Brookfield Evaluation and Support Plan 2024

BROOKFIELD PUBLIC SCHOOLS

"Create Your Tomorrow"

2023-2024 Professional Development and Evaluation Committee (PDEC)

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BROOKFIELD PUBLIC SCHOOLS

"Create Your Tomorrow"

Vision

All Brookfield school administrators have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the administrator evaluation and support system so that all Brookfield educators and students experience growth and success.

Guiding Principles

The transformational design of the administrator evaluation and support model is grounded in seven guiding principles that use high quality professional learning to advance administrator practice, educator practice, and student learning, growth, and achievement.

- **Allow for differentiation of roles** *(for example for administrators: assistant superintendents, director of pupil services, various administrators in central office, principal, assistant principal*).
- **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 administrator 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** (p*rovide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).*
- **Specific, timely, accurate, actionable, and reciprocal feedback.**

Connecticut Guidelines for Administrator Evaluation and Support 2023 Components: Reimagining Administrator Evaluation and Support

The design of the Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements.

- Standards and criteria
- Goal setting process
- Professional practice and educator* growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

Standards and Criteria for Administrators

One of the primary goals of the administrator evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Administrator discussions of practice are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. A standards framework and rubric work together to serve as support for self-evaluation, dialogue, feedback, and the professional learning process. A single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

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 administrator knowledge, promote reflection, and maximize administrator impact. As a tool, the professional learning standards help administrators intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for administrators, 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 administrators 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 administrators to address organizational system and structure questions. In this process, the administrator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the administrator through the learning and growth process. Within the process, the administrator collaborates and serves as a reflective practitioner to determine mutually agreed upon administrator goal(s), professional practice and administrator growth, and observation/site visit and feedback focus.

Within the continuous learning process, administrators 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 administrators foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational administrators 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 administrators 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 administrators believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

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

Below is a graphic with the associated steps, reflections, and a table with linked resources. All administrators are assigned a primary evaluator (092 or 093)

Administrator Continuous Learning Process
Evaluation Orientation (documented on Goal Setting form) is completed annually prior to goal setting.
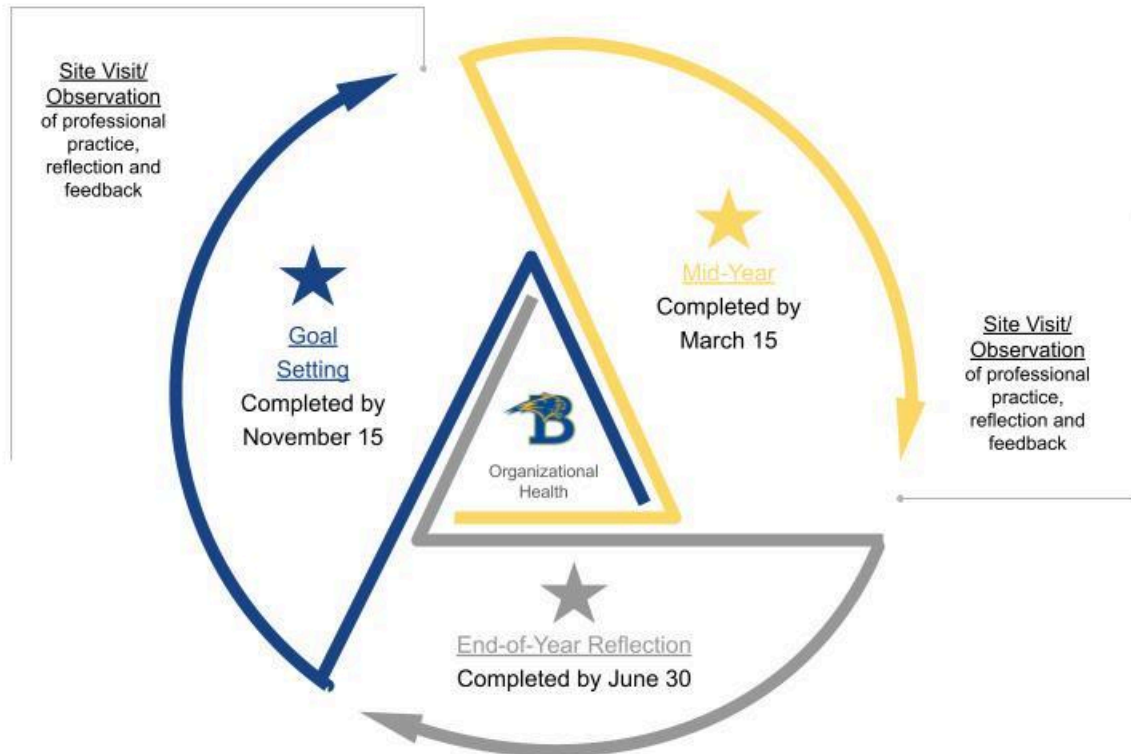
Cycle of Check-ins

Goal Setting Completed by November 15	Mid-year Check- in Completed by March 15	End-of-Year Reflection Completed by June 30
Beginning of the Year Goal(s) and Planning • Self reflect • Review evidence **Goal(s), Rationale, Alignment, and Professional Learning Plan** • Draft the Beginning of Year (BOY) Goals and Planning Form **Goal Setting Conference** • Mutually agree on 1-, 2-, or 3-year goal(s) • Determine individual or group goal(s) • Mutually agree on professional learning needs and support	**Mid-Year Reflection, Adjustments, and Next Steps** • Review currently collected evidence towards goal(s) and of practice • Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement **Mid-Year Conference** • Discuss evidence, reflection, and feedback from evaluator • Adjust and revise as needed	**End-of-Year Reflection** • Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement **End-of-Year Conference/ Summative Feedback and Growth Criteria** • Evaluator provides written summative feedback and guides next steps • Annual Summary sign-off

*Site/Visit Observation Forms are linked to the graphic

Most forms for documentation are hyperlinked within the table of the continuous learning process with further detail for each step. Forms can also be found in the appendix of this document.

[Orientation](#) (Completed prior to the start of the annual process)

Orientation on the administrator 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.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of administrator growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the administrator 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 single point rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

[Goal(s) Setting](#) (Completed by November 15)

Administrators 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 ([see appendix B](#)). Goals should always be connected to standards recommended by the PDEC and approved by the local board of education.

The continuous learning process begins with dialogue around administrators' 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 administrator practice, educator and student outcomes, and organizational growth.

The administrator will:

- Self-assess using the identified rubric.
- Identify a high leverage goal that impacts administrator practice and educator and organizational growth.
- Identify an individual or a collaborative goal that will have an impact on educators, students, and community.
- Develop a proposed professional learning plan to build knowledge and skill.

The administrator communicates 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 administrator takes place to refine the proposed goal and professional learning plan as needed. In partnership, the administrator 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](#) (Completed by March 15):

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

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

End-of-year reflection provides an opportunity for the administrator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the administrator's goal(s); professional learning as it relates to the administrator'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 by the evaluator includes the impact on administrator 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 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 administrator'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 administrator's successful completion of the professional learning process.

Professional Practice and Administrator Growth

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

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 administrators with feedback based on evidence, standards, and administrator's goal(s); and/ensure timely access to planned support(s); and collect evidence of administrator 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 :

  • includes multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
  • is personalized
  • is learning-focused and/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 and refine knowledge, attitudes, skills, and/or practices
  • is timely, frequent, and reciprocal

Definition of Cohorts	
Cohort 1	**Cohort 2**
Who:	**Who:**
• New to administrator role (e.g., principal from assistant principal etc.; first three years)	• Administrators who have successfully completed Cohort 1 in Brookfield Public Schools
• New to Brookfield Public School (first 3 years)	**What:**
What:	• Two reviews of professional practice
• Three reviews of professional practice	
● First review of professional practice should occur between goal setting and mid year check ins.	● First review of professional practice should occur between goal setting and mid year check ins.
● Second review of professional practice should occur between mid year and end of year check ins	● Second review of professional practice should occur between mid year and end of year check ins
● Third review of professional practice can occur at any point between goal setting and May 15	● Feedback, written and verbal, one of which must occur within five school days
● Feedback, written and verbal, one of which must occur within five school days	● Additional reviews of professional practice as mutually agreed upon or necessary
● Additional reviews of professional practice as mutually agreed upon or necessary	

Growth Criteria

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

• Reflection supported with evidence of the impact of the administrator's new learning on their practice/goal

• The impact the administrator's new learning and practice had on the administrator's practice, organizational growth, educator growth, and student outcomes.

• Next steps

See appendix C for further detail.

Tiered Support and Corrective Support Planning

All administrators require access to high-quality, targeted professional learning support to improve practice over time. Administrators 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 an administrator 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, administrator and their exclusive bargaining representative, if applicable.

Tier 1

It is the expectation that all administrators 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 administrator 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 <u>duration, frequency, and focus</u> (e.g., observation of specific leadership practices, etc.) that can be either suggested by the administrator and/or recommended by an evaluator. The start date the administrator is receiving this level of support should be clearly documented.

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, <u>and criteria for success,</u> and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, administrator and their exclusive bargaining representative for certified administrators chosen pursuant to C.G.S. §10- 153b. The start date and duration of time an administrator 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 administrator on a Corrective Support Plan with <u>indicators of success</u> 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, administrator and their exclusive bargaining representative for certified administrators 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.

Along with the above, an additional evaluator may be invited in by either party to assist with the corrective support plan. This additional evaluator will be assigned by the superintendent or designee.

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

See appendix G or 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/administrators and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should an administrator 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 administrator 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 administrator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

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

Step 1:

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

Step 2:

If there has been no resolution (through Step 1), the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within five workdays of the meeting with his/her/their evaluator (step 1). The administrator being evaluated may choose between two options.

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.* The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision.

Step 3:

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

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The administrator 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 administrator shall be considered to have waived the right of appeal.

4. The administrator 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.

The Role of the Professional Development and Evaluation Committee (PDEC)

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 to propose to the local board of education for mutual agreement.

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 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. It is vital that individuals selected as delegates for administrators, teachers, paraeducators, and other school personnel are representative of the various classifications within the groups (see examples below).

Other School Personnel	Educator	Administrator
• Attendance counselor • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support staff	• Classroom teacher • CTE teacher • Library media specialist • Reading interventionist • Instructional coach • Special education teacher • Social worker • School psychologist • Speech pathologist	• Principal • Assistant principal • TESOL supervisor • Special education supervisor • Assistant superintendent • Curriculum coordinator • Talent development supervisor

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 administrator 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 state model evaluation and support plan adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and administrator 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 administrator evaluation and support program developed by such board, provided that the program is consistent with the guidelines adopted by the State Board of Education.

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.

Appendices — Administrator:

Information and Resources to Support Effective Implementation

Appendix A: Sample Reflection Questions - Administrator

Self-Reflection Sample Questions

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

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 administrator?
- 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 B: Definition of Cohorts – Administrator

Cohort 1	Cohort 2
Cohort 1 **Who:** • New to administrator role (e.g., principal from assistant principal etc.; first three years) • New to Brookfield Public School (first 3 years) **What:** • Three reviews of professional practice ● First review of professional practice should occur between goal setting and mid year check ins. ● Second review of professional practice should occur between mid year and end of year check ins ● Third review of professional practice can occur at any point between goal setting and May 15 ● Feedback, written and verbal, one of which must occur within five school days ● Additional reviews of professional practice as mutually agreed upon or necessary	**Cohort 2** **Who:** • Administrators who have successfully completed Cohort 1 in Brookfield Public Schools **What:** • Two reviews of professional practice ● First review of professional practice should occur between goal setting and mid year check ins. ● Second review of professional practice should occur between mid year and end of year check ins ● Feedback, written and verbal, one of which must occur within five school days ● Additional reviews of professional practice as mutually agreed upon or necessary

Appendix C: Growth Criteria and Sources of Evidence – Administrator

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice • The administrator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice. **Impact on the Organization** • The administrator can demonstrate how they positively impacted the organizational health and can articulate connections/ rationale between the improved learning and their own changes in practice. **Impact on Community** • The administrator can demonstrate how they worked effectively with colleagues/ families/community.	• Information from site visits • Strategic plans • Learning walk/instructional rounds • Self-reflection (e.g., journals, learning logs) • administrator created professional learning materials • Operational artifacts (e.g., schedules, procedural revisions) • Educator learning outcomes • Policy updates • Community communications • Constituent feedback • Program development and implementation • Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) • Systems and structures

Appendix D: General Glossary – Administrator

administrator: An administrator in Brookfield Public Schools is defined as someone who serves in a leadership position that requires the 092 certification, including assistant superintendent and all eligible members of the Brookfield Administrators Association. Superintendents will confirm district administrators with evaluation roles.

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 administrator 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 administrator and their exclusive bargaining representative for certified administrators 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, administrator, and bargaining unit representative.

check-ins: Formal or informal meetings or conferences held in the spirit of collaboration between the administrator and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence and learning, and next steps in one's learning.

community: A school community typically refers to the localized group of students, administrators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school.

A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

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. The process includes components that are both self-directed and collaborative. The Connecticut TEAM Process (CAPA) is an example of a continuous learning process.

dispute resolution: A process for resolving disputes in cases where the evaluator and administrator 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 of practice, site visit feedback, and reflections of the administrator impact on organizational health, educator growth, and student learning, growth, and achievement as part of the administrator feedback process.

feedback (written and verbal): "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 (where the exchange of ideas leads to deeper learning through reflection from both parties)

Based on Killion, J. (2019). *The feedback process: Transforming Feedback for Professional Learning. Learning Forward.*

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: A measure for successful completion of the Continuous Improvement Process. Growth criteria is supported by evidence supporting the impact the administrator's new learning had on their practice/goal, a reflection on challenges and next steps, and evidence supporting the impact the administrator's new learning and practice had on organizational health, educator growth, student learning, growth, and/or achievement.

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).

multiple measures: 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. Additional evidence relative to one or more competencies.

mutual agreement: An agreement or condition that is reciprocal or agreed upon by all parties.

observation: An observation is a planned or unplanned visit intended to observe administrator practice. This typically includes either verbal or written feedback provided to the administrator within five school days.

organizational health: Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

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.

professional learning: Professional learning and growth are centered on accelerating personal and collective learning and closing the knowing-doing gap for administrators and teachers. This includes co designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also appendix E, Glossary of Professional Learning Options.

reciprocal: exchange of ideas leads to deeper learning/understanding from both parties

reviews of professional practice: Reviews of professional practice may include but are not limited to classroom observations, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other administrators or teachers, review of administrator or educator work, or review of other administrator artifacts.

rubric: A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of administrators 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 by supporting self-evaluation, dialogue, feedback, and the professional learning process.

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 administrator that may include but is not limited to administrator engagement with educators, families or other partners in the work with a focus on the administrator'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 administrators 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 administrator 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 administrator 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 E: Glossary of Professional Learning Options - Administrator
(not an exhaustive list)

High quality professional learning enhances both administrator practice and outcomes for each and every educator and student. High quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes.

advanced coursework: Courses offered at a college, university, or other institution, in person or online, which further administrator skills and/or provide professional training.

case study: A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining next steps, i.e., IEP review or attendance records.

coaching: 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.

examination of student work: Individuals or groups of educators review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.

job-embedded: Any activity that is tied in with authentic classroom practice.

May include, but is not limited to:

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

lesson study: Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards.

mentoring: A relationship between a less experienced administrator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

peer observation: An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.

personal professional reading: Individual, self-driven reading and processing of texts in order to improve one's own teaching practice.

professional literature study: Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability to apply new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a

community of practitioners.

protocols: A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.

school visits: Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities.

student shadow: Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.

walkthroughs: A team of administrators who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.

web-based learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

workshops: Meetings where participants are involved in group discussions or learning experiences and are normally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. May take place at school or outside.

Appendix F: Continuous Learning Process – Administrator

Link to Forms:

Administrator Goal-Setting Form/Evaluation Orientation

Administrator Mid-Year Check-In Form

Administrator End-of-Year Self-Reflection Form

Administrator End-of-Year Conference Form

Administrator/Site Visit Form

Administrator Single Point Competency Rubric

Administrator Forms for the Continuous Learning Process

Link to Goal Setting Form

<table>
<tr><td colspan="2" align="center">**Beginning of the Year Goals & Planning**</td></tr>
<tr><td>**Name:**</td><td>**Date:**</td></tr>
<tr><td colspan="2" align="center">**Self-Reflection**

Completed by Administrator

(written as bullets or narrative)</td></tr>
<tr><td>Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking.

See Examples of Evidence Types</td><td></td></tr>
<tr><td colspan="2" align="center">**Goal, Rationale, Alignment and Professional Learning Plan**

Completed by Administrator</td></tr>
<tr><td>Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).</td><td></td></tr>
<tr><td>For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?</td><td></td></tr>
<tr><td>In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?</td><td></td></tr>
<tr><td>What evidence of administrator learning, educator learning, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?

See Professional Learning & Action Questions to guide your plan.</td><td></td></tr>
</table>

Goal Setting Conference

Completed by Evaluator (By November 15)

Date of Conference:

Orientation to Administrator Evaluation was completed on: (insert date of training)

☐ **Cohort 1**
New to administrator role or first 3 years in BAA

☐ **Cohort 2**
Years 4+ (in BAA)

Length of Goal:
☐ 1 Year
☐ 2 Year
☐ 3 Year

Type of Goal:
☐ Individual Goal
☐ Group (indicate group members)

Professional Learning Needs:

Rubric:

Single point competency Administration rubric *adapted from the connecticut Leader Evaluation and Support Rubric (2017)*

☐ *Administrator Rubric*

Supports for Goal:
☐ Tier 1
☐ Tier 2
☐ Tier 3

Refer to Tiered Support and Corrective Support Planning

Mutual Agreement on Goal length, type, learning needs, and suggested supports.

Notes:

Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps
Completed by Administrator
(written as bullets or narrative)

Name:	Date:

What has been your progress to-date on … …your professional learning plan? …and your goal(s)? …how do you know?	Self-Reflection:
What are your next steps and why?	

Links to Evidence:

-

Mid-Year Conference
Completed by Evaluator (by March 15)

Date of Conference:

Feedback to Administrator (Feedback regarding progress on professional learning and progress toward goa(s)l. Include change in tiered supports, if recommended.)**:**

[Link to End of Year Reflection (Completed by Administrator)](#)

End-of-Year Reflection	
Name:	**Date:**
Self-Reflection *Completed by Administrator* *(written as bullets or narrative)*	
What impact did your new learning have on your practice/goal(s), and how do you know? What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know? What challenges did you encounter and what are your next steps with your professional learning? *Professional Learning & Action Questions*	Self-Reflection:

Links to Evidence:

-

End-of-Year Conference		
Completed by Evaluator (_by June 30_)		
Name:	**Date:**	
Summative Feedback & Growth Criteria _Completed by Evaluator_ _See appendix for full description_		
Summative Feedback		
Development of new learning & impact on leadership practice related to goal(s).		
Impact of new learning and leadership practice on key partners and or organizational outcomes.		
Impact of new learning on greater community.		
Successful Completion of the Evaluative Cycle	☐ Yes	☐ No
Supports Required/Suggested _Are tiered supports required above and beyond tier 1 (included in feedback above)_**?** ☐ Not applicable ☐ Tier 2 ☐ Tier 3	If Tier 2 and/or Tier 3, please specify strategies: ●	
For multi-year goals only: ● _What adjustments are needed to the goal(s)?_ ● _Why?_ ● _How might adjustments impact the timing of the goal(s)?_	☐ Administrator will continue multi-year goal. ☐ Administrator will adjust multi-year goal. ☐ Administrator completed multi-year goal. Notes:	
Administrator Signature:.	**Date:**	
Evaluator Signature:	**Date:**	

Review of Professional Practice /Site Visit Form   34

Administrator Evaluation Professional Practice/Site Visit # __

Name:	**Date:**
Administrator Role:	**Administrator Goal/Professional Practice Focus:**

☐ Cohort 1 (Pre-Post- Conference Required)
☐ Cohort 2 (Post-Conference Required)
☐ Additional Site Visit (Pre-/Post-Conference Optional)

Pre-Observation/Visit
Completed by Administrator (as needed/required)

Meeting Plan and/or Context *Upload and provide hyperlink here, as appropriate/needed	
Pre-Conference notes including the identified single point competency focus for the observation.	

Observation/Site Visit Evidence ***Completed by the Evaluator***

Post-Observation/Visit Reflection ***Completed by the Administrator***

What does today's evidence tell you?	
Are their patterns, trends, or outliers?	
How will our collaborative reflection help you move forward and apply your learning	

in your next steps?	
Post-Observation/Visit Conference Feedback *Completed by the Evaluator*	35

Appendix G: Support Documentation – Administrator

[Link to Tiered Support Documentation](#)

Tiered Support Documentation	
Name of Administrator:	**Name of Evaluator:**

Tier 2 *Completed by Administrator and/or Evaluator*	
Start date:	
Area of Focus:	
Suggested next step:	☐ Tier 1 ☐ Tier 2 ☐ Tier 3
Starting date of suggested Tier:	

Tier 3 *Completed by Administrator and/or Evaluator*	
Start date:	
Area of focus:	
Duration of time:	
Criteria for success:	
Notes/Feedback:	
Union Representative Present:	
Suggested next step:	☐ Tier 1 ☐ Tier 2 ☐ Tier 3 ☐ Move to corrective support plan (must include documentation from Tier 3 and justification for corrective support)
Starting Date of suggested Tier:	

[Link to Corrective Support Plan](#)

<table>
<tr><td colspan="2" align="center">**Corrective Support Plan**
Completed by Evaluator</td></tr>
<tr><td>**Name:**</td><td>**Date:**</td></tr>
<tr><td colspan="2">*Tiered supports have been provided by the evaluator throughout the year. There has been a lack of growth/improvement in the focus area noted below, which has led the evaluator to assign a Corrective Support Plan. The focus, objectives, resources, supportive actions and time frames are indicated below.*</td></tr>
<tr><td>***Summary of focus area needing improvement.***</td><td>_____has consistently struggled with _____.
Tiered supports have been provided by the evaluator throughout the year. _____has demonstrated a lack of growth/improvement, which has led (name of evaluator) to assign a Corrective Support Plan.</td></tr>
<tr><td>***Objective***

Indicate specific standard in your objective language</td><td>To improve_____

_____

_____ (*Indicate specific standard in your objective language*)</td></tr>
<tr><td>***Resources***

A blend of opportunities and resources should be extended to the administrator being evaluated</td><td>Suggested resources include:
☐ Mentor
☐ Coach
☐ Reading
☐ Other:</td></tr>
<tr><td>***Timeframe***

Typically 6-8 weeks in length</td><td></td></tr>
<tr><td>***Supportive Actions***</td><td>Suggested actions:
☐ Weekly, bi-weekly meetings with progress reporting from Administrator 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 building, as appropriate.
☐ Other:</td></tr>
<tr><td>***Success Criteria***</td><td>Improvements in (*standard*) within (*Length of this Corrective Support Plan)* will serve as criteria for successful completion of this plan. May lay out specific success criteria.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>**Evaluatee Signature:**</td><td></td></tr>
<tr><td>**Date Signed:**</td><td></td></tr>
<tr><td>**Evaluator Signature:**</td><td></td></tr>
<tr><td>**Date Signed:**</td><td></td></tr>
</table>

Sample Corrective Support Plan

<table>
<tr>
<td colspan="2" align="center">**Corrective Support Plan**
Completed by Evaluator</td>
</tr>
<tr>
<td>**Name:** *Administrator A*</td>
<td>**Date:** *March 23, 2024*</td>
</tr>
<tr>
<td colspan="2" align="center">*Tiered supports have been provided by the evaluator throughout the year. There has been a lack of growth/improvement in the focus area noted below, which has led the evaluator to assign a Corrective Support Plan. The focus, objectives, resources, supportive actions and time frames are indicated below.*</td>
</tr>
<tr>
<td>**Summary of focus area needing improvement.**</td>
<td>*Administrator A has consistently struggled with communicating appropriately with a variety of constituents.*</td>
</tr>
<tr>
<td>**Objective**

Indicate specific standard in your objective language</td>
<td>*To improve engagement with families in communities (PSEL – Standard 8) and to improve operations in management (PSEL – Standard 9) (Indicate specific standard in your objective language)*</td>
</tr>
<tr>
<td>**Resources**

A blend of opportunities and resources should be extended to the administrator being evaluated</td>
<td>Suggested resources include:
☑ Mentor :*Collaboration with other district administrators for exemplars of communication.*
☑ Coach: *All communications previewed by the evaluator for content and timelines*
☐ Reading
☐ Other:</td>
</tr>
<tr>
<td>**Timeframe**

Typically 6-8 weeks in length</td>
<td>Administrator A will remain on this Corrective Support Plan for six weeks.</td>
</tr>
<tr>
<td>**Supportive Actions**</td>
<td>☑ Weekly, bi-weekly meetings with progress reporting from Administrator A and written feedback from evaluator (
☑ 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 building, as appropriate.
☑ Other: *Modeling of effective communication practices with role play opportunities.*</td>
</tr>
<tr>
<td>**Success Criteria**</td>
<td>*Improvements in communication within this six-week duration will serve as criteria for successful completion of this plan.*</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>**Evaluatee Signature:**</td>
<td></td>
</tr>
<tr>
<td>**Date Signed:**</td>
<td></td>
</tr>
</table>

Evaluator Signature:	
Date Signed:	

Appendix H: Single Point Competency Rubric - Administrator

<table>
<tr><td colspan="3" align="center">

Brookfield Single Point Rubric
Adapted from the connecticut Leader Evaluation and Support Rubric (2017)
Completed by the Evaluator

</td></tr>
<tr>
<th>Areas of Strengths</th>
<th>Single-Point Competencies</th>
<th>Areas for Growth and/or Next Steps</th>
</tr>
<tr>
<td colspan="3">Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment. 1.1   1.2   1.3</td>
</tr>
<tr>
<td colspan="3">Shared Vision, Mission and Goals — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff. (Indicator 1.1)</td>
</tr>
<tr>
<td></td>
<td>

Develops, implements and sustains shared vision, mission and goals that articulate high expectations, including life skills and/ or college- and career readiness, for all students.

Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization.

Engages relevant stakeholders to develop, implement and sustain the shared school or district vision, mission and goals. Identifies and addresses barriers to achieving the vision, mission and goals.

</td>
<td></td>
</tr>
<tr>
<td colspan="3">Curriculum, Instruction and Assessment — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment. (Indicator 1.2)</td>
</tr>
<tr>
<td></td>
<td>

Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.

</td>
<td></td>
</tr>
</table>

	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students. Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.	

Continuous Improvement — *Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps. (Indicator 1.3)*

	Analyzes varied sources of data about current practices and outcomes to guide ongoing decision making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals. Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students. Persists and engages staff in solving school wide or district wide challenges related to student success and achievement.	

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

Recruitment, Selection and Retention — *Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals. (Indicator 2.1)*

	Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures. Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection	

	and/or retention decisions. Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff. Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	

Professional Learning — *Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals. (Indicator 2.2)*

	Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures. Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions. Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.	

Observation and Performance Evaluation — *Ensures high-quality, standards based instruction by building the capacity of educators to lead and improve teaching and learning. (Indicator 2.3)*

	Evaluates staff using sources of evidence such as observation, review of artifacts, collegial dialogue and student-learning data that is clearly aligned to educator performance standards, which result in improved teaching and learning. Regularly provides clear, timely and actionable feedback based on evidence. Proactively leads difficult conversations about performance or growth to strengthen teaching and	

	enhance student learning.	

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Operational Management — *Strategically aligns organizational systems and resources to support student achievement and school improvement. (Indicator 3.1)*

	Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district. Designs and implements a comprehensive school site safety and security plan. Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant. Develops or implements communication and data systems that assure the accurate and timely exchange of information. Develops capacity of staff to document and access student learning progress over time.	

Resource Management — *Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning. (Indicator 3.2)*

	Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible. Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals. Allocates resources to ensure educational equity for all diverse student, family and staff needs.	

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.		
Family, Community and Stakeholder Engagement — *Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district. (Indicator 4.1)*		
	Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students. Promotes and provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning. Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues. Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.	
School Culture and Climate — *Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct. (Indicator 4.2)*		
	Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations. Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators.	

	Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.	

Equitable and Ethical Practice — *Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community. (Indicator 4.3)*

	Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators. Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate. Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals. Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community.	

Brookfield Educator Evaluation and Support Plan 2024

BROOKFIELD PUBLIC SCHOOLS

"Create Your Tomorrow"

Vision

All Brookfield educators have the opportunity for continuous learning and feedback, to develop and grow both individually and collectively, through the educator evaluation and support system so that all Brookfield students experience growth and success.

Guiding Principles

The transformational design of the educator evaluation and support model is grounded in seven guiding principles that use high quality professional learning to advance educator practice and student learning, growth, and achievement.

- **Allow for differentiation of roles** *(for example 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 educator 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.**

Connecticut Guidelines for Educator Evaluation and Support 2023 Components: Reimagining Educator Evaluation and Support

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements.

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

Standards and Criteria for Educators

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. A standards framework and rubric serve as support for self- evaluation, dialogue, and feedback and the professional learning process. A single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. [Learning Forward Professional Learning Standards 2022](), serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, administrators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.
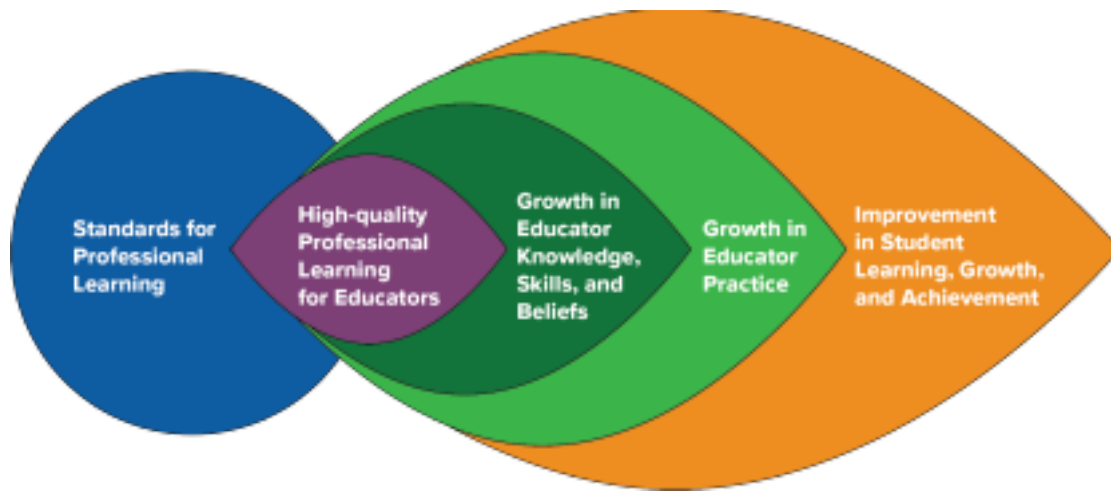

The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide educators 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. 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.

During each school year, a minimum of three check-ins provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, 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 and reviews of practice, as required by the district plan. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

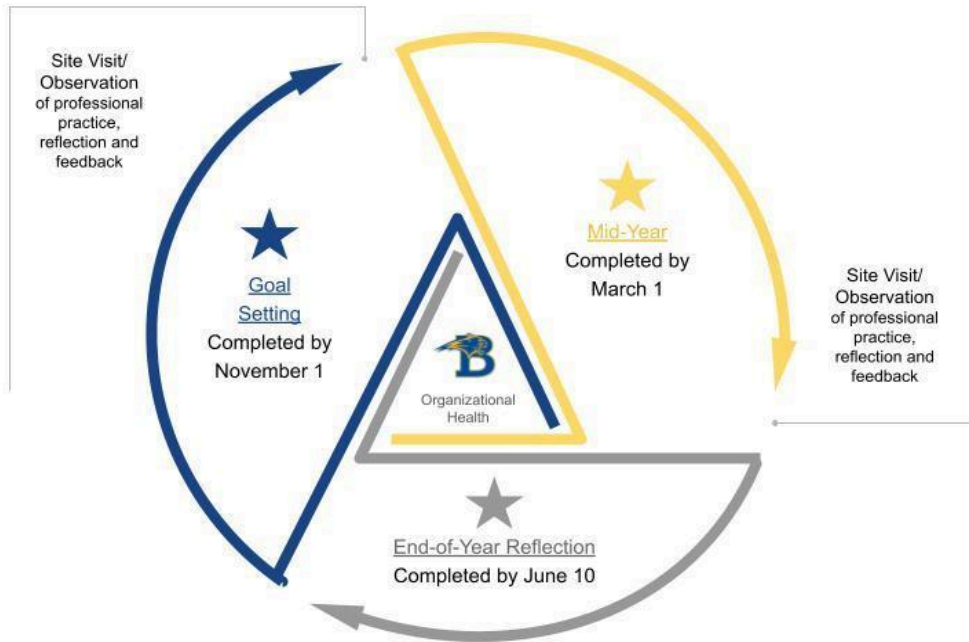*The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.*

Standards for Professional Learning — High-quality Professional Learning for Educators — Growth in Educator Knowledge, Skills, and Beliefs — Growth in Educator Practice — Improvement in Student Learning, Growth, and Achievement

Below is a graphic with the associated steps, reflections, and linked resources. All educators are assigned a primary evaluator (092) who has completed comprehensive orientation on this model and relevant rubrics.

Educator Continuous Learning Process
Evaluation Orientation (documented on Goal Setting form is completed annually prior to goal setting.

Cycle of Check-Ins

Goal Setting Completed by November 1	Mid-year Check-in Completed by March 1	End-of-Year Reflection Completed by June 10
Beginning of the Year Goal(s) and Planning • Self reflect • Review evidence **Goal(s), Rationale, Alignment, and Professional Learning Plan** • Draft the Beginning of Year (BOY) Goals and Planning Form **Goal Setting Conference** • Mutually agree on 1-, 2-, or 3-year goal(s) • Determine individual or group goal(s) • Mutually agree on professional learning needs and support.	**Mid-Year Check-in: Reflection, Adjustments, and Next Steps** • Review & discuss currently collected evidence towards goal(s) and of practice • Review professional learning, evidence, educator and student learning, growth and achievement, and if applicable, impact on organization health **Mid-Year Conference** • Discuss evidence, reflection, and feedback from evaluator • Adjust and revise as needed	**End-of-Year Reflection and Feedback Process** • Self-reflection: Review & discuss professional learning, educator and student learning, growth and achievement, and if applicable, evidence of impact on organizational health **End-of-Year Conference/ Summative Feedback and Growth Criteria** • Evaluator provides written summative feedback and guides next steps • Annual Summary sign-off

*Observation Forms are linked to the graphic

Most forms for documentation are hyperlinked within the table of the continuous learning process with further detail for each step. Forms can also be found in the appendix of this document.

Orientation (Completed prior to the start of the annual process)

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
- Review of professional practice
- Tiered supports
- Dispute resolution

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

Goal(s) Setting (Completed by November 1)

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
- Support that is consistent with their professional status and goals to drive progress toward goal attainment (see Appendix C).

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 March 1):

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 their practice, student learning, growth and achievement and the school community.

• Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
• The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence, aligned to the single point rubric, may be discussed.
• 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 and can be documented.

End-of-Year Reflection/Summative Review (Completed by June 10)

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, school community, strengths and

concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal(s).

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.

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 B).

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 observations. Feedback, written or verbal, is provided within five school days.

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

Quality feedback:

• is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
• is personalized
• is learning-focused and/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 and refine knowledge, attitudes, skills, and/ or practices
• is timely, frequent, and reciprocal

Definition of Cohorts	55

Cohort 1

Who:

• New to profession (first four years)
• New to Brookfield educators bargaining
unit (first two years)

What:

Three reviews of professional practice, which includes at least two observations (minimum 30 minutes in length) with pre and post conferences.

- First review of professional practice should occur between goal setting and mid year check ins.

- Second review of professional practice should occur between mid year and end of year check ins

- Third review of professional practice can occur at any point between goal setting and May 15

- Feedback, written and verbal, one of which must occur within five school days

- Additional reviews of professional practice as mutually agreed upon or necessary

Cohort 2

Who:

Educators who have successfully completed Cohort 1 for Brookfield Public Schools

What:

Two reviews of professional practice, which includes at least one observation (minimum 20 minutes in length) with post conference.

- First review of professional practice should occur between goal setting and mid year check ins.

- Second review of professional practice should occur between mid year and end of year check ins

- Feedback, written and verbal, one of which must occur within five school days

- Additional reviews of professional practice as mutually agreed upon or necessary

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

(See Appendix C)

Tiered Support and Corrective Support Planning

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.

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

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 <u>duration, frequency, and focus</u> (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, <u>and criteria for success</u>, 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 <u>indicators of success</u> 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;
• supportive actions from the evaluator.

Along with the above, an additional evaluator may be invited in by either party to assist with the corrective support plan. This additional evaluator will be assigned by the superintendent or designee.

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.

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 thirty (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.

Step 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.

Step 2:

If there has been no resolution (through Step 1), the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within five workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision.

Step 3:

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

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean 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.

The Role of the Professional Development and Evaluation Committee (PDEC)

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. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups (see examples below).

Other School Personnel	Educator	Administrator
• Attendance counselor • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support staff	• Classroom teacher • CTE teacher • Library media specialist • Reading interventionist • Instructional coach • Special education teacher • Social worker • School psychologist • Speech pathologist	• Principal • Assistant principal • TESOL supervisor • Special education supervisor • Assistant superintendent • Curriculum coordinator • Talent development supervisor

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.

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.

Appendices - Educator:
Information and Resources to Support Effective implementation

Appendix I: Sample Reflection Questions – Educator

Self-Reflection Sample Questions

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

Definition of Cohorts	
Cohort 1 **Who:** • New to profession (first four years) • New to Brookfield educators bargaining unit (first two years) **What:** Three reviews of professional practice, which includes at least two observations (minimum 30 minutes in length) with pre and post conferences. • First review of professional practice should occur between goal setting and mid year check ins. • Second review of professional practice should occur between mid year and end of year check ins • Third review of professional practice can occur at any point between goal setting and May 15 • Feedback, written and verbal, one of which must occur within five school days • Additional reviews of professional practice as mutually agreed upon or necessary	**Cohort 2** **Who:** Educators who have successfully completed Cohort 1 for Brookfield Public Schools **What:** Two reviews of professional practice, which includes at least one observation (minimum 20 minutes in length) with post conference. • First review of professional practice should occur between goal setting and mid year check ins. • Second review of professional practice should occur between mid year and end of year check ins • Feedback, written and verbal, one of which must occur within five school days • Additional reviews of professional practice as mutually agreed upon or necessary

Appendix K: Growth Criteria and Possible Sources of Evidence - Educator

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice ● Educator 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** ● Educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.	● Required observational evidence ● Required student learning evidence aligned to high-leverage indicator focus ● Implementation plans/lesson plan(s) ● Educator learning logs/impact on practice reflection ● Educator created learning materials ● Evidence from Observation of Educator Practice ● Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. ● Educator and/or student self-reflection ● Student learning artifacts ● Mastery-based demonstrations of achievement ● Observational evidence of students' words, actions, interactions (including quotations when appropriate) ● Rubrics, interim or benchmark assessments, other assessment ● Other artifacts/sources

Appendix L: General Glossary – Educator

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

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. The Connecticut TEAM Model (CAPA) is an example of continuous learning.

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.

check-ins: Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence of learning, and next steps in one's learning.

community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school.

A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

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.

evidence: Evidence collected and presented as a part of the evaluation system may include (but is not limited to) 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 (written and verbal): "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

From Killion, J. (2019). *The feedback process: Transforming Feedback for Professional Learning*. Learning Forward.

goals and standards: Goals and standards should be based on an evidence based, high leverage strategy or practice aligned with 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 professional practice.

growth criteria: Successful completion of the Continuous Learning Process, supported with evidence that includes the impact the educators' new learning had on their practice/goal, along with a reflection on challenges and next steps, and the impact the educators' new learning and practice had on student learning, growth, and or achievement, supported by evidence.

high leverage goal: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus (i.e., a portrait of a graduate). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).

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

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

mutual agreement: An agreement or condition that is reciprocal or agreed upon by all parties.

observation: An observation is a planned or unplanned visit intended to observe instructional practice. This typically includes either verbal or written feedback provided to the educator within five school days.

organizational health: Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

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.

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. See also Appendix E, Glossary of Professional Learning Opportunities.

review of professional practice: Reviews of professional practice include, but are not limited to, classroom observations, observation of delivery of professional learning, data team meetings, observations of coaching/ mentoring sessions, review of educator work and student work, or review of other educators' artifacts.

rubric: A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of educators 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 represents the enduring understanding of content and skill from a specific domain that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance.

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

teacher: A teacher in Brookfield Public Schools is defined as anyone who is working under a public school educator certification issued by the CT State Department of Education and is eligible for membership in the educators' bargaining unit, Brookfield Education Association.

tiered support:

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 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 educator 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 educator practices, etc.) that can be either suggested by the educator 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 M: Glossary of Professional Learning Options - Educator
(not an exhaustive list)

High quality professional learning enhances both educator practice and outcomes for each and every student. High quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes.

advanced coursework: Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.

case study: A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining next steps, i.e., IEP review or attendance records.

coaching: 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.

examination of student work: Individuals or groups of educators review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.

job-embedded: Any activity that is tied in with authentic classroom practice. May include, but is not limited to:

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

lesson study: Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards.

mentoring: A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

peer observation: An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.

personal professional reading: Individual, self-driven reading and processing of texts, in order to improve one's own teaching practice.

professional literature study: Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability to apply new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.

protocols: A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.

school visits: Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities.

student shadow: Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.

walkthroughs: A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.

web-based learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

workshops: Meetings where participants are involved in group discussions or learning experiences and are normally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. May take place at school or outside.

Appendix N: Continuous Learning Process – Educator

Link to forms:

Educator Goal-Setting Form/Evaluation Orientation

Educator Mid-Year Check-In Form

Educator End-of-Year Self-Reflection Form

Educator End-of-Year Conference Form

Educator Observation Form

Educator Single Point Teaching Rubric

Single Point Rubric (Service Provider/SESS)

Educator Forms for the Continuous Learning Process

Link to Beginning-of-the-Year Goals and Planning Form

Beginning of the Year Goals & Planning	
Name:	**Date:**
Self Reflection *Completed by Educator* *(written as bullets or narrative)*	
Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking. Include *examples of Evidence Types*	
Goal, Rationale, Alignment and Professional Learning Plan *Completed by Educator*	
Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	
What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal? What is your learning plan to support achieving your goal? *See Professional Learning & Action Questions to guide your plan.*	

Goal Setting Conference

Completed by Evaluator (By November 1)

Date of Conference:

Orientation to Educator Evaluation was completed on: (insert date of training)

☐ **Cohort 1**
New to Profession (first 4 years) or New to BEA (first 2 years)

☐ **Cohort 2**
Educators who have successfully completed Cohort 1

Length of Goal:
☐ 1 Year
☐ 2 Year
☐ 3 Year

Type of Goal:
☐ Individual Goal
☐ Group (indicate group members)

Professional Learning Needs:

Rubric:
(Rubrics are single competency and adapted from the Connecticut Common Core of Teaching)

☐ Teacher Rubric
☐ Service Delivery Rubric

Supports Required/Suggested
☐ Tier 1
☐ Tier 2
☐ Tier 3

Refer to Tiered Support and Corrective Support Planning

Mutual Agreement on Goal length, type, learning needs, and suggested supports.

Notes:

Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps	
Completed by Educator (written as bullets or narrative)	
Name:	**Date:**
What has been your progress to-date on … …your professional learning plan? …and your goal(s)? …how do you know?	Self-Reflection:
What are your next steps and why?	
Links to Evidence: •	

Mid-Year Conference
Completed by Evaluator (by March 1)
Date of Conference:
Feedback to Educator (Feedback regarding progress on professional learning and progress toward goal/s. Include change in tiered supports, if recommended.):

End-of-Year Reflection	
Name:	**Date:**
Self-Reflection *Completed by Educator* *(written as bullets or narrative)*	
What impact did your new learning have on your practice/goal(s), and how do you know? What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know? What challenges did you encounter and what are your next steps with your professional learning? *Professional Learning & Action Questions*	Self-Reflection:
Links to Evidence: ●	

End-of-Year Conference		
Completed by Evaluator (by June 10)		
Name:	**Date:**	
Summative Feedback & Growth Criteria *Completed by Evaluator* [*See appendix for full description*]		
Summative Feedback		
Development of new learning & impact on practice related to goal		
Impact on student learning, growth, and achievement		
Successful Completion of the Evaluative Cycle	☐ Yes	☐ No
Supports Required/Suggested *Are tiered supports required above and beyond tier 1 (included in feedback above)?* ☐ Not applicable ☐ Tier 2 ☐ Tier 3	If Tier 2 and/or Tier 3, please specify strategies: ●	
For multi-year goals only: ● *What adjustments are needed to the goal(s)?* ● *Why?* ● *How might adjustments impact the timing of the goal(s)?*	☐ Educator will continue multi-year goal. ☐ Educator will adjust multi-year goal. ☐ Educator completed multi-year goal. Notes:	
Educator Signature:	**Date:**	
Evaluator Signature:	**Date:**	

Review of Professional Practice Form

Educator Evaluation Professional Practice Observation # ___	
Name:	**Time/Date:**
Grade/Role:	**Discipline/Focus:**

☐ Cohort 1 (Pre- & Post- Conference Required)
☐ Cohort 2 (Post-Conference Required)
☐ Additional Observation (Pre-/Post-Conference Optional)

Pre-Observation	
Completed by Educator (as needed/required)	
Lesson Plan/Meeting Plan *Upload and provide hyperlink here, as appropriate/needed Old lesson plan template?	
Pre-Conference notes including the identified single point competency focus for the observation.	

Observation Notes	
Completed by the Evaluator	

Post-Observation Reflection	
Completed during post observation reflection conference	
What does the evidence tell you?	
Are their patterns, trends, or	

outliers?	
How will our collaborative reflection help you move forward and apply your learning in your next steps?	

<table>
<tr><td colspan="3" align="center">Post-Observation Conference Feedback
Completed by the Evaluator</td></tr>
<tr><td colspan="3">See also Single Point Competency Rubric/ SESS Rubric</td></tr>
<tr><td>Evidence of Strengths</td><td align="center">Single-Point Competencies
Completed by the Evaluator</td><td>Evidence for Growth and/or Next Steps</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
</table>

Appendix O: Support Documentation - Educator

[Link to Tiered Support Documentation](#)

Tiered Support Documentation	
Tier 2 *Completed by Educator and/or Evaluator*	
Start date:	
Area of Focus:	
Suggested next step:	☐ Tier 1 ☐ Tier 2 ☐ Tier 3
Starting date of suggested Tier:	
Tier 3 *Completed by Educator and/or Evaluator*	
Start date:	
Area of focus:	
Duration of time:	
Criteria for success:	
Notes/Feedback:	
Union Representative Present:	
Suggested next step:	☐ Tier 1 ☐ Tier 2 ☐ Tier 3 ☐ Move to corrective support plan (must include documentation from Tier 3 and justification for corrective support)
Starting Date of suggested Tier:	

Corrective Support Plan
Completed by Evaluator

Name:	Date:

Tiered supports have been provided by the evaluator throughout the year. There has been a lack of growth/improvement in the focus area noted below, which has led the evaluator to assign a Corrective Support Plan. The focus, objectives, resources, supportive actions and time frames are indicated below.

Summary of focus area needing improvement.	_____has consistently struggled with _____ _____. Tiered supports have been provided by the evaluator throughout the year. _____ has demonstrated a lack of growth/improvement, which has led (*name of evaluator*) to assign a Corrective Support Plan.
Objective *Indicate specific standard in your objective language*	To improve_____ _____ _____ (*Indicate specific standard in your objective language*)
Resources *A blend of opportunities and resources should be extended to the educator being evaluated*	Suggested resources include: ☐ Mentor ☐ Coach : ☐ Reading: ☐ Other :
Timeframe *Typically 6-8 weeks in length*	
Supportive Actions	Suggested 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 building, as appropriate. ☐ Other:
Success Criteria	Improvements in (*standard*) within this (*Length of Corrective Support Plan*) will serve as criteria for successful completion of this plan
Evaluatee Signature:	
Date Signed:	
Evaluator Signature:	
Date Signed:	

Sample Corrective Support Plan

<table>
<tr><td colspan="2" align="center">**Corrective Support Plan**
Completed by Evaluator</td></tr>
<tr><td>**Name:** *Educator A*</td><td>**Date:** *March 23, 2024*</td></tr>
<tr><td colspan="2">*Tiered supports have been provided by the evaluator throughout the year. There has been a lack of growth/improvement in the focus area noted below, which has led the evaluator to assign a Corrective Support Plan. The focus, objectives, resources, supportive actions and time frames are indicated below.*</td></tr>
<tr><td>**Summary of focus area needing improvement.**</td><td>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.</td></tr>
<tr><td>**Objective**

Indicate specific standard in your objective language</td><td>To improve classroom management practices in order to improve a positive learning environment (CCT – 1A) to support learning.</td></tr>
<tr><td>**Resources**

A blend of opportunities and resources should be extended to the educator being evaluated</td><td>Suggested resources include:

☐ Mentor
☑ Coach : Training in Restorative Practices
☑ Reading: Read and discuss "The First Six Weeks of School" - Center for Responsive Classroom with evaluator.
☑ Other: Observe a mutually agreed peer for structures, systems, and dispositions that support positive classroom management skills.</td></tr>
<tr><td>**Timeframe**

Typically 6-8 weeks in length</td><td>Educator A will remain on this Corrective Support Plan for six weeks.</td></tr>
<tr><td>**Supportive Actions**</td><td>Suggested actions:

☑ Weekly, bi-weekly meetings with progress reporting from Educator A and written feedback from evaluator
☑ 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 building, as appropriate.
☑ Other: Modeling of effective classroom management strategies</td></tr>
<tr><td>**Success Criteria**</td><td>Improvements in classroom management within this six-week duration will serve as criteria for successful completion of this plan.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>**Evaluatee Signature:**</td><td></td></tr>
<tr><td>**Date Signed:**</td><td></td></tr>
<tr><td>**Evaluator Signature:**</td><td></td></tr>
<tr><td>**Date Signed:**</td><td></td></tr>
</table>

Appendix P: Single Point Competency Rubric - Teaching

Brookfield Single Point Rubric - Teaching
Completed by the Evaluator

Areas of Strengths	Single-Point Competencies	Areas for Growth and/or Next Steps
	Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by…	
	…creating a positive learning environment that is responsive to and respectful of the learning needs of all students. (Indicator 1a)	
	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students. Establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences. Creates a learning environment in which most students are willing to take risks and respond to questions and challenges, and feel safe to make and learn from mistakes. Establishes and consistently reinforces appropriate expectations for learning for all students.	
	…promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. (Indicator 1b)	
	Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.	

	Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions	
…maximizing instructional time by effectively managing routines and transitions. (Indicator 1c)		
	Establishes and manages routines and transitions resulting in maximized instructional time.	
Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by…		
…planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. (Indicator 2a)		
	Establishes and manages routines and transitions resulting in maximized instructional time. Plans lessons that are logically sequenced and support an appropriate level of challenge. Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students. Plans instruction that integrates literacy strategies and academic vocabulary.	
…planning instruction to cognitively engage students in the content. (Indicator 2b)		
	Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement. Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts	
…selecting appropriate assessment strategies to monitor student progress. (Indicator 2c)		

	Identifies observable and measurable criteria for student success. Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by…

…implementing instructional content for learning. (Indicator 3a)

	Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction. Presents content accurately using content-specific language that leads to student understanding. Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students. Presents instruction that integrates literacy strategies and academic vocabulary within the lesson content.	

…leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. (Indicator 3b)

	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.	

	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make connections between concepts. Implements instruction that provides multiple opportunities for students to develop independence as learners.	
…assessing student learning, providing feedback to students and adjusting instruction. (Indicator 3c)		
	Communicates specific observable and measurable criteria for student success. Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes. Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning. Adjusts instruction as necessary in response to individual and group performance.	

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by…		
…engaging in continuous professional learning to impact instruction and student learning. (Indicator 4a)		
	Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice. Responds to supervisor or peer feedback and makes changes in practice based on feedback. Engages in relevant professional learning and applies new learning to practice.	
…collaborating to develop and sustain a professional learning environment to support student learning. (Indicator 4b)		
	Collaborates with colleagues to improve teaching and learning. Consistently exhibits professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.	
…working with colleagues, students and families to develop and sustain a positive school climate that supports student learning. (Indicator 4c)		
	Actively engages with colleagues, students and families to develop and/or sustain a positive school climate. Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success. Interacts with students, families and the community in a culturally respectful manner.	

Appendix Q: Single Point Competency Rubric - Service Provider

For use by Dean of Students, School Psychologists, Social Workers, Counselors, and Speech Therapists. (*Not an exhaustive list.*)

	Brookfield Single Point Rubric *Completed by the Evaluator*	
Areas of Strengths	**Single-Point Competencies**	**Areas for Growth and/or Next Steps**
Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by…		
… promoting a positive learning environment that is respectful and equitable.. (Indicator 1a)		
	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions. Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences. Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes. Establishes and consistently reinforces high and realistic expectations for learning/growth and development.	
… promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment. (Indicator 1b)		
	Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment.	

	Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.	

…maximizing instructional time by effectively managing routines and transitions. (Indicator 1c)

	Implements and manages effective routines and transitions that maximize service delivery time.	

Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by…

… developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. (Indicator 2a)

	Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines. Designs plans using evidence based practice. Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge. Develops objectives that are targeted and specific to the needs of learners.	

… Developing plans to actively engage learners in service delivery. (Indicator 2b)

	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement. Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning.	

…Selecting appropriate assessment strategies to identify and plan learning targets. (Indicator 2c)

	Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/ or experiential background to select and interpret assessment information. Identifies objective and measurable criteria for assessing learner success. Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery.	

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by…

…Implementing service delivery14 for learning.(Indicator 3a)

	Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards. Delivers services accurately, resulting in learning. Delivers services in a logical and purposeful progression that meet the needs of learners. Consistently delivers services at a level of challenge that aligns to learners' needs.	

… Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. (Indicator 3b)

	Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical and creative	

	thinking, purposeful discourse or inquiry. Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings. Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.	
… Assessing learning, providing feedback and adjusting service delivery.(Indicator 3c)		
	Communicates specific observable and measurable criteria for learner success. Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective. Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes. Adjusts to service delivery in response to learners' performance or engagement in tasks.	

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by…		
…Engaging in continuous professional learning to enhance service delivery and improve student//adult learning. (Indicator 4a)		
	Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional practice. Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice. Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.	
…Collaborating to develop and sustain a professional learning environment to support student/adult learning. (Indicator 4b)		
	Collaborates with colleagues to improve service delivery and learning. Consistently exhibits professional responsibilities and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers. Records/data are complete, organized and accurate. Confidential information is stored in a secured location.	
…Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning. (Indicator 4c)		
	Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.]Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success. Interacts with stakeholders in a culturally responsive manner.	

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