CANTERBURY PUBLIC SCHOOLS

Educator Review of Practice
and
Support Plan

Revised:

December 2024

Mission Statement

In collaboration with our community,

the Canterbury Public Schools

will develop, foster, and cultivate all students to their highest potential,

through rigorous academics

within a safe, nurturing, and respectful environment.

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The Canterbury Public Schools' plan was formally developed through the collaboration of the members of our Professional Development and Evaluation Committee (PDEC).

Members of the Committee:
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Introduction

Canterbury's Educator Review of Practice and Support Plan supports an environment in which educators have the opportunity to develop teaching practices that positively effect student learning. This document identifies the scope and sequence of goal setting and defines reviews of practice for this and subsequent years to support Canterbury Public Schools' mission and goals.

The design of Canterbury's Educator and Leader Evaluation Plan also aligns with the Connecticut Guidelines for Educator Evaluation and Support 2023 which are representative of research-based effective practice and include the following six elements:
1. Standards and criteria
2. Goal setting process
3. Professional practice and educator growth
4. Reviewer/observer/ stakeholder feedback and engagement
5. Process elements,and,
6. Dispute resolution

The document describes a systematic approach to continuous development, growth, improvement and learning, leading to high quality professional practice and improved outcomes for students.

This document defines the process for both leaders and educators that will enable them to be successful. The processes between the two are similar. However the differences will be identified throughout the document. Leaders' process is reflective of the Professional Standards for School Leaders (PSEL).

Core Values and Beliefs about Professional Learning

All Canterbury educators and leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator and leader Review of Practice and Support System so that all Canterbury students experience growth and success. As such, Canterbury's Educator Review of Practice and Support Plan establishes high standards for the performance of educators and administrators that ultimately lead to and are evidenced by improved student learning. Professional Frameworks, including Connecticut's Common Core of Teaching (2010); Professional Standards for School Leaders; Learning Forward's Professional Learning Standards (2022); CCT Rubric for Effective Teaching (2017); and CCT Rubric for Effective Service Delivery (2017), provide the foundation for Canterbury's Educator Review of Practice and Support Plan.

We acknowledge that enhanced student learning and high achievement that transfers to enrichment of future learning, career and personal experiences later in life is built by the collaborative, interdependent work of educators and administrators, students, families, school districts, and the communities they serve. Therefore, our plan seeks to create a professional culture in our educational programs that is grounded in the following beliefs.

We believe that**:**
- An effective teaching and learning system must reflect and be grounded in the vision and core values of the district and its schools.
- An effective teaching and learning system creates coherence among the functions of supervision and review of professional practice, professional learning and support, and curriculum and assessment development.

We further believe that a comprehensive review of practice process includes:
- on-going inquiry into and reflection on practice;
- goal-setting aligned with educator learning and district mission and vision;
- information gathered from multiple sources of evidence or artifacts;
- support structures for feedback, assistance, and professional collaboration;
- research-based professional learning opportunities aligned with the needs of educators.

Roles and Responsibilities of Reviewers and Educators

The primary purpose of educator review of practice is to strengthen individual and collective practices. Therefore, reviewers of practice and educators share responsibilities for the following:
- Utilizing *The Common Core of Teaching (CCT) or Framework for Service Delivery;*

- The review and understanding of Connecticut's Leader and Evaluation Rubric (2017) (Administration only);
- The familiarity with applicable portions of Connecticut's Common Core State Standards, Connecticut's Frameworks of K-12 Curricular Goal(s) and Standards, Assessments (Smarter Balanced Assessments);
- Adherence to established timelines;
- Completion of required components in a timely and appropriate manner;
- Sharing of professional resources and new learning about professional practice.

STUDENT SUPPORT SPECIALISTS

Canterbury's Educator Review and Support Plan provides both the structure and flexibility required to guide Student Support Specialists and reviewers in understanding their roles in enhancing student learning and assessing their professional practices. Specialists include school counselors, school psychologists, social workers, and speech-language pathologists, as well as others with specialized training who offer a broad range of services primarily to students. The Canterbury principals and director are responsible for Student Support Specialists evaluations (reviews of practice).

It is expected that Student Support Specialists and their reviewers will be knowledgeable about the appropriate professional standards in evaluation and assessment of performance. Those standards form the basis for goal-setting, assessment of professional practice, and alignment of professional learning opportunities with the needs of Student Support Specialists. In observations of practice, reviewers will use the domains and indicators outlined in the *Framework for Service Delivery*. The Plan aligns the professional standards for Student Support Specialists with outcomes for learning in review of practice, while recognizing the unique responsibilities of each Student Support Specialist.

Here are some links to standards and other informational documents related to the professional practice requirements of student support specialists, provided as a reference for specialists and reviewers of practice:

Speech - Language Pathologists: ASHA- Implications Common Core State Standards
https://www.asha.org/SLP/schools/Implications/

School Counselors: ASCA Ethical Standards for School Counselors (2010):
http://www.schoolcounselor.org/files/EthicalStandards2010.pdf

School Social Workers: NASW Standards for School Social Work Services (2012):
http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf

School Psychologists: NASP Professional Standards (2010):
http://www.nasponline.org/standards/2010standards.aspx

IMPLEMENTATION OF EDUCATOR REVIEW AND SUPPORT PLAN

Note: Any reviewer of practice who has not participated in the initial training and successfully completed feedback calibration will be required to do so. All reviewers of practice will participate in periodic calibration with other reviewers of practice.

At the core of this Educator Review and Support Plan is the belief that when educational leaders and practitioners provide a safe, caring, supportive environment that promotes professional practice based on "best practices" and standards, rigorous curricula and instruction and purposeful assessment systems all participants grow and learn to the best of their abilities. This review of practice and support plan is designed to support the continuous learning process for both educators and leaders. Regular dialogue and feedback, along with the opportunity to reflect, plan and implement new ideas drive the learning process. The reviewer serves as a learning partner who supports the reflective practitioner who presents ideas for growth and looks for feedback as the growth continues along the learning journey. All meetings with reviewers are collegial and collaborative in nature. The feedback is both verbal and written as required by the district plan. Feedback is tied to a set of standards and identifies strengths and areas of focus for growth.

Process and Timeline of Review of Practice

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<tr><td>Orientation</td><td>Superintendent or Administrator</td><td colspan="2">By September 15</td><td rowspan="3"><a>Goal-Setting Form

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N/A</td></tr>
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The annual goal-setting process for an educator will include the following steps, in order:

1.   Orientation

To begin the annual Practice and Review plan process, the Superintendent or Administrator meets and orients educator(s), in groups and/or individually, to discuss the review of practice process and their roles and responsibilities within it. In this meeting, educators and their administrator will review and discuss the following:

A. The CCT Rubric for Effective Teaching or Framework for Service Delivery,

B. Administrator, school, and district priorities that should be reflected in educator/group performance and practice goal,

C. Preliminary planning of goal, and

D. Artifacts/Data(if available- evidence of need or desired area of growth) showing areas that could be used in the growth focus as an individual and/or group goals.

E. Training for all stakeholders to understand differentiated tiered supports and processes.

Reviewers of practice and educators will establish a schedule for collaboration required by the goal-setting process.

2. Goal-setting

To begin the process, prior to the goal setting conference, the educator will examine data/artifacts related to current students' performance (including, but not limited to: standardized tests, portfolios and other samples of student work appropriate to educator's content area,etc.), the prior year's growth plan, survey results, previous professional learning goal(s), and/or the CCT Rubric for Effective Teaching or Framework for Service Delivery.

The educator will work with their primary reviewer to create a mutually agreed upon one-, two-, or three-year goal and plan for professional development and support that is consistent with each educator's professional status and goals.

First-year beginning educators may find it helpful to reflect on their practice goal with their mentor educators, using the TEAM program's Module Resources and Performance Profiles, to determine a baseline for establishing their goal.

Goals and feedback will be based on evidence, observations, and artifacts of professional practice which are aligned to the CT Common Core of Teaching, which serves as the districts mutually agreed upon standards.

Goal-setting conference: No later than October 15th of the school year the reviewer of practice and educator will meet to discuss the educator's proposed goal in order to arrive at mutual agreement. The goal for the year or years must be informed by data and/or artifacts collected by the educator and,or previous work done by the educator. The reviewer of practice collects evidence about educator practice to support the review and may request revisions to the proposed goal.

Examples of baseline data and/or artifacts that may be included in creating and achieving the goals :

❖ Lesson Plans	❖ Survey Data
❖ Intervention, treatment, or action plans and records	❖ Standardized and Non-Standardized Data (based on the educator's class)
❖ Client Communication Logs	❖ School-Level Data
❖ Formative Assessment Data	❖ Progress Monitoring
❖ Summative Assessment Data	❖ CCT Rubric for Effective Teaching
❖ Student Work	❖ Framework for Service Delivery
❖ Parent Communication	
❖ Data Team Minutes	

Evidence collection and review throughout school year:

The educator collects evidence about their practice and student learning that is relevant to the agreed-upon professional goal. Data/Artifacts must be available and included on the Annual Goal Setting Form. The reviewer of practice also collects and/or reviews evidence of educator practice for discussion in the mid-year conference and end of year meeting.

4. Observations

Reviewers of Practice will observe educator practice in formal and informal in-class observations and non-classroom practice throughout the school year with frequency based on the year of implementation of the plan and the educator's tenure status; see chart on page 6. All observations will be a minimum of 20 minutes in length. Observational feedback will be motivated by the Canterbury Public Schools Educator and Service Provider Performance Frameworks.

- [Educator Performance Framework](#)
- [Service Provider Framework](#)

Observations will meet these minimum number of times:

- Tenured Educators:
    - Two informal observations each year
    - One informal may be substituted for a Review of Practice
    - At least one formal observation every three years
- Non-Tenured Educators:
    - At least one formal observation every year
    - At least two informal observations every year
    - A Review of Practice may be substituted for an informal observation

Observation of Educator Practice (Taken from the CT Leader and Educator Evaluation and Support Plan 2024) Observations occur throughout the continuous learning process. The identified high-leverage goal provides a focus for strategic evidence collection and feedback. Reviewers of Practice 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. Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal
- 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

Administrators' Discretion

All educators will be observed for the minimum frequencies specified in this handbook (see page 8); however, administrators reserve the right to conduct more observations for the purposes of growth, feedback, or in some cases as the result of a performance plan.

In addition to formal conferences for goal-setting, reviews of practice, formal observations, and informal observations of educators by reviewers will occur periodically. Observations are for the purpose of helping educators to gain insights about their professional practice and its impact on student learning. Formal and informal observation of educators is considered a normal part of the administrator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of student learning in a school as a whole. In addition to in-class observations, non-classroom reviews of practice will be conducted when appropriate.

Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other educators, review of lesson plans or other teaching artifacts.

5. Mid-year Conference - Conversation and/or Adjustment of Goal
The reviewer of practice and educator will hold at least one conference near the midpoint of the review cycle (February 15). The discussion should focus on processes and progress toward meeting the goal and developing one's practice. Both the educator and the reviewer of practice will bring data/artifacts to review. A refocus of the educator's goal is needed if there is no progress or a change in progress. If necessary, educators and reviewers of practice may mutually agree to revisions to strategies or approaches to accommodate changes. They also can discuss actions that the educator can take, and the support a reviewer of practice can provide to promote educator growth in their development. This will be recorded in the Annual Goal Setting Form (Mid-Year Check-In Section).

6. End-of-year meeting (includes self-review, and end of year conference):
Educator self-review
(recorded in the Annual Goal Setting Form 5 school days prior to the end-of-year conference).
The educator reviews and reflects on all information and data collected during the year related to the goal and completes a self-review 5 days prior to the end-of-year conference to be reviewed by the reviewer of practice ahead of time. This self-review may focus specifically on the areas for development, referencing the CCT Rubric for Effective Teaching OR the Framework for Service Delivery and established in the goal-setting conference. The self-review should reflect what the educator learned throughout the year, supported by evidence

and personal reflection. The self-review should also include a statement that identifies a possible future direction that is related to the year's outcomes.

<u>End-of-year conference</u>

(if possible, no later than 5 school days prior to the end of the school year.)

The reviewer of practice and the educator meet to discuss all evidence collected to date. The educator and reviewer of practice will discuss the extent to which the progress toward the goal's achievement and how the educator's performance and practice focus contributed to student outcomes and/or professional growth. All progress will be recorded in the Annual Goal Setting Form (End-of-Year Check-In Section) and will provide a summary which includes a distinction regarding the educator's successful completion of the evaluative cycle.

OBSERVATION CYCLE

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS		CONFERENCING AND FEEDBACK
NON-TENURED		A minimum of 1 formal and 2 informal observations (minimum 20 minutes. 1 informal observation may be substituted for a review of practice. The first observation will be held before October 15.	Formal observations must have pre-conferences, all must have post-conferences, including written and verbal feedback (within 5 school days). Informal observations must have post-conferences, including written and verbal feedback (within 5 school days).
EDUCATORS ON A SUPPORT PLAN		A minimum of 3 in-class formal observations (minimum 20 minutes)	All must have pre-conferences, all must have post-conferences within 10 school days and write ups within 30 school days.
		In-class informal observations and reviews of practice may occur and may be in conjunction with	

	2 informal and 1 additional informal which may be substituted for a review of practice	Formal observation must have pre and post- conferences and feedback within 10 school days.
TENURED EDUCATORS DESIGNATED AS MEETING STANDARDS	At least 1 formal every three years	

Educators' efforts and actions taken towards achievement of the professional and district wide goals will be discussed during the pre-, mid-year, and post-conferences. Educators will be expected to bring artifacts from their practice that support and provide evidence of their contributions to the attainment of their goal as it reflects district initiatives.

PRIMARY REVIEWERS

Educators will be assigned a a primary evaluator that holds a 092 or 093.

Complementary reviewers may be utilized in the implementation of this plan. Educators and/or primary reviewers may request additional data gathering if a perceptual discrepancy arises.

DEFINITION OF EDUCATOR EFFECTIVENESS AND INEFFECTIVENESS

Educator effectiveness shall be defined as a pattern of growth and reflection, as well as responsiveness to growth-oriented feedback. Ineffectiveness shall be defined as a pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback.

Growth Criteria

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

- reflection supported with evidence of the impact of the educator's new learning on their practice/goal.
- identifying the impact the educator's new learning and practice had on student learning, growth, and or achievement, supported by evidence.

In particular, the Development of New Learning and Impact on Practice

- Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources of evidence (student work, observation feedback, data team meetings, PLC conversations, etc.) and how they used their new learning to improve practice aligned to their continuous learning process and goal.

Impact on Students

- Educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections between the improved learning and their changes of practice.

Sample examples of evidence:

Observational evidence
Lesson plans
Notes from PLC conversations
Programs from concerts
self -reflections
Sample student work showing evidence of progress
Interim or benchmark assessments, other assessments

TIERED SUPPORTS

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. Reviewers 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 reviewer, 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 a reviewer.

TIER 3- Intensive Support Plan

A pattern of persistent lack of growth and reflection; resistance to growth-oriented feedback; or a summative report from the prior year indicating unsuccessful completion of the regular growth and support process, should lead to a more Intensive Support Plan with indicators of success for transitioning out of it.

Reviewers must utilize and document all informal and formal tiers of support prior to the development of a Corrective Support Plan. This 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 reviewer.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultations with the reviewer, educator, and bargaining unit representative.

The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b.

*Please note, tiered interventions and support plans do not supersede State statute allowing for discharge of an employee within their first 90 days of employment. C.G.S. §10-151.

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 review process. The right of appeal is available to all in the evaluation and support system. As our Review of Practice and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their reviewers are encouraged to resolve disagreements informally. Ultimately, should an

educator disagree with the reviewer'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 reviewer may choose to adjust the report but is not obligated to do so. The educator whose practice is being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, timeline 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. Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreement.

Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

The educator/leader whose practice is being reviewed 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 his/her/their reviewer, the educator whose practice is under review and the primary reviewer will meet with the objective of resolving the matter informally.

2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the Superintendent or designee within three workdays of the meeting with his/her/their primary reviewer (step 1). The educator whose practice is under review 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 (CEA) 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.

        *In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and educator may select three mutually agreed upon persons to

serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified educator and may or may not be from within the district.

   b.   Option 2: The educator whose practice is under review 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 reviewer and educational practitioner 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. 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 reviewer within five workdays, the educator shall be considered to have waived the right of appeal.

4. The educator whose practice is being reviewed 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 consensus protocol to create, revise and monitor the evaluation(review) and support model, as well as the professional learning plan to propose to the local Board of Education. Pursuant to Connecticut General Statutes 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 as least one teacher, and one administrator, selected by the exclusive bargaining representatives of each entity for certified staff, at least one paraeducator selected by their exclusive bargaining unit representative, and other personnel as the local board deems appropriate.

The duties of the Professional Development and Evaluation Committee (PDEC) shall include, but are not limited to: participation in the development of or adoption of a teacher review of practice and support program for the district, pursuant to section 10-151b; the development, review/ and annual updating of a comprehensive local professional development plan for certified employees of the district; the development of and annual updating of a comprehensive local professional development plan for paraeducators of the district.

This program/plan 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 and support plan adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader review 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 the an educator and leader review developed by such board, provided that the program is consistent with the CT guidelines 2023 adopted by the State Board of Education.

The Superintendent shall report:

The status of teacher evaluation review to the local or regional board of education on or before June 1 of each year; and

The status of the implementation of the teacher review and support program, including the frequency of observations and reviews, the number of teachers who have not yet been reviewed , 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.

Leader

Observation Cycles

Non-tenured: New to Leadership Role (3 years) OR New to the district but previously tenured (2 years)	Tenured: Leaders who have 4 years of successful administrative experience in-district; OR Leaders who have been previously tenured in another district and 2 successful years in present district qualify for tenure
3-5 observations of professional practice and/or site visits per year	2-4 observations of professional practice and/or site visits per year
Verbal and written feedback within five school days	Verbal and written feedback within five school days
Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Growth Criteria (Aligned to the agreed upon standards (CT. Leader Evaluation and Support Rubric 2017)

Instructional Leadership *Domain 1* 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. The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources and how they used their new learning to improve practice.	Possible Sources of Evidence - Information from site visits - Strategic plans - Rounds/ learning walks - Self-reflection - Leader created professional learning materials - Operational artifacts - Educator learning outcomes - Policy updates - Community communications - Constituent feedback - Program development and implementation - Systems and structure

**Talent Management /Impact on the Organization:**
Domain 2
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.

**Organizational Systems**
Domain 3
Leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high performing learning environment.

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.

 **Culture and Climate**
Impact on Community:
Domain 4
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.

The leader can demonstrate how they worked effectively with colleagues/families/community.

<u>**LEADER REVIEW OF PRACTICE PLAN**</u>

OVERVIEW

Canterbury's Leader Review Plan aims to develop a shared understanding of leader effectiveness. Canterbury's administrator review and support plan defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (educator effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

The plan describes the four domains (see above) and their descriptors. It focuses on the practices and outcomes of what constitutes effective administrators according to the standards included in the plan. Leaders accomplishing the outcomes of each domain can be characterized as:

- Meeting expectations for "effective" as an instructional leader (Connecticut Leader Evaluation and Support Rubric 2017)

<u>**LEADERSHIP PRACTICE**</u>

Leadership practice is described in the <u>Common Core of Leading: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2017.</u>

Improving teaching and learning is at the core of what effective educational leaders do.

1. The administrator whose practice is being reviewed collects evidence about his/her practice and the reviewer collects evidence about administrator practice with particular focus on the identified focus areas for development.

2. The administrator whose practice is being reviewed and the reviewer hold a Mid-Year Formative Conference by February 15 with a focused discussion of progress toward goal accomplishment and/ who meets the standards in the focus areas identified as needing development.

3. By June 30, the administrator whose practice is being reviewed reviews all information and data collected during the year and completes a summative self-assessment for perusal and evaluation by the reviewer, identifying areas of strength and continued growth as well as progress on their goal or focus areas.

4. By July 30, the reviewer and the administrator whose practice is being evaluated meet to discuss all evidence collected. Following the conference, the reviewer uses the preponderance of evidence to relate a determination.

Orientation and Training Programs

During the summer, all administrators new to Canterbury will be oriented so that they will understand the review of practice system, the processes, and the timelines for their reviews of teacher practice. Special attention will be given to the Common Core of Leading Performance Expectations and the Leadership Practice Rubric, so that all administrators fully understand Performance Expectations and the requirement for being an effective administrator. Additional opportunities will be provided throughout the academic year that will provide Canterbury administrators with access to resources to deepen their understanding of the Review of Practice Plan.

Training will include an in-depth overview and orientation of the 4 categories that are part of the plan, the process and timeline for plan implementation. Training will be provided on using the Leadership Practice Rubric, so that reviewers are thoroughly familiar with the language, expectations, and examples of evidence required for administrator effectiveness. Training will include a focus on understanding the differentiated tiered supports and processes. Additional training will be provided to all reviewers in conducting effective observations and providing high-quality feedback.

ADMINISTRATOR REVIEW PROCESS
(Building Level Administrators and Director of Special Education)

This section describes the process by which administrators and their reviewers collect evidence about practice and results over the course of a year, culminating with a final review and recommendations for continued improvement. The following pages explain the annual cycle that administrators and reviewers will follow.

OVERVIEW

Each administrator participates in the review process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative review. Evidence from the summative review and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

Primary Reviewer
Leaders are assigned a primary evaluator that holds a 092 or 093.

SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION

JULY	AUGUST	SEPTEMBER	FEBRUARY	JUNE
Orientation and context setting summative conference by July 30	Written summative review by August 15	Goal setting and plan development	Mid-year formative review by February 15	-Summative self-assessment by June 30 -Preliminary narrative summative feedback given to leader, to be finalized by August

Step 1
Orientation and Context-Setting by July 30 **(Orientation and Context setting to be finalized in August)**

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 achieving 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?

Step 2: Goal-Setting and Plan Development by September 1
Before a school year starts, administrators will identify a target for growth (personal and professional)

Next, the administrator and the reviewer meet in September to discuss and agree on the selected outcome goal(s) and practice focus areas.

The leader will work with their primary reviewer to create a mutually agreed upon one-, two-, or three-year goal and plan for professional development and support that is consistent with each leader's professional status and goals.

The goal-setting form is to be completed by the administrator whose practice is being reviewed. The focus areas, goal(s), activities, outcomes, and timeline will be reviewed by the administrator/ reviewer prior to the beginning work on the goal(s). The reviewer may suggest additional goal(s), as appropriate.

The reviewer will establish a schedule of school visits with the administrator to collect evidence and observe the administrator's work. The first visit will take place near the beginning of the school year to ground the reviewer in the school context and the administrator's evaluation plan. Subsequent visits will be planned at two- to three-month intervals. Leaders will have the following number of site visits

Leader goals and feedback will be based on evidence, observations, and artifacts of professional practice which are aligned to the CT Common Core of Leading, which serves as the districts mutually agreed upon standards.

Step 3: Mid-Year Formative Review
In February, there will be a formal check-in to review progress. In preparation for meeting:
- The administrator analyzes available student achievement data and considers progress toward outcome goal(s).

- The reviewer reviews observation and feedback forms to identify key themes for discussion.

The administrator whose practice is being reviewed and the reviewer hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goal(s); goal(s) may be changed at this point.

Step 4: Self-Assessment (reflection):
By June 30, the administrator whose practice is being reviewed completes a self-assessment/reflection on his/her practice on established goal(s).

The administrator whose practice is being reviewed will also review his/her focus areas and determine if s/he considers themselves on track or not.

The administrator whose practice is being reviewed submits his/her self-assessment to his/her reviewer.

Step 5: Summative Review:
The administrator whose practice is being reviewed and the reviewer meet by July 30 to discuss the administrator's reflection and all evidence collected over the course of the year. This meeting serves as an opportunity to convey strengths, growth areas and will provide a summary which includes a distinction regarding the leader's successful completion of the evaluative cycle.

The reviewer completes the summative review, shares it with the administrator, and adds it to the principal's personnel file with any written comments attached that the principal requests to be added within two weeks of receipt of the report.

Summative feedback must be provided to all administrators by July 30 of a given school year.

DEFINITION OF LEADER EFFECTIVENESS AND INEFFECTIVENESS

Leader effectiveness shall be defined as a pattern of growth and reflection, as well as responsiveness to growth-oriented feedback. Ineffectiveness shall be defined as a pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback.

Growth Criteria

A leader is determined to have successfully completed the learning process by demonstrating: Reflection supported with evidence of the impact of the leader's new learning on their practice/goal; and the impact the leader's new learning and practice had on building-wide student learning, growth, and or achievement, supported by evidence.

TIERED SUPPORTS

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. Reviewers 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 reviewer, 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 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 leader and/or recommended by a reviewer.

TIER 3- Intensive Support Plan

A pattern of persistent lack of growth and reflection; resistance to growth-oriented feedback; or a summative report from the prior year indicating unsuccessful completion of the regular growth and support process, should lead to a more Intensive Support Plan with indicators of success for transitioning out of it.

Reviewers must utilize and document all tiers of support prior to the development of a Corrective Support Plan. This 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 reviewer.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultations with the reviewer, leader, and bargaining unit representative.The Corrective Support Plan shall be developed in consultation with the leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

*Please note, tiered interventions and support plans do not supersede State statute allowing for discharge of an employee within their first 90 days of employment. C.G.S. §10-151.

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 review process. The right of appeal is available to all in the evaluation and support system. As our Review of Practice and support system is designed to ensure continuous, constructive, and cooperative processes among leaders and their reviewers are encouraged to resolve disagreements informally. Ultimately, should a leader disagree with the reviewer'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 reviewer may choose to adjust the report but is not obligated to do so. The leader whose practice is being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, timeline 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. Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreement.

Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

The educator/leader whose practice being reviewed shall be entitled to collective bargaining representation at all levels of the process:

- Within three school days of articulating the dispute in writing to his/her/their reviewer, the leader whose practice is under review and the primary reviewer will meet with the objective of resolving the matter informally.
- If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the Superintendent or designee within three workdays of the meeting with his/her/their primary reviewer (step 1). The leader whose practice is under review may choose between two options:

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 (CEA) 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.

*In the instance that a district is too small to have a full PDEC from which to select three individuals, the Superintendent and leader may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified leader and may or may not be from within the district.

Option 2: The leader whose practice is under review 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 reviewer and educational practitioner 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

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.   The leader whose practice is being reviewed 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 reviewer within five workdays, the leader shall be considered to have waived the right of appeal.   The leader whose practice is being reviewed 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.

PROFESSIONAL LEARNING

As our core values indicate, Canterbury Public Schools believe that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process. Working with program goal(s) and data from the leader review process, professional learning is planned to strengthen instruction around identified student growth needs or other areas of identified leader needs.

We recognize that leaders as well as students learn in different ways and have different learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences, including learning teams, study groups, individual study, etc. as well as opportunities for conducting research and collaborating with colleagues on content-based pedagogical activities.

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

Canterbury Public Schools will provide opportunities for leader career development and professional growth based on the results of the reviews of practice. Leaders with a positive review will be able to participate in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

The following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career leaders or leaders new to Canterbury; participating in the development of leader Professional Assistance and Support System plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and targeted professional development based on areas of development.

Appendices- Educator

Information and Resources to Support Effective Implementation

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 achieving 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 reviewer 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 pro- mote 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?

<u>Corrective Support Plan Template-</u> <u>Name of Employee</u>

Educator has consistently struggled with _____.

Tiered supports have been provided by the reviewer throughout the year. Leader whose practice has demonstrated a lack of growth/improvement, which has led to assigning a corrective support plan.

Objective

To improve _____ (standard) being addressed.

Possible resources

A blend of opportunities and resources should be extended to the educator whose practice is under review Support has been provided by the reviewer throughout the year. (Educator) has demonstrated a lack of growth/improvement, which has led the reviewer to assign a Corrective Support Plan.

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

- Mentor
- Coach
- Reading as appropriate
- Observe a mutually agreed upon peer for structures, systems and dispositions that support positive classroom management skills.

Timeframes

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

Supportive Actions:

(Suggested supportive Actions)

- Weekly, bi-weekly meetings with progress reporting from educator and written feedback from reviewer (dependent upon need for plan)
- All resources made available

- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of the building, as appropriate

Corrective Support Plan Sample - Educator

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

Tiered supports have been provided by the reviewer throughout the year. (Educator) has demonstrated a lack of growth/improvement, which has led the reviewer to assign a Corrective Support Plan.

Objective:
To improve classroom management practices in order to enhance the learning environment (CCT-1A) to support learning.   (Indicate specific standard in your objective language)

(Suggested) Resources:
A blend of opportunities and resources should be extended to the Educator being supported on the Corrective Support Plan.
- Mentor
- Coach
- Reading as appropriate
- Observe a mutually agreed upon peer for structures, systems, and dispositions that support positive classroom management skills
- Read and discuss "The First Six Weeks of School" -Center for Responsive Classroom with reviewer
- Training in Restorative Practices

Timeframes:
- Educator will remain on this corrective plan for six weeks/
- Improvements in classroom management within this six-week duration will serve as criteria for successful completion of this plan

Supportive Actions:
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of the building, as appropriate.

- Weekly, bi-weekly meetings with progress reporting from educator and written feedback from reviewer (dependent upon need for plan)
- Modeling of effective classroom management strategies
- Management of access to learning opportunities in and out of the building, as appropriate

Corrective Support Plan Sample - Leader

Leader whose practice is under review has consistently struggled with data-driven decision making.

Tiered supports have been provided by the reviewer throughout the year. Leader has demonstrated a lack of growth/improvement, which has led the reviewer to assign a Corrective Support Plan.

Objective
To improve leader's ability to use data to make building-level decisions

Resources

- District-level data coordinator for instruction in how to analyze and make use of data
- Support from SRBI coordinator to discuss plans and data use
- Read *Measure What Matters* By: John Doerr

Timeframes
- Six weeks, from November 4, 2024 to December 18, 2024
- Improvements in data-driven decision making within this six weeks will serve as criteria for successful completion of this plan

Supportive Actions
(Suggested supportive Actions)
- Bi-weekly meetings with progress reporting from leader and written feedback from superintendent
- Timely feedback in person and in writing (bi-weekly meetings)
- Attend EastConn training on using data

Glossary of Terms:

Educator: Includes teachers and student and educator support specialists who provide instruction and support services to students and staff. Educators serving in a teaching role or serving in a role of providing support services hold a valid certificate or permit issued by the State Board of Education.

Leader: Includes school and district administrators who are responsible for providing instructional leadership and for developing, implementing, and evaluating systems and policies within the school or district. Leaders serving in an administrative position hold a valid certification endorsement for Intermediate Administration or Supervision (#092) issued by the State Board of Education. single-point competency. A description of a standard of behavior or performance, that is framed only as

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 a leader on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Corrective Support Plans shall include clear objectives specific to the well documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; supportive actions from the reviewer; and outcomes or further action as determined in consultation with the reviewer, leader, and bargaining unit representative.

Check-ins: Formal or informal meetings or conferences held in the spirit of collaboration between the

leader and reviewer 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, 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.

Continuous Learning Process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or reviewers), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:
• The Supporting Teacher Effectiveness Project (STEP)
• Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and
Model System for Educator Evaluation
• Ohio Department of Education – Ohio Teacher Evaluation System (OTES 2.0) Framework
• Tennessee Educator Acceleration Model
• Connecticut TEAM Process (CAPA)

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

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

Feedback: "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.

Formal Observations: A formal observation is a structured and planned process of watching, assessing, and evaluating a leader's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

Goals and Standards: Should be a high-leverage goal based on professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of practice. Growth Criteria: Successful completion of the Continuous Improvement Process, supported with evidence that includes the impact the leader's new learning had on their practice/goal, along with a reflection on challenges and next steps; and the impact the leader's new learning and practice had on organizational health, educator growth, student learning, growth, and/or achievement, supported by Evidence.

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

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

Informal Observations: An informal observation is an unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within five school days.

Leader: A leader is defined as someone in a leadership position who has attained the 092 certification.

This may include assistant superintendent, principal, dean of students, assistant/vice principal, pupil services director, 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, 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.

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 leaders 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 Opportunities.

Review of Practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, facilitation of meeting coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other leader 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 is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric.

Site Visits: A site visit provides an opportunity for observation and dialogue with the leader that may include but is not limited to leader engagement with educators, families or other partners in the work with

a focus on the leader's goal.

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

Resources:
Connecticut School Leadership Standards 2017
Common Core of Leading: CT School Leadership Standards (2012)
Professional Standards for Educational Leaders (2015) - National Policy Board for Educational Administration
Connecticut's Common Core of Leading: A Guide for Professional Growth Connecticut Common Core of Teaching (2010) -
CT Common Core of Teaching (2010)
Connecticut Guidelines for Educator Evaluation 2017
Connecticut Guidelines for Educator Evaluation (2017)
Connecticut Rubrics for Educator and Leader Practice:
CCT Rubric for Effective Teaching 2017
CCT Rubric for Effective Service Delivery 2017
CT Leader Evaluation and Support Rubric 2017
Governor Ned Lamont's Executive Order 7C
Governor Lamont's Executive Order 7C Nondisclosure of Records of Teacher Performance and Evaluation
Connecticut General Statutes 10-151 (c) Performance Evaluation and Advisory Council (PEAC)
Connecticut General Statutes 10-151d Professional Development and Evaluation Committee (PDEC)
Connecticut General Statute 10-220a School Social Worker Standards
School Social Work Association of America Standards for Professional Learning:
CT's Professional Learning Standards (2015)
Learning Forward's Professional Learning Standards (2022) Teacher Evaluation
Connecticut General Statutes 10-151b Teacher Leader Model Standards (2008)
Teacher Leader Model Standards (2008)

Goal Setting Guide

2024 - 2025

Table of Contents

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Goal Setting Criteria

➤ Criteria

Each staff member and their assigned evaluator must mutually agree on a professional growth goal and at least two associated measures of accomplishment. Measures of accomplishment (or indicators of educator growth) are ways staff can demonstrate progress toward their goal and may include, but are not limited to, a sample of lesson plans, a sample of student artifacts, newly developed performance assessments, and educator and/or student self-reflections.

Staff are permitted to set one professional growth goal that spans from 1 to 3 years in duration. This goal may be collaborative and may be adjusted as needed each year.

Annual Goal Setting Form

Name: **Role:**
Building: **School Year:**

Goal:		
☐ **One-Year**	☐ **Two-Year**	☐ **Three-Year**

District Goals (Choose one that your goal aligns with):		

School Goals (Choose one that your goal aligns with):		

Teacher Explanation	**Teacher Needs:** **Professional Learning/ Supports needed to overcome possible obstacles/ results desired** **(This portion to be completed during goal setting meeting)**	**Administrative Comments** **(To be filled out by Admin)**
Reasoning for goal? (Summative/Formative Assessment Data, Life Skill, for example)		
Desired results:		

Mid -Year Check-In Section

Teacher Reflections	List Artifacts/Data to this Point	Administrator Feedback
How is it going? **Any unexpected surprises/issues?** **Need to revise my goal?** **Plan for next portion of the year**		**Suggestions** **Validations** **Questions?** **Discuss student work used** **Data if used** **Help if desired** **Suggestions if desired**

End-of-Year Check-In Section

Teacher Reflections	List Artifacts/Data to this Point	Administrator Feedback
How did it go? **Successes:** **What made you successful?** **Plan for next year:** **Other:**		**Administrator feedback Validations** **Commendations** **Suggestions for growth**

Annual Goal Setting Samples

I will… *State the action you will take*	Focus on… *Your focus area may be aligned with standards, TEAM, or department, school/district goals, or other initiatives.*	Measures of Accomplishment *Mutually agree to specific ways you will demonstrate the impact of your goal on students and/or the school community.*
❖ Produce ❖ Analyze ❖ Create ❖ Develop ❖ Design ❖ Enhance ❖ Refine ❖ Implement ❖ Incorporate ❖ Investigate ❖ Learn about ❖ Learn how to ❖ Mentor ❖ Research ❖ Study ❖ Gain skills in ❖ Modify ❖ Differentiate	❖ Cognitive Development ❖ Effectiveness of academic intervention ❖ Social emotional learning ❖ Performance assessments ❖ Interdisciplinary content ❖ Opportunities to respond ❖ Analysis of data to guide differentiation ❖ Student engagement strategies ❖ Culturally responsive pedagogy ❖ Student autonomy and agency ❖ Behavioral interventions ❖ Collaboration with other educators ❖ Family engagement ❖ Play based learning ❖ Classroom routines and transitions	❖ Sample of lesson plans ❖ Student achievement data ❖ Sample of SEL activities ❖ Review of artifacts ❖ Sample of student work ❖ Performance assessments ❖ Reflection journal ❖ Unit Design ❖ Student reflections ❖ Reflection of peer observation ❖ Parent engagement newsletters ❖ Behavior referrals

Plan for Three Year Goal

YEAR ONE:
GOAL FOCUSED ON RESEARCH, AND DEVELOPING BACKGROUND KNOWLEDGE THAT EXTENDS PROFESSIONAL KNOWLEDGE/ABILITIES- CAN TAKE PLACE AS A PLC OR INDIVIDUAL GOAL

YEAR THREE:
GOAL FOCUSED ON REVISIONS TO IMPLEMENTATIONS FROM YEAR TWO, LEADING TO PERMANENT CHANGES AND IMPROVEMENTS TO PRACTICE

YEAR TWO:
GOAL FOCUSED ON IMPLEMENTATION OF RESEARCH FROM YEAR ONE, INCLUDES SPECIFIC CHANGES TO PRACTICE; CAN INCLUDE FEEDBACK FROM PEERS/COLLEAGUES ON IMPLEMENTATION

Name: Ann T. Mame   **Role: Science and Social Studies Teacher**
Building: BMS   **School Year: 24-25**

Goal: foster and promote critical thinking skills across the content areas. X One-Year ☐ Two-Year ☐ Three-Year		
District Goals (Choose one that your goal aligns with):		
School Goals (Choose one that your goal aligns with):		

Teacher Explanation	Teacher Needs:	Administrative Comments
Promoting critical thinking and problem solving is transferable to all areas of life and learning.	**Professional Learning** **Materials, etc.** **Cooperative learning strategies Projects to challenge growth and thinking** **Materials for Project-based learning** **Curricular updates?**	**What are some ways you can promote critical thinking within your area of expertise?** **Are there various projects to allow for differentiation?** **What is it you will need in order to create the projects?**
Reasoning for goal? **Critical thinking helps one to separate fact from fiction leading to better choices being made in life.**		

Desired results: projects requiring critical thinking such as (student-led businesses, building a model community, solving a scientific question, having a model plane fly using a fuel that is not fossil fuel based)

Name: Celine Dion   **Role: Teacher**
Building: BMS   **School Year: 24-25**

Goal: create engaging and dynamic learning experiences that support student learning/ provide differentiation opportunities. X **One-Year** □ **Two-Year** □ **Three-Year**		

District Goals (Choose one that your goal aligns with):

School Goals (Choose one that your goal aligns with):

Teacher Explanation	Teacher Needs:	Administrative Comments
Technology is everywhere. If we can incorporate technology where and when it is most applicable, then students will build on what they have learned in school to maintain and grow technologically in life.	**Professional Learning** **Materials, etc.** **Samples of projects to challenge growth and thinking** **Materials for using technology in learning**	**What are some ways you can promote the use of technology in your classroom?** **Are there various projects to allow for differentiation?** **What is it you will need in order to complete your goal?**
Reasoning for goal? **Using and understanding the application of technology is a 21st C skill needed in all areas of life.**		

Desired results: students create programs in which to do their homework, or to create assignments, take assessments.

Name: Jubilation T. Cornpone, Lil Abner Yokum, Daisy Mae Scragg, Sadie Hawkins   **Role: Unified Arts Teachers**

Building: CES   **School Year: 24-25**

Goal: foster and promote critical thinking skills across the arts.

☐X **One-Year**   ☐ **Two-Year**   ☐ **Three-Year**

District Goals (Choose one that your goal aligns with):

School Goals (Choose one that your goal aligns with):

Teacher Explanation	Teacher Needs	Administrative Comments
Promoting critical thinking and problem solving is transferable to all areas of life including the arts. **If we can work on skills that can be related to all the arts (for example, design, color, participation, and communication), then we can foster self- efficacy and growth with a growth mindset.**	**Professional Learning Supports** **Problems that may need to be overcome** **desired results** **Cooperative learning strategies** **Projects to challenge growth and thinking** **Curricular needs**	**What are some ways you can promote critical thinking within your area of expertise?** **Are there various projects to allow for differentiation?**
Reasoning for goal? **Life is full of stressors. Problem solving and critical thinking strategies will be ways that students can figure things out and be successful in life.**		

Desired results:
Projects that show critical thinking such as: a new design for pottery that has not been done before, creating a small business for selling creations, inventing a robot, songwriting)

Name: Mrs. Sophie Tucker   **Role: Service Provider**
Building: BMS   **School Year: 24-25**

Goal: build a more collaborative school/ community environment ☐ **One-Year** ☐ **Two-Year** X **Three-Year**		
District Goals (Choose one that your goal aligns with):		
School Goals (Choose one that your goal aligns with):		
Teacher Explanation **Strategies that will be employed:** **Collaborate with classroom teachers and parents to create a presentation that will draw more parents into their roles and responsibilities as parents of special needs students.** **Send out a survey/questionnaire that will help to identify needs of teachers and parents** **Create a small study group that incorporates parents of children with similar needs**	**Teacher Needs** **Professional Learning/ Supports to overcome possible results** **Scheduled time to meet with teachers** **Scheduled time to meet with parents** **Materials and resources that will help**	**Administrative Comments** **What is your timeline?** **How can I help?** **Do you have any ideas related to materials that need to be purchased?** **First steps?**
Reasoning for goal? **More cooperation between school and home will help to alleviate or mitigate problems facing families and their children.**		
Desired results: **Build a closer, more collaborative community where families and schools work together to solve problems [small study groups of parents and teachers, more positive feedback.]**		

Review Calendar 24-25

Evaluation Task:	Responsible Individual:	Timeline:		Applicable Resources:
		24-25 Canterbury Educator Review Calendar		
Orientation	Superintendent or Administrator	By September 15		
Goal-Setting	Educator	By September 30		
Goal-Setting Meeting:	Educator and Evaluator	By October 15		
First-Round Observations	Evaluator	**Non-Tenured** By November 1	**Tenured** Prior to Mid-Year Meeting	
Second-Round Observations	Evaluator	**Non-Tenured** By March 15	**Tenured** Prior to Summative Meeting (May be Substituted with a Review of Practice)	
Third-Round Observations	Evaluator	**Non-Tenured** By April 15 (May be Substituted with a Review of Practice)	**Tenured** N/A	
Mid-Year Meeting	Educator and Evaluator	By February 15		
End of Year Meeting	Educator and Evaluator	By June 1		

- Tenured Educators:
  - Two informal observations each year;
  - One informal may be substituted for a Review of Practice
  - At least one formal observation every three years
  - Observations will be a minimum of 20 minutes in length

- Non-Tenured Educators:
  - At least one formal observation every year
  - At least two informal observations every year
  - One informal may be substituted for a Review of Practice
    Observations will be a minimum of 20 minutes in length