

Ben Bronz Academy

Teacher and Leadership

Evaluation Plan

2024 - 2025



Approval Document

July 2024

PDEC Members

Stacey Aronson	Reading Specialist
Gina Frazao	PPT Coordinator
Cynthia Fries	Assistant Educational Director
Christina Lamphere	Educational Director
Gail Lanza	Executive Director
Emma Lessard	Special Education Teacher Curriculum Specialist
Karen McGinley	Art Teacher
Erica Misiorski	School Psychologist
Lauren Pelletier	Language Arts Teacher
Tammy Santavenere	Special Education Teacher
Karen Zetoff	Library Media Specialist

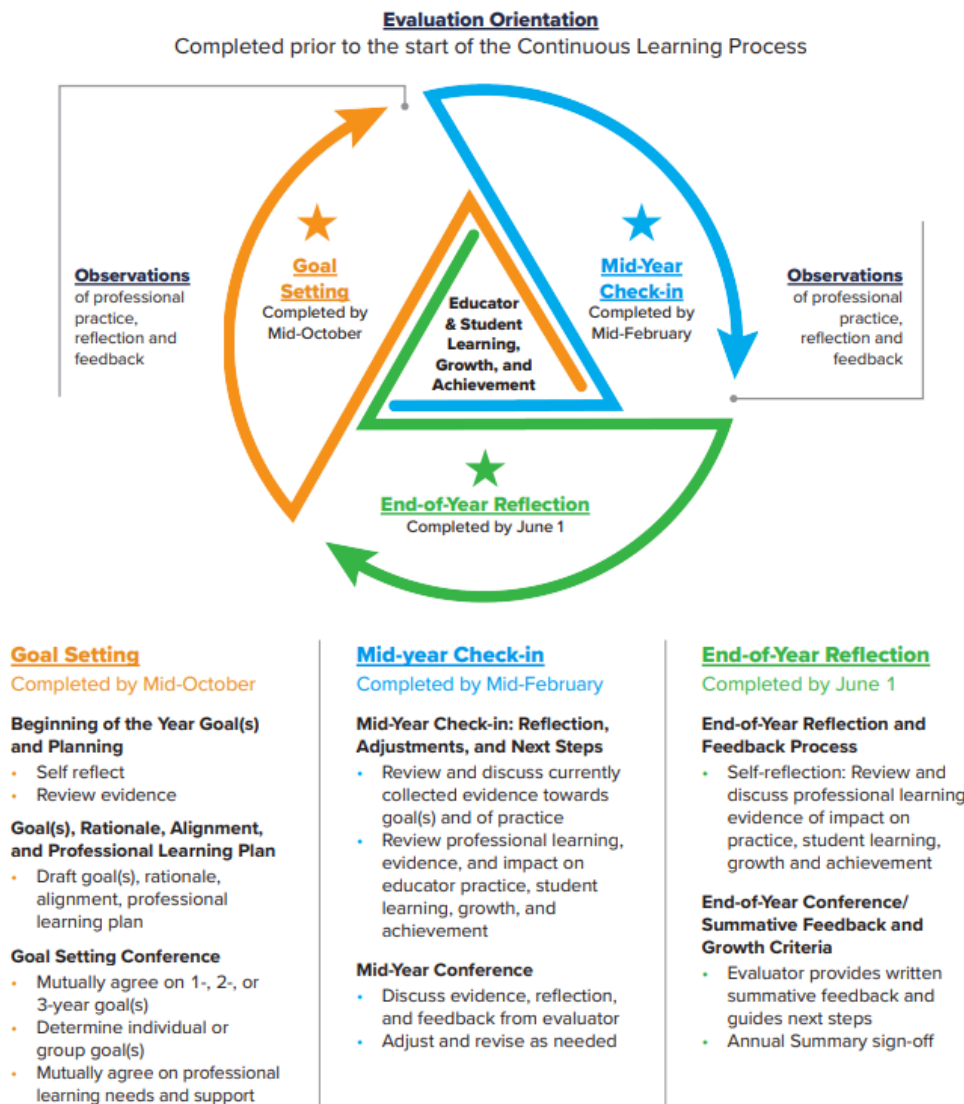
Ben Bronz Academy - Teacher and Leadership Evaluation Plan

Table of Contents

Section	Page Number
Educator Evaluation Plan	
Standards & Criteria	4
Continuous Learning Process	5
Orientation	6
Initial Goal Setting	6
Mid-Year Check-Ins	6
End-of-Year Reflection & Review	6
Professional Practice & Growth	7
Observations	8
Growth Criteria	9
Educator Supports	10
Corrective Support Plan	11
Dispute Resolution	11
PDEC Role	12
Local & State Reporting	12
Goal Setting & Reflection Forms	14 - 18
Quick Reference Chart	19
Leaders Evaluation Plan	
Standards & Criteria	21
Orientation	21
Initial Goal Setting	21
Mid-Year Check-Ins	22
End-of-Year Reflection & Review	22
Professional Practice & Growth	22
Observations	22
Growth Criteria	23
Leader Tiered Supports	23
Corrective Support Plan	24
Dispute Resolution	24
Goal Setting & Reflection Form Links	25
Quick Reference Chart	26
Appendix- Single Point Competencies and Form Links	27
State Memo regarding changes dated July 8	28-29

Educator Evaluation Plan

Educator Continuous Learning Process



Notes to Educators:

- Through the educator evaluation and support system, all Connecticut educators and leaders have the opportunity for continuous learning and feedback to develop and grow, both individually and collectively, so that all Connecticut students experience growth and success.
- Ben Bronz Academy’s school year plan for 2024-2025 is drafted based on the CT Model Evaluation and Support Plan and the CT Guidelines for Educator and Leader Evaluation and Support. This plan will differentiate roles within the building, simplifying the overall process by focusing on things that matter most, connect to best practices and meaningful professional learning, and focusing on educator growth and agency. Ben Bronz PDEC has drafted a plan based in part on the CT Model Educator Evaluation and Support plan using the non-negotiables found in the Guidelines as they best met our needs.

Standards & Criteria

Standards and criteria for educators are aligned with the CCT rubric for effective teaching. The single point competencies for educator growth and evaluation at Ben Bronz can be found [here](#).

Standards and criteria for related service providers are aligned with the CCT rubric for effective service delivery. The single point competencies for provider growth and evaluation at Ben Bronz can be found [here](#).

Standards and criteria for library media specialists are aligned with the National School Library Standards. The single point competencies for library media specialist growth and evaluation at Ben Bronz can be found [here](#).

Standards and criteria for school leaders are aligned with the CT leader evaluation and support rubric. The single point competencies for leader growth and evaluation at Ben Bronz can be found [here](#).

Goals for educators, related service providers, library media specialists, and school leaders are to be aligned to whole school expectations including, but not limited to, Ben Bronz strategic plans and Ben Bronz Portrait of a Graduate.

Continuous Learning Process

This evaluation and support model for educators is designed as a continuous learning process. It aims to provide educators with constant opportunities for professional growth through self-directed learning, analysis, reflection, planning, implementation, and collaboration. Regular dialogue and feedback, paired with the opportunity to reflect on and develop professional practice, drive this continuous learning process.

The educator serves as the learner who is actively engaged in and able to direct their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the educator collaborates and serves as a reflective professional to determine mutually agreed-upon educator goals, professional practice and growth, and observation and feedback focus.

During each school year, a **minimum of three check-ins (fall goal setting, mid-year review, end-of-year reflection, and annual summary)** provide an opportunity for dialogue and discussion of what is happening in the classroom or school, sharing evidence of professional learning and its impact on growth, and identifying needs and mutually agreed-upon next steps. The meetings are approached with a perspective of continuous improvement, reflection, and collaboration. All educators will be assigned a primary evaluator (092) for the school year.

Evaluation Orientation:

Orientation on the educator evaluation and support process shall occur before the goal-setting process starts, **no later than 9/30**. Orientation shall include:

- High-leverage goal-setting and professional learning plans
- Use of rubrics and standards
- Observation and review of practice
- Dispute resolution
- Ongoing training to ensure all stakeholders understand differentiated supports (tier 1, 2, 3) and processes.

Initial Goal Setting:

Initial goal setting meetings are to be **completed by 10/15/24**. The initial goal-setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator must come to a mutual agreement on school-aligned, high leverage, professional practice, one, two, or three-year goal(s), with multiple measures of evidence, a professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment. If educators are also in the TEAM program, considering alignment between professional learning and the TEAM modules to be completed during the goal timeline will exchange learning and practice. The initial goal setting form can be found [here](#) and will be editable in Schoology.

Mid-Year Check-In:

Mid-year check-in meetings are to be **completed by 2/14/25**. The mid-year check-in consists of a reciprocal dialogue between the educator and evaluator and includes an educator's self-reflection on their progress toward their goal(s) so far. The reflection consists of an analysis of the impact of their new educator learning on their practice, student learning, growth and achievement, and the school community. Mid-year conversations are a vital component of the check-in process. It provides an opportunity to discuss evidence, learning, and next steps. At this point, revisions to the educator's goal(s) may be considered based on multiple evidence measures. The role of educators in this process includes both self-reflection and a discussion with the evaluator involving a review of multiple and varied qualitative and quantitative indicators of evidence of impact on their growth, professional practice, and impact on student learning, growth, and achievement. The evaluator shall provide specific, standards-based feedback on the educator's goal. Observation feedback and evidence shall be aligned to the single-point competency rubrics. The mid-year check-in form can be found [here](#) and will be editable in Schoology.

End of Year Reflection & Summative Review:

End-of year meetings are to be **completed by 6/2/25**. The end-of-year reflection provides a similar opportunity to the mid-year, where educators and evaluators have the chance to engage in a conversation and discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on students learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the effect of new learning on educator practice and growth, impact on student learning, growth and

achievement, school community, strengths and concerns, and possible next steps for the upcoming school year. Analysis of evidence from the end-of-year summary is important for the educator's self-assessment and goal-setting for the next goal-setting cycle. The evaluator will provide a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process. The end-of-year reflection form can be found [here](#) and will be editable in Schoology.

Professional Practice & Educator Growth

The continuous learning process is shared between the educator and evaluator throughout the learning process. During the duration of this learning process:

- Educators will...
 - Engage in and pursue professional learning opportunities relevant to the achievement of their goal(s)
 - Self-reflect and self-assess on the progress of goal(s) and identify next steps periodically throughout the process
 - Collect multiple, varied pieces of both qualitative and quantitative evidence, which may include (but are not limited to) artifacts, student feedback, and self-reflections related to the established professional learning goal(s)
- Evaluators will...
 - Provide educators with feedback from observation and engage in meaningful dialogue with the educator.
 - Ensure access to timely support to promote the achievement of goal(s)
 - Collect multiple, varied pieces of both qualitative and quantitative evidence, which may include (but are not limited to) artifacts, student and family feedback, review of practices, observations, and educator self-reflection related to the established professional learning goal(s)

High-quality professional learning opportunities available to educators may include but are not limited to the following:

- **Advanced Coursework:** Courses offered at a college, university, or other educational institution in which further educator skills or professional training is acquired.
- **Case Study:** A team that engages with a case study using the information in a student's cumulative folder or other documented information with the intention of determining the next steps.
- **Coaching:** A process based on trust in which professional colleagues work together to reflect on current practices, expand, refine, or build new skills, share ideas, teach one another, conduct research, or solve problems.
- **Examination of Work:** Individuals or groups of educators review samples of work from various students. They identify strengths and areas for improvement and design instructional plans based on the examination.
- **Job-embedded:** Activities that are tied in with authentic classroom practice, such as examining student data in teams, co-planning, investigating classroom resources, self-reflection, and/or observations within a school, etc.

- Lesson Study involves groups of teachers planning a lesson, observing one teacher present the lesson, and reflecting on it afterward.
- Mentoring: A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.
- Peer Observation is an opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.
- Personal, professional reading: Individual, self-driven reading and processing of texts to improve on one's own teaching practice.
- Professional Literature Study: Structured and collaborative process in which individuals or groups of professionals examine and discuss a relevant and informative text. The purpose is to promote continuous learning and exchanging ideas and best practices within a specific area.
- School Visits: Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities.
- Student Shadow: Follow a particular student during the academic day for a designated time for a specific identified purpose.
- Walkthroughs: A team of leaders who visit classrooms to find evidence for a particular practice. The evidence is reviewed, and the next steps are determined.
- Web-based Learning: Use synchronous or asynchronous learning resources or activities to develop new learning or techniques for the classroom.
- Workshops: Meetings where participants are involved in group discussions or learning experiences and are generally organized around one or more theme areas. Workshops allow participants with differing values or priorities to build a shared understanding of the problems and opportunities. May take place at school or a different location.

Observations

Observations occur throughout the continuous learning process. The high-leverage goal(s) set focuses on strategic evidence and collection. Evaluators provide specific feedback based on evidence, standards, and the educator's goal. They also ensure timely access to planned supports and will use multiple sources of evidence to identify progress towards set goals. Written and/or verbal feedback is provided within five (5) school days.

Evaluator feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goals
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflections to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences

- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

All educators will receive a minimum of three informal observations and/or reviews of professional practices throughout the school year. Each observation/review of practice will be accompanied by written and/or verbal feedback from the evaluator to be provided to the educator within five (5) workdays. Educators determined to need higher-level tiered support (Tier 2, 3, and/or Corrective Support Plan) may have additional formal or informal observations throughout the year, as directed by the evaluator and in consultation with the educator.

Observation Guidelines Created by PDEC consistent with established standards Using the CCT for Teachers Single Point Competencies are linked under Standards & Criteria on page 5		
Cohort 1: New to profession; first 3 years	Cohort 2: All educators who have successfully completed cohort 1 in their current or past district.	All educators have access to Tier 1 support. Some educators may need access to Tier 2 or 3 support.
At least three (3) informal observations or reviews of practice with written and /or verbal feedback (minimum of 20 minutes) Additional observations or professional practice as mutually agreed upon or deemed necessary by an evaluator or executive director	At least (2) informal observations (minimum of 20 minutes) and (1) review of practice with written and /or verbal feedback Additional observations or professional practice as mutually agreed upon or deemed necessary by an evaluator or executive director	<u>Tier 1:</u> <ul style="list-style-type: none"> - Frequent support meetings - Strategies provided through discussions <u>Tier 2:</u> <ul style="list-style-type: none"> - At least four (4) informal observations - At least 1 formal observation (30 minutes long, with pre- and post-meeting sessions. <u>Tier 3:</u> <ul style="list-style-type: none"> - Additional observations or professional practice as mutually agreed upon or deemed necessary by an evaluator or executive director <p>A corrective support plan to be developed (based on the sample in the model plan) after all 3 tiers of support have been implemented, as needed.</p>

Growth Criteria

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

1. Reflection is supported by evidence of the impact of the educators' new learning on their practice/goal.
2. Evidence supports the impact that the educators' new learning and practice had on student learning, growth, and/or achievement.
3. Identification of next steps.

Development of New Learning and Impact on Practice:

- Educators can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous process goal or strategy focus.

Impact on Students:

- Educators can demonstrate how they positively impact student learning within the continuous learning process using example evidence and can articulate connections and rationale between the improved learning and their own changes in practice.

Possible Sources of Evidence:

- Observational evidence
- Student learning evidence aligned to high-leverage indicator focus
- Implementation of plans or lesson plans
- Educator learning logs
- Educator impact on practice Reflections
- Educator-created learning materials
- Evidence from observation of educator professional practice
- Numeric information about schedule, time, educator practice, student participation, resource use, frequency increase or decrease, meetings or communications, etc.
- Educator or student self-reflection
- Student learning artifacts
- Mastery-based demonstrations of achievement
- Observational evidence of students' words, actions, and interactions, including direct quotations where appropriate
- Rubrics, interim or benchmark assessment scores
- Classroom assessments - formative or summative

Educator Supports

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and evaluators should thoughtfully consider and apply tiered support as appropriate throughout the learning process. All three tiers of support should be implemented before developing a corrective plan.

All educators initially fall within tier one supports, however, a pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback will lead to advancement through the tiers of support with indicators of success for transitioning out of tiers and indicators that will lead to the development of a corrective support plan between the evaluator and the educator.

Tier One - It is the expectation that all educators consistently access opportunities for professional growth within the school. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, engagement with available school resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by school staff or administration for all educators, and other general support for educators (e.g., instructional

coaching, pre-recorded webinars, etc.). These resources should be identified through the goal-setting process and mutually agreed upon.

Tier Two—In addition to Tier 1 supports, Tier 2 supports represent more intensive supports either in frequency, duration, or focus. These supports can be suggested by the educator or recommended by the evaluator. Examples include engaging in professional learning opportunities outside of whole staff sessions, increased frequency of observations, or observations of specific classroom practices.

Tier Three - Besides Tier 1 and Tier 2, Tier 3 supports are targeted and responsive to unresolved, previously discussed concerns, are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success and may include a decision to move to a Corrective Support Plan if success is not met. Tier 3 supports shall be developed in consultation with the educator and evaluator. The start date and duration of time an educator receives this support level should be clearly documented.

Corrective Support Plan—A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback may lead to placing an educator on a Corrective Support Plan after all three tiers of initial support have been utilized. Corrective Support Plans are developed by the evaluator in consultation with the educator and should have clear indicators of success for transitioning out of them. Evaluators must utilize and document all three tiers of support before developing a Corrective Support Plan.

A Corrective Support Plan is separate from the normal educator growth and learning plan and must contain the following:

- Clear objectives specific to the well-documented area of concern
- Resources, support, and interventions to address the area of concern
- Well-defined timeframes for implementing the resources, support, and interventions
- Supportive actions from the evaluator

At the conclusion of the Corrective Support Plan period, a number of outcomes (exit from plan, continuation of plan, implementation of new or updated plan, etc.) are possible as determined in consultation with the evaluator and educator.

Dispute Resolution

The purpose of the dispute resolution is to secure at the lowest possible administrative level, equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As the evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators and their evaluators are encouraged to resolve disagreements informally.

Should an educator disagree with the evaluator's assessment, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, and/or professional development plan. Any such matters will be handled as expeditiously as possible, and in no instance will the decision exceed 30 workdays from the date the educator initiates the dispute resolution process.

Within three (3) school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective or resolving the matter informally.

If no resolution has been reached, the individual may continue the dispute resolution process in writing to the executive director or designee within three (3) workdays of the meeting with his/her/their evaluator. The educator being evaluated may choose between two options.

- **Option 1**—The issue in dispute may be referred for resolution to a subcommittee consisting of three mutually agreed-upon persons who will serve as a neutral party. Each individual must be a Connecticut-certified educator. This subcommittee's role is to determine the resolution of the dispute and to identify any actions to be taken moving forward.
- **Option 2** - The educator being evaluated requests that the executive director solely arbitrate the issue in dispute. In this case, the executive director will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five (5) workdays from the written communication date to the executive director. The executive director will act as the sole arbitrator and make a final decision, which shall be binding.

Timeline -

- Since appeals must be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The specified time limits may be extended by written agreement between both parties.
- Days shall mean workdays. Both parties may, however, agree to meet during breaks at mutually agreed-upon times.
- The educator being evaluated must initiate the appeals procedure within five (5) workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five (5) workdays, the educator shall be considered to have waived the right of appeal.
- The evaluated educator must initiate each level of the appeal process within the indicated days. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

The Professional Development and Evaluation Committee's Role

The PDEC is the collaborative decision maker for creating, revising, and monitoring the evaluation and support model and professional learning plan outlined above for Ben Bronz Academy.

The duties of the PDEC include, but are not limited to:

- Participation in the development or adoption of the teacher evaluation and support plan outlined in the above sections
- The development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the school

Local and State Reporting

The executive director shall report:

1. The status of educator evaluations to the local board on or before June 2 each year.
2. The status of the educator evaluation and support program implementation, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as

determined by the Department of Education, to the Commissioner of Educator on or before September 15 of each year.

For purposes of this section, the term “educator” shall include each professional employee below the rank of executive director who holds a certificate or permit issued by the State Board of Education.

- Standards & Competencies
 - [Using the CCT for Teachers](#) to create Single-Point Competencies
 - Single Point Competencies linked [here](#).
 - [American Association of School Librarians Domains](#)
 - Single Point Competencies linked [here](#).
 - [CT Common Core of Teacher Rubric for Effective Service Delivery](#)
 - Single Point Competencies linked [here](#).

Educator Continuous Learning Reflection & Goal Setting Forms

Documents and files for educators to fill out for initial goal setting, mid-year check in, and end of year reflection will be housed in Schoology in a professional learning folder for educators to access as they build their professional learning portfolios.

Educator Name:

Date:

Educator Self Reflection & Initial Goal Setting

Self Reflection

Completed by the Educator by 10/15/24

Capture your self-reflection here. Consider using the [Sample Questions](#) to guide your thinking.

Possible types of evidence can be viewed on page 10 under the Growth Criteria section.

Goal, Rationale, Alignment, and Professional Learning Plan

Completed by Educator

Based on your reflection above, what is/are your goal(s)?

Include a rationale for the length of your goal (1, 2, or 3 years).

What evidence of learning, educator and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal

View [sample questions](#) to help guide your plan. View possible evidence on page 10 under the Growth

Criteria section.	
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)?	
In what ways might this goal(s) contribute to the school vision, strategic goals, and/or Portrait of a Graduate?	
Goal Setting Conference Completed by Evaluator (by 10/15/24)	
Notes:	
Supports Required & Suggested:	

Educator Name:
Date:

Mid-Year Check In: Reflection, Adjustment(s), and Next steps

Self Reflection

Completed by the Educator by 2/14/25

What has been your progress to date on your professional learning and how do you know?

Links to Evidence:

Mid-Year Conference

Completed by Evaluator (2/14/25)

Feedback to Educator

(feedback regarding progress on professional learning and progress toward goal(s). Include change in tiered supports if recommended)

Educator Name:
Date:

End-of-Year Reflection

Completed by 6/2/25

Self Reflection

Completed by the Educator prior to End of Year Conference
[Questions](#) to help guide your reflection.

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

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

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

Describe what you have learned due to your work this year.

Link or Evidence:

Educator Name:
Date:

End of Year Conference

Summative Feedback and Growth Criteria

Completed by the Evaluator by 6/2/25

Summative Feedback

Development of new learning and impact on practice

related to goal(s)	
Impact on student learning, growth, and achievement	
Successful Completion of the Evaluation Cycle	<input type="checkbox"/> Yes <input type="checkbox"/> No
Supports required and/or suggested Are tiered supports required above and beyond tier 1 (included in feedback above?) <input type="checkbox"/> Not applicable <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	If Tier 2 and/or Tier 3, please specify strategies:
<u>For multi-year goals only:</u> - What adjustments are needed to the goal(s)? - Why? - How might adjustments impact the timing of the goal(s)	<input type="checkbox"/> Educator will continue multi-year goal. <input type="checkbox"/> Educator will adjust multi-year goal. <input type="checkbox"/> Educator completed multi-year goal. Notes:
Educator Signature: Date:	
Evaluator Signature: Date:	

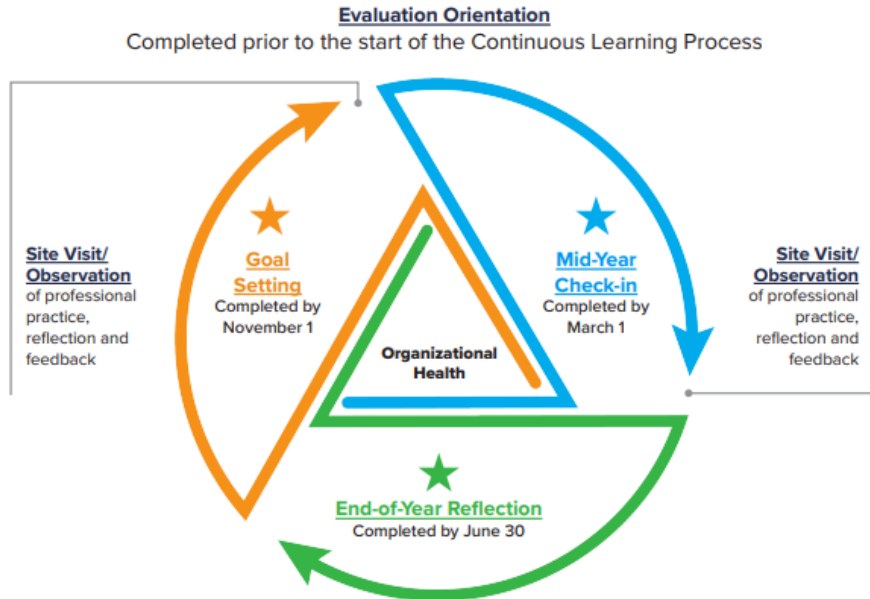
Educator Evaluations: At a Glance

Evaluations & Goal Setting
<ul style="list-style-type: none"> ● Goal Setting <ul style="list-style-type: none"> ○ May be a 1, 2, or 3 year goal ○ May be individual or collaborative (grade, content, etc.) ○ Should be aligned to whole school expectations (strategic plan, portrait of a graduate, etc.) ● Orientation - Before September 30th ● Initial Goal Setting & Self Reflection - Completed by 10/15/24 ● Mid-Year Review Reflection & Self Reflection - Completed by 2/14/25 ● End-of-Year Review & Reflection - Completed by 6/2/25

Observation Guidelines		
Created by PDEC consistent with established standards Using the CCT for Teachers Single Point Competencies are linked under Standards & Criteria on page 5		
Cohort 1: New to profession; first 3 years	Cohort 2: All educators who have successfully completed cohort 1 in their current or past district.	All educators have access to Tier 1 support. Some educators may need access to Tier 2 or 3 support.
At least three (3) informal observations or reviews of practice with written and /or verbal feedback (minimum of 20 minutes) Additional observations or professional practice as mutually agreed upon or deemed necessary by an evaluator or executive director	At least (2) informal observations (minimum of 20 minutes) and (1) review of practice with written and /or verbal feedback Additional observations or professional practice as mutually agreed upon or deemed necessary by an evaluator or executive director	<p><u>Tier 1:</u></p> <ul style="list-style-type: none"> - Frequent support meetings - Strategies provided through discussions <p><u>Tier 2:</u></p> <ul style="list-style-type: none"> - At least four (4) informal observations - At least 1 formal observation (30 minutes long, with pre- and post-meeting sessions. <p><u>Tier 3:</u></p> <ul style="list-style-type: none"> - Additional observations or professional practice as mutually agreed upon or deemed necessary by an evaluator or executive director <p>A corrective support plan to be developed (based on the sample in the model plan) after all 3 tiers of support have been implemented, as needed.</p>

Ben Bronz - Leader Evaluation Plan

Leader Continuous Learning Process



Goal Setting

Completed by November 1

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan

- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference

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

Mid-year Check-in

Completed by March 1

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement

Mid-Year Conference

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

End-of-Year Reflection

Completed by June 30

End-of-Year Reflection and Feedback Process

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

End-of-Year Conference/ Summative Feedback and Growth Criteria

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

Standards and Criteria for Leaders

One of the primary goals of the leader evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. All Leaders need to be assigned a primary evaluator (092, 093) for the school year.

Single point competencies for the growth and evaluation of leaders at Ben Bronz were created and aligned with the [The Connecticut Leader Evaluation and Support Rubric 2017](#) and can be found [here](#). Goals will be aligned with whole school expectations and goals (strategic plan, portrait of a graduate, etc.)

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

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered supports
- Dispute resolution
- Ongoing training to ensure all stakeholders understand differentiated supports and processes.

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

Goal Setting Leaders and their evaluators mutually agree upon a high-leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with the evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on a review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

- Self-assess using the identified rubric.
- Identify a high-leverage goal impacting leadership practice, educator, and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skills.

The leader shares the above with their evaluator during an initial goal-setting conference involving dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as

needed. In partnership, the leader and evaluator mutually agree on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

Midyear Check-in (Completed by March 1):

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

End-of-Year Reflection/Summative Review (Completed by June 30)

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

Professional Practice and Leader Growth

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

Observation of Professional Practice/Site Visits and Feedback

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

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented

- Provides questions for reflection to refine or revise strategies
- Expands understanding of one’s experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

Observation Guidelines Created by PDEC consistent with established standards CT Leader Evaluation and Support Rubric . Single Point Competencies are linked under Standards & Criteria on page 21.	
Cohort 1 - new to a leadership role; First three years <i>or</i> new to school (as determined by the executive director)	Cohort 2 Leaders who have successfully completed Cohort 1
A minimum of two observations of professional practice. Feedback, written or verbal, within five days. Additional observation(s) of professional practice as mutually agreed upon or deemed necessary	A minimum of one observation or review of practice. Feedback, written or verbal, within five days. Additional observation(s) of professional practice as mutually agreed upon or deemed necessary

Growth Criteria

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

- Reflection supported with evidence of the impact of the leader’s new learning on their practice/goal
- The impact the leader’s new learning and practice had on the leader’s practice, organizational growth, educator growth, and student outcomes.
- Next steps

Tiered Support and Corrective Support Planning

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented before developing a Corrective Support Plan.

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

Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos,

etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a mutual agreement-based goal-setting process.

Tier 2

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

Tier 3

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

Corrective Support Plan

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

The Corrective Support Plan must contain:

- clear objectives specific to the well-documented area of concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

Dispute Resolution

The dispute resolution process aims to secure equitable solutions to disagreements at the lowest possible administrative level, which may arise from time to time and be related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally. If a leader disagrees with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek a common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan. Any such matters will be handled as expeditiously as possible, and in no instance will a decision

exceed thirty (30) workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

1. Within three (3) school days of articulating the dispute in writing to his/her/their evaluator (executive director), the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. Involve the Human Resources department to mediate the leader and executive director discussion.

Time Limits

1. Since appeals must be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may, however, agree to meet during breaks at mutually agreed-upon times.
3. The evaluated leader must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If the evaluator receives no written initiation of a dispute within five workdays, the leader shall be considered to have waived the right of appeal.
4. The evaluated leader must initiate each level of the appeal process within the indicated days. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

Standards: [The Connecticut Leader Evaluation and Support Rubric 2017](#)

Single Point Competencies: [Leader](#)

Goal Setting, Observation, and Reflection Forms: [Leader](#)

Leader Evaluations: At a Glance

Evaluations & Goal Setting
<ul style="list-style-type: none"> ● Goal Setting <ul style="list-style-type: none"> ○ May be a 1, 2, or 3 year goal ○ Should be aligned to whole school expectations (strategic plan, portrait of a graduate, etc.) ● Orientation - Before October 15, 2024 ● Initial Goal Setting & Self Reflection - Completed by 11/1/24 ● Mid-Year Review Reflection & Self Reflection - Completed by 3/1/35 ● End-of-Year Review & Reflection - Completed by 6/30/25

Observation Guidelines	
Created by PDEC consistent with established standards CT Leader Evaluation and Support Rubric . Single Point Competencies are linked under Standards & Criteria on page 21.	
Cohort 1 - new to a leadership role; First three years <i>or</i> new to school (as determined by the executive director)	Cohort 2 Leaders who have successfully completed Cohort 1
A minimum of two observations of professional practice. Feedback, written or verbal, within five days. Additional observation(s) of professional practice as mutually agreed upon or deemed necessary	A minimum of one observation or review of practice. Feedback, written or verbal, within five days. Additional observation(s) of professional practice as mutually agreed upon or deemed necessary

Appendix

Educators

[Educator](#) - Single Point Competencies

[Library](#) - Single Point Competencies

[Related Services](#) - Single Point Competencies

[Reflection](#) Questions

[Initial](#) Reflection & Goal setting

[Mid-Year](#) Check-In

[End of Year](#) Reflection

Leaders

[Leader](#) - Process & Forms

[Leader](#) - Single Point Competencies