



# Educator Evaluation & Support Plan

“Our Primary Purpose Is to Improve Student Achievement”



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## Mission

The mission of the Bethel Public Schools is to foster a culture of excellence and achievement accomplished through strong, collaborative relationships with parents and the community, and rigorous teaching and learning opportunities for all learners.

Our graduates will be compassionate, skilled, and inquisitive individuals, who take initiative in making positive contributions to society.

## Core Beliefs

We believe:

1. that educational excellence benefits the entire community and is the shared responsibility of students, families, educators, staff, and citizens.
2. that equity is a fundamental value, providing for high-quality education, and that the diversity of our students is an asset to the educational community.
3. in having high expectations for all children to learn and grow to their full potential.
4. in developing caring, respectful, and supportive relationships among stakeholders which creates an environment that fosters social-emotional growth.
5. that if we want our students to engage in a global workforce and become effective stewards of democracy, we need to develop their ability to think critically, become effective collaborators, creators, and innovators.
6. in the necessity of teaching students to become informed and positive contributing members of society.
7. that recruiting, developing, and retaining exceptional educators creates a rigorous learning environment that will prepare our students for the demands of the future workforce.
8. that safe, secure, well-maintained, equipped facilities are essential for the physical, social-emotional, and intellectual development of our students.
9. in communicating the fundamental value and quality of education being delivered in our schools.

## Global Competencies

We know that in the age of information and the shift to a global economy, students who graduate from the Bethel Public Schools are going to need to demonstrate skills and knowledge which prepare them for college and/or career readiness. In the literature, these skills are sometimes referred to as 21st Century Skills, which we refer to as our vision for a graduate or global competencies. We expect that students who graduate from the Bethel Public Schools be proficient in all skill areas which include critical thinking, collaboration, and creativity and innovation.

## Purpose and Rationale for Bethel's Educator Evaluation and Support Plan

The purpose of Bethel's Educator Evaluation and Support Plan is to improve teaching and learning within the Bethel Public Schools, and to facilitate, in every way possible, a culture of continuous professional learning among our educators. Good teaching leads to strong student achievement; evidence of this exists in Bethel with its continuously improving student achievement occurring in spite of changing student demographics and major shifts in teaching expectations.

Bethel believes that:

- student achievement continues to rise because teacher supervision, support for teacher professional learning, and evaluation are based on best practices;

- the complex nature of teaching and evaluation should be examined using multiple measures of student learning data and standards-based practice aligned to the major work of the district;
- professional learning programs need to be differentiated and based on documented learning needs of educators as evidenced by student learning data and observational/professional practices data;
- effective educator supervision is steeped in honest, collegial, and evidence-based professional conversations about teaching and learning that fosters educator growth and agency; and
- effective feedback is specific, timely, actionable, and reciprocal.

Our Professional Learning and Evaluation Council (PLEC) works to address the purpose and core beliefs outlined in this document. Specifically, this council helps plan for the learning needs of all educators, as well as monitor and revise our evaluation process. The PLEC is composed of members from both the district Professional Learning Council and the district Evaluation & Support Council.

## Bethel's Core Design

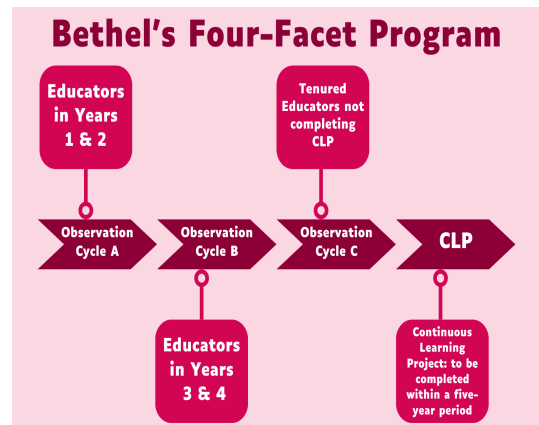
Bethel's Educator Evaluation and Support Plan is differentiated for educators and, therefore, is composed of **four** facets:

Cycle A for those in Years 1 & 2;

Cycle B for those in Years 3 & 4;

Cycle C for those who are tenured in Bethel; and

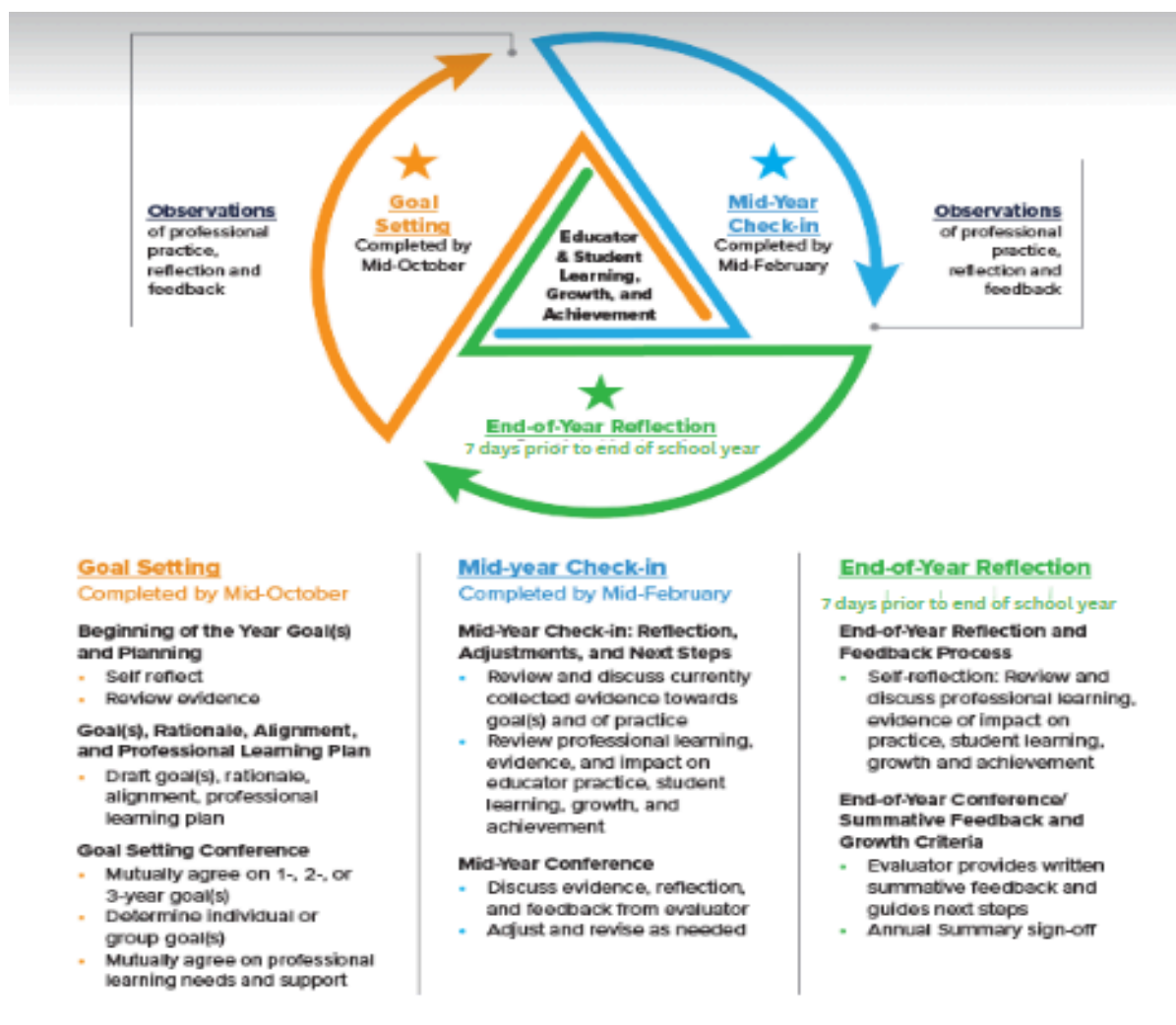
Continuous Learning Project for those on an independent study



Cycle A: Year 1 & 2		
Focused on a collection of evidence around Clusters 2, 3, & 6 of the Framework for Teaching Clusters	One Formal Observation with written feedback	<i>Year 1:</i> Two Informal Observations with written feedback  <i>Year 2:</i> Two Informal Observations; one with written feedback and one with verbal feedback
Cycle B: Year 3 & 4		
Focused on a collection of evidence toward all of the Framework for Teaching Clusters	Two Informal Observations; One with written feedback and one with verbal feedback	
Cycle C: Tenured Educators		
Focused on a collection of evidence addressing all of the Framework for Teaching Clusters	One Informal Observation with written feedback	
Continuous Learning Project (CLP)		
Tenured educators in good standing will opt to focus on a specific area of new learning and growth that will directly improve professional practice and student achievement. Educators are expected to complete a CLP at least once every five years (with administrative approval) after receiving tenure. There will be three check-in meetings throughout the year with verbal feedback.		

## Overall Process and Timeline

The annual professional learning and growth process between an educator and a supervising administrator is anchored by three conferences, which guide the process at the beginning, middle, and end of the year. The purpose of these conversations is focused on continuous improvement, reflection, and collaboration. The first conference should focus on goal setting; the second on progress towards the goals set; and the end of year conference should focus on reflection and informing the next evaluation cycle. These conversations are collaborative and require reflection and preparation by both the supervising administrator and the educator in order to be productive and meaningful.



## Goal Setting and Planning

*Must be completed by mid-October*

### 1. Orientation on Process

Prior to the start of the Evaluation and Support process and no later than October 15th, administrators meet with educators, in a group or individually, to discuss the process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in educator professional practice goal(s). Additionally, there will be ongoing training to understand the differentiated tiers of support and corrective support plan. All new educators will also attend New Teacher Orientation the week prior to the start of the school year as well as district and building meetings throughout the year to support them.

### 2. Educator Reflection and Goal-Setting

In preparation for the Goal-Setting Conference, the educator examines and reflects upon student learning data, prior year feedback, prior year survey results, professional learning needs, and the Framework for Teaching Clusters/Domain Rubrics. These artifacts are used to draft at least one Professional Practice Goal and multiple measures of student learning, growth, and achievement (at least two) needed to support the goal(s) and plans for working towards the school's Stakeholder Feedback Goal, or a personalized Stakeholder Goal, for the school year. The educator may collaborate in grade-level or subject-matter



teams to support the goal setting process.

### **3. Goal-Setting Conference**

The supervising administrator who holds an 092 or 093 certification and educator meet to discuss the educator's goal(s) and multiple measures of student learning, growth, and achievement in order to arrive at mutual agreement about them. The supervising administrator may request revisions to the proposed goal(s) and measures of student learning, growth, and achievement. Multiple measures of student learning, growth, and achievement may be based on standardized or non-standardized measures; however, the supervising administrator will always discuss student progress and educator plans in relation to standardized testing data when it is available. When setting non-standardized or curriculum based measures, educators should expect at least 80% mastery of content (Tier 1). In addition to the student learning data, educators will document quantitative and/or qualitative data they intend to use to demonstrate their own professional growth. When working with a cohort of students over multiple years, educators may develop a 1, 2, or 3 year goal.

During the goal setting conference, the educator will select one Cluster area or Domain Rubric area to focus on over the course of the school year. Prior to the goal setting conference, the educator will reflect on their practice and highlight on the rubric where their practice falls overall. The educator will discuss with their evaluator how they want to improve their practice and what supports they might need. Based on previous feedback, the evaluator may assign a specific cluster or domain from the Domain Rubric.

In addition to discussing student learning goals, the administrator and educator will discuss the Stakeholder Feedback received from the district survey, and suggest ways in which the educator can support the school's Stakeholder Feedback Goal proposed by the School Improvement Team. If the Stakeholder Feedback Goal for the school does not apply to the individual educator, the educator, or group of educators, may suggest a personalized Stakeholder Feedback Goal that applies to their practice and is mutually agreed upon.

### **4. Professional Learning Needs**

Educators and administrators will identify specific professional learning needs that should be addressed during the school year by the educator. The educator and administrator will make these needs known to the building-based Professional Learning Committee and the District Professional Learning Council so that educators' learning needs always drive the professional learning programming within the Bethel Public School District.

## **Mid-Year Conference & Review of Practice**

*Must be completed by mid-February*

### **1. Reflection and Preparation**

The educator and supervising administrator review and reflect on evidence about the educator's practice, professional learning, and student learning in preparation for the conference.

### **2. Mid-Year Conference**

The supervising administrator and educator complete at least one mid-year check-in conference during which they review evidence related to the educator's professional practices, professional learning, and progress towards student learning measures, and stakeholder feedback. The mid-year conference is an important point in the year for highlighting celebrations, addressing concerns, and reviewing multiple

data points for the first half of the year. Administrators may deliver mid-year formative feedback for which evidence has been gathered and analyzed. If needed, educators and administrators can mutually agree upon revisions to the strategies or approaches used and/or mid-year adjustments of the Professional Practice Goal(s) and student learning measures to accommodate changes (e.g., student populations, assignment). They also discuss actions that the educator can take and support the supervising administrator can provide to promote educator growth.

The educator should come prepared to discuss any data that they have towards their Professional Practice Goal(s). In addition, given their area of focus on professional practice (Cluster or Domain Rubric), the educator should highlight their practice's status on the Framework for Teaching Cluster or Domain Rubric to review progress with their administrator.

## **End-of-Year Reflection**

Reflection must be submitted by the educator at least 7 days prior to the last day of school. The written summary by the administration must be completed prior to the last day of school.

### **1. Educator Self-Assessment & End-of Year Reflection Conference**

The educator reflects on their professional practices and prepares for their End-of-Year Reflection Conference by carefully examining all relevant student learning data, coming to the end of the year conference having analyzed that data. The educator additionally prepares by reviewing all evidence collected through observations, the review of practice at the Mid-Year Conference, and participation in other professional meetings such as Professional Learning Communities, SRBI data team meetings, Planning and Placement Team meetings, etc. Finally, the educator should do a last self-reflection on the Cluster or Domain Rubrics, analyze their growth and come prepared to talk about continuing a focus in this area or selecting a new area. Through this examination, the educator must complete an End-of-Year self-reflection regarding their practice and its impact on their students' learning.

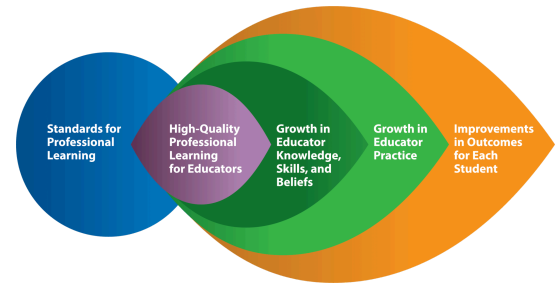
The educator and the supervising administrator will review all appropriate evidence of student learning, growth, and achievement, including standardized measures, and professional growth. Celebrations for educator and student learning as well as next steps will be discussed. The supervising administrator will discuss what process the educator will be assigned the following school year, with input from the educator, indicating if the educator will remain in Tier 1 or will move to a different Tier of support in their professional growth process based on a *holistic review* of the qualitative and quantitative data and professional practice collected over the course of the year.

Following the conference, the supervising administrator will provide written feedback summarizing the educator's work for the year, reflecting the standards from the Framework for Teaching Clusters or the Domain Rubric, and make recommendations for future work based on the mutually agreed upon goals and measures discussed at the End-of-Year Reflection Conference. Further, the supervising administrator will assign the professional growth process (Observation- Tier 1, further Tiered Support, or Continuous Learning Project) for the following school year based on the successful completion of the evaluation process. This written feedback will be provided by the last day of school.

## **Professional Practices and Educator Growth**

The overall framework for educator evaluation and support in Bethel Public Schools is a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved

learning, growth and achievement for students. The evaluation and support model is designed as a continuous learning process. The goal is to provide educators with continuous learning opportunities for professional growth through self-directed analysis and reflections, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The implementation of the continuous learning process is shared between the educator and administrator. In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The administrator serves as a learning partner who supports the educator through the learning and growth process.

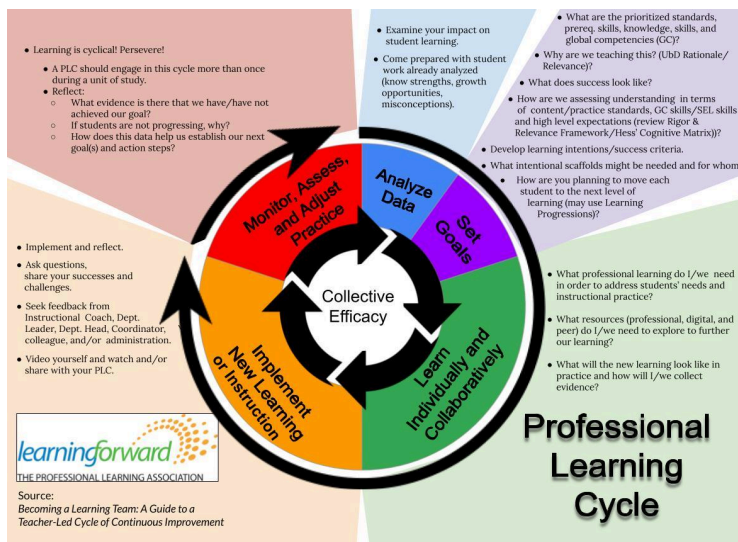


## Professional Learning

[Learning Forward Professional Learning Standards](#), guides professional learning in the Bethel Public Schools, serving as a tool to advance high-quality teaching and learning. As a tool, the [core constructs](#) of the Standards for Professional Learning help educators and

leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, effective support from administration, collaboration with colleagues, and professional learning work together to lay foundation for meaningful feedback in a continuous learning process.

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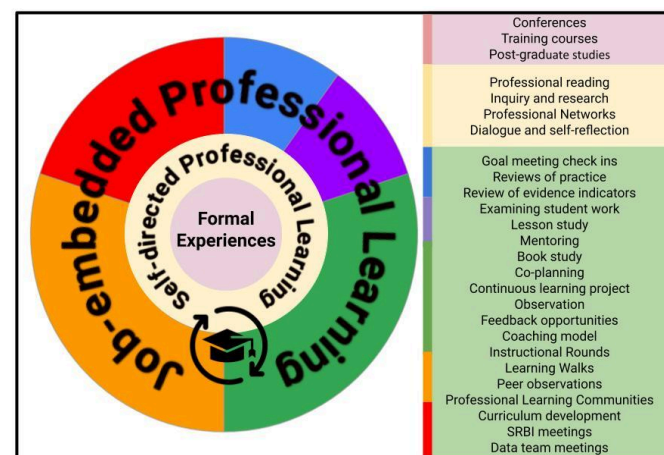
Bethel's Professional Learning Cycle is adapted from the Learning Forward framework. Educators engage in a cyclical process of analyzing data, goal setting, learning individually and collaboratively, implementing new learning or instruction, and monitoring,

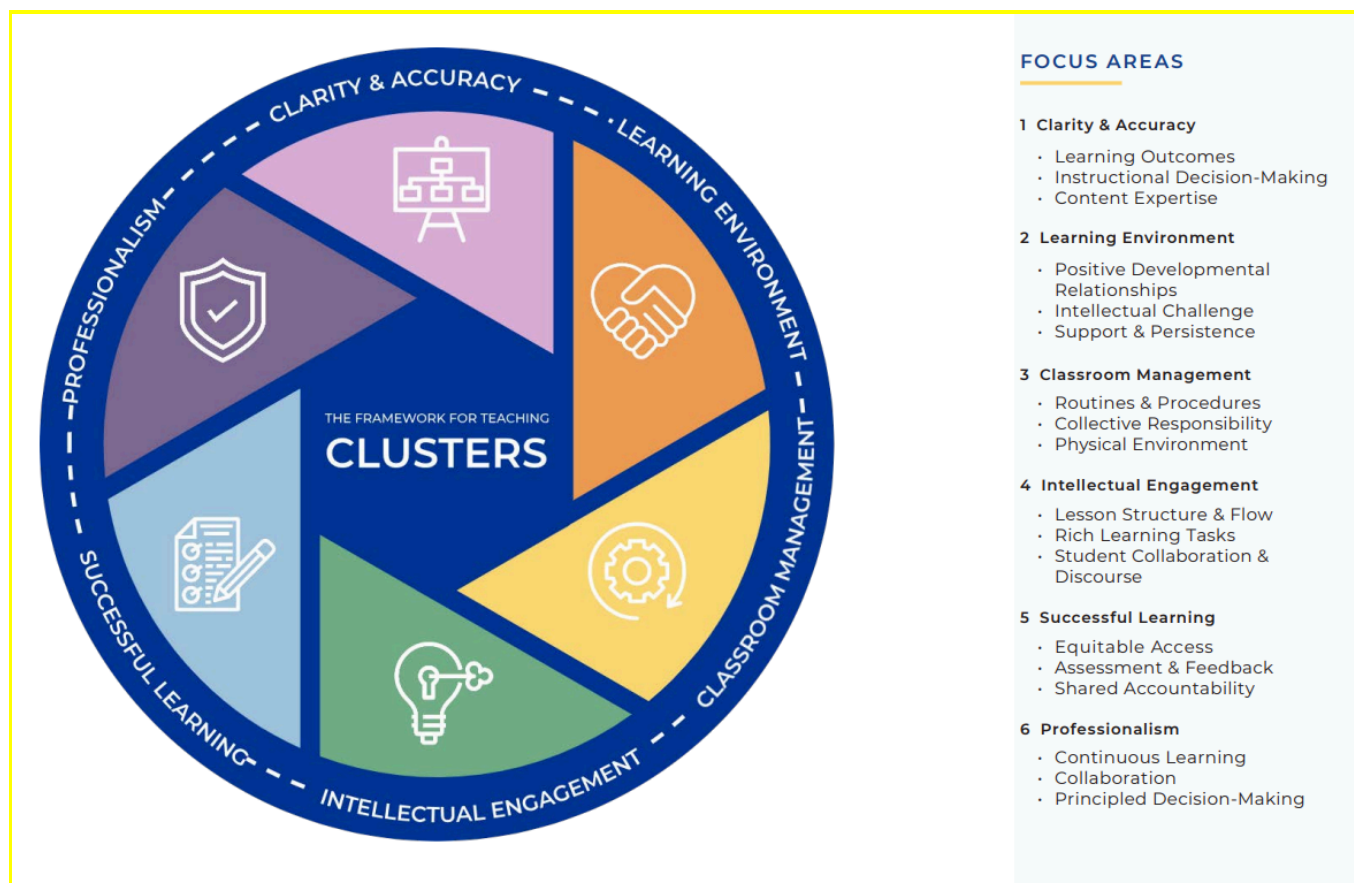
assessing and adjusting practices. Regularly engaging in this cycle, through a variety of formal and informal structures, builds collective efficacy around high quality instruction and improved outcomes for students.

Professional learning comes in many forms, including, but not limited to, job-embedded professional learning, self-directed professional learning, and formal experiences. Professional learning is intended to improve educator practice to in turn improve student learning outcomes. Educators may approach high-quality professional learning through a pathway that includes a combination of formal or informal, independent or collaborative experiences.

## Observations

The chart below articulates Charlotte Danielson's [Framework for Teaching Clusters](#), or the six focus areas of educator professional practice.





Supervising administrators identify the impact of professional learning and educator practice by providing 2-way feedback to educators. This feedback is based on multiple and varied quantitative and qualitative indicators of evidence from the Framework for Teaching Clusters or Domain Rubric components that were observed during an observation. During all observations of educator practice, supervising administrators take evidence-based notes capturing what educators and students said and did during the observation, as well as the learning task assigned. The administrator then aligns the evidence with the appropriate component(s) on the Framework for Teaching Clusters Rubric or the Domain Rubric.

During non-classroom observations, the supervising administrator takes evidence-based notes capturing the professional practices of the educator particularly aligned to their professional standards. Examples of non-classroom observations include but are not limited to: observations of data team meetings, PPT meetings, staffing meetings, professional learning communities, observations of mentoring other educators, reviews of lesson plans or other professional artifacts. The administrator then aligns the evidence with the appropriate component(s) on the Domain Rubric.

There should be multiple pieces of evidence, which may include artifacts, observations of practice, student feedback and reflections of the educator on student learning, growth, and achievement as part of the educator feedback process. Feedback should be reciprocal and collaborative in the reflection conference.

## Formal Observations

Formal observations are scheduled observations by the supervising administrator taking place in a classroom or another learning environment.

- Educators complete and submit a Planning Conference Form to discuss at the planning conference at least one school day prior.
- Educators and supervising administrators will identify the particular cluster(s) from the Framework for Teaching Clusters or their Domain Rubric that will be the focus of the observation, being sure to

reference past summative feedback and the educator's professional practices data. Educators and supervising administrators should collaboratively select the focus, which can either remain the same or change throughout the year.

- After the observation, the educator reflects on the lesson/observation, gathers evidence of what students learned, completes the Reflection Conference form, and shares it with the administrator at least one school day prior to the reflection conference. Administrators can give feedback on any Cluster or area from the Domain Rubric whether it was a focus area or not.
- The Reflection Conference then takes place within five school days of the observation when the educator and supervising administrator discuss the lesson/observation in detail, talk specifically about the professional practices which were observed, and carefully examine any student learning data or other data relevant for assessing the efficacy of the lesson/observation.
- Educators receive written feedback within seven school days of the observation.

## **Informal Observations**

Informal observations are typically non-scheduled observations by the supervising administrator taking place in a classroom or other professional environment.

- The informal observation will last for at least 15-20 minutes.
- Classroom observations that are informal observations are often referred to as unannounced observations.
- Examples of non-classroom observations include but are not limited to: observations of data team meetings, PPT meetings, staffing meetings, professional learning communities, delivery of professional learning, observations of mentoring other educators, reviews of lesson plans or other teaching artifacts.
- Informal observations are followed by written and/or verbal feedback provided by the administrator to the educator. All informal observations are followed by a reflection conference scheduled by the supervising administrator within seven school days.

## **Feedback Opportunity**

In addition to observations and check-in meetings, a feedback opportunity is an additional scheduled invitation from the educator to the supervising administrator to visit a classroom or non-classroom setting to provide feedback on practice.

- The feedback opportunity visit will be scheduled by educator invitation, and includes a follow-up reflection scheduled by mutual agreement.
- Examples of non-classroom feedback opportunities could include but are not limited to: visits to data team meetings, PPT meetings, staffing meetings, professional learning communities, delivery of professional learning, observations of mentoring other educators, reviews of lesson plans, or other teaching artifacts.

## **Non Tenured Educators (Years 1-4)**

During the initial years of employment, new educators work closely with TEAM-trained mentors or buddies (those not participating in TEAM), and with their administrators, to increase their knowledge and skills as educators. Bethel expects new educators to show proficiency in the following Framework for Teaching Clusters, which are also aligned to the work educators are doing in the TEAM program:



Year	Framework for Teaching Clusters		Team Module
1	“Achieving” performance level in the following <b>Foundational Clusters</b>		
	Foundational Clusters	Cluster 2 - Safe, Respectful, Supportive, and Challenging Learning Environment ○ 2a, 2b, 2c	Module 1: Classroom Environment, Students Engagement and Commitment to Learning
		Cluster 3 - Classroom Management ○ 2c, 2d, 2e	Module 1: Classroom Environment, Students Engagement and Commitment to Learning
		Cluster 6 - Professionalism ○ 1d, 4d, 4e, 4f	Module 5: Professional Responsibility
2	In addition to the <b>Foundational Clusters</b> , year two educators will demonstrate “achieving” performance in the following <b>Building Clusters</b>		
	Building Clusters	Cluster 1 - Clarity & Accuracy of Content ○ 1a, 1b, 1c, 1d, 1e, 3a, 3b, 3c	Module 2: Planning for Active Learning
		Cluster 4 - Student Intellectual Engagement ○ 1e, 2b, 3a, 3b, 3c	Module 3: Instruction for Active Learning
3	In addition to Years 1 & 2- “Achieving” performance level in the “Foundational & Building Clusters,” educators will demonstrate performance in:		
		Cluster 5 - Successful Learning ○ 1b, 1d, 1f, 3d, 3e, 4a, 4b, 4c	Module 4: Assessment for Learning
4	Bethel expects that all educators demonstrate achieving performance levels on all six of the Framework for Teaching Clusters.		

Educators having received tenure in another CT district are expected to be at the achieving level in all areas after Year 2 in the Bethel Public Schools.

## Continuous Learning Projects (CLP)

A Continuous Learning Project is a self-directed or group-directed exploration/project that supports continuous improvement, focuses on an identified need within an educator’s professional practice, and impacts student achievement. CLPs will require a project goal and rationale, indicator(s) of implementation, pathways for project exploration ([See Ideas](#)), and professional learning support needed. Every tenured educator in good standing will be required to engage in a CLP at least every 5 years (with administrative approval) from the completion of their last project. CLPs can last anywhere between 1-3 years depending on the scope of the project and the educator’s needs. Reciprocal verbal feedback by both the educator and the administrator will occur during the goal-setting, mid year, and end of year conference. At any time during the project, an educator can request feedback or support from an administrator in addition to the feedback they receive in the evaluation and support process. Even though an educator is on a CLP, it does

not preclude an administrator from giving feedback on other practice standards. The Continuous Learning Project is in addition to the regular evaluation and support cycle.

## Evaluation Cycles

The chart below explains the timeline for each cycle for the professional growth process:

EDUCATOR EVALUATION TIMELINES										
	Sept	Oct	Nov.	Dec	Jan	Feb	March	April	May	June
ALL Staff	Goal Setting by 10/15				Mid Year Check-in by 2/15				End-of-Year Reflection	
Tenured	1 Informal Observation									
CLP	Reviews of Practice									
Years 1 and 2	1 Formal Observation		1 Informal Observation		1 Informal Observation					
Years 3 and 4	1 Informal Observation				1 Informal Observation					
**An administrator can observe and provide feedback to an educator beyond the required number of observations. An educator can request feedback in addition to required observations.										

## Stakeholder Feedback

Stakeholder Feedback Surveys are conducted annually by the district. Educators and administrators carefully review the district's Stakeholder Feedback Survey and disaggregate it by school. Educators, with their administrators, use the survey to do the following:

- Identify any specific Stakeholder concern(s) from the survey that should be addressed by the school;
- Develop a measurable *school-based or department-based* improvement goal (qualitative or quantitative) which addresses the specific concern(s) in the school's Stakeholder Feedback data;
- Discern specifically how the individual educator will contribute to the *school-based or department-based* improvement goal(s) in concrete ways

If the Stakeholder Feedback Goal for the school does not apply to the individual educator, the educator, or group of educators, may suggest a personalized Stakeholder Feedback Goal that applies to their practice and is mutually agreed upon.

## Professional Practice Goals

Every Bethel educator develops at least one Professional Practice Goal with multiple measures of student learning, growth, and achievement (at least two) that are mutually agreed upon by educators and administrators. Professional Practice Goals should address individual and/or PLC or department learning needs; goals should align with School Improvement Plans; and they should support the needs of students. Measures of student learning, growth and achievement may be based on standardized or curriculum-based measures; however, the supervising administrator will always discuss student progress and educator plans in relation to standardized testing data. Measures should also provide high quality quantitative evidence about students' progress over the course of the year and should always reflect high expectations for achievement, behavioral improvement, content/skill growth or mastery. When using curriculum-based measures, educators should expect at least 80% mastery of content (Tier 1). When working with a cohort of students over multiple years, educators may develop a 1, 2, or 3 year goal. (See Appendix F-Samples of Professional Practice Goals and Measures of Student Learning, Growth and Achievement)

Bethel educators are encouraged to work with their PLC colleagues to collaborate on the creation of Professional Practice Goals that will have the greatest impact on students' achievement in their courses or grade levels. Educators and administrators should be sure to document the rationale for the goal, including any relevant state, district, and/or Connecticut core standards, as well as the baseline data that were used to set each measure of student achievement. The educator and supervising administrator will discuss the educator's Professional Practice Goal(s) and measures of student learning, growth, and achievement and make any additions/changes collaboratively. Each measure of student achievement should make clear the following:

- What specific evidence will be collected and analyzed for the educator's student learning goal?
- What level of performance is targeted for the students?
- What percentage of the students is projected to achieve the targeted performance level?
- What sub-group (such as EL/ML students or minority students), *if any*, is being targeted?
- What strategies (new or revisited) will the educator employ to achieve the student learning goals?
- What new learning will the educator engage in that results in a direct impact on their practice and student learning?

## **Tiered Support and Development**

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

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

### **Tier 1 (Annually)**

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 the district Professional Learning Council and other general supports for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process.

### **Tier 2 (45 School Days Maximum)**

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



## **Tier 3 (45 School Days Maximum)**

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 an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria of success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. 10-153b.

On Tiers 2 & 3, copies of all documentation will be kept in the personnel file.

The Superintendent may immediately place a staff member in Tier 3 to address serious concerns.

## **Tier 2 and 3 Support (Maximum of 45 School Days on each Tier)**

The purpose of Tier 2 and 3 support is for the educator and primary administrator to work collaboratively to focus and remedy an identified area for growth, in the form of a written plan. It is intended to address a concern in the early stage with a short term or series of short term plans. The intent of this plan is to be positive, remedial and supportive. The educator will receive verbal and written notification of being placed on these levels.

### *Area for Growth:*

The primary administrator must provide verbal and written notification that the non-tenured educator/ tenured educator is being moved into Tiered Support. Notification must identify which component(s) of the Framework for Teaching and/or Student Learning Goals are needed for growth and the specific data used to identify the problem.

### *Plan of Action:*

Within five school days of meeting with the primary administrator, the educator, (with the support and assistance of the primary administrator) will develop and implement the plan of action to address the area(s) for growth.

The plan includes the following:

- Specific areas for growth
- Clear expectations for performance
- Resources and supports to be provided to address the areas for growth
- A timeline for meeting the performance expectation
- Indicators for success
- A date for review

The administrator will make one of the following recommendations:

1. The problem or deficiency has been resolved satisfactorily and the educator returns to Tier 1 on Bethel Public Schools' Educator Evaluation and Support Plan.
2. The educator has made progress but not yet addressed all concerns and remains at the current Tier for a mutually agreed upon time (not to exceed 45 school days).
3. The problem has not been resolved, and the educator is placed on Tier 2 or 3.

The difference between Tier 2 and Tier 3 support is the intensity and frequency.

At the conclusion of the Tier 2 or Tier 3, a number of outcomes are possible as determined in consultation with the evaluator, educator and bargaining unit representatives.

- Placement back on Tier 1 OR
- Moving to the next Tier

A non-tenured educator who does not demonstrate progress in Tier 1 may face non-renewal. However, the administration has the option of placing a non-tenured educator on a Tier 2 support plan prior to recommending non-renewal.

## **Corrective Support Plan (60 School Days)**

A pattern of persistent lack of growth and reflection or resistance to growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified 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 representatives.

- Recommendation for termination OR
- Placement on Tier 1.

## **Definition of a Successful Evaluation Process**

An educator is determined to have successfully completed the evaluation 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 achievement, supported by evidence;
- Educators should operate within the "Achieving" level or above with no more than one year of disruption while operating at the "Approaching" level;
- Educators are expected to produce consistent student growth, as defined by their goals.

If educators mainly operate within the "Approaching" or "Below Standard" levels and/or lack sustained student growth it will trigger a tiered support plan.

## **Dispute Resolution**

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

Ultimately, should 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. 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. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the Superintendent or designee within three work days of the meeting with their evaluators. The educator being evaluated may choose between two options.

### **Option 1**

The issue in dispute may be referred for resolution to a subcommittee. The Superintendent and the respective collective bargaining unit representative may each select one representative, 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.

### **Option 2**

The educator being evaluated requests that the Superintendent solely arbitrates 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.

## **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.
2. Days shall mean workdays. Both parties agree, however, to meet during breaks at mutually agreed upon times.
3. The educator being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal 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.

Any claims that the district has failed to follow the established procedures of the Educator Evaluation and Support Program shall be subject to the grievance procedures set forth by the collective bargaining unit.

## Appendix A - Glossary

**Coaching Model:** A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.

**Continuous Learning Project:** A Continuous Learning Project is a self-directed or group-directed exploration/project that supports continuous improvement, focuses on an identified need within an educator's professional practice, and impacts student achievement.

**Corrective Support Plan:** A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Corrective Support Plans shall include clear objectives specific to the well documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; and supportive actions from the evaluator.

**Curriculum Development:** The development of an effective curriculum is a multi-step, ongoing and cyclical process involving teams of educators. The process progresses from evaluating the existing program, to designing an improved program, to implementing a new program and back to evaluating the revised program.

**Data Team Meetings:** Teams that meet regularly in cycles to analyze student learning data, to reflect on student progress, and to create a goal and action plan that will improve instructional effectiveness for a targeted group of learners.

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

**Effective Teaching:** Educators will be recognized as effective if they have performance levels of "Achieving" or above with no more than one year of disruption with an "Approaching" performance level. Additionally, educators will be recognized as effective if they produce consistent student growth, as defined by their Student Learning Goals.

**Formal Observation:** A scheduled observation that is preceded by a planning conference and followed by a reflection conference which includes verbal and written feedback.

**Ineffective Teaching:** Educators will be considered ineffective if they have two consecutive performance levels of "Approaching" or one year of a "Below Standard" performance level. Additionally, educators will be considered ineffective based on multiple years of lack of student growth.

**Informal Observation:** Non-scheduled observations by the supervising administrator taking place in a classroom or other professional environment that include a reflection conference.

**Instructional Rounds:** Instructional rounds are a mechanism for teams to identify what high quality instruction looks like based on a Problem of Practice (PoP). A team identifies a Problem of Practice, visits classrooms in collaboration with teachers, administrators, and sometimes external experts, to collect and analyze evidence and then uses that

information to elevate practice to the next level of work. The Instructional Rounds protocol does not look at individual teacher practice, rather identifies trends across the school, grade level and/or content area. Typically a building/department receives feedback about the trends noticed and suggestions for continuous improvement.

**Learning Walks:** Typically a 15-20 minute non-evaluative classroom visit made by administrators and/or educators for the purpose of gathering data and calibration on the *Framework for Teaching/ Domain rubric* or related to a specific area of growth or focus for the district/department.

**Multiple Measures:** The use of at least two measures of data to assess a student's growth and achievement.

Can include, but is not limited to, structures and systems to support educator learning and growth, culture and climate changes, student learning, growth, and achievement as mutually agreed upon during the goal-setting process.

**Mutual Agreement:** An agreement or condition that is reciprocal or agreed upon by all parties.

**Problem of Practice:** A Problem Of Practice is identifying an educational challenge or problem through reviewing student learning results and examining educator practice.

**Professional Learning and Evaluation Committee (PLEC):** Our Professional Learning and Evaluation Council (PLEC) works to address the purpose and core beliefs outlined in this document. Specifically, these councils help plan for the learning needs of all educators, as well as monitor and revise our evaluation process. The PLEC is composed of members from both the district Professional Learning Council and the district Evaluation & Support Council.

**Professional Learning:** Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective.

**Reviews of Practice:** A Review of Practice occurs at the mid-year conference and includes a comprehensive look and discussion of all aspects of practice and outcomes, including a review of progress towards goals. Reviews of practice can also be non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other artifacts.

**SMART Goal:** A goal that is specific, measurable, attainable, results-focused, and timely.

**SRBI Meetings:** SRBI (Scientific Researched-Based Intervention) meetings are teams of educators that meet regularly with a systemic approach that includes research-based practices with increasingly intensive levels (tiers) of intervention based on student need.

**Stakeholder Feedback Goal:** A goal determined by data gathered from the Parent Survey usually pertaining to the school climate. It can also include a more personalized Stakeholder Feedback Goal specific to students or other primary stakeholders.

**Standardized Assessment:** These assessments are characterized by the following attributes: 1) administered and scored in a consistent or "standard" manner; 2) aligned to a set of academic or performance standards; 3) broadly administered (e.g. state or nationwide); and 4) commercially produced.

**Student Learning Goal:** Goals that are written in a SMART goal format that include multiple measures\* for student learning, growth, and achievement as mutually agreed upon during the goal setting process. \* the specific evidence, with a quantitative target, that will demonstrate whether the Student Learning Goal was met.

**Unannounced Observation:** A non-scheduled observation taking place in a classroom or other professional setting that lasts approximately 15-20 minutes and is followed by a reflection conference with written and/or verbal feedback.

## Appendix B- Rubrics

Educator	Rubric
Teachers Math Specialists Literacy Specialists EL / ML Specialists	<a href="#">The Framework for Teaching Clusters</a> <a href="#">The Framework for Teaching - Introduction Document</a>  <a href="#">Cluster 1: Clarity of Purpose and Accuracy of Content</a> <a href="#">Cluster 2: Safe, Respectful, Supportive, and Challenging Learning Environment</a> <a href="#">Cluster 3: Classroom Management</a> <a href="#">Cluster 4: Student Intellectual Engagement</a> <a href="#">Cluster 5: Successful Learning by All</a> <a href="#">Cluster 6: Professionalism</a>
BCBA	Under Construction
Instructional Coach	<a href="#">Instructional Coach</a>
Library Media Specialist	<a href="#">Library Media Specialist</a>
Occupational & Physical Therapist	<a href="#">Occupational &amp; Physical Therapist</a>
School Counselor	<a href="#">School Counselor</a>
School Psychologist	Under Construction
Speech & Language Pathologist	<a href="#">Speech &amp; Language Pathologist</a>
Social Worker	<a href="#">Social Worker</a>

## Appendix C - Professional Practice Goals and Measures of Student Learning, Growth, and Achievement Samples

### Literacy Samples:

#### Professional Learning Goal

I want to learn more about fluency strategies to integrate into my daily classroom instruction to improve overall reading achievement.

#### Measures of Student Learning, Growth, and Achievement

- By May, student performance on grade level decodable assessments will increase from 64% of students at 95% accuracy to 80% of students at 95% accuracy.
- By May, student achievement in reading comprehension will increase from 57% to 80% as measured by the comprehension portion of the My View reading assessments. This will improve overall progress on MyView unit assessments to 80% by May.
- By May, student reading fluency will improve as indicated by at least 90% of students will meet the end of year benchmark for fluency as measured by the grade xxx myView cold reads. This will improve overall progress on MyView unit assessments to 80% by May.
- By May, student reading fluency and stamina will increase to meet the 35 minute grade two expectations for independent reading as measured by student monitoring, goal setting, and reflection. This will improve overall progress on MyView unit assessments to 80% by May.
- By May, at least 90% of Tier II and III students will meet the end of year benchmark for fluency as measured by the grade four myView cold reads.

### Mathematics Samples:

#### Professional Learning Goal

I want to learn how to incorporate reflection and metacognition practices to help students analyze their problem solving skills.

#### Measures of Student Learning, Growth, and Achievement

- By the end of April, 80% of the students taking Algebra II will be able to achieve at least 70% on the Precalculus Readiness Assessment.
- By the end of March, 70% of the students (Grade 10) taking Integrated Math will be able to show a growth of 20 points on their PSAT scores.
- By November there will be an increase in percent proficient from \_\_\_ to \_\_\_ on the Congruence & Similarity IFAB and By February 80% of students will be proficient on the Ratio & Proportional Reasoning IFAB and By May 80% of students will be proficient on the Statistics & Probability IFAB.
- 90% of students who meet the spring 61%ile or above must maintain or exceed the 61%ile on the winter Math NWEA assessment.
- 65% of the students will meet or exceed their growth goal as evidenced by the winter Math NWEA assessment (within 3 points).



## Science Samples:

### Professional Learning Goal

I would like to learn how to assess student learning in a way that goes beyond traditional tests, focusing on the students' ability to think and reason scientifically.

### Measures of Student Learning, Growth, and Achievement

- By May of \_\_\_\_, at least 80% of students below a level "3" on the Science CER rubric will progress at least one level.
- By May of \_\_\_\_, at least 80% of students will be able to construct an effective scientific explanation for a given phenomenon.
- By May of \_\_\_\_, at least 80% of students will be able to convey scientific concepts, arguments, explanations or conjectures through an effective explanatory model.
- By May of \_\_\_\_, at least 80% of students will be able to critically evaluate two scientific arguments or explanations.
- By May of \_\_\_\_, at least 80% of students will routinely participate in scientific discourse (presenting claims and providing evidence) in the classroom.
- By May of \_\_\_\_, at least 80% of students will be able to respectfully provide and receive critiques about one's explanations, procedures, models and questions by citing relevant evidence and posing and responding to questions that elicit pertinent elaboration and detail.

## Social Studies Sample:

### Professional Learning Goal

I would like to learn how to facilitate respectful discourse in the classroom so students can understand and respect different perspectives and can critically analyze their own arguments and that of their peers.

### Measures of Student Learning, Growth and Achievement

- By May of \_\_\_\_, students will produce an effective argument as evidenced by the department benchmark assessment.
- By May, students who scored a 0-1 out of 12 on the argument pre assessment will score at least a 7 on the post assessment. Students who scored a 2-4 out of 12 on the pre assessment will score at least an 8 on the post assessment. Students who scored a 5-6 out of 12 on the pre assessment will score at least a 9 on the post assessment. Students who scored a 7 out of 12 on the pre assessment will score at least a 10 on the post assessment.  
\*8 is goal

## Unified Arts Samples:

### Professional Learning Goal

I want to learn how to foster a culture of safety, respect, and high expectations for exploration so students are more likely to innovate and think creatively.

### Measures of Student Learning, Growth and Achievement

- By the end of May, 80% of students in second grade will score proficient or above on the BPS art department essentials rubric in the four main areas including concept, composition, creativity and craft.
- By Spring of xxxx, 70% of students will consistently earn a score of 3 or Proficient on the Refinement strand on the Creativity and Innovation Global Competency rubric. Additionally, students who score consistently Proficient in the Fall of xxxx will have a growth goal to Exemplary by the Spring of xxxx.

# Leader Evaluation and Support Plan



## Mission

The mission of the Bethel Public Schools is to foster a culture of excellence and achievement accomplished through strong, collaborative relationships with parents and the community, and rigorous teaching and learning opportunities for all learners.

Our graduates will be compassionate, skilled, and inquisitive individuals, who take initiative in making positive contributions to society.

## Core Beliefs

We believe:

1. that educational excellence benefits the entire community and is the shared responsibility of students, families, educators, staff, and citizens.
2. that equity is a fundamental value, providing for high-quality education, and that the diversity of our students is an asset to the educational community.
3. in having high expectations for all children to learn and grow to their full potential.
4. in developing caring, respectful, and supportive relationships among stakeholders which creates an environment that fosters social-emotional growth.
5. that if we want our students to engage in a global workforce and become effective stewards of democracy, we need to develop their ability to think critically, become effective collaborators, creators, and innovators.
6. in the necessity of teaching students to become informed and positive contributing members of society.
7. that recruiting, developing, and retaining exceptional educators creates a rigorous learning environment that will prepare our students for the demands of the future workforce.
8. that safe, secure, well-maintained, equipped facilities are essential for the physical, social-emotional, and intellectual development of our students.
9. in communicating the fundamental value and quality of education being delivered in our schools.

## Global Competencies

We know that in the age of information and the shift to a global economy, students who graduate from the Bethel Public Schools are going to need to demonstrate skills and knowledge which prepare them for college and/or career readiness. In the literature, these skills are sometimes referred to as 21st Century Skills, which we refer to as our vision for a graduate or global competencies. We expect that students who graduate from the Bethel Public Schools be proficient in all skill areas which include critical thinking, collaboration, and creativity and innovation. As leaders, we need to ensure those skills are a regular part of our instructional routines.

## Purpose and Rationale for Bethel's Leader Evaluation and Support Plan

The purpose of Bethel's Leader Evaluation and Support Plan is to improve teaching and learning within the Bethel Public Schools, and to facilitate, in every way possible, a culture of continuous professional learning among our educators. Good teaching leads to strong student achievement; evidence of this exists in Bethel with its continuously improving student achievement occurring in spite of changing student demographics and major shifts in teaching expectations.

Bethel believes that:

- student achievement continues to rise because teacher supervision, support for leader professional learning, and evaluation are based on best practices;
- the complex nature of teaching and evaluation should be examined using multiple measures of student learning data and standards-based practice aligned to the major work of the district;
- professional learning programs need to be differentiated and based on documented learning needs of leaders as evidenced by student learning data and observational/professional practices data;

- effective leader supervision is steeped in honest, collegial, and evidence-based professional conversations about teaching and learning that fosters educator growth and agency; and
- effective feedback is specific, timely, actionable, and reciprocal.

## Bethel's Leader Evaluation and Support Core Design

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of leader performance. All leaders are evaluated in three categories.

- **Professional Standards for Educational Leaders:** An evaluation of core leadership and practice skills that positively affect student learning
- **Professional Practice Goal(s) and Multiple Measures:** At least one professional practice goal and quantitative and qualitative measures that demonstrate the organizational health, leader growth, educator growth, and impact on student learning
- **Stakeholder Feedback:** An evaluation of a leader's contribution to the overall climate in the building or department and the perception stakeholders have in relation to an administrator's leadership

## Bethel Leader Evaluation Timeline with Key Events



Prior to the start of the Evaluation and Support process and no later than October 15th, Bethel will continue its orientation of new leaders by doing the following: outlining the evaluation process, including the standards and rubric used for assessing leader practice; demonstrating the ways in which evidence of leader growth over time will be collected; explaining the timeline and expectations; and ongoing training to understand the differentiated tiers of support and corrective support plan.

## Goal Setting

*Must be completed by September 30*

1. Each leader prepares for a Goal-Setting Conference to be held with his/her supervising administrator who holds an 092 or 093 certification.
2. In preparation for that Goal-Setting conference, leaders closely examine their school-based/department-based student learning data, the district's theory of action and the Strategic Plan. This data analysis will include all student achievement data, both locally and at the state level.
3. Each leader develops an Improvement Plan containing at least one Professional Practice Goal with multiple measures of student learning, growth and achievement (at least two). Goals can be single year or multiyear (up to 3 years) and should be mutually agreed upon by the leader and supervising administrator. Multiple measures of student learning, growth and achievement (at least 2) should be written in a SMART goal format (*specific, measurable, attainable, results-focused, and timely*) as mutually agreed upon during the goal setting process.



Multiple measures should also include leader and educator growth and the organizational health of the building/department. The professional learning plan and the support from the supervising administrator will be consistent with the leader's professional status.

4. Leaders identify ONE or TWO standards found in the [Professional Standards for Educational Leaders](#) that will help them accomplish their Professional Learning Goal(s). The focus area(s) will be mutually agreed upon by the leader and the supervising administrator. Leaders are not expected to focus on improving their practice in all areas in a given year; instead, they would focus on deeply understanding and improving one or two standard(s).
5. Leaders, as part of *Stakeholder Feedback*, will reflect on that data and work with their building/department educators to develop a school-wide (or department specific) target to address a concern. Stakeholder feedback includes parent, staff, and/or student feedback.

## Fall and Mid-Year Check In

*Must be completed by November 30 (Fall) and February 15 (Mid-year)*

Leaders and their supervising administrators hold a Mid-Year Check In to share evidence of progress and feedback thus far. At that conference, the following takes place:

1. The leader analyzes student achievement data and considers progress toward the goal(s) as well as overall student achievement data;
2. The supervising administrator and leader review all evidence collected to date in the areas of Professional Standards for Educational Leaders —focusing especially on the one or two focus areas selected by the leader.
3. Any changes to the Professional Practice Goal(s) and measures, the Stakeholder feedback target, or Leadership Practices focus areas (PSEL standards) can be addressed at this conference and mutually agreed upon.
4. Learning walks are used to obtain additional information and the supervising administrator will provide actionable feedback.

## End-of-Year Summative Review

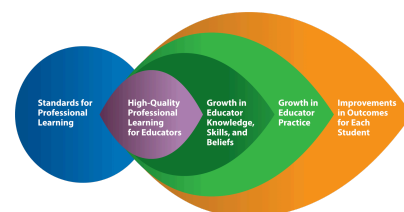
*Must be completed by the end of June*

Near the end of the school year, leaders review all information (all qualitative as well as quantitative data collected during the year), and reflect on their leadership practices using the Professional Standards for Educational Leaders (PSEL), their Professional Practice Goal(s), Stakeholder Feedback target, and the growth made on their Improvement Plans. Discussion between the leader and the supervising administrator includes strengths and growth opportunities related to the PSEL standards, professional practice, educator growth, organizational health of the building/department, student learning data, feedback target and the next level of work.

Following the conference, the supervising administrator will provide written feedback summarizing the leader's work for the year, reflecting the PSEL standards, the mutually agreed upon goals and measures, recommendations for future work, and their successful completion of the evaluation process based on the collaborative End-of-Year Conference discussion. This written feedback will be provided by July 31st.

## Professional Practices and Leader Growth

The overall framework for leader evaluation and support in Bethel Public Schools is a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved learning, growth and achievement for students. The goal is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflections, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The implementation of the continuous learning process is shared between the leader and the supervising administrator. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The supervising administrator serves as a learning partner



who supports the leader through the learning and growth process.

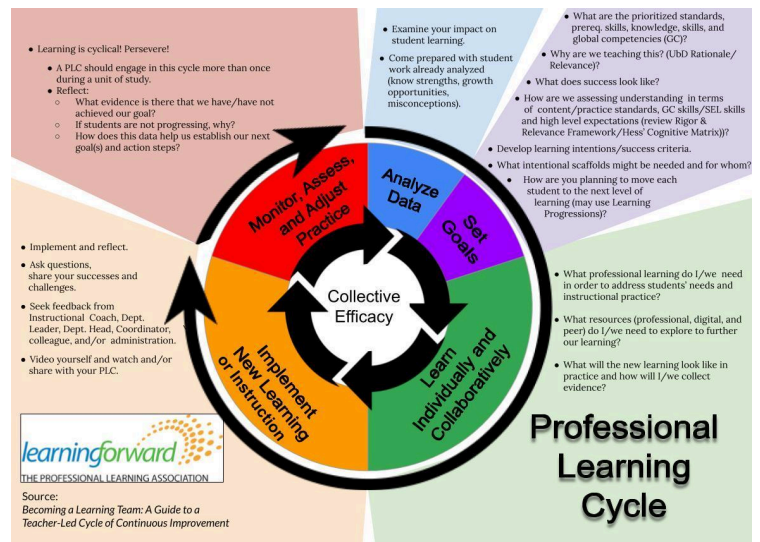
## Professional Learning

[Learning Forward Professional Learning Standards](#), guides professional learning in the Bethel Public Schools, serving as a tool to advance high-quality teaching and learning. As a tool, the [core constructs](#) of the Standards for Professional Learning help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired.

Bethel's Professional Learning Cycle is adapted from the Learning Forward framework. Leaders and educators engage in a cyclical process of analyzing data, goal setting, learning individually and collaboratively, implementing new learning, and monitoring, assessing and adjusting practices. Regularly engaging in this cycle, through a variety of formal and informal structures, builds collective efficacy around high quality instruction and improved outcomes for students.

Bethel uses the Professional Standards for Educational Leader Standards ([PSEL Standards](#)).

Professional practice and leader growth is dependent upon a continuous cycle of professional learning that includes 2-way feedback, dialogue, and review of evidence, both quantitative and qualitative. This process is defined in the Bethel Public Schools' PL Cycle. Dialogue through the professional growth process should begin with leader self-reflection on the PSEL standards and impact on student learning, growth, achievement.



All NOVICE leaders (new leaders in their first 3 years in the position or in Bethel) will receive two observations of professional practice and/or site visits with a combination of written and verbal feedback within five school days.

All other leaders (in a leadership role in Bethel for more than 3 years) will receive at least one observation of professional practice and/or site visits with written feedback within five school days.

The professional growth process includes, but is not limited to, goal meeting check-ins, Administrative Council, mentoring, learning walks, instructional rounds, PLC cycle, and professional learning.

**The Administrative Council** typically meets weekly during the school year. The primary purpose is to engage in professional learning. We engage in book studies, discussions around problems of practice, calibration of effective educator practice, equity and cultural responsiveness to grow leadership skills and support in the implementation of School Improvement Plans. ALL Leaders are expected to attend Administrative Council meetings throughout the school year.

**Mentoring Model:** A process based on trust in which leaders work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; or solve problems. EXPERIENCED leaders may be assigned to mentor a novice leader. NOVICE leaders in their first two years of practice will be assigned a mentor. Mentors-mentees will meet at least once per quarter during the year.

**Coaching Model:** A process based on trust in which outside professional colleagues work together to reflect on current

practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems. This strategy is employed for ALL leaders, when appropriate, given goals and needs articulated in the Improvement Plan.

**Learning Walks:** Administrators engage in non-evaluative classroom visits for the purpose of gathering data and calibration related to standards of professional practice, such as the Framework for Teaching Clusters or a Specialist Rubric and/or related to a specific area of growth or focus for the district/department. Specifically, Learning Walks provide administrators and educators with opportunities to reflect on areas including but not limited to what students are learning, instructional strategies, student interaction with content, and intellectual engagement. The overall goal of Learning Walks is to deepen understanding and practices related to continuous school improvement. ALL Leaders will participate in learning walks with their evaluator at least once per year. Additional learning walks will be planned based on need.

**Instructional Rounds:** Instructional rounds are a mechanism for teams to identify what high quality instruction looks like based on a Problem of Practice (PoP). A team identifies a Problem of Practice, visits classrooms in collaboration with teachers, administrators, and sometimes external experts, to collect and analyze evidence and then uses that information to elevate practice to the next level of work. The Instructional Rounds protocol does not look at individual teacher practice, rather identifies trends across the school, grade level and/or content area. Typically a building/department receives feedback about the trends noticed and suggestions for continuous improvement. Instructional rounds are held once per year in each school building.

**Informal and Formal Professional Learning:** Leaders are provided opportunities to engage in formal and job-embedded professional learning throughout the school year.

## Stakeholder Feedback

Stakeholder Feedback Surveys are conducted annually by the district. Building and district leaders carefully review the district's Stakeholder Feedback Survey and disaggregate it by school. The survey is used to do the following:

- Identify strengths and any specific Stakeholder concern(s) from the survey that should be addressed by the school;
- Develop a measurable school-based improvement target (qualitative or quantitative) which addresses the specific concern(s) in the school's Stakeholder Feedback data;
- Discern specifically how the leader will contribute to the school-based improvement target in concrete ways

Leaders may utilize other surveys to gather information specific to their departments/buildings as part of their improvement planning. Surveys can include, but are not limited to:

- **Leadership Practice Surveys** focus directly on feedback related to an administrator's performance and the impact on stakeholders. Leadership practice surveys for use in administrator evaluations collect feedback from teachers and other staff members.
- **School/District Practice Surveys** capture feedback related to the key strategies, actions, and events at a school. They collect feedback from faculty and staff, students, and parents.
- **School Climate Surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards, and conditions. They collect feedback from staff, students and/or family members.

## Professional Practice Goals

Professional Practice Goals contain evidence collected from multiple sources of data that examine a variety of measures of student learning, growth, and achievement. A Professional Practice Goal is mutually agreed upon by the leader and

their supervising administrator. Every leader develops at least one Professional Practice Goal with multiple measures of student learning, growth, and achievement (at least two). Professional Practice Goals should align with School Improvement Plans and they should support the needs of leaders, the educators and their students.

Measures of student learning, growth, and achievement may be based on standardized or curriculum-based measures; however, the supervising administrator will always discuss student progress and leader plans in relation to standardized testing data. Measures should provide high quality quantitative evidence about students' progress over the course of the year and qualitative evidence where appropriate. Measures should be written SMART (strategic, measureable, attainable, results-driven, and time bound) and should always reflect high expectations for achievement, behavioral improvement, content/skill growth or mastery.

We use the following measures of student learning to examine student growth over time and to develop school improvement plans that address whole group and subgroup populations:

- Annually determined standardized and non-standardized assessments
- Student work
- Curriculum based measures
- District Graduation Rates and Cohort Graduation Rates

Multiple measures should also include leader and educator growth and the organizational health of the building/department. The professional learning plan and the support from the supervising administrator will be consistent with the leader's professional status.

## **Tiered Support and Development**

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, within an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

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

### **Tier 1 (Annually)**

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 professional conversations, classroom visits, available district resources (e.g., books articles, videos, etc.), formal professional learning opportunities developed and designed by the district Professional Learning Council and other general support for all Leaders. These resources should be identified through a goal setting process.

### **Tier 2 (45 School Days Maximum)**

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



## Tier 3 (45 School Days Maximum)

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 leader and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria of 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.

On Tiers 2 & 3, copies of all documentation will be kept in the personnel file.

The Superintendent may immediately place a staff member in Tier 3 to address serious concerns.

## Corrective Support Plan (60 School Days)

A pattern of persistent lack of growth and reflection or resistance to 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. Leaders must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. 10-153b.

## Tier 2 and 3 Support (Maximum of 45 School Days on each Tier)

The purpose of Tier 2 and 3 support is for the leader and primary administrator to work collaboratively to focus and remedy an identified area for growth, in the form of a written plan. It is intended to address a concern in the early stage with a short term or series of short term plans. The intent of this plan is to be positive, remedial and supportive. The leader will receive verbal and written notification of being placed on these levels.

### Area for Growth:

The primary administrator must provide verbal and written notification that the non-tenured leader/ tenured leader is being moved into Tiered Support. Notification must identify which component(s) of the PSEL Standards and/or Student Learning Goals are needed for growth and the specific data used to identify the problem.

### Plan of Action:

Within five school days of meeting with the primary administrator, the leader, (with the support and assistance of the primary administrator) will develop and implement the plan of action to address the area(s) for growth.

The plan includes the following:

- Specific areas for growth
- Clear expectations for performance
- Resources and supports to be provided to address the areas for growth
- A timeline for meeting the performance expectation
- Indicators for success
- A date for review

The administrator will make one of the following recommendations:

- The problem or deficiency has been resolved satisfactorily and the leader returns to Tier 1 on Bethel Public Schools' Leader Evaluation and Support Plan.
- The leader has made progress but not yet addressed all concerns and remains at the current Tier for a mutually agreed upon time (not to exceed 45 school days).

- The problem has not been resolved, and the leader is placed on Tier 2 or 3.

The difference between Tier 2 and Tier 3 support is the intensity and frequency.

- At the conclusion of the Tier 2 or Tier 3, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representatives. Placement back on Tier 1 OR
- Moving to the next Tier

A non-tenured leader who does not demonstrate progress in Tier 1 may face non-renewal. Leaders who have not achieved tenure in Connecticut, will be placed on Tier 2 in years 2, 3 and 4 prior to a recommendation for non-renewal. For leaders who have received tenure in another Connecticut district, they will be placed on Tier 2, in year 2, prior to a recommendation for non-renewal.

## Corrective Support Plan (Maximum of 60 School Days)

The Corrective Support Plan is separate from the normal leader 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, leader and bargaining unit representatives.

- Recommendation for termination OR
- Placement on Tier 1

## Definition of a Successful Evaluation Process

A successful completion of the evaluation 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 and goal.
- The impact the leader's new learning and practice had on the leader's practice, organizational growth, educator growth, and student outcomes.
- Meeting the Professional Standards for Educational Leaders, particularly targeting the focus standards and goals mutually agreed upon by the leader and the supervising administrator as well as consistent student growth

A tiered support plan will be provided if there are multiple years of the school not meeting their measures of student learning and/or not consistently meeting the Professional Standards for Educational Leaders.

## Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional 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 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 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 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 work days of the meeting with their evaluators. The leader being evaluated may choose between two options.

### Option 1

The issue in dispute may be referred for resolution to a subcommittee. The Superintendent and the respective collective bargaining unit representative may each select one representative, 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.

### Option 2

The leader being evaluated requests that the Superintendent solely arbitrates 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.

## 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.
2. Days shall mean workdays. Both parties 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 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 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.

Any claims that the district has failed to follow the established procedures of the Educator Evaluation and Support Program shall be subject to the grievance procedures set forth by the collective bargaining unit.

# Appendix A - Forms

[Leader Evaluation Form](#)

[School/Department Improvement Plan](#)