



**BERLIN**  
**PUBLIC SCHOOLS**  
PURPOSE • PASSION • PRIDE

# Berlin Educator and Leader Evaluation and Support System

**PREFACE**

In February 2024, the [Connecticut Leader and Educator Evaluation and Support Plans 2024](#), as required by C.G.S. 10-151b, modified by P.A. 23-159, was approved. This plan aligns with the [Connecticut Guidelines for Educator and Leader Evaluation and Support](#) adopted by the State Board of Education on June 14, 2023, and updated on August 31, 2023. The Berlin Public Schools Professional Development and Evaluation Committee worked diligently to reimagine an evaluation and support system that is fair, promotes growth, and reduces compliance burden. This plan was collaboratively developed and will be implemented beginning in the 2024 - 2025 school year.

**PROFESSIONAL DEVELOPMENT & EVALUATION COMMITTEE**

The Professional Development & Evaluation Committee is made up of dedicated professionals from all levels and includes representatives from the Berlin Education Association and the Association of Berlin Administrators. The members of the committee are:

Evelisa Mayette	BEA President / Berlin High School	Rosemary Goodwin	Griswold Elementary School
Katie Amenta	Berlin High School	Lindsey Marshall	Griswold Elementary School
Brian Forman	Berlin High School	Elizabeth Spinella	Griswold Elementary School
Leonilda DiTomasso	Berlin High School	Cheryl Hlavac	Hubbard Elementary School
Ana Nascimento	Berlin High School	Alfred Souza	Hubbard Elementary School
Amanda Portal	Berlin High School	Katie Wasilewski	Hubbard Elementary School
Jessica Ramy	Berlin High School	Timothy Chiaverini	Willard Elementary School
Jennifer Cardines	McGee Middle School	Elijah Clapp	Willard Elementary School
Shannon Felix	McGee Middle School	Tricia Ratti	Willard Elementary School
Roxanna Lopez	McGee Middle School	Linda Holian	PPS Department
Dante Parisi	McGee Middle School	Michelle Zeuschner	PPS Department
Salvatore Urso	McGee Middle School	Laurie Gjerpen	Curriculum & Instruction
Jonathan Campbell	Griswold Elementary School	Kara Watson	Curriculum & Instruction

Board of Education Members:

Ms. Julia Dennis, President	Ms. Jennifer Jurgen	Mr. Adam Salina
Mr. Brian DeLude	Ms. Jaymee Miller	Ms. Tracy Sisti
Ms. Melissa Gibbons	Ms. Gina Nappi	Mr. Peter Zarabozo

This plan was reviewed and approved by the Board of Education on May 13, 2024.

## TABLE OF CONTENTS - Educator and Leader Evaluation and Support System

GENERAL INTRODUCTION	3
Goals & Objectives	
Guiding Beliefs	
Plan Design	
EDUCATOR EVALUATION AND SUPPORT SYSTEM REQUIREMENTS	5
EDUCATOR CONTINUOUS LEARNING PROCESS	6
Goal Setting	
Mid-Year Check-In	
End-of-Year Reflection	
Professional Practice and Educator Growth	
Observation of Professional Practice and Feedback	
EDUCATOR GROWTH CRITERIA	8
EDUCATOR TIERED SUPPORT	8
EDUCATOR DISPUTE RESOLUTION	10
EDUCATOR LOCAL AND STATE REPORTING	11
EDUCATOR APPENDIX	12
LEADER CONTINUOUS LEARNING PROCESS: OVERVIEW	13
LEADER EVALUATION PLAN REQUIREMENTS	14
LEADER CONTINUOUS LEARNING PROCESS	15
Leader Goal Setting	
Leader Mid-Year Check-In	
Leader End-of-Year Reflection	
Professional Practice and Educator Growth	
Observation of Professional Practice / Site Visits and Feedback	
GROWTH CRITERIA	18
TIERED SUPPORT	18
DISPUTE RESOLUTION	20
LOCAL AND STATE REPORTING	21

## INTRODUCTION

The mission of the Berlin Public Schools is to empower our students to be enthusiastic, curious learners and kind, compassionate leaders in our community and the world. To that end, we are committed to a systematic process of continuous improvement and professional learning leading to high-quality professional practice and improved outcomes for students. We are dedicated to supporting educators through all stages of their career and to providing time and resources so that they are able to work in a safe and respectful learning community that supports collaboration and best practices. We value the impact Berlin educators have on learning and recognize the important role that everyone plays in building capacity within our professional community.

Berlin's core values are reflected in the educator evaluation plan. These are:

- Purpose - We understand our goals and why our efforts matter.
- Passion - We inspire a passion for learning and foster meaningful, caring relationships.
- Pride - We act in ways that cultivate pride in ourselves, our schools, and our community.

Berlin Public Schools is committed to a professional evaluation system that not only encourages educators, but also recognizes differentiated needs for support and professional learning. The district believes that educators work best in a learning community that is supportive and helps them build professional capacity through collaborative teams and opportunities for job-embedded professional learning. To this end, we encourage self-reflection and analysis of student performance so that educators can evaluate their instruction and focus on the impact it has on student learning. To meet the challenge of making certain that all educators are provided with opportunities to grow professionally, we are dedicated to supporting development through meaningful interaction with colleagues, participation in workshops, and professional readings.

The Berlin Public School district has a rich history of commitment to continuous improvement. District and school improvement plans are revised each year to support coherence and alignment of work across the district. Individual educators' focus areas and action plans are not developed in isolation, but with a team who shares similar interests and areas for growth. Through collaborative analysis of data and evaluation of student performance, as well as review of stakeholder feedback, educators identify goals for professional practice and to enhance student achievement.

Individual focus areas and action plans allow educators to develop their action steps, based not only on the needs of their students, but also on their needs as a professional. They also provide the opportunity to identify meaningful professional learning opportunities, allowing for greater flexibility and support for all educators.

## GOAL STATEMENT

The primary goal of Berlin's Educator and Leader Evaluation and Support System is to strengthen individual and collective practices to increase student learning, growth, and achievement.

## OBJECTIVES

1. To contribute to a positive culture by demonstrating fair and equitable personnel practices.
2. To enhance the professional skills of staff so they may more effectively meet the needs of all students in alignment with the district's upcoming definition of High Quality Instruction.

3. To provide equitable opportunities for focused continuing education and professional learning for all educators.
4. To provide support to educators that motivates continuous growth.
5. To facilitate communication and collaboration among educators to enhance teaching and learning.
6. To establish a procedure by which individual and district goals can be translated into performance objectives.
7. To provide learning opportunities that acknowledge and are responsive to differences in skills, experience, and professional needs.

## GUIDING BELIEFS

The professional evaluation and support process is based on the assumption that educators, like students, must be continual learners who are motivated to examine and reflect upon their professional practice in order to improve instruction. To that end, the Berlin Educator and Leader Evaluation and Support System is based on the following beliefs about teaching and learning:

### *Our beliefs about student learning:*

- All students learn when they feel safe, included, respected, and valued by their community.
- We must believe in, challenge, and support all students to reach their personal goals and our high expectations.
- Student learning is enhanced by a cycle that includes goal setting, practice, feedback, and reflection.
- Students are empowered and engaged by choice and authentic learning experiences.

### *Our beliefs about effective educators:*

- Effective educators are passionate about their work and their students.
- Effective educators take accountability for the growth of their students.
- Effective educators are reflective and use performance feedback to improve student learning.
- Effective educators are committed to continuous professional growth and collegial collaboration.
- Effective educators are contributing members of a positive, respectful professional culture.

## PLAN DESIGN

The design of Berlin's Educator and Leader Evaluation and Support System was based on the expectations set out by the State Board of Education as well as the contributions of the many members of the Professional Development and Evaluation Committee.

- We surveyed the certified staff and received feedback that helped shape our plan.
- We worked to create a plan that allowed for the differentiation of roles. This plan meets the needs of all educators in our district including teachers, counselors, administrators, support staff, related service providers, and others.
- The team designed a plan that would help reduce the burden of paperwork for all staff. This is especially evident for non-tenured staff. It also allows flexibility for experienced staff who are new to the district.
- The overall design is an ongoing cycle of self-reflection. By setting goals based on evidence, the educator can create a professional learning plan that will lead to student learning, reflecting the efficacy of the individual's plan.
- Each educator and leader will be assigned a primary evaluator that holds a 092 or 093.

BPS Educator Evaluation and Support System Requirements

<p><i>All certified staff</i></p>	<p>Using the single-point competency, ‘meeting expectations’ is the required goal.</p>
<p><b>Non-tenured Staff: Beginning Teachers (4 Years)</b>  <i>(At Summative Meeting in Year 3, move to Tenure Track will be discussed.)</i></p>	<p>Minimum of 3 observations prior to April 1*</p> <ul style="list-style-type: none"> <li>● 2 informal observations - <i>One completed prior to October 1</i></li> <li>● 1 formal observation - <i>Completed prior to November 15</i> <ul style="list-style-type: none"> <li>▪ Focus on Domains 1 &amp; 3 of CCT Rubric</li> <li>▪ Hold pre- and post-conference</li> </ul> </li> <li>● 1 review of practice</li> </ul>
<p><b>Non-tenured Staff: Not previously tenured in CT (4 Years)</b>  <i>(At Summative Meeting in Year 2 or 3, move to Tenure Track will be discussed.)</i></p>	<p>Minimum of 3 observations prior to April 1*</p> <ul style="list-style-type: none"> <li>● 2 informal observations - <i>One completed prior to October 1</i></li> <li>● 1 formal observation - <i>Completed prior to November 15</i> <ul style="list-style-type: none"> <li>▪ Focus on Domains 1 &amp; 3 of CCT Rubric</li> <li>▪ Hold pre and post-conference</li> </ul> </li> <li>● 1 review of practice</li> </ul>
<p><b>Non-tenured Staff: Previously tenured in CT Fast Track (2 years)</b>  <i>(At Summative Meeting in Year 1, the move to Tenure Track will be discussed.)</i></p>	<p>Minimum of 3 observations prior to April 1*</p> <ul style="list-style-type: none"> <li>● 2 informal observations - <i>One completed prior to October 1</i></li> <li>● 1 formal observation - <i>Completed prior to November 15</i> <ul style="list-style-type: none"> <li>▪ Focus on Domains 1 &amp; 3 of CCT Rubric</li> <li>▪ Hold pre and post-conference</li> </ul> </li> <li>● 1 review of practice</li> </ul>
<p><b>Tenured Staff</b></p>	<p>Minimum of 3 observations as determined by educator and evaluator*</p> <ul style="list-style-type: none"> <li>● 2 informals and 1 review of practice <b>OR</b></li> <li>● 1 informal and 2 reviews of practice</li> </ul> <p><i>First informal or review of practice must be completed prior to December 15</i></p>

<p><b>IMPORTANT DATES</b></p> <p><b>Goal Setting and Planning:</b> <i>Completed by November 15</i></p> <p><b>Mid-Year Check-in:</b> <i>Completed by February 15</i></p> <p><b>End-of-Year Review:</b> <i>Tenured Teachers - 5 days prior to the last student day</i> <i>Non-Tenured Teachers – by April 1</i></p>	<p><b>DEFINITIONS</b></p> <ul style="list-style-type: none"> <li>● <b>Formal:</b> Announced observations that last at least 30 minutes, with a pre- and post-conference that includes both written and verbal feedback.</li> <li>● <b>Informal:</b> Announced or unannounced observations that last at least 15 minutes and are followed by verbal feedback with written documentation.</li> <li>● <b>Review of practice:</b> <ul style="list-style-type: none"> <li>○ Evaluator review or educator self-reflection</li> <li>○ Examples: Review of coaching/mentoring, meetings, after-school program, or professional learning self-reflection.</li> <li>○ Refer to the full Evaluation Plan for further explanation.</li> </ul> </li> <li>● All observations require feedback, verbal and written, within 5 school days.</li> <li>● In order to capture an authentic view of practice and to promote a culture of collaboration, educators and evaluators will engage in conversation and focus on continuous professional growth.</li> </ul> <p><i>*Additional observations are at the discretion of administration. All observations must be completed 10 days prior to the last day of school.</i></p>
---	---

## Educator Continuous Learning Process

Orientation and ongoing training for all staff regarding the educator evaluation and support process shall occur prior to the start of goal setting meetings and, as needed, throughout the year. The trainings shall include:

- High leverage goal setting and professional learning plans
- Use of the single-point competency CCT Rubric and standards
- Observations and Reviews of Practice
- Tiered supports
- Dispute resolution

Annual training for evaluators and all staff as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standard and evidence of professional practice. It will also include the understanding of differentiated supports and processes.

The Educator Continuous Learning Process includes self-reflection, meetings between educators and evaluators, application of new learning, review of progress and student growth, use of feedback/evaluations, and adjustments to their plan.

### Goal Setting

The initial goal setting meeting includes dialogue between the educator and their evaluator around the educator's initial self-reflection using the [BPS Single Point Competency](#), which is an analysis of their own practice to identify and support an area for educator growth. Educators should also consider sources of evidence of student learning, growth, and achievement. The educator and evaluator come to mutual agreement on high leverage professional practice, one-, two-, or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment.

The purpose of using the Single Point Competency to record observations and reflections is so that all comments are kept in the same document allowing for better self-reflection and specific feedback throughout the year.

For beginning educators in the Teacher Education and Mentoring (TEAM) Program, modules are aligned with our educator evaluation plan to enhance learning and practice. For TEAM participants, year one will focus on Modules 1, 3, and 5. Year two will focus on Modules 2 and 4.

### [Educator Goal Setting](#)

#### Mid-Year Check-in

The Mid-Year Check-In consists of reciprocal dialogue between the educator and evaluator and includes the educator's self-reflection on their progress toward their goal(s) so far. The reflection shall include an analysis of the impact of their learning on their practice, student learning, growth, and achievement and the school community.

- Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the educator's goal, observation feedback and evidence aligned to the single-point competency rubric.
- The mid-year conversation is a crucial progress check-in. It provides an opportunity to discuss evidence, learning, and next steps. Revisions to the educator's goal(s) may be considered at this point based on multiple measures of evidence.



The evaluator provides concise meeting notes based upon evidence related to the mutually agreed upon educator goal(s) and identified standards.

## Educator Mid-Year

### **End-of-Year Reflection / Summative Review**

The End-of-Year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the mid-year check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators. A written end-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal.

The evaluator provides concise meeting notes 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.

## Educator End-of-Year Reflection

### **Professional Practice and Educator Growth**

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

### **Observation of Professional Practice and Feedback**

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

“Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change” (Killion, 2019).

Quality feedback:

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



According to our staff survey, educators indicated that the conversations with their evaluators were most impactful on their practice. This will be the primary way that feedback is provided.

We will continue to include written feedback in two ways for informal observations. The first will be a form that documents the dates and contexts of the observations. The second will be part of the [BPS Single Point Competency](#) document. This will include the date of the observation, specific feedback aligned with the corresponding domain, and the initials of the evaluator.

## [Informal Observation Form](#)

Formal observation feedback for non-tenured staff will be recorded on a separate form. These observations will also include a conversation. Educators will be required to complete a pre-observation and self-reflection form. After year two (or year one of fast-track), completion of the pre-observation form may be waived if effective lesson planning has been demonstrated and is agreed upon by the evaluator and educator at the goal setting meeting.

[Formal Pre-Observation Form](#) (Educator completes)

[Formal Self-Reflection Form](#) (Educator completes)

[Formal Post-Observation Form](#) (Evaluator completes)

Written reflections / feedback will be recorded in two ways for reviews of practice. Dates and contexts will be recorded on the Review of Practice Form. Specific reflections / feedback will be recorded on the BPS Single Point Competency document.

## [Review of Practice Form](#)

## Growth Criteria

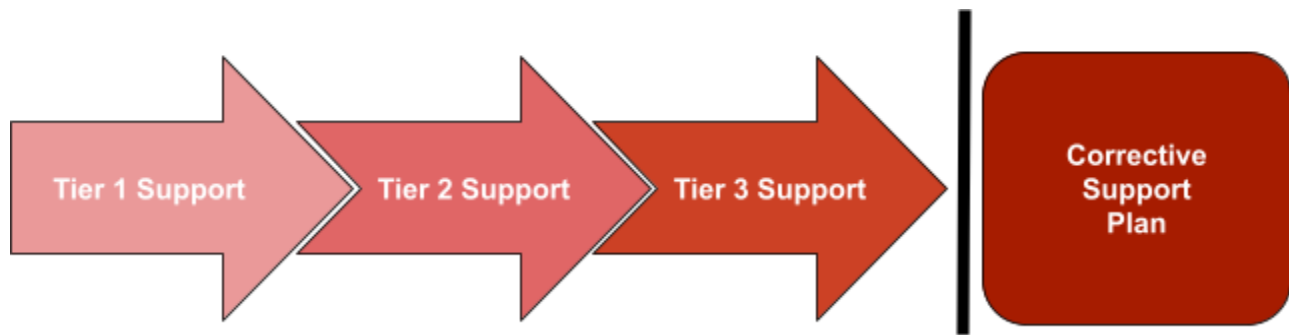
An educator is determined to have successfully completed the learning process by demonstrating:

- reflection supported with evidence of the impact of the educators' new learning on their practice/goal
- the impact the educators' new learning and practice had on student learning, growth, and/or achievement, supported by evidence
- planning for next steps

## Tiered Support

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable.



**Tier 1 Support - Universal Supports for All Educators**

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified via the goal setting process by mutual agreement and help to inform the educator’s professional learning plan.

**Tier 2 Support - More Specific, Intensive Supports Based on Demonstrated Needs**

In addition to Tier 1, Tier 2 supports may be more individualized and specifically targeted to concerns documented through the growth and support plan process. These supports are not part of a formal corrective action plan, but are designed to help a teacher or administrator who is showing an early pattern of concerns. Tier 2 support should be provided after a conversation between the teacher or administrator and their evaluator and may include a representative from the collective bargaining unit upon request of the teacher or administrator. These informal supports may include attending a workshop related to a specific concern, peer observation of classroom practices, instructional coaching, a lesson plan review, conferences with the evaluator, among other agreed upon options. Tier 2 support should be clearly documented in the feedback provided to the educator or administrator and noted on the appropriate forms, specifically additional observation, Mid-Year and End-of-Year forms.

**Tier 3 Support - Most Specific, Intensive Supports Based on Substantial Needs**

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 are more intensive and have clearly articulated areas of focus, action steps, criteria for success, and duration of time, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators, chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented. Tier 3 supports are confidential and documented.

[Tier 3 Support Plan](#)

**Corrective Support Plan - Mandated Improvement Course Based on Serious Concerns of Practice**

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

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

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;

- well defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

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

## Corrective Action Plan

In our Tiered Supports, this timeline is followed:

- Tier 1: All staff in Tier 1 follow the timeline as presented in this document.
- Tier 2: To support targeted areas of concern, plans should be developed in 8-week cycles. No staff member should be in Tier 2 for more than 90 school days. Movement from Tier 2 could be to Tiers 1 or 3 or the Corrective Support Plan.
- Tier 3: To support unresolved areas of concern, plans should be developed in 8-week cycles. No staff member should be in Tier 3 for more than 90 school days. Movement from Tier 3 could be to Tiers 1 or 2 or the Corrective Support Plan.
- Corrective Support Plan: This intensive support will be developed in 8-week cycles. No staff member should be on a Corrective Support Plan for more than 180 days. After tracking data, the staff member may be placed on Tiers 1 - 3 or a discussion about continued employment in the Berlin Public Schools will occur.

## Dispute Resolution

### Purpose

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all educators engaged in the Berlin Public Schools Educator Growth and Support Plan. As our plan is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should 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. 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, 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 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

### Process

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

1. Informal Request for Resolution: Within three school days of articulating the dispute in writing to their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. Appeals Procedure: If there has been no resolution, the educator may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with their evaluator (step 1). The educator being evaluated may choose between two options.

- a. Option 1: The issue in dispute may be referred for resolution to the Superintendent. Through mutual agreement, the Superintendent and educator may select three mutually agreed upon persons to serve as a neutral party.\* It is the role of this neutral party to determine the resolution of the dispute and to identify any actions to be taken moving forward. (*\* Each individual must be a certified BPS educator; it is further recommended that at least one selected individual be a member of the BPS PDEC Committee.*) The neutral body will act as arbitrator and make a final decision, which shall be binding.
- b. Option 2: The educator being evaluated may request that the Superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

### Time Limits\*

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

\* Time limits will be upheld unless directly affected by the school calendar (breaks, closures, etc.).

\*\* School days are defined as days when schools are open and in session for students.

### Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

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

## Appendix

### **Educator Goal-Setting Samples:**

[Cross Disciplinary Sample](#)

[Multi Year Sample](#)

[Non-Tenured Sample](#) (completing TEAM)

[Review of Practice - Self-Reflection](#)

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

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

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

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

## BPS Leader Evaluation Plan Requirements

Definition of Cohorts	
Cohort 1	Cohort 2
<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>• New to leadership role (e.g, principal from assistant principal)</li> <li>• New to BPS (first three years)</li> </ul> <p><b>What:</b></p> <ul style="list-style-type: none"> <li>• Three reviews of professional practice and/or site visits.</li> <li>• Feedback written and verbal within five school days.</li> <li>• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary.</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>• Leaders who have successfully completed Cohort 1 in BPS</li> </ul> <p><b>What:</b></p> <ul style="list-style-type: none"> <li>• Two reviews of professional practice and/or site visits or one review of professional practice and/or site visit and one Self-Reflection</li> <li>• Feedback written and verbal within five school days.</li> <li>• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary.</li> </ul>

<p style="text-align: center;"><b>IMPORTANT DATES</b></p> <p style="text-align: center;"><i>Goal Setting and Planning: Completed by November 30</i></p> <p style="text-align: center;"><i>Mid-Year Check-in: Completed by March 1</i></p> <p style="text-align: center;"><i>End-of-Year Review: Tenured Leaders - June 30 Non-Tenured Leaders – by April 1</i></p>	<p style="text-align: center;"><b>DEFINITIONS</b></p> <ul style="list-style-type: none"> <li>• <b>Reviews of Professional Practice and/or Site Visits:</b> monthly meetings, contributions at district meetings (AC), contributions to Board of Education meetings, etc</li> <li>• <b>Self-Reflection:</b> <ul style="list-style-type: none"> <li>○ Professional Learning</li> <li>○ Facilitating a PD Session or staff meeting</li> <li>○ Handling a difficult situation</li> </ul> </li> <li>• In order to capture an authentic view of practice and to promote a culture of collaboration, leaders and evaluators will engage in conversation and focus on continuous professional growth.</li> </ul> <p style="text-align: center;"><i>*Additional observations and/or site visits are at the discretion of evaluators.</i></p>
--	---



## Leader Continuous Learning Process



Orientation and ongoing training of the leader evaluation and support process shall occur prior to the start of goal setting meetings and, as needed, throughout the year. The trainings shall include:

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

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standard and evidence of professional practice. It will also include the understanding of the differentiated supports and processes.

## Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.

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

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

### Leader 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. Goals should always be connected to the District Continuous Improvement plan approved by the board of education.

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

The leader will:

- Self-assess using [BPS Leader Single Point Rubric](#).
- Identify a high leverage goal that impacts leadership practice and educator and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

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

partnership, the leader and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

## [Leader Goal Setting](#)

### **Leader Mid-Year Check-in**

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

## [Leader Mid-Year](#)

### **Leader End-of-Year Reflection/Summative Review**

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

This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process.

## [Leader End-of-Year Reflection](#)

### **Professional Practice and Educator Growth**

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

### **Observation of Professional Practice/Site Visits and Feedback**

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

“Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change” (Killion, 2019).

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and 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

In addition to the conversations between evaluators and leaders, we will continue to include written feedback in two ways for reviews of professional practice and/or site visits. The first will be a form that documents the dates and contexts of the reviews/site visits. The second will be part of the [BPS Single-Point Competency Rubric for Leaders](#) document. This will include the date of the observation, specific feedback aligned with the corresponding domain, and the initials of the evaluator.

[Reviews of Professional Practice and/or Site Visits](#)

## Growth Criteria

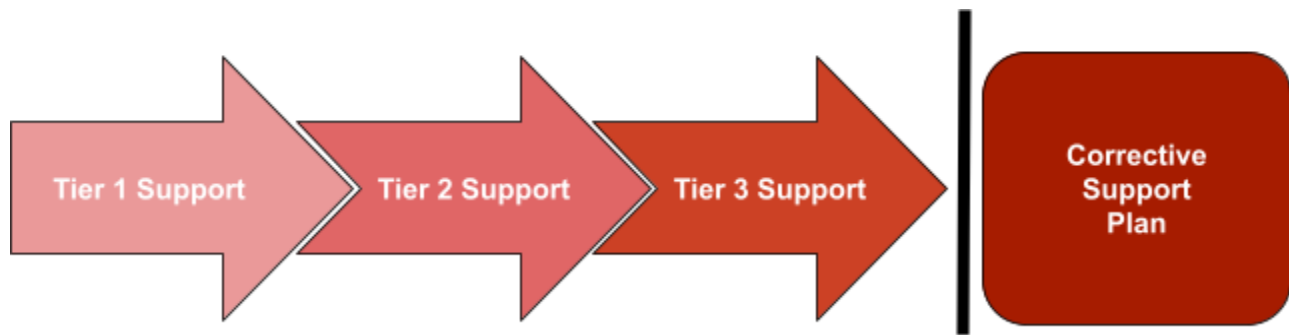
Successful completion of the learning process is determined through multiple [forms of evidence and reflection](#) that is demonstrated by:

- 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

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.

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. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.



### Tier 1 Support

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

### Tier 2 Support

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 Support

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.

### [Leader Tier 3 Support Plan](#)

### 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. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan must contain:

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

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

### [Leader Corrective Action Plan](#)

In our Tiered Supports, this timeline is followed:

- Tier 1: All staff in Tier 1 follow the timeline as presented in this document.
- Tier 2: To support targeted areas of concern, plans should be developed in 8-week cycles. No staff member should be in Tier 2 for more than 90 school days. Movement from Tier 2 could be to Tiers 1 or 3 or the Corrective Support Plan.
- Tier 3: To support unresolved areas of concern, plans should be developed in 8-week cycles. No staff member should be in Tier 3 for more than 90 school days. Movement from Tier 3 could be to Tiers 1 or 2 or the Corrective Support Plan.
- Corrective Support Plan: This intensive support will be developed in 8-week cycles. No staff member should be on a Corrective Support Plan for more than 180 days. After tracking data, the staff member may be placed on Tiers 1 - 3 or a discussion about continued employment in the Berlin Public Schools will occur.

## Dispute Resolution

### Purpose

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

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

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

### Process

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

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.
  - a. Option 1: The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.\* The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision. *\*In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and leader may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified leader and may or may not be from within the district.*

- b. Option 2: The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

### Time Limits

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

### Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

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