, procedures, and structures   |
| Responsive management strategies   |
| Clear, rigorous, and achievable expectations for all students  |
| Appropriate learning resources for all students  |
| An environment that is inclusive of, recognizes, and celebrates student diversity  |

## DOMAIN B: Instruction/Service Delivery

*Educators: Implement plans to engage student and/or adult learners in rigorous and relevant learning. Lead learners to construct meaning and apply understanding through the use of differentiated and evidence-based strategies. Assess learning, provide feedback, and adjust service delivery based on the needs of the learner.*

| <b>Delivery</b>  |
|--|
| Delivers services consistent with relevant standards   |
| Implements services in a purposeful progression that meet the needs of learners  |
| Uses differentiated strategies, tasks and questions that result in new and meaningful learning                             |
| Includes opportunities for learners to work collaboratively, when appropriate  |
| Implements service delivery that provides multiple opportunities for learners to develop independence                      |
| Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals      |
| Collaborates with relevant stakeholders  |
| <b>Content Knowledge</b>   |
| Understands content standards relevant to the practitioner's role.   |
| Adopts accepted scope of practice for school-based practitioners.  |
| Uses expertise to drive decision-making  |
| <b>Assessment</b>  |
| Presents clear, observable, and measurable criteria for student success  |
| Monitors the progress of learners with standardized and non-standardized measures & adjusts service delivery appropriately |
| Provides feedback that is specific and focused on advancing learning.  |
| Adjusts service delivery in response to learners' performance or engagement.   |
| Creates opportunities for learners to reflect on personal growth and to adjust accordingly                                 |

**Service Provides plan for:**

Aligning plans with relevant content standards or discipline-specific state or national guidelines

Avon's Portrait of the Graduate skills and/or dispositions to be embedded into service delivery

Evidence based practices to drive service delivery

Data driven decision making and service delivery shifts based on multiple sources of student data

Highly relevant service delivery that will motivate all students and engage them in active learning

Collaboration and communication with all relevant stakeholders when planning service delivery

## DOMAIN C: Professional Responsibilities

*Educators: 1. Engage in continuous professional learning to enhance service delivery and improve student/adult learning. 2. Collaborate to develop and sustain a professional learning environment to support student/adult learning. 3. Work with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.*

|  |
|--|
| <b>Communication</b>   |
| Proactively communicates, consults, and develops positive relationships with stakeholders to support learner needs                             |
| Interacts with learners, families and the community in a culturally respectful manner  |
| Engages with learners, families, and colleagues to develop and sustain a positive school climate   |
| <b>Commitment</b>  |
| Responds to and/or seeks out feedback and adjusts practices accordingly  |
| Engages in self-reflection and measurable analysis of impact   |
| Engages in relevant professional learning and applies new learning to practice   |
| <b>Collaboration</b>   |
| Collaborates with colleagues to plan, share ideas, and review learner outcomes   |
| Works with colleagues to share and strengthen professional practices   |
| Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school and district                         |
| <b>Professionalism</b>   |
| Exhibits professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers |
| <b>Service Providers Plan for:</b>   |
| Actively participates in professional meetings and/or learning opportunities   |
| Fosters home/school connections at family and community events   |

# APPENDIX E - EFFECTIVE SCHOOL LEADERSHIP SINGLE POINT COMPETENCIES

## Domain A: Student Learning

*School Leaders: 1. Ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment. 2. Collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff. 3. Develop a shared understanding of standards-based best practices in curriculum, instruction and assessment. 4. Use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.*

| Student Learning   |
|--|
| Promotes system wide vision, mission, and goals that articulate high expectations and embody Avon's Portrait of the Graduate |
| Promotes and models evidence-based instructional strategies and practices that address the diverse needs of all learners     |
| Ensures the presence and implementation of a guaranteed and viable curriculum for all learners                               |
| Creates the conditions for staff to collaborate, examine practices & outcomes related to all learners' growth                |
| Develops capacity of staff to assess, analyze and document student learning progress over time                               |
| Develops the capacity of staff as part of a continuous cycle of improvement and professional growth                          |

## Domain B: Personal Growth & Connectedness

*School Leaders: 1. Create a welcoming and respectful environment where all students and families are actively involved in the school community and students are eager and ready to learn. 2. Maintain the highest standards of professional conduct and hold high expectations of themselves and staff. 3. Seek out and engages in relevant professional learning and applies new learning to practice*

| Personal Growth & Connectedness   |
|---|
| Creates a welcoming and respectful environment where all students and families are actively involved in the school community and students are eager and ready to learn. |
| Establishes, implements and monitors expectations for student and staff conduct   |
| Maintains the highest standards of professional conduct and holds high expectations of themselves and staff   |
| Creates, fosters, and sustains collaborative and trusting working relationships with staff, students and the learning community   |

|  |
|--|
| Fosters and empowers others to maintain positive and trusting relationships with school and district staff |
| Self-evaluates, responds to feedback, reflects on practices, and takes action to improve professionally    |
| Seeks out and engages in relevant professional learning and applies new learning to practice               |

### **Domain C: Communication & Partnerships**

*School Leaders: 1. Ensure the success and achievement of all students by collaborating with families and other stakeholders. 2. Communicate regularly so that the families, community partners and other stakeholders understand and support the district’s vision, mission and goals. 3. Ensure educational equity for all members of the school community.*

| Communication & Partnerships   |
|--|
| Engages families and members of the community as leaders and partners in decision-making that improves school wide or district wide student achievement or student specific learning |
| Communicates regularly so that the families, community partners and other stakeholders understand and support the district’s vision, mission and goals                               |
| Ensuring educational equity for all members of the school community  |

### **Domain D: Systems**

*School Leaders: 1. Create & implements systems that support the vision, mission, goals and orderly operation of the school or district. 2. Recruit, hire, onboard, and continuously support highly qualified staff who embrace the district’s vision and can contribute to a positive school community. 3. Continuously build the capacity of all staff through high quality professional learning opportunities. 4. Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.*

| Systems  |
|--|
| Creates & implements systems that support the vision, mission, goals and orderly operation of the school or district   |
| Evaluates staff using multiple sources of evidence such as observations, reviews of artifacts, collegial dialogues and staff or student-learning data with a focus on improved teaching and learning |
| Recruits, hires, and onboards highly qualified staff who embrace the district’s vision and can contribute to a positive school community   |
| Continuously build the capacity of all staff through high quality professional learning opportunities  |
| Develops, implements, and monitors a budget that is aligned to school and district improvement plans and maintains compliance with state and federal regulations                                     |



## APPENDIX F - OBSERVATION FORMS

Each educator will be observed multiple times throughout the year to support the continuous learning process. The following pages contain an overview of the questions educators and their evaluators will utilize during the pre and post observation process.

| Educator Evaluation Observation Sample   |                       |
|--|-----------------------|
| <b>Name:</b>   | <b>Time/Location:</b> |
| <b>Role:</b>   | <b>Focus:</b>         |
| <input type="checkbox"/> Cohort 1 (Pre-Post- Conference Required)<br><input type="checkbox"/> Cohort 2 (Post-Conference Required)<br><input type="checkbox"/> Site Visit (Pre-/Post-Conference Optional)   |                       |
| <b>Pre-Observation</b><br><i>Completed by Educator (as needed/required)</i>  |                       |
| <p>Identify the unit of study, primary content standards or learning targets, and objectives that this lesson is designed to help students attain.</p> <p>Describe how you plan to cognitively engage all of your students (e.g., strategies, groupings, differentiation) during this lesson.</p> <p>How will you ask students to demonstrate mastery of the student learning objective(s)/learning target(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.</p> |                       |

|   |  |
|---|--|
| <p>What data or evidence of student learning will be collected through the assessment?</p> <p>Is there something specific you would like your evaluator to look for and provide feedback on during this observation?</p> <p>Please note, and identify, if this lesson is aligned with one of your goal areas this year.</p> |  |
|   |  |
| <p><b>Observation</b><br/><i>Completed by the Evaluator</i></p>   |  |
|   |  |
| <p><b>Post-Observation Reflection</b><br/><i>Completed by the Educator</i></p>  |  |
| <p>Which instructional strategies were most effective in helping students learn? What evidence supports your conclusions?</p> <p>What if any changes or adjustments did you make during your lesson, and what led you to make them?</p> <p>What have you learned from this lesson that will impact</p>                      |  |

|  |  |
|--|--|
| <p>your planning for future lessons, either in terms of your own instructional skills or in addressing students' instructional needs? If you were to teach this lesson again, would you do anything differently and why?</p> <p>How has professional collaboration influenced your instruction specific to this lesson?</p> <p>When processing this unit of study/lesson with your colleagues, what suggestions or questions might you have?</p> |  |
|  |  |
|  |  |
| <p><b>Post-Observation Conference Feedback</b><br/><i>Completed by the Evaluator</i></p>   |  |
| <p>Single-Point Competencies<br/><i>Completed by the Evaluator</i></p>   | <p>Evidence of Strengths,<br/>Areas for Growth and/or<br/>Next Steps</p> |

## School/District Leader Observation/Site Visit Sample

|  |  |
|--|--|
| <b>Name:</b>   | <b>Location:</b>   |
| <b>Administrator Role:</b>   | <b>Leader Goal/Observation Focus:</b>  |
| <b>Strategic Plan Focus Area(s):</b>   | <b>Portrait of the Graduate Focus Area(s):</b>   |
| <b>Current Year Goal Areas:</b> <ul style="list-style-type: none"> <li>● Goal 1</li> <li>● Goal 2</li> <li>● Goal 3 (if applicable)</li> <li>● Goal 4 (if applicable)</li> </ul> |  |
| <b>Pre-Observation/Visit</b><br><i>Completed by Leader (as needed/required)</i>  |  |
| <b>Managing your team:</b>   | Who are you coaching?<br><br>Who are you growing?  |
| <b>Progress since our last visit:</b>  | School Data (Specifics on your big 3 goals):<br>What questions do you have?<br>What are your next steps? |
| <b>CLTs attended:</b>  | What growth did you see?   |
| <b>Observation/Site Visit Evidence</b><br><i>Completed by the Evaluator</i>  |  |
|  |  |
| <b>Post-Observation/Visit Reflection</b><br><i>Completed by the Leader</i>   |  |
| What does today's evidence tell you?   |  |
| Are their patterns, trends, or outliers?   |  |

|   |  |
|---|--|
| How will our collaborative reflection help you move forward and apply your learning in your next steps? |  |
| What will you do next?<br><br>How can the central office support your work?                             |  |
| <b>Post-Observation/Visit Conference Feedback</b><br><i>Completed by the Evaluator</i>                  |  |
|   |  |