Bethany Educator and Leader Growth Plan 2024

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Introduction

PDEC Membership:

- Jaime Bowen - Special Education Teacher
- Kai Byrd - Superintendent
- Patrick Flynn - Consultant from Tepper & Flynn
- Jessica Graham - Paraeducator
- Bethany Griffin - First Grade Teacher
- Andrea Hubbard - Curriculum Coach
- Cheryl Kiesel - Director of Special Services, Curriculum & Instruction
- Stephanie Mojica - Kindergarten Teacher
- Chelsea Pugliese - First Grade Teacher
- Jacqueline Nathman - Assistant Principal
- Thomas Reed-Swale - Principal
- Marissa Saucier - Special Education Teacher
- Kimberly Wolcott - Sixth Grade Math Teacher

Vision, Mission

As we embark on this educator/leader growth and support plan, we stand at the threshold of possibility, poised to ignite a revolution in teaching and learning.

In the heart of every educator/leader lies an unwavering commitment to excellence, a passion for fostering growth, and a relentless pursuit of betterment. This plan is not merely a roadmap; it is a testament to our collective dedication to honing our craft, refining our skills, and embracing innovation. It is an acknowledgment of the profound impact we have on the lives of our students and the world at large.

Through this journey, we will delve into the depths of pedagogy, exploring emerging methodologies, leveraging technology, and fostering inclusive practices. We will cultivate a culture of collaboration, where ideas flow freely, expertise is shared generously, and support abounds. We will celebrate diversity, recognizing that it is the cornerstone of enriched learning experiences.

At the core of this plan lies a simple yet powerful truth: growth is not a destination but a continuous evolution. It is about stretching beyond our comfort zones, embracing challenges as opportunities, and emerging stronger, wiser, and more resilient. Together, we will strive not for perfection but for progress, knowing that every step forward brings us closer to our shared vision of educational excellence.

Guiding Principles

We believe that as we focus on professional growth, educators, leaders, and evaluators are in a more collaborative process which provides an opportunity for personalized pathways of growth and multiple opportunities for support and professional learning. This personalized professional growth is needed so that we can better meet the needs and expectations of our students as articulated in the Portrait of a Graduate and align with the District's Strategic Plan.

Educator & Leader Evaluation & Support Overview

The primary goal of the educator/leader evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Standards are used to lay the foundation of meaningful growth in a continuous learning cycle.

Just as with our use of student standards, educator and leader performance standards provide a framework to the performance, practice, and ongoing learning expected within quality education practice. Standards become a guide to improvement of teaching and leadership skills, allow all within the educational community to recognize and reinforce educational excellence, to help educators/leaders determine the impact practice has on students, and to plan ongoing professional learning in service to educators/leaders. Teachers can themselves then learn to "use comprehensive frameworks throughout the school year to collect data related to their teaching, reflect on their practice, and identify specific instructional strategies they can work on to improve their repertoire of skills" (Mielke & Frontier, 2012, p. 10). This drives a teacher's ability to accurately perceive effectiveness related to teaching and learning, increasing self-efficacy." (Tepper and Flynn, 2019, p. 26)

The timeline for our growth plan is articulated in the Growth Cycle Table, found in Appendix C. This includes dates and times for orientation and training, educator and evaluator pre/mid/summative meetings, as well as growth cycle timelines. These timelines are articulated over the course of a one-year period, but can be utilized as a template for a multi-year goal.

Growth Plan Orientation

Annually, administration will provide an orientation and training session for all educators and leaders covered under this plan. The training will consist of a review of the plan's timelines, goals, and differentiated supports. In addition, all new staff will receive a comprehensive orientation to the plan as part of our "New Teacher Orientation" scheduled for the week prior to initial staff professional learning in August. For any new certified staff or leaders who begin after the initial session, this orientation will take place in a timely manner based on their date of hire.

Professional Learning Standards & Criteria

Bethany uses the following professional practice standards and rubrics:

- Teachers use the Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2017

- Service delivery professionals (i.e., speech pathologists, literacy coach, psychologist) use the CCT Rubric for Effective Service Delivery 2017.

- Administrators use the Connecticut Leader Evaluation and Support Rubric 2017

- Secondary standards that include NCTM, C3 for Social Studies, CASEL'S SEL Framework, ASHA, CLL, ISTE, and others as necessary for individualized instructional needs.

In addition to the above standards for instructional and leadership practice, Bethany Public Schools use the Learning Forward Professional Learning Standards 2022, as a tool for how professional learning deepens one's knowledge of their practice to impact student learning, growth, and achievement. The professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired.

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.

The above standards will be used to articulate the criteria for educator and leader goal-setting aligned with organizational health, leader and educator growth, as well as student growth and achievement throughout the goal-setting process.

Together the professional standards for educators, leaders, and professional learning work to lay the foundation for meaningful feedback in a continuous learning cycle inclusive of self-reflection and the goal setting process.

Cycles of Improvement

Bethany Educator and Leader Growth Plan

Educator and Leader Growth Lead To Positive Student Outcomes
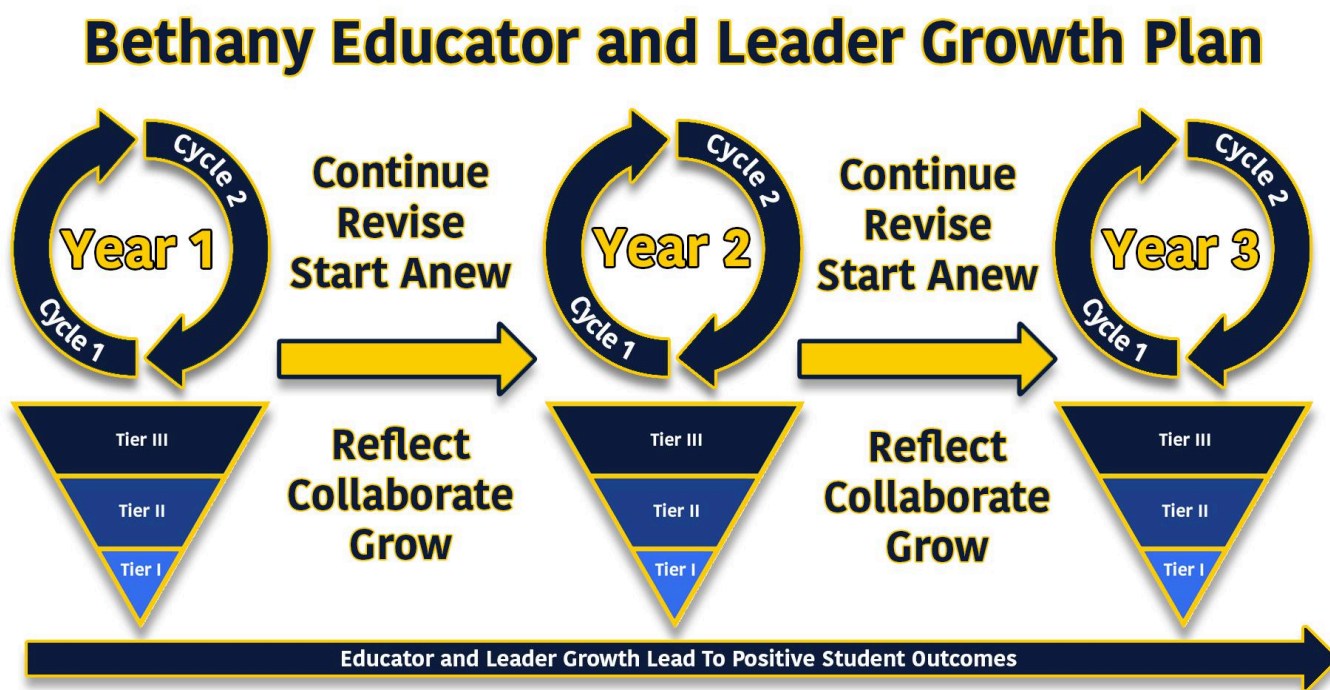
Appendix C: Growth Cycle Table

We create cycles of learning every day, every month, and throughout the year for our students and we, as professionals, should seek the same for ourselves. As adults, we bear even greater responsibility to ensure our own learning will lead to the outcomes we seek for students. What we know about cognitive load theory and chunking plays an active role in the process of designing cycles that allow educators/leaders to engage with information in smaller, meaningful segments. If we create cycles, teachers take on bite-sized new learning that can be applied, assessed, and replicated or refined.

Cycles of improvement within a quality performance management system are not just about teachers and

administrators, but all members of the school and district community. Key points to consider:

- The cycles should be layered, supporting organizational and individual improvement.
- They should be multidimensional, including multiple aspects of improvement planning that generate coherence and support cohesive action towards organizational and individual improvement.

Therefore, cycles of improvement should be applied to central office departments and personnel, school-based administrators, and all school-based educators. **All educators/leaders and school personnel, will be assigned a primary evaluator that holds an 092 or 093 certification from the State of Connecticut.**

Growth Cycle Plan Menu

Annually Educators and Leaders, depending upon level of experience, role, transfers to the district, part-time or partial year, in need of support, are provided a menu of choices regarding their goal setting process. There is a process articulated for educators/leaders that are new to the district or are non-tenured. For each of these educators/leaders, there is a first year 30-60-90 day plan and a second year 30-60-90 day plan which are included below. These are minimum supports put in place for all new or non-tenured educators/leaders. Additional Tiered supports are available to all staff regardless of experience and roll.

Below, several model growth cycles have been included for educators and leaders to use in their goal-setting process. Should one of these models not meet the needs of the educator/leader, they have the option to either create their own or use the generic plan included in the chart as well.

Each cycle is intended to serve as a plan for half of the instructional school year. At the conclusion of each cycle, the educator/leaders may then choose to modify and continue the cycle for the second half of the year (completed at the mid-year conference) or make plans for new or additional steps for the following year (at the end of year conference).

For all educators/leaders, there are a minimum of two touch-points, consisting of meetings, observations, reviews of practice, or artifact reviews each cycle. These touch-points will result in formative or summative feedback in the form of verbal conversations or written notes with the intention to provide next steps and guidance for growth. **There are many different options for growth cycle plans, each educator/leader will have at least one formal and one informal observation per cycle resulting in at least two of each per year. In addition, each educator/leader who is new to Bethany (first two years) will receive one additional informal observation.**

Growth Cycle Plan Menu	
- New to District/Non-Tenure: - Year 1 30-60-90 - Year 2 30-60-90 - Generic Plan (All Years) - Educator/Leader Created/Modified Cycle	- Colleague Observation #1 - Colleague Observation #2 - Data Collection - Planning Small Group Instruction - Small Group Instruction - Transitions/Routines - Book Study - Small Group Management - Context Development - SEL
* The above list is comprehensive of what is currently available, but will expand as new and modified cycles are created by staff each year. Each new growth cycle plan will be added to this list as they are completed.	

Goal-Setting and Mid-Year

Guide to Goal Setting:

Reflect on the questions provided on the Beginning of Year Goal Setting Form and be prepared to discuss with your Evaluator at your goal setting meeting. Use the applicable standards to identify an area of focus for your goal. **The goal can be one, two or three years in duration,** but may be adjusted. This is a professional goal that should have an impact on student growth and your own practice. You will need evidence to show growth towards your goal. **Goals and standards must be mutually agreed upon by the educator/leader and their evaluator through the goal-setting process.**

Goal Examples:

- *All students in my class will show growth in the area of phonemic awareness as evidenced by the CORE Assessment.*
- *All students will show growth on their IEP goals as evidenced by observational notes and standards-based assessments.*
- *I will demonstrate professional growth in phonemic awareness by researching the Science of Reading, as evidenced by observational notes and small group lesson plans.*

After setting your goal, describe your rationale and what evidence you plan to use as you measure growth throughout the year.

The Growth Cycle Plan can be created and attached to your form. The Educator and Leader Growth Plan is a timeline of action steps taken towards meeting your goal with staff and primarily your evaluator. You and your evaluator will discuss the types of feedback to expect from each action step.

The educator/leader can decide if they would like additional support (Tier 1,2,or 3).

Defining Measures of Educator/Leader Performance and Impact

Measuring educator/leader performance improvement goals has been one of the most debated aspects of goal setting and evaluative practice for performance improvement in schools. Educators/leaders, rightfully so, often find it difficult to accept improvement on single standardized measures as an adequate measure of performance. Varied student measures (e.g., just-in-time/short-cycle assessments, universal screening/benchmarking, skills analysis/diagnostic, progress monitoring, interim assessments, summative assessments) should be identified to ensure educators/leaders are taking into consideration multiple aspects of student learning. No single assessment will provide a true understanding of the impact we are having on students. It is incumbent on districts to design quality assessment calendars that present this holistic understanding of student outcomes from year to year.

Measures can go beyond individualized educator/leader assessment to support deeper understandings of school wide success related to attendance, discipline, graduation rates, and culture and climate (Maier, A., 2020; Amrein-Beardsley, A., 2020; Darling-Hammond, 2017; Bernhardt, 1998). We encourage that data being used throughout the year and in a summative analysis of educator/leader performance include student academic, behavioral, and social-emotional data to holistically assess student outcomes.

Integration of measures associated with implementation of school and/or district performance standards and associated evidence-based practice is also essential and will serve to round out measures creating more holistic analysis of performance and outcomes. Goals and measures should seek to define how the educator/leader:
- invested in their own professional growth through participation in professional learning opportunities or in seeking and requesting their own development of new knowledge and skills
- invested in deepening their understanding of/shifts as a result of the feedback they received through observations or interactions from a supervisor, coach or peer

How can we ensure that goals and measures:
- serve to generate motivation for growth and inspire the educator/leader to take action?
- allow an educator/leader to monitor their influence on students for a clear and accurate picture of impact?
- align with ongoing student performance review to ensure benchmarks/milestones are driven by in-time, curriculum-driven assessment?
- help to identify role-specific professional growth?

Through this level of goal setting coupled with aligned and continuous, cyclical formative and evaluative feedback, supportive dialogue with peers about students in data teams or PLCs, and responsive professional learning, educators/leaders are consistently exposed to the core sources of efficacy (Bandura, 1991, Tepper and Flynn, 2020).

During the mid-year meeting (Appendix D), progress on goals will be analyzed. Any additional needs or support needed by the educator/leader will be determined at that time. Discussions and decisions regarding optional Tiered Support (Appendix B) may be made, as well as modifications to the growth cycles for the remainder of the year.

Feedback Progressions

Findings from research show the positive impact of teacher feedback. Given what we know about the effect size related to teacher feedback (.74)* and the impact of feedback on teacher efficacy and schoolwide collective efficacy (1.39). Based on the research, our educator/leader growth plan has shifted the focus and attention to ensure effective feedback as opposed to designs that emphasize high stakes accountability. Establishing feedback systems that go beyond observations that summatively assess teacher practice by

creating a cycle of ongoing formative observation and feedback, allows for formative and summative observation methods to intersect. This is reflected in our cycles of support and our optional levels of Tiered Support.

* John Hattie's research on effect size combines information from multiple studies to determine which actions by educators/leaders have the greatest impact on student learning. An effect size of .40 is considered to be average and is used as a hinge point for those actions. As seen above both methods we are utilizing have a significant effect size. More on this work can be found here.

Figure 8

As we engage in the support of service providers, leaders, coaches, and classroom teachers, we will focus on a process that utilizes multiple methods to best capture interactions, behaviors, dispositions, and resulting outcomes in relation to the role and expectations of those educators/leaders.
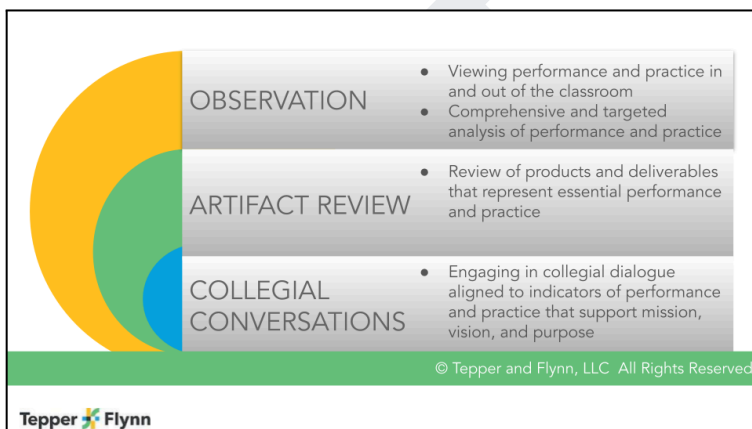
This plan promotes three core approaches to reviewing performance and practice and aligns interaction (**Figure 8**). Finding varied ways to build interactions between educators/leaders and supervisors will generate a wider understanding of overall performance, provide greater opportunities for reflection, and allow the educator/leader to identify points for feedback about practice that may otherwise go unassessed.

As supervisors meet with educators/leaders to set action plans for the year, careful consideration will be given to each of these categories of reviewing performance and practice. Our goal setting form (See Appendix D) offers space during the initial goal setting meeting to discuss these approaches and determine which would align best and when they would be best applied. Collaboratively, the evaluator and educator/leader will develop a cycle plan that will articulate action steps, feedback methods, and the necessary support for the educator/leader's growth. The table below (**Figure 9**) is an initial list of supports for reviewing practice based on each of the three approaches designed to allow for differentiated support for educators/leaders.

Figure 9

Modalities of Formative Review		
Observation	**Artifact Review**	**Collegial Conversations**
Observations of… ● team meetings ● case reviews ● coaching/mentoring other educators/leaders	**Review of…** ● lesson/unit plans ● student assessments ● student work ● student data	**Discussions during…** ● goal setting meetings ● office hours ● planning meetings ● data team meetings

● collaboration with colleagues ● crisis response ● consultation with parents ● other facilitated meetings (504's, PPTs) ● professional learning ● collaborative curriculum writing sessions ● planning meetings ● data team meetings ● PLCs/Inquiry teams	● running records (e.g. student assessment, parent calls, etc.) ● teacher reflections ● feedback reflections ● other logistical records (attendance, extra curricular, assigned duties, etc.)	● PLCs/Inquiry teams

- Observations are an opportunity to receive feedback on an area of the educator/leader's choosing.
- Educators/Leaders will have input into the type of feedback that they receive
- There will be multiple touch points with an educator/leader's evaluator
- Educator/Leader's can observe colleagues or offer for them to be observed as well

Feedback from evaluators will adhere to the following timeframes:

- **Written feedback within 7 school days from the observation or site visit.**
- **Verbal feedback within 3 school days from the observation or site visit..**

End-of-Year Review & Summative Analysis

End-of-Year **Summative Analysis:**

The summative meeting should be reflective and collaborative in nature between the educator/leader and the evaluator, based on the agreed upon goals and standards from the educator/leader's goal setting process. The educator/leader and evaluator will separately complete the Summative Analysis Form (See Appendix D) prior to the meeting and use this as talking points in their summative meeting. Areas of focus should include Impact on Professional Learning and/or Feedback, Impact on Practice, Impact on Students, and Professional Responsibilities. Based on reflective responses and collaborative conversations the educator/leader and the evaluator will analyze Shifts in Practice through Feedback and determine next steps to continue growth and advance their professional goal next year, as well as to plan for the instructional goals for the next year/cycle.

Corrective Action Process

In any given year, an educator/leader may require more support than can be provided through the regular cycles of growth and improvement described in the previous sections, and, given evidence of additional needs, an educator/leader may be placed on a corrective action plan.

Criteria for placement on a plan can include but are not limited to:

- Any teacher with an ongoing pattern of performance concerns. Concerns should be clearly documented and examined through designed cycles of improvement including but not limited to, feedback provided, diligent review of student performance, and active learning and participation in professional learning.
- A performance review completed at the mid-year or an end of year summative report, indicating a strong need for improved practice and/or significant gaps in student outcomes.

A corrective action plan will allow for scaffolded support for the teacher. Support plans are designed to address:
- **Clear objectives specific to the well documented area of concern (articulated above).**
- **Resources, support, and interventions to address areas of concern (Tiered Supports)**
- **Timeframes for implementing the resources, support, and interventions (articulated below).**
- **Supportive actions from the evaluator. (Articulated in the form).**

All of the above aspects of the support plan will be documented as a 30-60-90 day plan with clear benchmarks of development and support. In most cases, a total of two 30-60-90 day plans should be completed prior to moving to shift personnel responsibilities or begin any termination process.

Prior to the start of a corrective action plan and upon immediate recognition of the need for additional support, supervisors and educators/leaders can consider various strategies across a tiered support model to ensure all efforts have been made to provide support and guidance in meeting performance expectations. **This includes utilizing all three Tiers of Support as articulated in Appendix B. In addition to the educator/leader and their evaluator, a member of the educator/leader's bargaining unit will participate in the development of the Corrective Action Plan.**

It is important to note that there may be circumstances that require movement to a corrective action plan without implementation of all three tiers of support. Disregard for codes of conduct, significant issues with student performance or concerns related to student safety may warrant immediate processing of a corrective action plan.

Dispute Resolution

From time to time problems or disagreements may arise within the evaluation process. Educators/Leaders are encouraged to discuss the differences and seek a common understanding of the issues and resolve the disagreement. It is expected that most issues will be resolved informally between the evaluator and the teacher.

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective.

If there is an unresolved issue after the evaluator and teacher meet to specifically address the concern, a written explanation of the issue must be submitted to the Superintendent (or designee) within 10 calendar days of the aforementioned meeting. If the matter cannot be satisfactorily resolved by the Superintendent (or designee) with agreement from both parties (educator/leader and evaluator), the issue in dispute will be referred for resolution to a resolution subcommittee established by the district.

The Superintendent (or designee) and the Bethany Educators Association (BEA) will each select two

representatives to constitute this subcommittee. Subcommittee members will include a teacher, a representative from HR, and a non-evaluating administrator.   Subcommittee members will be supported with appropriate training and calibration on the evaluation plan and rubric. In the event that the designated committee does not reach a decision, the issue shall be considered by the Superintendent (or designee) whose decision shall be binding. All decisions are final and not subject to grievance.

NOTE: Teachers in Intensive Support may not appeal to the dispute resolution subcommittee.

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.

References

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.

Maier, A., Adams, J., Burns, D., Kaul, M., Saunders, M., & Thompson, C. (2020). Using performance assessments to support student learning: How district initiatives can make a difference (research brief). Palo Alto, CA: Learning Policy Institute.

Tepper, A., & Flynn, P. (2019). *Feedback to feed forward: 31 strategies to lead learning*. Thousand Oaks. CA: Corwin

Tepper, A., & Flynn, P. (2020). *Learner-focused feedback: 19 strategies to observe for impact*. Thousand Oaks. CA: Corwin

Appendix

Appendix A: [Portrait of a Graduate, Bethany Strategic Plan](#)

Appendix B: [Tiers of Support](#)

Appendix C: [Growth Cycle Table](#)

Appendix D: [Goal Setting Forms](#)

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Appendix G: Corrective Action Support Plan

Appendix A - Guiding Documents

[POG](#)

[Bethany Strategic Plan:](#)

Bethany Strategic Plan 2020-2025

Our Mission: We will inspire and empower children to thrive in the world of tomorrow.

Excellence For All And By All	
Curriculum and Instruction	**Climate and Culture**
Goals: ● We will maximize each student's potential through a relevant and authentic curriculum and a broad range of experiences. ● We will invest in the continual development of our staff.	**Goals:** ● We will promote physical health and an active lifestyle, emotional health and resilience, and social well-being. ● We will provide differentiated, individualized opportunities and support, to foster creativity, and to meet the needs of all students.
Community Engagement	**Future Ready Facilities**
Goals: ● We will cultivate responsibility and respect in our students and will promote citizenship in the school, the community, and the world. ● We will encourage and enhance collaborative relationships with parents and with the broader community.	**Goals:** ● We will provide a safe, appropriate learning environment to support contemporary education.

<u>Tiers of Support</u>

The following Tiers of Support are available to any educator/leader by request from the educator/leader, mutual agreement between educator and leader, or assigned by the leader given documented evidence of performance concern.

TIERS OF SUPPORTS	
TIER 1 Tier 1 supports are broadly accessible professional learning opportunities for all.	
Supports/Strategies (including but not limited to)	**Leader/Administrator Role:** Dependent on the individual needs of the educator/leader
● Peer/Leader Consultations ● Professional learning opportunities for all ● Leader walkthroughs ● Optional Curriculum coach/BCBA/specialist consult	● Formative Feedback (Verbal / Written) ● Summative Feedback (Written) ● Observations of practice ● Planning meetings ● Artifact review ● Other support as needed ● Feedback focused on educator/leader's articulated needs
Criteria for Moving to Tier 2 ● If tier movement is requested by the educator/leader, a 30/60/90 day check in is not required. ● If there is an ongoing pattern of performance concerns a 30/60/90 day check in would be implemented. 　○ Concerns should be clearly documented and discussed. 　○ Documentation should include but is not limited to diligent review of student performance, feedback provided, active learning and participation in professional learning and a tier change is suggested by a leader ● A performance review completed at the mid-year or an end of year summative report, indicating a strong need for improved practice and/or significant gaps in student outcomes.	
TIER 2 **Tier 1 supports plus…** **Additional, more frequent interactions that provide guidance and support to identified needs that can either be suggested by the educator/leader and/or recommended by an evaluator.**	
Supports	**Leader/Administrator Role** Dependent on the individual needs of the

	educator/leader
All of Tier 1 and: • More Frequent Peer/Leader consultations • Visit/Observe Colleague Classroom • More Focused professional development • Focused Leader walkthroughs • Clear area of focus identified • 30/60/90 day check in • Curriculum coach/BCBA/specialist consult	**All of Tier 1 and:** • Regular meetings • Literature review • Collaborative sessions with peers • Instructional modeling • Data analysis • Targeted coaching • Feedback on identified educator/leader needs

Criteria for Moving to Tier 3

- If tier movement is requested by the educator/leader, a 30/60/90 day check in is not required.
- If there is an ongoing pattern of performance concerns after a 30/60/90 day cycle in Tier 2 a 30/60/90 day cycle would be implemented in Tier 3.
  - concerns should be clearly documented and discussed.
  - Documentation should include but is not limited to diligent review of student performance, feedback provided, active learning and participation in professional learning and a tier change is suggested by a leader
- A performance review completed at the mid-year or an end of year summative report, indicating a strong need for improved practice and/or significant gaps in student outcomes.

TIER 3
Tier 1 & 2 support plus…
Supports responsive to unresolved, previously discussed concerns, developed in collaboration with the educator/leader and evaluator.
Intensive support that prepares for corrective action planning by determining core areas of need

Supports	**Leader/Administrator Role** Dependent on the individual needs of the educator/leader
All of Tier 1 and 2: • Peer/Leader Observation and Feedback • Start date and duration of time is clearly documented • 30/60/90 day check in • Bi-weekly reflective check in • Mandated professional learning • Curriculum coach/BCBA/specialist observation and feedback	**All of Tier 1 and 2 and:** • Facilitated professional learning • Facilitated sessions with peers • Shorter mini-cycles of support • Frequent written feedback • Feedback and criteria for success on identified and articulated needs

Criteria for Moving to Corrective/Intensive Action

- If there is an ongoing pattern of performance concerns after a 30/60/90 day cycle in Tier 3 a Corrective/Intensive Action Plan will be implemented:
  - Concerns should be clearly documented and discussed.
  - Documentation should include but is not limited to diligent review of student performance, feedback provided, active learning and participation in professional learning and a tier change is suggested by a leader
  - In most cases, the educator/leader must have completed all of the supports available in Tiers 1, 2, and 3 with fidelity.
  - It is important to note that there may be circumstances that require movement to a corrective action plan without implementation of all three tiers of support.
    - Disregard for the code of conduct, significant issues with student performance, or concerns related to student safety may warrant immediate processing of a corrective/intensive action plan.
- A performance review completed at the mid-year or an end of year summative report, indicating a strong need for improved practice and/or significant gaps in student outcomes.

Appendix C: Growth Cycle Table

Timeline	Continuous Learning Cycle	District/School-based Activities
Aug - Sept.	**Pre**	**Orientation and training for review of the Educator and Leader Growth plan (due by Sept. 15th)**
Aug - Oct.	Pre	Review District's Vision of the Graduate Review School Improvement Plan Analyze and Reflect on Student and Teacher Data Complete Individual/Collective Goal Setting (due by Oct. 31st)
Oct to Jan. (12 Weeks)	Cycle 1	Implementation cycle providing the opportunity for ongoing: ● monthly examination of student performance ● formative and evaluative feedback ● responsive professional learning ● determine cycle length based on goal setting date. At the end-of-cycle, prepare for the next cycle by examining successes and challenges that may impede or promote progress toward the goals.
By Feb.	Mid-Year	Analysis: Review of Goals ● Submissions/Edits by Teachers ● Evaluator-Teacher Discussions
Feb - May (12 weeks)	Cycle 2	Implementation cycle providing the opportunity for ongoing: ● monthly examination of student performance ● formative and evaluative feedback ● responsive professional learning ● determine cycle length based on goal setting date. At the end-of-cycle, prepare for the next cycle and/or end of year conversation by examining successes and challenges that has/may impede(d) or promote(d) progress toward the goals. Submission of End-of-Year by May 24th
May 24 - Last day of school		Meetings to discuss end-of-year-reflection and goal brainstorming for next year.

APPENDIX D: Goal Setting Forms

Goal Setting and Growth Cycle Plan Form

Mid-Year Check In and Second Growth Cycle Plan Form

End-of-Year Conference Form

Summative Document

APPENDIX E: Growth Criteria and Sources of Evidence

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

APPENDIX F: Reflection Questions

Leader Self-Reflection Sample Questions

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

Educator Self-Reflection Sample Questions

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