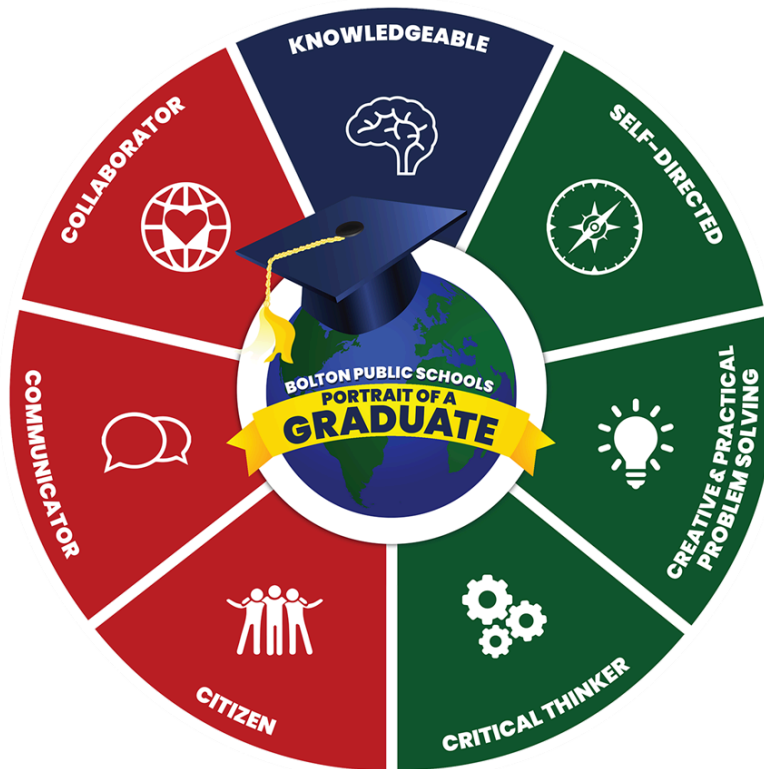


BOLTON PUBLIC SCHOOLS



Professional Growth, Evaluation, and Support Plan

2024-2025

**Professional Learning and Evaluation
Committee 2023-2024**

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Bolton Public Schools

Teacher Professional Learning and Evaluation Program

Introduction

This document outlines a model for the evaluation and development of teachers in the Bolton Public Schools. It is based on the [Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 \(CT Guidelines 2023\)](#). Bolton's Professional Learning and Evaluation Program represents our commitment to incorporating current, high-quality research in the creation of professional learning opportunities, to fostering best practices in teacher supervision and evaluation, and to improving student learning through effective curriculum, instruction, and assessment practices, in our classrooms, programs and schools.

Purpose and Rationale of the Evaluation System

When teachers succeed and grow, students succeed and grow. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers we need to clearly define excellent practices and results; give accurate, useful information about teachers' strengths and development areas; and provide opportunities for growth and recognition. Bolton believes that the primary purpose of professional learning is school improvement as measured by the learning outcomes of every student. Bolton's Professional Learning and Evaluation Program requires that educators take an active role in the improvement of their practice through engaging in a cycle of reflection, goal-setting, data collection and analysis, and effective action, with evaluation processes focused on student growth and professional goals. The purpose of the evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

Vision, Mission

All Bolton educators and leaders have the opportunity to develop and grow, both individually and collectively, through the educator and leader evaluation and support system. This plan demonstrates our commitment to continuous professional learning and high-quality feedback.

Using Bolton's Portrait of a Graduate, alongside district and school strategic plans, educator goals and professional learning opportunities are planned around identified student learning needs and areas of identified educator needs. Bolton's evaluation-based professional learning design has as its foundations the Standards for Professional Learning (Learning Forward, 2022). The following tenets of the Bolton program underscore the alignment to the Standards:

- **Educators' reflections on and professional conversations around the effect of their practice** on student achievement are critical to improved practices for both veteran and novice teachers.
- **School and district core values, goals, and expectations for student learning** are the foundations for improvement of practice and organizational functioning.
- **Differentiated professional learning** meets the needs of teachers, inspires individual and collective efficacy, builds leadership capacity and enhances the vitality of learning organizations.

Guiding Principles

The design of Bolton's educator evaluation and support model is grounded in six guiding principles that use high quality professional learning to advance leader practice, educator practice, and student learning, growth, and achievement.

- **Allow for differentiation of roles** (for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff).
- **Simplify and reduce the burden** (eliminate technical challenges, paperwork, steps).
- **Focus on things that matter** (identify high leverage goal focus areas).
- **Connect to best practices aimed at the development of the whole child** (including, but not limited to, academic, social, emotional, and physical development).
- **Focus on leader growth and agency** (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).
- **Meaningful connections to professional learning** (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- **Specific, timely, accurate, actionable, and reciprocal feedback.**

Evaluation of Educators Guiding Professional Standards

[Connecticut Common Core of Teaching, 2010](#)

[Teacher Leader Model Standards, 2010](#)

[School Social Work Standards, 2013](#)

[School Counselor Standards, 2019](#)

[School Psychologist Standards, 2020](#)

[Professional Learning Standards](#)

Educator Roles and Rubrics

[The Connecticut Common Core of Teaching \(CCT\), 2017](#)

[Teacher Leader Success Rubric](#)

[The CCT Rubric for Effective Service Delivery, 2017](#)

- General Education Teachers, including teachers in specialized content areas
- Special Education Teachers
- Content Area Specialists (reading, math, EL/ML)

- School Psychologists
- School Social Workers
- Guidance Counselors
- Speech/Language Pathologists

Rubric to be Determined by Role:

- Library/Media Specialists
- Instructional Coaches

Evaluation Phases for Observations

<u>Phase 1 - Years 1 and 2</u>	<u>Phase 2 - Years 3+</u>
<p><i>Educators new to the profession and/or new to Bolton Public Schools:</i></p> <p>Two, full-class observations of practice, each with a pre- and post-observation meeting; written and/or verbal feedback will be provided within five school days at the post-observation meeting.</p> <p>At least one additional formative observation* with written and verbal feedback</p> <p>One review of practice, focused on Domain 4 of the CCT, 2017</p> <p>For new educators hired mid-year, one full-class observation and one formative observation or review of practice will be required.</p> <p>For veteran teachers new to the district, movement to Phase 2 will be determined by the evaluator at the end of the educator's first year.</p>	<p><i>Tenured, and/or veteran educators:</i></p> <p>At least two, formative evaluations* and/or reviews of practice before the mid-year feedback meeting, based on the educator's role</p> <p>At least two, formative evaluations and/or reviews of practice before the end-of-year feedback meeting based on the educator's role.</p>
<p>*Feedback for formative evaluations will be in writing within five school days; the educator and/or evaluator may also request an in-person, post-observation meeting.</p>	

Educator Evaluation & Support Overview

Training and Orientation

Annually, the district will provide educators orientation and training sessions that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff. Teachers and administrators employed during or after the first year of implementation will be provided with access to the professional learning and evaluation program and will participate in training to ensure that they understand the elements and procedures of the program, processes and documents. This training will take place upon employment or prior to the beginning of the school year with members of Bolton's administration.

Evaluator Orientation and Support

Understanding of Bolton's Professional Learning and Evaluation program features, Connecticut's Common Core of Teaching (CCT), Common Core of Leading/Standards for School Leaders, Common Core State Standards, Standards for Professional Learning, and the components of professional observation and feedback is essential to facilitating the evaluation process and promoting educator and student growth. To that end, evaluators will be provided with ongoing training and support in the use and application of Bolton's Professional Learning and Evaluation Program. Evaluators will review program elements and procedures prior to the beginning of each school year. Plans for staff training will be coordinated annually by Bolton's administrative team.

New Educator Support and Induction

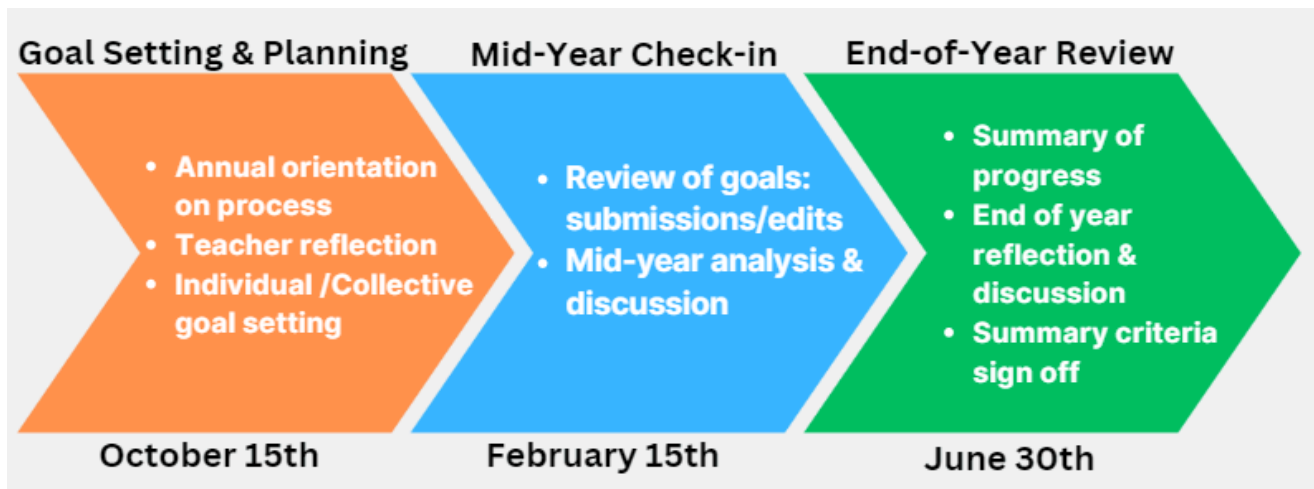
In addition to participation in Connecticut's Teacher Evaluation And Mentoring program (TEAM), new teachers may choose to align their professional goals with those addressed in their chosen TEAM modules. This decision will be made with input from the primary evaluator, and may include the new teacher's mentor.

Focus on Continuous Professional Learning

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide educators with ongoing learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three performance conversations at the beginning, middle, and end of a year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback for each teacher on professional goals and identify growth opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.



Orientation on the educator evaluation and support process shall take place prior to the start of the process, no later than October 15.

The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/Review of practice
- Tiered supports
- Dispute resolution

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

Goal(s) Setting (Completed by October 15th):

The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement.

The educator and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment (see appendix K).

For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules would enhance their learning and practice.

Midyear Check-in (Completed by February 15):

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

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

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

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

The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process. Educators sign off on their summaries at the end of each year.

Professional Practice and Educator Growth

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

Observation of Professional Practice and Feedback

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

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

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goals.
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one’s experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent and reciprocal

Growth Criteria

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

- Reflection supported with evidence of the impact of the educators’ new learning on their practice/goal.
- The impact the educators’ new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- Next steps.

Tiered Support and Corrective Support

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

Tier 1

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

Tier 2

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 3

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

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 educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

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

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

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

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 five school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator.
3. If the dispute persists, a panel composed of the educator, local association president or designee, superintendent, and a mutually agreed upon neutral third party (building administrator, secondary evaluator, academic leader, PDEC representative, etc.) shall resolve disputes where the evaluator and educator cannot agree on goals, the evaluation period, feedback from site visits/observations, or final summative feedback. Resolutions must be topic-specific and occur within 15 school days. Should the process established not result in resolution of a given issue, the superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

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

within five workdays, the educator shall be considered to have waived the right of appeal.

4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further

Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year. For purposes of this section, the term “teacher” shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

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Evaluation of Leaders

Connecticut School Leadership Standards

The Connecticut Leader Evaluation and Support Rubric (2017)

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



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

Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity

for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

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

The graphic below, adapted from Learning Forward’s Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.



<u>Evaluation Timeline</u>		
<u>Goal Setting</u> Completed by October 15th	<u>Mid-Year Check-In</u> Completed by February 15th	<u>End of Year Reflection</u> Completed by June 30th
Beginning of the Year Goal(s) and Planning <ul style="list-style-type: none"> - Self-reflect - Review evidence Goal(s), Rationale, Alignment, and Professional Learning Plan <ul style="list-style-type: none"> - Draft goal(s), rationale, alignment, professional learning plan Goal Setting Conference <ul style="list-style-type: none"> - Manually agree on 1-, 2-, or 3-year goal(s) - Determine individual or group goal(s) - Mutually agree on professional learning needs and support 	Mid-Year Check-in: Reflection, Adjustments, and Next Steps <ul style="list-style-type: none"> - Review & discuss currently collected evidence towards goal(s) and of practice - Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement Mid-Year Conference <ul style="list-style-type: none"> - Discuss evidence, reflection, and feedback from evaluator - Adjust and revise as needed 	End-of-Year Reflection and Feedback Process <ul style="list-style-type: none"> - Self-reflections: Review & discuss professional, evidence of impact on organizational health, educator and student learning, growth and achievement End-of-Year Conference/Summative Feedback and Growth Criteria <ul style="list-style-type: none"> - Evaluator provides written summative feedback and guide next steps - Annual summary sign-off

*All administrators in Bolton are evaluated on the same timeline with at least two observations of professional practice and/or site visits each year. This number may be increased at the discretion of the evaluator.

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

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

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

Goal(s) Setting (Completed by October 15th):

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals. Goals should always be connected to standards recommended by the PDEC and approved by the local board of education.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning

partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

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

The leader shares the above with their evaluator during an initial goal setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

Midyear Check-in (Completed by March 1st):

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

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

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

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

Professional Practice and Leader Growth

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

sources, including site visits, student and staff feedback, or family engagement.

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback.

Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days. "Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:

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

Growth Criteria

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

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

Tiered Support and Corrective Support Planning

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented 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. 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, leader and their exclusive bargaining representative if applicable.

Tier 1

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

Tier 2

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

Tier 3

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

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support 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 for certified leaders chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan must contain:

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

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

Dispute Resolution Process

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

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these

discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

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

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

Within five school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.

If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the Director of Human Resources or designee within five workdays of the meeting with his/her/their evaluator (step 1). At that point, a panel composed of the Director of Human Resources, local association president or designee, and a neutral third party from PDEC shall resolve disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative evaluation. Resolutions must be topic-specific within 10 school days. Should the established process not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent, with the Director of Human Resources, based on feedback provided by the panel.

Time Limits

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

APPENDICES: EDUCATOR AND LEADER RESOURCES

Appendix A: Role of the Professional Development and Evaluation Committee

Appendix B: Glossary of Terms

Appendix C: Year-at-a-Glance

Appendix D: Goal Setting Forms

Appendix E: Sample Reflection Questions

Appendix F: Sources of Evidence

Appendix G: Single-Point Evidence Guides

Appendix H: Sample Corrective Support Plan - Educator

Appendix A: Role of the Professional and Evaluation Committee (PDEC)

At Bolton Public Schools, the PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan.

Pursuant to [Connecticut General Statute 10-220a](#) and [Public Act 23-159 Section 11 \(b\) \(3\)](#), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. In Bolton, the PDEC is chaired by the Director of Teaching and Learning and includes representation from paraeducators, educators, and administrators.

The duties of PDECs shall include, but are not limited to:

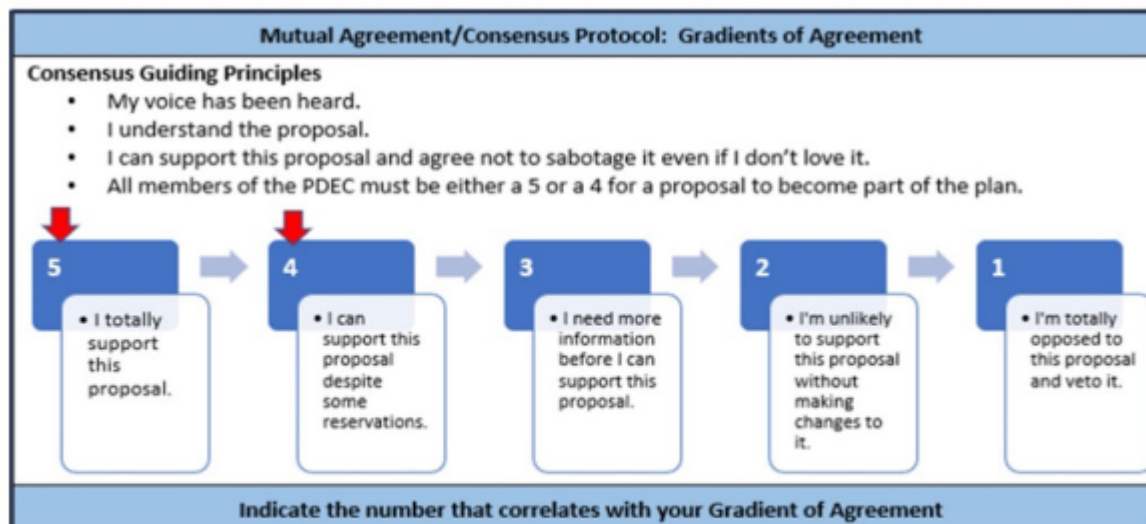
- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the model educator and leader evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Appendix B: Glossary of Terms

Consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with. By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.



From *Consensus decision making*. Seeds for Change. (n.d.).
<https://www.seedsforchange.org.uk/consensus>

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; supportive actions from the evaluator; and outcomes or further action as determined in consultation with the evaluator, leader, and bargaining unit representative.

Complementary evaluators: Complementary evaluators are members of the administrative team who assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives and providing additional feedback. A complementary evaluator should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:

- The Supporting Teacher Effectiveness Project (STEP)
- Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and Model System for Educator Evaluation
- Ohio Department of Education – Ohio Teacher Evaluation System (OTES 2.0) Framework
- Connecticut TEAM Process (CAPA)

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

Evidence: Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations, student feedback, and reflections of the educator/leader impact on student learning, growth, and achievement, *organizational health*, *site visit feedback*, and/or *educator growth*, as part of the feedback process*.

Formative Observations: A formative observation is a planned or unplanned visit intended to provide feedback about educator performance. This typically includes either verbal and/or written feedback provided to the educator within five school days.

Full-class observations: A full-class observation is a structured and planned process of watching, assessing, and providing feedback on a teacher's performance. This typically includes a pre-conference and post-conference and results in verbal and/or written feedback within five school days.

Goals and standards: Should be a high leverage goal based on professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of practice.

Growth criteria: Successful completion of the Continuous Improvement Process, supported with evidence that includes the impact new learning had on their practice/goal, along with a reflection on challenges and next steps; and the impact on student learning, growth, and/or achievement, *organizational health*, and/or *educator growth*, supported by evidence*.

High leverage goals: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus. They address strategies for development of human capital (people), instruction (knowledge and skills), and *organizational management that transcends schools (Grissom, et al., 2021)**.

Leader: A leader is defined as someone in a leadership position who has attained the 092 certification. This may include assistant superintendent, principal, dean of students, assistant/vice principal, pupil services director, or department chair. This is not an exhaustive list, rather to illustrate the definition.

Multiple measures: Can include, but is not limited to, student learning, educator learning, cultural changes, growth, achievement, *structures and systems to support educator learning and growth*, and *culture and climate changes*, as mutually agreed upon during the goal-setting process and may include additional evidence relative to one or more competencies*.

PDEC (Professional Development and Evaluation Committee): The Professional Development and Evaluation Committee serves as the collaborative decision maker to create, revise, and monitor the evaluation and support program for the district, as well as the professional learning plan for certified employees of the district.

Primary evaluator: For most teachers, the school Principal, Assistant Principal, Dean of Students, Director of Instructional Technology and Curriculum, or the Director of Student Services, who will be responsible for the overall evaluation process. Primary evaluators will have sole responsibility for the summative feedback meeting.

Professional learning: Professional learning and growth are centered around accelerating personal and collective learning and building the capacity of 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.

[Examples of Professional Learning for Leaders](#)

[Examples of Professional Learning for Educators](#)

Review of practice: Reviews of practice are 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, educator or student work, or data team meetings.

Rubric: A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.

Single point competency: A description of a standard of behavior or performance that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric.

Site visits: A site visit provides an opportunity for observation and dialogue with the leader that may include but is not limited to leader engagement with educators, families or other partners in the work with a focus on the leader's goal.

Student outcomes: Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal setting process.

Tiered support:

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

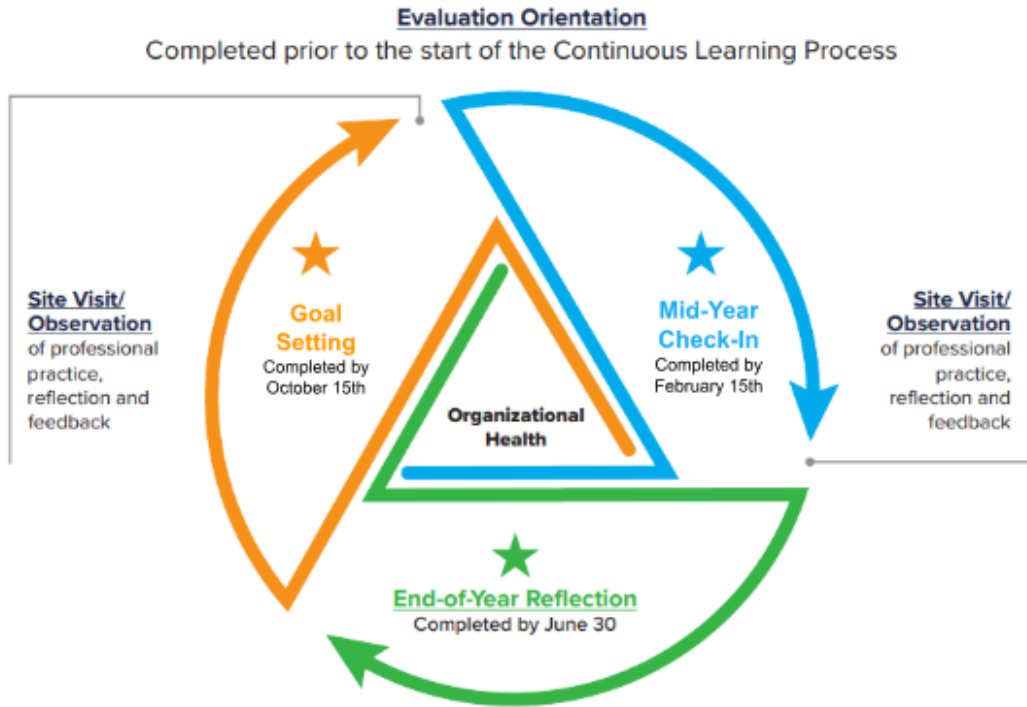
Tier 2 In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

Tier 3 Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

Appendix C: Year-at-a-Glance

Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator (092 or 093).

Continuous Learning Process



<u>Evaluation Orientation</u>		
<u>Goal Setting</u> Completed by October 15th	<u>Mid-Year Check-In</u> Completed by February 15th	<u>End of Year Reflection</u> Completed by June 30th
Beginning of the Year Goal(s) and Planning <ul style="list-style-type: none"> - Self-reflect - Review evidence Goal(s), Rationale, Alignment, and Professional Learning Plan <ul style="list-style-type: none"> - Draft goal(s), rationale, alignment, professional learning plan Goal Setting Conference <ul style="list-style-type: none"> - Manually agree on 1-, 2-, or 3- year goal(s) - Determine individual or group goal(s) - Mutually agree on professional learning needs and support 	Mid-Year Check-in: Reflection, Adjustments, and Next Steps <ul style="list-style-type: none"> - Review & discuss currently collected evidence towards goal(s) and of practice - Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement Mid-Year Conference <ul style="list-style-type: none"> - Discuss evidence, reflection, and feedback from evaluator - Adjust and revise as needed 	End-of-Year Reflection and Feedback Process <ul style="list-style-type: none"> - Self-reflections: Review & discuss professional, evidence of impact on organizational health, educator and student learning, growth and achievement End-of-Year Conference/Summative Feedback and Growth Criteria <ul style="list-style-type: none"> - Evaluator provides written summative feedback and guide next steps - Annual summary sign-off

Appendix D: Goal Setting Forms/End of Year - Educator

Goal Setting Forms – Mid-Year – End-of-Year

Professional Goal Setting Form	
Demographic Information	
Name	
Role	
Primary Evaluator	
Secondary Evaluator (if applicable)	
Self Reflection/Assessment: Using the appropriate Professional Standards and Criteria and a review of our school improvement plan, reflect on your current practice and any results/challenges achieved from the previous year (if applicable). Use concrete examples of your current practice to summarize your reflection and identify how your practice may be improved.	
Goal Development Through consideration of your own self-reflection/assessment of practice and the district/school improvement plans, examine current levels of performance across multiple indicators of student success for the students you serve. Possible measures of student progress/success include but are not limited to: <ul style="list-style-type: none"> artifacts, assessments, student work samples/portfolios, student surveys, mastery-based demonstrations of academic achievement, etc. (see Appendix E) 	
Areas of Strength	Areas of Need
Anticipated Impact Based on the standards and criteria specific to your role, how will the growth of your own professional practice have a positive impact on student learning?	
Goal Statement 1	Measures of Success: <i>How will you measure your growth and the impact on students as a result of your learning?</i>
Goal Statement 2 (if applicable)	Measures of Success: <i>How will you measure your growth and the impact on students as a result of your learning?</i>

ACTION PLANNING FOR PROFESSIONAL GROWTH & ACHIEVEMENT

Describe the actions you will take and professional learning you plan to engage in (PLC work, readings, observation of/collaboration with colleagues, etc) to develop the new knowledge and skills necessary to impact student achievement. Include how and when you will measure the impact of your actions on your overall goal.

Step	List the highest leverage key action steps you or your team will complete. Consider a progression of actions throughout the year	Professional Learning	Measure/Indicator (Used to monitor performance, process improvement and/or completion)	Oct.	Jan.	May/ June
1						
2						
3						
4						
5						
6						

ACTION PLANNING FOR GROWTH & ACHIEVEMENT SUPPORT

PRIMARY EVALUATOR: Describe the best methods and plan for interactions that will allow you to best support the educator in achieving their goals.

Step	List the highest leverage key action steps you or your team will complete. Consider a progression of actions throughout the year	Professional Learning	Measure/Indicator (Used to monitor performance, process improvement and/or completion)	Oct.	Jan	May/ June
1						
2						
3						
4						
5						
6						

GOAL SETTING MEETING: SUBMISSION OF GOALS AND COMPLETED REVIEW

Date of Submission	Signed (Employee/Educator)	Date of Final Review
Date of Submission	Signed (Primary Evaluator)	Date of Final Review

MID-YEAR REVIEW

MID-YEAR REFLECTION: REFLECTION AND COMPLETED REVIEW

Using your ***ACTION PLANNING FOR GROWTH AND ACHIEVEMENT***, consider any necessary adjustments to your plan for the second half of the year. This should include any ideas for modifications to the support/feedback provided during the first half of the year to be reviewed by the supervisor.

Professional/Educator Reflection:

Supervisor Reflection:

Date of Submission	Signed (Employee/Educator)	Date of Final Review
Date of Submission	Signed (Primary Evaluator)	Date of Final Review

END-OF-YEAR SUMMATIVE ANALYSIS

END-OF-YEAR REFLECTION: REFLECTION AND COMPLETED REVIEW

Using your ***ACTION PLANNING FOR GROWTH AND ACHIEVEMENT***, reflect on how you have met your stated goal(s).

Professional/Educator Reflection:

Supervisor Reflection:

Date of Submission	Signed (Employee/Educator)	Date of Final Review
Date of Submission	Signed (Primary Evaluator)	Date of Final Review

END-OF-YEAR SUMMARY CRITERIA

Throughout the year the educator will engage in the following actions, reflection, learning and practice to demonstrate success. Successful completion of goal and supporting evidence includes:

- ☐ A mutually agreed upon goal was developed or reviewed.
 - ☐ Evidence of professional learning and growth was provided.
 - ☐ Multiple sources of evidence, reflection, and growth were aligned to the goal.
 - ☐ Participation in feedback visits and conversations took place, as required.
 - ☐ The educator's self-reflections are aligned to the goal, and clear action steps for the next year are included if there is a multi-year goal.
 - ☐ The educator shares their determination regarding whether or not the criteria above have been successfully met.
- Should there be a discrepancy in the determination of whether the teacher or leader has successfully met or has not met the Criteria for Success, the educator or leader may go through the Dispute Resolution Process

Goal Setting Forms - Leader

Bolton Public Schools leaders will be using the Model Connecticut Leader Evaluation and Support Plan documents, linked here:

[Goal Setting Form](#)

[Mid-Year Check-in](#)

[End of Year](#)

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' 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?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions Indicators of Success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

- What do you observe in your evidence?

- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

Appendix F: Sources of Evidence/Measures of Student Progress

Sample Sources of Evidence

Observations	Artifacts Review	Collegial Conversations
Evidence/artifacts may include, but are not limited to:		
<p>Observations of:</p> <ul style="list-style-type: none"> ● Teacher practice, student participation, classroom environment, resource use. etc. ● Team Meetings ● Case Reviews ● Coaching/mentoring other educators ● PLCs ● Collaboration with colleagues ● Crisis response ● Consultations with parents ● Other facilitated meetings (504s/PPTs) ● Professional Development ● Collaborative curriculum work ● SRBI meetings ● Student Success Plans ● Leadership meetings 	<ul style="list-style-type: none"> ● Lesson/Unit plans ● Student assessments ● Student work samples ● Student data ● Call logs and/or notes from parent meetings ● Attendance of outside professional learning or school-based activities, along with a reflection on new learning ● Extension/enrichment activities 	<ul style="list-style-type: none"> ● Goal setting meetings ● Self-reflection conversations ● Mid-year meetings ● End-of-Year meetings ● Team building activities ● Coaching sessions ● Leadership meetings
Development of New Learning and Impact on Practice		
Educators can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus.		
Impact on Students		
Educators can demonstrate how they positively impacted student learning within the continuous learning process using a variety of evidence and can articulate connections/rationale between the improved learning and their own changes in practice		

Single Point Competency Rubric based on Simplified CCT for Classroom Teachers

Positive Learning Environment, Student Engagement, and Commitment to Learning		
Areas of Strength	Effective Practice <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The teacher establishes a positive learning environment in which:</p> <ul style="list-style-type: none"> • Positive and respectful interactions between teacher and students are evident and consistent. • Positive social interactions among students are evident and consistent. • The teacher recognizes and incorporates students' cultural, social, and developmental diversity to enrich learning opportunities. • Appropriate standards of behavior are well established and consistently maintained. • Routines and transitions are effectively managed to maximize instructional time. • Students are encouraged to self-regulate and take responsibility for their actions. • The teacher uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways. • The learning environment is one in which most students are willing to take risks and feel safe to make and learn from mistakes. • Other observed indicators <p><i>*Not all indicators must be observed in a single lesson</i></p>	
Additional Notes:		
Add Claim-Connect-Action:		

Instruction for Active Learning		
<i>Areas of Strength</i>	<i>Effective Practice</i> <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	<i>Possible Next Steps</i>
	<p>The teacher implements effective instruction for active learning which:</p> <ul style="list-style-type: none"> • Communicates clear expectations. • Clearly presents instructional content in a logical and purposeful progression at the appropriate level of challenge to advance the learning of all students. • Employs differentiated strategies, tasks, and questions that cognitively engage all students. • Utilizes resources and flexible groupings that encourage students to demonstrate new learning in multiple ways. • Fosters students' autonomy by providing appropriate choices for students. • Provides multiple opportunities for students to develop independence as learners. • Encourages critical thinking, creative problem solving, discourse, and inquiry. • Adjusts instruction as needed in response to individual and group performance. • Provides individualized, descriptive feedback that is accurate, actionable, and helps students advance their learning. • Other observed indicators <p><i>*Not all indicators must be observed in a single lesson</i></p>	
<i>Additional Notes:</i>		
<i>Add Claim-Connect-Action:</i>		

Single Point Competency Rubric based on Simplified CCT Rubric for Effective Service Delivery

Positive Learning Environment, Student Engagement, and Commitment to Learning		
<i>Areas of Strength</i>	<i>Effective Practice</i> <i>Adapted from the CCT Rubric for Effective Service Delivery, 2017</i>	<i>Possible Next Steps</i>
	<p>The service providers establish a positive learning environment in which:</p> <ul style="list-style-type: none"> • Positive and respectful interactions between provider and students are evident and consistent. • Positive social interactions among students are evident and consistent. • The provider recognizes and incorporates students' cultural, social, and developmental diversity to enrich learning opportunities. • Appropriate standards of behavior are well established and consistently maintained. • Routines and transitions are effectively managed to maximize instructional time. • Students are encouraged to self-regulate and take responsibility for their actions. • The provider uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways. • The learning environment is one in which most students are willing to take risks and feel safe to make and learn from mistakes. • Other observed indicators <p><i>*Not all indicators must be observed in a single lesson</i></p>	
<i>Additional Notes:</i>		
<i>Add Claim-Connect-Action:</i>		

Service Delivery		
Areas of Strength	Effective Practice <i>Adapted from the CCT Rubric for Effective Service Delivery, 2017</i>	Possible Next Steps
	<p>The service provider establishes a positive learning environment in which they:</p> <ul style="list-style-type: none"> • Communicate clear academic and/or social/behavioral expectations. • Clearly present instructional content in a logical and purposeful progression at the appropriate level of challenge to advance the learning of all students. • Employ differentiated strategies, tasks, and questions that promote problem solving, critical and creative thinking, an purposeful discourse/inquiry • Utilizes resources and flexible groupings that encourage students to demonstrate new learning in multiple ways. • Fosters students' autonomy by providing appropriate choices for students. • Provides multiple opportunities for students to develop independence as learners. • Encourages critical thinking, creative problem solving, discourse, and inquiry. • Adjusts instruction as needed in response to individual and group performance. • Provides individualized, descriptive feedback that is accurate, actionable, and helps students advance their learning. • Communicates specific, observable, and measurable criteria for student success. • Other observed indicators <p><i>*Not all indicators must be observed in a single lesson</i></p>	
Additional Notes:		
Add Claim-Connect-Action:		

Single Point Competency Rubric for Review of Practice,

Based on Simplified CCT Domain 4 for Teachers and Service Providers

Professional Learning, Professional Responsibilities, and Effective Collaboration		
Areas of Strength	Effective Practice	Possible Next Steps
	<p><i>Adapted from Domain 4 of the CCT Rubric for Effective Teaching 2017</i></p> <p>Teachers and Service Providers maximize support for student learning by developing and demonstrating professionalism, collaboration, and leadership. They accomplish this by:</p> <ul style="list-style-type: none"> • Self-evaluating and reflecting on individual practice and its impact on student learning, identifying areas for improvement, and taking action to improve professional practice. • Responding to supervisor or peer feedback and making changes in practice based on feedback. • Collaborating to develop and sustain a professional learning environment to support student learning. • Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning. • Interacting with students, families, and the community in a culturally respectful manner. • Consistently exhibiting professional responsibility and ethical practices in accordance with the Connecticut Code of Responsibility for Teachers. • Other observed indicators <p><i>*Not all indicators must be observed in a single lesson, activity, or meeting</i></p>	
Additional Notes:		
Add Claim-Connect-Action:		

Appendix H: Sample Corrective Support Plans

EDUCATOR SAMPLE

(Sample)

<Educator A> has consistently struggled with classroom management. Tiered supports have been provided by the evaluator throughout the year. <Educator A> has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:

To improve classroom management practices in order to improve a positive learning environment (CCT – 1A) to support learning.

(Suggested) Resources:

- Observe a mutually agreed peer for structures, systems, and dispositions that support positive classroom management skills.
- Read and discuss “The First Six Weeks of School” - Center for Responsive Classroom with evaluator.
- Training in Restorative Practices.

Timeframes:

- Educator A will remain on this Corrective Support Plan for six weeks.
- Improvements in classroom management within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:

- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of the building, as appropriate.
- Modeling of effective classroom management strategies
- Weekly, bi-weekly meetings with progress reporting from Teacher A and written feedback from evaluator (dependent upon need for plan)

Corrective Support Plan Template

<Educator being evaluated> has consistently struggled with _____. Tiered supports have been provided by the evaluator throughout the year. <Educator being evaluated> has demonstrated a lack of growth/improvement, which has led the <Evaluator> to assign a Corrective Support Plan.

Objective:

To improve _____ (Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Educator being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan - typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Educator A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of the building, as appropriate.

LEADER SAMPLE

<Leader A> has consistently struggled with communicating appropriately with a variety of constituents. Tiered supports have been provided by the evaluator throughout the year. <Leader A> has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:

To improve engagement with families in communities (PSEL – Standard 8) and to improve operations in management (PSEL – Standard 9)

Resources:

- All communications previewed by the evaluator for content and timeliness.
- Collaboration with other district leaders for exemplars of communication.

Timeframes:

- Leader A will remain on this Corrective Support Plan for six weeks.
- Improvements in communication within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan).
- All resources made available.
- Modeling of effective communication practices with role play opportunities.
- Timely feedback in person and in writing (weekly/bi-weekly meetings).
- Management of access to learning opportunities in and out of the building, as appropriate.

Corrective Support Plan Template

(Leader being evaluated) has consistently struggled with _____. Tiered supports have been provided by the evaluator throughout the year. (Leader being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective:

To improve _____
_____ (Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Leader being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

(Length of the Corrective Support Plan – typically six to eight weeks in length)

Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of the building, as appropriate.

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