

# **Branford Public Schools**



## **Leader Evaluation and Support Plan**

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**June 2024**

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## **Branford Public Schools Mission, Vision, and Guiding Principles**

### **BPS Mission**

#### *Our Purpose*

The Branford Public School's community is committed to developing life-long learners who are capable and confident, who contribute to their community, and who succeed in a changing global society.

### **BPS Vision**

#### *What we hope for students*

Learning Today, Leading Tomorrow

### **Strategic Coherence Plan: Goals**

1. Ensure equal opportunity for growth and development for all Branford students.
2. Align the key systems in the District to support the student acquisition of the Global Learning Competencies through the implementation of the Definition of Deep Learning.
3. Improve the process and tools used to communicate and engage critical stakeholders.

### **Core Values**

#### *What adults embody to bring the mission and vision to life*

- Educators in the Branford Learning Community embody a **growth mindset**, a belief that one's capabilities and intellect can be enhanced through persistent effort, high-quality instruction and building students' belief in their own capacity to achieve.
- Embodied in a culture of **continuous improvement**, there is clear commitment to ongoing enhancement of processes, products and pedagogy to meet the needs of all learners.
- As **reflective practitioners**, teachers, administrators and support staff learn from their experiences and adjust for improvement. Together, these core values create an environment where innovation flourishes, resilience is cultivated, and individuals are relentless in their aspiration toward higher levels of excellence.

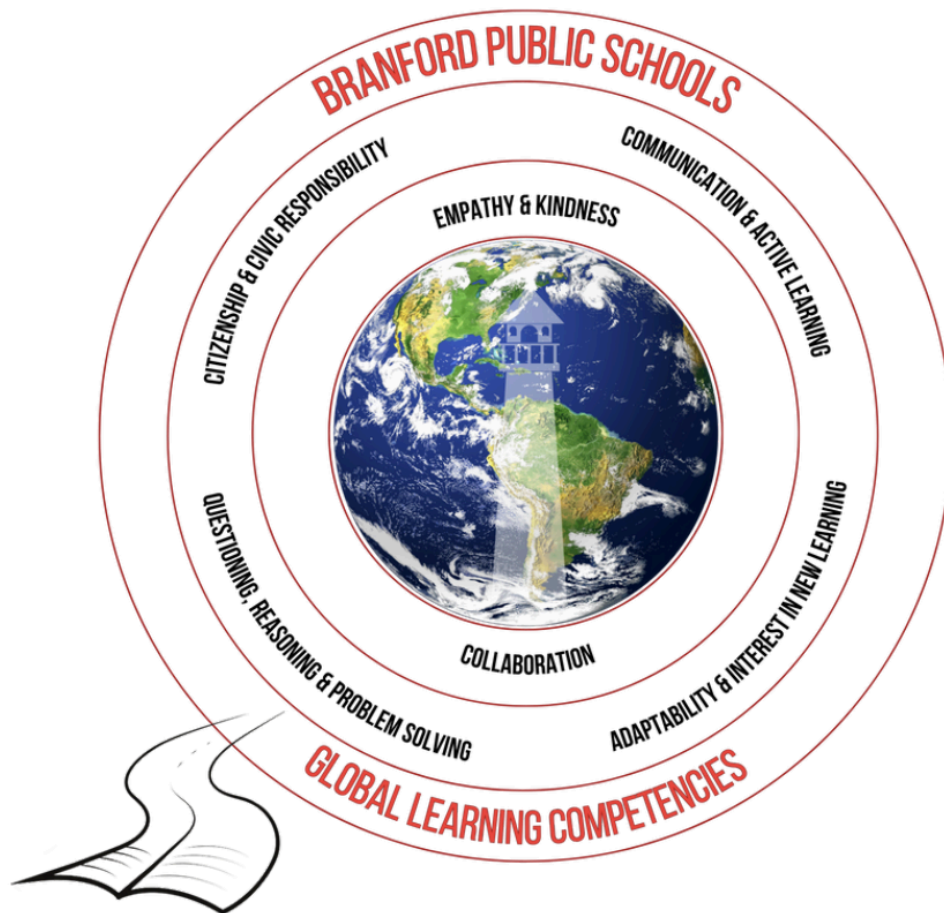
### **Global Learning Competencies**

Branford's Global Learning Competencies are the desired attributes, skills, and qualities that all students should possess upon graduation from the Branford Public Schools. These competencies serve as a guiding framework for our community in order to design curriculum and learning experiences that aim to cultivate well-rounded individuals who are equipped to succeed in their personal, academic, and professional lives. Branford's Global Learning Competencies reflect the educational values and goals of the district while shaping the path of the educational journey of students.

With a rich geographical and local history, the Branford community has become accustomed to a public school system that effectively and efficiently fulfills its mission of preparing students for what lies ahead in the world beyond high school. That world, however, is rapidly changing and to extend Branford's reputation of educational innovation and success, there was a recognition among the district's leaders and the Board of Education that public schools must continuously reflect on their own practice and seek to address the evolving uncertainties of this new environment.

Branford's Global Learning Competencies are as follows:

- Citizenship and Civic Responsibility
- Communication and Active learning
- Questioning, Reasoning and Problem Solving
- Adaptability and Interest in New Learning
- Empathy and Kindness
- Collaboration



## **Definition of Deeper Learning**

- **Feedback:** Providing continuous skills development, recognizing progress at each stage, while incorporating mentoring, feedback, and support throughout the learning process.
- **Content:** Ensuring students progress from initial understanding to application of content by continuously reviewing and upgrading their knowledge and skills, using high quality resources, and engaging in hands-on experiences.
- **Context:** Promoting intrinsic motivation and student engagement in the pursuit of learning by communicating high expectations within an environment of clear rules and procedures and nurturing relationships.
- **Community:** Cultivating a safe, supportive, and collaborative culture with colleagues, students, and families to optimize learning for educators and students.

## **Vision for Professional Development, Evaluation, and Support**

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

Our educator evaluation and support plan fosters empowerment, support, and ownership while minimizing bureaucracy. We strive to create an engaging, safe atmosphere conducive to meaningful growth and professional development. Through reciprocal conversations, educators and leaders contribute to an evaluation system aligned with high-quality instruction and deep learning. Our system provides differentiated, quality feedback, which promotes inclusive, personalized development. Our model aims to support educators and elevate teaching through a collaborative community of practice.

## **Guiding Principles**

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

- **Allow for differentiation of roles** (assistant superintendent, director of pupil services, various leaders 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 leader growth and agency** (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).
- **Meaningful connections to professional learning** (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- **Specific, timely, accurate, actionable, and reciprocal feedback.**

## **The Purpose of this Guide**

The Branford Public Schools (BPS) Evaluation and Support Plan is designed to support a comprehensive educator and leader evaluation system adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. Connecticut General Statutes 10-151b requires that “the superintendent of each

local or regional board of education shall annually evaluate or cause to be evaluated each teacher.”

The BPS Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all educators and leaders. This plan will:

- introduce key components of the leader evaluation framework and the requirements set forth in the regulations;
- outline specific action steps, forms, and tools specific to the evaluation of educators; and
- highlight considerations, conditions, and systems necessary for effective implementation at the school/district level.

## **Educator and Leader Evaluation and Support 2023 Components: Reimagining Educator and Leader Evaluation and Support**

The design of the Guidelines for Educator Evaluation and Support 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

The combined vision, guiding principles, and overall framework for educators and leaders’ evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved outcomes for students. While components are similar for educators and leaders, there are components specific to each group, resulting in two sections with similar processes within Branford Public Schools’ evaluation and support system.

### **Standards and Criteria for Leaders**

One of the primary goals of the leader 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. Leader 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. It is recommended that each PDEC create a process to review the standards and ensure a rubric accompanies the standards. The BPS PDEC Committee created a single point rubric to provide focus for high leverage goal(s) setting and professional learning.

The single point rubric is aligned with the leading indicators of a high reliability school (Marzano, 2018). The rubric contains leading indicators for each level of HRS:

1. Safe and Collaborative Culture
2. Effective Teaching in Every Classroom
3. Guaranteed and Viable Curriculum
4. Standards - Referenced Reporting
5. Competency Based Education

Lagging indicators may be taken from Marzano’s resources or may be developed collaboratively by leaders to better match the communities which they serve. The rubric and leading indicators are *not* intended to be used as a checklist of evidence. Rather, they are intended to drive conversations around goal setting, reflection, and feedback. They are also intended to guide leaders as to the types of evidence they may collect as they strive for continuous improvement. The Instructional Snapshot, included below the standards and rubrics, is intended to illustrate expectations for daily instruction.

**Educator**

1. [BPS Leader Single Point Rubric](#)
2. [BPS Leader Single Point Rubric with Indicators](#)
3. [Professional Standards for Educational Leaders](#)
4. [Learning Forward’s Professional Learning Standards \(2022\)](#)

**Instructional Snapshot\***

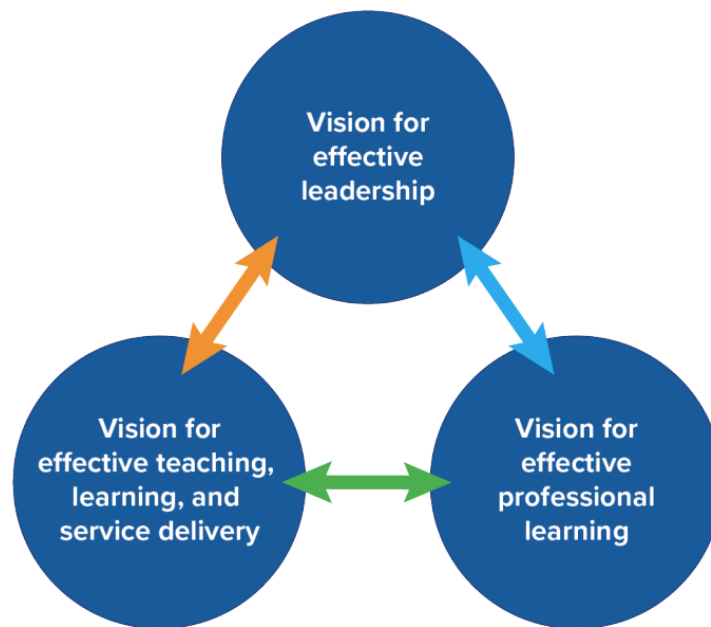
Should See and Hear Almost Daily	Might See and Hear	Should Not See and Hear
<ul style="list-style-type: none"> <li>• Clear learning goals and scales</li> <li>• Clear classroom routines and procedures</li> <li>• Formative assessment of individual students and the whole class</li> <li>• Content chunked into digestible bites</li> <li>• Teacher withitness</li> <li>• Teachers noticing and reacting when students are disengaged</li> <li>• Student small-group discussion strategies</li> <li>• Quality and timely feedback</li> <li>• Questioning strategies</li> <li>• Random selection to include all students</li> <li>• Use of wait time</li> <li>• Use of multiple types of questions</li> <li>• Prompts for elaboration on information</li> </ul>	<ul style="list-style-type: none"> <li>• Previewed content</li> <li>• Students tracking their own progress in learning</li> <li>• Academic games</li> <li>• Academic vocabulary instruction</li> <li>• Examination of similarities and differences</li> <li>• Examination of errors in reasoning</li> <li>• Understanding of student backgrounds and interests</li> <li>• Opportunities for students to talk about themselves (in relation to the content)</li> </ul>	<ul style="list-style-type: none"> <li>• Sarcasm or criticism of students</li> <li>• Disengaged students</li> <li>• Low expectations for students</li> <li>• Only the teacher talking about the content of activity</li> </ul>

*\*From Leading a High Reliability School, Marzano, 2018*



### **Professional Learning Standards and Structures**

Professional learning is essential to the success of Branford Public Schools. [Learning Forward Professional Learning Standards 2022](#) serves as a tool for identifying how professional learning deepens one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders, 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**

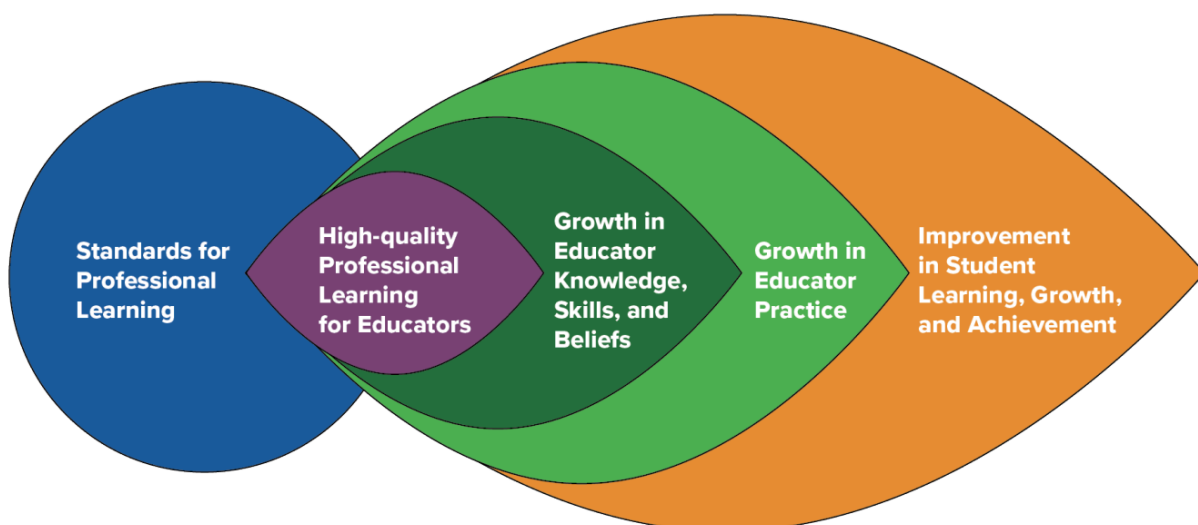
The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular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

Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and

mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Reciprocal discussion refers to a conversation in which participants take turns expressing their ideas, opinions, and viewpoints while also actively listening to and acknowledging the perspectives of others. In a reciprocal discussion, each participant has the opportunity to speak and contribute to the exchange, and there is a mutual respect for diverse viewpoints. Goal meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

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



## Leader Continuous Learning Process

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



### Goal Setting Completed by Nov. 1

#### **Beginning of the Year Goal(s) and Planning**

- Self reflect
- Review evidence

#### **Goal(s), Rationale, Alignment, and Professional Learning Plan**

- Draft goal(s), rationale, alignment, professional learning plan

#### **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 Completed by March 1

#### **Mid-Year Check-in: Reflection, Adjustments, and Next Steps**

- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement

#### **Mid-Year Conference**

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

### End-of-Year Reflection Completed by June 1

#### **End-of-Year Reflection and Feedback Process**

- 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

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

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

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

## Evaluation Orientation

Name:		Location:	
<b>Select One:</b>  <input type="checkbox"/> Cohort 1: New to leader role or first 3 years in BPS  <input type="checkbox"/> Cohort 2: 4+ years as leader in BPS	<b>Select One:</b>  <input type="checkbox"/> Individual Goal  <input type="checkbox"/> Collaborative Goal  <b><i>Decided upon mutual agreement.</i></b>	<b>Select One:</b>  <input type="checkbox"/> 1-year goal <input type="checkbox"/> 2-year goal <input type="checkbox"/> 3-year goal  <b><i>Decided upon mutual agreement.</i></b>	<b>Select One:</b>  <input type="checkbox"/> BPS Single Point Rubric  <input type="checkbox"/> CCT Service Delivery Rubric

### **Goal(s) Setting (Completed by November 1)**

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

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

The leader will:

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

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

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

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

**End-of-Year Reflection/Summative Review (Completed by June 1)**

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

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

*All forms for documentation are hyperlinked within the graphic of the continuous learning process, with further detail for each step.*

**Professional Practice and Leader Growth**

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

**Observation of Professional Practice and Feedback**

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader

practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days.

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

Quality feedback:

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

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

### **Growth Criteria**

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

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

See [\*Growth Criteria and Sources of Evidence\*](#)

<b>Growth Criteria</b>	<b>Possible Sources of Evidence</b>
<p><b>Development of New Learning and Impact on Practice</b></p> <ul style="list-style-type: none"> <li>The leader 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.</li> </ul> <p><b>Impact on the Organization</b></p> <ul style="list-style-type: none"> <li>The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved learning and their own changes in practice.</li> </ul> <p><b>Impact on Community</b></p> <ul style="list-style-type: none"> <li>The leader can demonstrate how they worked effectively with colleagues/families/community.</li> </ul>	<ul style="list-style-type: none"> <li>Information from site visits</li> <li>Strategic plans</li> <li>Learning walk/instructional rounds</li> <li>Self-reflection (e.g., journals, learning logs)</li> <li>Leader created professional learning materials</li> <li>Operational artifacts (e.g., schedules, procedural revisions)</li> <li>Educator learning outcomes</li> <li>Policy updates</li> <li>Community communications</li> <li>Constituent feedback</li> <li>Program development and implementation</li> <li>Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development)</li> <li>Systems and structures</li> </ul>

## **Tiered Support**

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, 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 a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader, and their exclusive bargaining representative if applicable.

### **Tier 1**

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial 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 leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

### **Tier 2**

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g.,



observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

### **Tier 3**

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

### **Summary of Tiered Support**

<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<p>Broadly accessible professional learning opportunities available to all</p> <p>Identified through goal setting process by mutual agreement</p>	<p>More intensive in duration, frequency and focus</p> <p>Can be suggested by the leader or recommended by an evaluator</p>	<p>In response to unresolved, previously discussed concerns</p> <p>Clearly articulated focus, duration of time, criteria for success</p> <p>May be assigned by the evaluator</p> <p>Developed in consultation with the evaluator, leader, and BAO representative (if applicable)</p>

### **Corrective Support Plan**

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the leader and their exclusive bargaining representative for certified teachers 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;
- well defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader, and bargaining unit representative. See Corrective Support Plan [form](#) and [example](#).



## **Dispute Resolution**

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

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

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

## **Process**

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

1. Within three school days of articulating the dispute in writing to their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with their evaluator (step 1). The leader being evaluated may choose between two options.
  - a. **Option 1:** The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. The superintendent 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.
  - b. **Option 2:** The leader being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

## **Time Limits**

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

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

## **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).

<b>Other School Personnel</b>	<b>Educator</b>	<b>Leader</b>
<ul style="list-style-type: none"> <li>• Attendance counselor</li> <li>• Paraeducator (required)</li> <li>• Behavior technician</li> <li>• Parent and family liaison</li> <li>• Social emotional support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• CTE teacher</li> <li>• Library media specialist</li> <li>• Reading interventionist</li> <li>• Instructional coach</li> <li>• Special education teacher</li> <li>• Social worker</li> <li>• School psychologist</li> <li>• Speech pathologist</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant principal</li> <li>• TESOL supervisor</li> <li>• Special education supervisor</li> <li>• Assistant superintendent</li> <li>• Curriculum coordinator</li> <li>• Talent development supervisor</li> </ul>

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.

### **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

## **Accompanying Forms and Documents**

### **Goal Setting Forms**

[Leader Orientation](#)

[Leader Goal Setting Form](#)

[Leader Mid-Year Check-in Form](#)

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

### **Observation Forms**

[Leader Observation/Site Visit Form](#)

[BPS Single Point Rubric for Leaders](#)

### **Glossaries, Samples, and Templates**

[Corrective Support Plan Template](#)

[Leader General Glossary](#)

[Leader Glossary of Professional Learning Opportunities](#)

[Leader Growth Criteria and Sources of Evidence](#)

[SAMPLE Leader Corrective Support Plan](#)

[Leader Sample Reflection Questions](#)

[Leader Corrective Support Plan Template](#)

# **Branford Public Schools**



## **Educator Evaluation and Support Plan**

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**June 2024**

BPS Board of Education Members	District PDEC Members
<p>Peter Berdon - Chair  Ellen Michaels - Vice Chair  Meaghan DeLucia - Secretary  Judith Barron  Adam Greenberg  Marie McNamara  Ram Shrestha  Shawn Tiernan  Laura Troidle</p> <p>Clare Barnett - Student Representative  Iva Sekerovic - Student Representative  Kimberly Caracondo - Student Representative  Connor Spaulding - Student Representative</p>	<p>Aaron Brenner - ELA Coach, Secondary  Stephanie Byrd - Assistant Principal, BHS  Dana DeCerbo Peck - Preschool Teacher, MRT  Melissa Danielson - Special Education, JBS  Michaela Driscoll - Classroom Teacher, JBS  Frank Dormer - Art, JBS  Magdalena Fin - Art, BHS  Lauren Farrell - Mathematics, BHS  Christine Glazewski - Mathematics Coach, JBS  Heather Grattan - Guidance Counselor, WIS  Meredith Girard - Classroom Teacher, MRT  Kyle Jones - Special Education, WIS  Jodie Lang - English Language Teacher, MTM  Sarah MacDougall - Spanish, WIS/BEA  Ashley Marinaro - Assistant Principal, WIS  Jody Mongillo - Mathematics Coach, MRT  Laureen Mutuski - English, BHS  James O'Connor - Principal, MRT  Lauren Osgood - Special Education, WIS  Michael Paoella - Mathematics Coach, WIS  Stephanie Profenna - Mathematics, WIS  Sharon Shirley - Social Studies, BHS  Lauren Skultety - Curriculum Coord., PreK-4  Ashley Steele - STEM, MTM  Carl Seeley - Social Studies, WIS/BEA  Suzanne Sullivan - Science Coach, Secondary  Maia Vargas - Physical Education - MRT  Rachael Tyrrel - Special Education, JBS  <i>Paraprofessionals will be added for the 2024-2025 school year.</i></p>

## **Branford Public Schools Mission, Vision, and Guiding Principles**

### **BPS Mission**

#### *Our Purpose*

The Branford Public School's community is committed to developing life-long learners who are capable and confident, who contribute to their community, and who succeed in a changing global society.

### **BPS Vision**

#### *What we hope for students*

Learning Today, Leading Tomorrow

### **Strategic Coherence Plan: Goals**

1. Ensure equal opportunity for growth and development for all Branford students.
2. Align the key systems in the District to support the student acquisition of the Global Learning Competencies through the implementation of the Definition of Deep Learning.
3. Improve the process and tools used to communicate and engage critical stakeholders.

### **Core Values**

#### *What adults embody to bring the mission and vision to life*

- Educators in the Branford Learning Community embody a **growth mindset**, a belief that one's capabilities and intellect can be enhanced through persistent effort, high-quality instruction and building students' belief in their own capacity to achieve.
- Embodied in a culture of **continuous improvement**, there is clear commitment to ongoing enhancement of processes, products and pedagogy to meet the needs of all learners.
- As **reflective practitioners**, teachers, administrators and support staff learn from their experiences and adjust for improvement. Together, these core values create an environment where innovation flourishes, resilience is cultivated, and individuals are relentless in their aspiration toward higher levels of excellence.

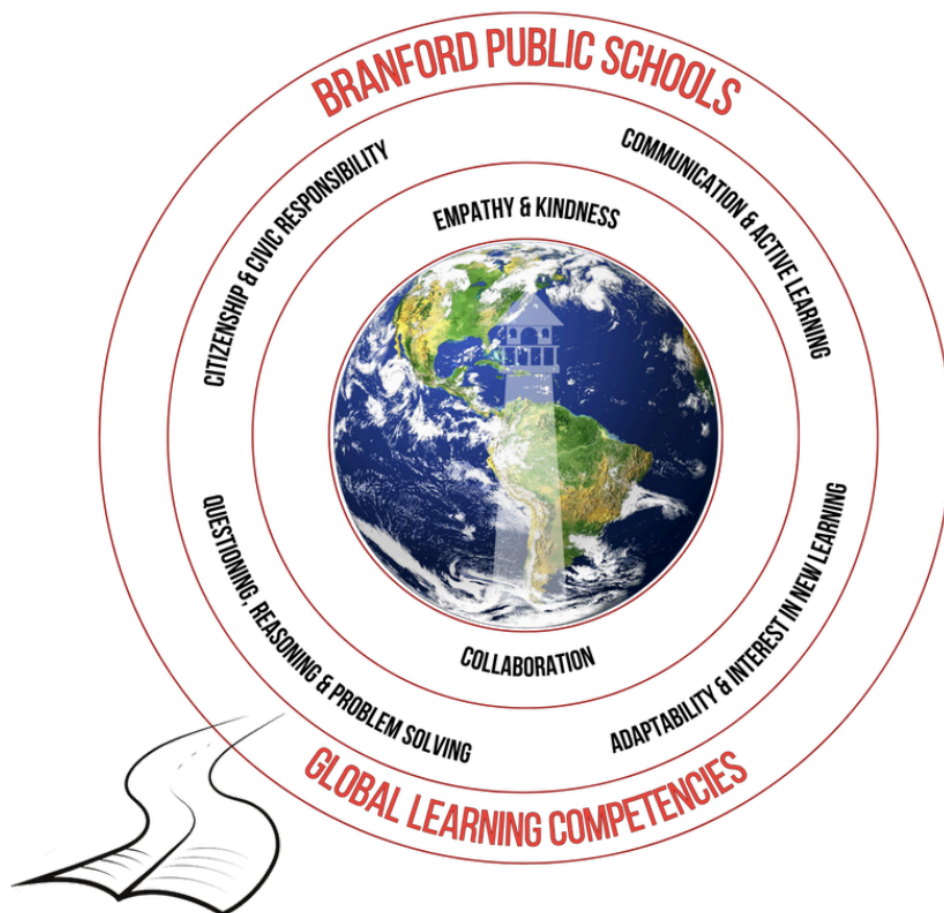
### **Global Learning Competencies**

Branford's Global Learning Competencies are the desired attributes, skills, and qualities that all students should possess upon graduation from the Branford Public Schools. These competencies serve as a guiding framework for our community in order to design curriculum and learning experiences that aim to cultivate well-rounded individuals who are equipped to succeed in their personal, academic, and professional lives. Branford's Global Learning Competencies reflect the educational values and goals of the district while shaping the path of the educational journey of students.

With a rich geographical and local history, the Branford community has become accustomed to a public school system that effectively and efficiently fulfills its mission of preparing students for what lies ahead in the world beyond high school. That world, however, is rapidly changing and to extend Branford's reputation of educational innovation and success, there was a recognition among the district's leaders and the Board of Education that public schools must continuously reflect on their own practice and seek to address the evolving uncertainties of this new environment.

Branford's Global Learning Competencies are as follows:

- Citizenship and Civic Responsibility
- Communication and Active learning
- Questioning, Reasoning and Problem Solving
- Adaptability and Interest in New Learning
- Empathy and Kindness
- Collaboration





## **Definition of Deeper Learning**

- **Feedback:** Providing continuous skills development, recognizing progress at each stage, while incorporating mentoring, feedback, and support throughout the learning process.
- **Content:** Ensuring students progress from initial understanding to application of content by continuously reviewing and upgrading their knowledge and skills, using high quality resources, and engaging in hands-on experiences.
- **Context:** Promoting intrinsic motivation and student engagement in the pursuit of learning by communicating high expectations within an environment of clear rules and procedures and nurturing relationships.
- **Community:** Cultivating a safe, supportive, and collaborative culture with colleagues, students, and families to optimize learning for educators and students.

## **Vision for Professional Development, Evaluation, and Support**

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

Our educator evaluation and support plan fosters empowerment, support, and ownership while minimizing bureaucracy. We strive to create an engaging, safe atmosphere conducive to meaningful growth and professional development. Through reciprocal conversations, educators and leaders contribute to an evaluation system aligned with high-quality instruction and deep learning. Our system provides differentiated, quality feedback, which promotes inclusive, personalized development. Our model aims to support educators and elevate teaching through a collaborative community of practice.

## **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 leader practice, educator practice, and student learning, growth, and achievement.

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

## **The Purpose of this Guide**

The Branford Public Schools (BPS) Evaluation and Support Plan is designed to support a comprehensive educator and leader evaluation system adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. Connecticut General Statutes 10-151b requires that “the superintendent of each

local or regional board of education shall annually evaluate or cause to be evaluated each teacher.”

The BPS Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all educators and leaders. This plan will:

- introduce key components of the educator evaluation framework and the requirements set forth in the regulations;
- outline specific action steps, forms, and tools specific to the evaluation of educators; and
- highlight considerations, conditions, and systems necessary for effective implementation at the school/district level.

## **Educator and Leader Evaluation and Support 2023 Components: Reimagining Educator and Leader Evaluation and Support**

The design of the Guidelines for Educator Evaluation and Support 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

The combined vision, guiding principles, and overall framework for educators and leaders’ evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved outcomes for students. While components are similar for educators and leaders, there are components specific to each group, resulting in two sections with similar processes within Branford Public Schools’ evaluation and support system.

### **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. The BPS PDEC Committee created a single point rubric to provide focus for high leverage goal(s) setting and professional learning.

The educator single point rubric is aligned with the Definition of Deep Learning and with the *New Art and Science of Teaching* (Marzano, 2017). The sheet version of the rubric includes more detail for each area and outlines the elements that live within each area. These elements are intended to facilitate conversation and goal setting. They are *not* intended to be used as a checklist of evidence to be seen in each observation. The document version of the rubric is printer friendly and may be used during observations to collect evidence aligned with each area. The Instructional Snapshot, included below the standards and rubrics, is intended to illustrate expectations for daily instruction.

### **Educator**

1. [BPS Single Point Rubric \(sheet with expanded elements\)](#)
2. [BPS Single Point Rubric \(doc for collecting evidence and feedback\)](#)
3. [CCT Rubric for Effective Teaching 2017](#)
4. [CCT Rubric for Effective Service Delivery 2017](#)
5. [Learning Forward's Professional Learning Standards \(2022\)](#)
6. [Teacher Leader Model Standards \(2008\)](#)

### **Instructional Snapshot\***

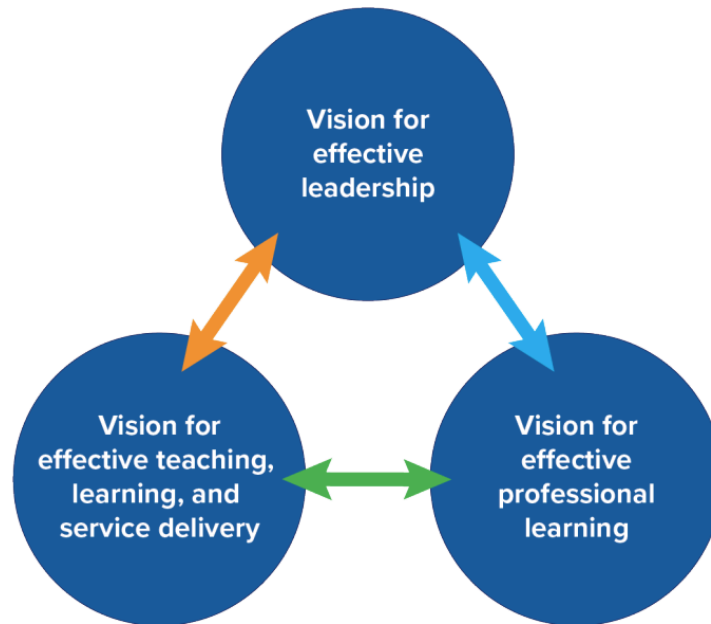
<b>Should See and Hear Almost Daily</b>	<b>Might See and Hear</b>	<b>Should Not See and Hear</b>
<ul style="list-style-type: none"> <li>• Clear learning goals and scales</li> <li>• Clear classroom routines and procedures</li> <li>• Formative assessment of individual students and the whole class</li> <li>• Content chunked into digestible bites</li> <li>• Teacher withitness</li> <li>• Teachers noticing and reacting when students are disengaged</li> <li>• Student small-group discussion strategies</li> <li>• Quality and timely feedback</li> <li>• Questioning strategies</li> <li>• Random selection to include all students</li> <li>• Use of wait time</li> <li>• Use of multiple types of questions</li> <li>• Prompts for elaboration on information</li> </ul>	<ul style="list-style-type: none"> <li>• Previewed content</li> <li>• Students tracking their own progress in learning</li> <li>• Academic games</li> <li>• Academic vocabulary instruction</li> <li>• Examination of similarities and differences</li> <li>• Examination of errors in reasoning</li> <li>• Understanding of student backgrounds and interests</li> <li>• Opportunities for students to talk about themselves (in relation to the content)</li> </ul>	<ul style="list-style-type: none"> <li>• Sarcasm or criticism of students</li> <li>• Disengaged students</li> <li>• Low expectations for students</li> <li>• Only the teacher talking about the content of activity</li> </ul>

*\*From Leading a High Reliability School, Marzano, 2018*

### **Professional Learning Standards and Structures**

Professional learning is essential to the success of Branford Public Schools. [Learning Forward Professional Learning Standards 2022](#) serves as a tool for identifying how professional learning deepens one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders, and professional learning

serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.

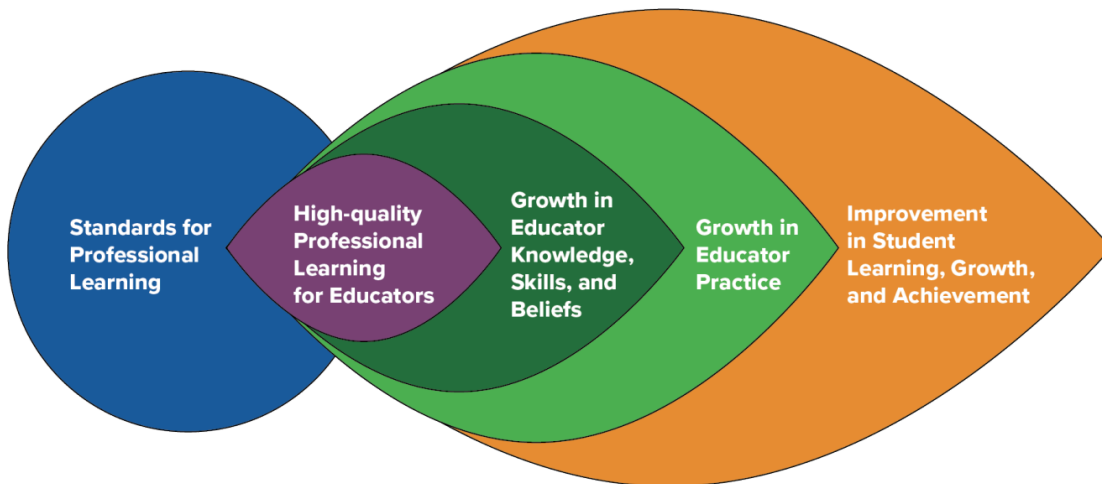


### **The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement**

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.

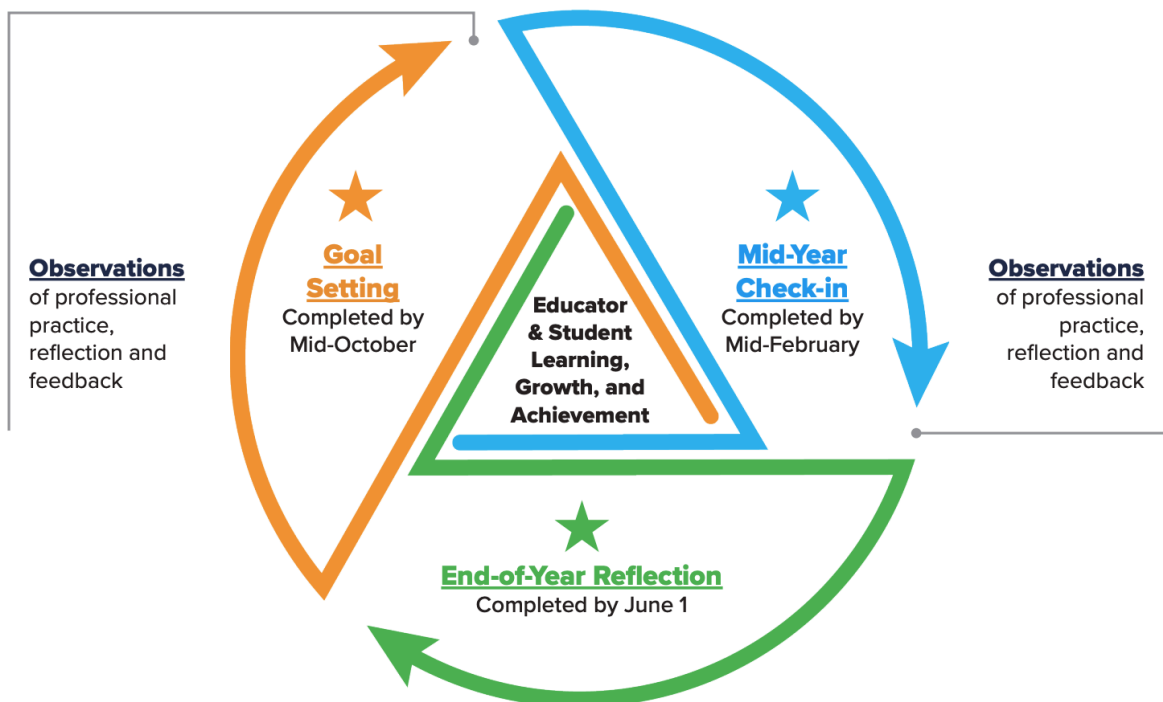
During each school year, a minimum of three check-ins (beginning, middle, and end of year) provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. Reciprocal discussion refers to a conversation in which participants take turns expressing their ideas, opinions, and viewpoints while also actively listening to and acknowledging the perspectives of others. In a reciprocal discussion, each participant has the opportunity to speak and contribute to the exchange, and there is a mutual respect for diverse viewpoints. Goal 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.

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



### **Educator Continuous Learning Process**

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



### Goal Setting

**Completed by Nov. 1**

#### **Beginning of the Year Goal(s) and Planning**

- Self reflect
- Review evidence

#### **Goal(s), Rationale, Alignment, and Professional Learning Plan**

- Draft goal(s), rationale, alignment, professional learning plan

#### **Goal Setting Conference**

- Mutually agree on 1-, 2-, or 3-year goal(s)
- Mutually determine individual or group goal(s)
- Mutually agree on professional learning needs and support

### Mid-year Check-in

**Completed by March 1**

#### **Mid-Year Check-in: Reflection, Adjustments, and Next Steps**

- Review and discuss currently collected evidence toward goal(s) and of practice
- Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement

#### **Mid-Year Conference**

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

### End-of-Year Reflection

**Completed by June 1**

#### **End-of-Year Reflection and Feedback Process**

- Self-reflection: Review and discuss professional learning, evidence of impact on practice, 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

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

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

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

## **Evaluation Orientation**

<b>Name:</b>		<b>Location:</b>	
<b>Select One:</b>  <input type="checkbox"/> Cohort 1: New to Profession (first 4 years) or New to BPS (first 2 years)  <input type="checkbox"/> Cohort 2: Educators who have successfully completed Cohort 1	<b>Select One:</b>  <input type="checkbox"/> Individual Goal  <input type="checkbox"/> Collaborative Goal  <i><b>Decided upon mutual agreement.</b></i>	<b>Select One:</b>  <input type="checkbox"/> 1-year goal <input type="checkbox"/> 2-year goal <input type="checkbox"/> 3-year goal  <i><b>Decided upon mutual agreement.</b></i>	<b>Select One:</b>  <input type="checkbox"/> BPS Single Point Teacher Rubric <input type="checkbox"/> BPS Service Proficder Rubric <input type="checkbox"/> CCT Teacher Rubric <input type="checkbox"/> CCT Service Delivery Rubric

### **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. To drive progress toward goal attainment, 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), a professional learning plan, and support that is consistent with their professional status and goals.

For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules will 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 with their evaluator 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.
- The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence is aligned to the single point rubric.
- The midyear conversation is a crucial progress check-in as it provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.



### **End-of-Year Reflection/Summative Review (Completed by June 1)**

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.

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 determination regarding the educator's successful completion of the professional learning process.

*All forms for documentation are hyperlinked within the graphic of the continuous learning process with further detail for each step.*

### **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) and collecting evidence of practice. Evaluators will provide educators with feedback from observation and dialogue, ensure timely access to supports, and collect evidence of educator performance and practice toward goal(s) through multiple sources, which include observation and may include student, staff, or family feedback.

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

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

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

Quality feedback:

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



<b>Definition of Cohorts</b>	
<p><b><u>Cohort 1</u></b></p> <p><b>Who:</b></p> <ul style="list-style-type: none"> <li>• New to profession (first four years)</li> <li>• New to BPS (first two years)</li> </ul> <p><b>What:</b></p> <ul style="list-style-type: none"> <li>• Three observations of Professional Practice (minimum 30 minutes in length) with pre and post meetings <ul style="list-style-type: none"> <li>◦ One observation of professional practice may be substituted for a review of practice</li> </ul> </li> <li>• Verbal and written feedback within five school days</li> <li>• Additional observations of professional practice as mutually agreed upon or deemed necessary</li> </ul>	<p><b><u>Cohort 2</u></b></p> <p><b>Who:</b></p> <ul style="list-style-type: none"> <li>• Educators who have successfully completed Cohort 1 in BPS</li> </ul> <p><b>What:</b></p> <ul style="list-style-type: none"> <li>• Two reviews of practice with one being Observations of Professional Practice (minimum 20 minutes in length) with post meetings. <ul style="list-style-type: none"> <li>◦ One observation of professional practice may be substituted for a review of practice</li> </ul> </li> <li>• Verbal and written feedback within five school days</li> <li>• Additional observations of professional practice as mutually agreed upon or deemed necessary</li> </ul>

### **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 [\*Growth Criteria and Sources of Evidence\*](#)

<b>Growth Criteria</b>	<b>Possible Sources of Evidence</b>
<p><b>Development of New Learning and Impact on Practice</b></p> <ul style="list-style-type: none"> <li>• Educators can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus.</li> </ul> <p><b>Impact on Students</b></p> <ul style="list-style-type: none"> <li>• Educators can demonstrate how they positively impacted student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Required observational evidence</li> <li>• Required student learning evidence aligned to high-leverage indicator focus</li> <li>• Implementation plans/lesson plan(s)</li> <li>• Educator learning logs/impact on practice reflection</li> <li>• Educator created learning materials</li> <li>• Evidence from Observation of Educator Practice</li> <li>• Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc.</li> <li>• Educator and/or student self-reflection</li> </ul>

<p>within the continuous learning process using evidence and can articulate connections between the improved learning and their own changes in practice.</p>	<ul style="list-style-type: none"> <li>• Student learning artifacts</li> <li>• Mastery-based demonstrations of achievement</li> <li>• Observational evidence of students' words, actions, interactions (including quotations when appropriate)</li> <li>• Rubrics, interim or benchmark assessments, other assessments</li> <li>• Other artifacts/sources</li> </ul>
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### **Tiered Support**

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. 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 duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

#### **Tier 3**

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

### Summary of Tiered Support

Tier 1	Tier 2	Tier 3
<p>Broadly accessible professional learning opportunities available to all</p> <p>Identified through goal setting process by mutual agreement</p>	<p>More intensive in duration, frequency and focus</p> <p>Can be suggested by the educator or recommended by an evaluator</p>	<p>In response to unresolved, previously discussed concerns</p> <p>Clearly articulated focus, duration of time, criteria for success</p> <p>May be assigned by the evaluator</p> <p>Developed in consultation with the evaluator, educator, and BEA representative (if applicable)</p>

### Corrective Support Plan

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

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

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

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative. See Corrective Support Plan [form](#) and [example](#).

### Dispute Resolution

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

Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying

areas of concern with the goals/objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

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

### **Process**

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

1. Within three school days of articulating the dispute in writing to their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with their evaluator (step 1). The educator being evaluated may choose between two options.
  - a. **Option 1:** The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. The superintendent 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.
  - b. **Option 2:** The educator being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

### **Time Limits**

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean 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	Leader
<ul style="list-style-type: none"> <li>• Attendance counselor</li> <li>• Paraeducator (required)</li> <li>• Behavior technician</li> <li>• Parent and family liaison</li> <li>• Social emotional support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• CTE teacher</li> <li>• Library media specialist</li> <li>• Reading interventionist</li> <li>• Instructional coach</li> <li>• Special education teacher</li> <li>• Social worker</li> <li>• School psychologist</li> <li>• Speech pathologist</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant principal</li> <li>• TESOL supervisor</li> <li>• Special education supervisor</li> <li>• Assistant superintendent</li> <li>• Curriculum coordinator</li> <li>• Talent development supervisor</li> </ul>

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.

### **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

## **Accompanying Forms and Documents**

### **Goal Setting Forms**

[Educator Orientation.docx](#)

[Educator End of Year Self-Reflection Form.docx](#)

[Educator Goal Setting Form.docx](#)

[Educator Mid-Year Check-in Form.docx](#)

### **Observation Forms**

[Educator Observation Form.docx](#)

[BPS Single Point Rubric for Teachers](#)

### **Glossaries, Samples, and Templates**

[Corrective Support Plan Template](#)

[General Glossary – Educator](#)

[Glossary of Professional Learning Opportunities – Educator](#)

[Growth Criteria and Sources of Evidence – Educator](#)

[SAMPLE Corrective Support Plan – Educator](#)

[SAMPLE Reflection Questions: Educator](#)