



Canton Public Schools



Educator Evaluation and Growth Plan 2024-2025

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This Plan and all related forms and support materials are available for download at www.cantonschools.org.

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Introduction to the Educator Evaluation and Growth Plan

The Connecticut State Department of Education (CSDE) created a Performance Evaluation Advisory Council (PEAC) in November of 2010 to develop the Connecticut Guidelines for Educator Evaluation. These guidelines were used to develop an evaluation and support model which moved forward to districts in 2014. Further iterations of this guidance were implemented through 2017 with new flexibilities offered for each of the 2020 - 2024 school years. In 2021, the CSDE began to reevaluate the evaluation model recommended for use across the state. In 2023, the CSDE unveiled the updated [Connecticut Guidelines for Educator and Leader Evaluation and Support](#). This revision replaced the state's previous model efforts and requirements, offering districts the opportunity to rethink evaluation practices which enhance individual and collective practices to support student learning, growth, and achievement.

The Canton Public Schools Professional Development and Evaluation Committee (PDEC) met throughout the 2023-24 school year to develop a new, responsive, and supportive evaluation process. The Canton Public Schools' Educator Evaluation and Growth Plan covers all certified persons represented by the Education Association of Canton (EAC). The evaluation process is based on these foundations: the Common Core of Teaching, Canton Board of Education Goals, district and school goals, the Vision of the Graduate, the Connecticut Rubric for Effective Teaching, a significant body of research, and our work with professional learning partners.

We care about...

- Our children, our community, and the best education we can provide
- Making sure our resources are used most effectively to deliver opportunities for a great education

We believe all children deserve to...

- Be treated with respect and dignity in the classroom
- Have a well-rounded curriculum and first-class resources
- Have supportive adults who share the responsibility for their achievement and well-being
- Be encouraged to reach their highest potential

We believe all children are entitled to...

- Equitable opportunities to experience a high-quality educational program
- An education that is supportive, challenging, and rewarding
- A learning environment that is safe and secure and supports their individual growth
- A comprehensive education that meets their needs
- The best efforts of the entire Canton Public Schools community

We believe all children shall have the benefits of...

- Challenges that stretch them as individuals
- Quality programs that will prepare them for life after graduation
- An informed, caring staff who will provide them with a motivating, enriching curriculum
- A caring community

Educator Evaluation Development Process



This educator evaluation and growth plan was developed in cooperation by the Canton Public Schools Professional Development Committee (PDEC) and the Canton Board of Education. This plan was developed using the Connecticut Leader and Educator Evaluation and Support Plans 2024, produced by the Connecticut State Department of Education. The plan was approved by the Board of Education Curriculum Committee on May 22, 2024.

Canton Public Schools Professional Development and Evaluation Committee Members

Chairs

Jon Bishop, Assistant Superintendent
Rebecca Coiteux, Canton Intermediate School Principal
Marsha Jorgensen, Education Association of Canton

Board of Education Representative

Erika Hayes

Administrative Representatives

Abe Ammary, Interim Principal, Cherry Brook Primary School
Ruth Kidwell, Assistant Principal, Canton High School
Barbara McLean, Director of Pupil Personnel Services

Cherry Brook Primary School

Kathy Watson
Johanna Ferrone
Lisa Woods

Canton Intermediate School

Shannon Panetta
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Canton High School

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Paraeducator

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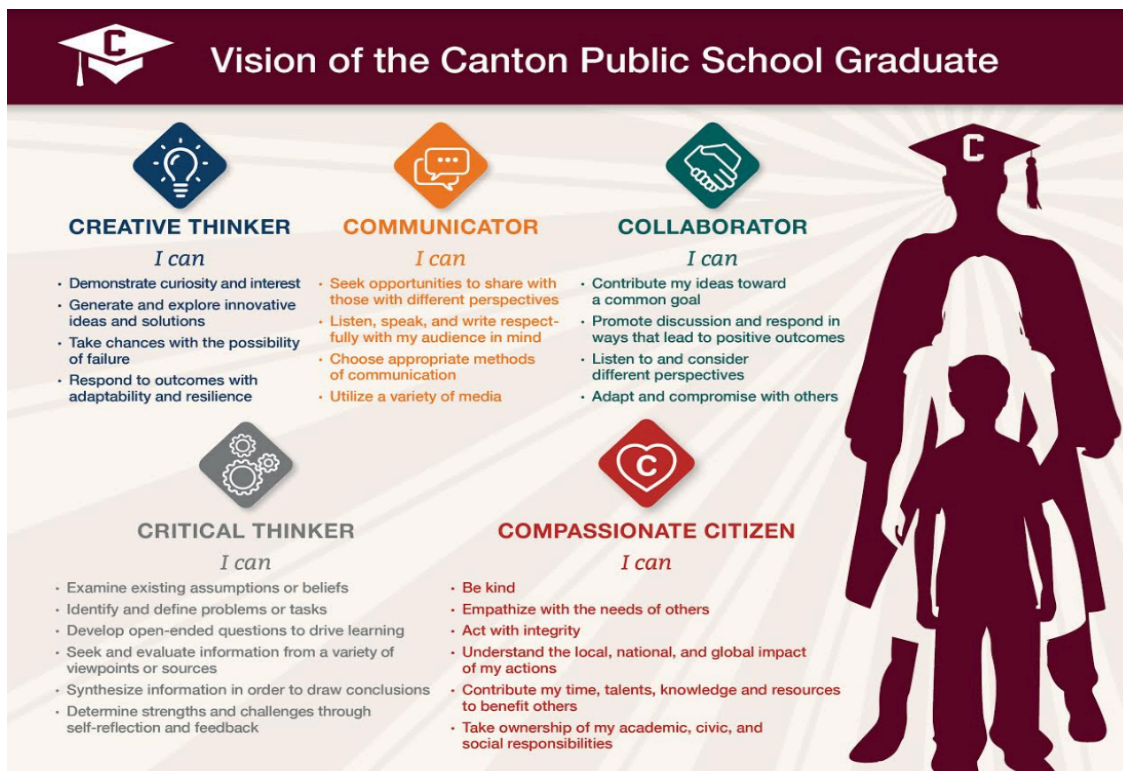
Peggy Steinway

Overview

Excellent schools begin with great school leaders and teachers. The importance of highly skilled educators is beyond dispute, as a strong body of evidence now confirms what parents, students, teachers, and administrators have long known: effective teachers are one of the most important school-level factors in student learning and effective leadership is an essential component of any successful school.

Educator evaluation is the cornerstone of this approach and the plan will contribute to the improvement of our schools. High-quality evaluations are necessary for the individualized professional development and support that every educator needs. Evaluations will also identify our professional strengths and provide new professional opportunities, bring greater accountability and transparency to our classrooms, and instill our community with even greater confidence in our schools.

The Canton Educator Evaluation and Growth plan serves to support the development of professional practice in service of student growth and achievement. The design of this plan aims to create a streamlined and comprehensive system that embodies research-based effective practices, fosters a culture of continuous improvement, and is built upon professional learning. The plan supports a collaborative goal-setting process focused on high-leverage practices and promotes professional growth and agency among educators. By refocusing the evaluation process, and emphasizing the growth of the whole child, we aim to ensure that our educators and leaders focus on activities that have the greatest impact on student learning and growth, ultimately leading to improved outcomes for all.



Vision

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

Guiding Principles

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

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

Design Principles

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

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

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.

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. It is recommended that each PDEC create a process to review the standards and ensure a rubric accompanies the standards. The rubric serves as support for self evaluation, dialogue, and feedback. While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

Professional Learning Standards and Structures

Professional learning is essential to the Canton Public Schools Educator Evaluation and Growth plan. [Learning Forward Professional Learning Standards 2022](#), serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators 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.



Graphic from Connecticut Educator Evaluation and Support Plan 2024, page 40

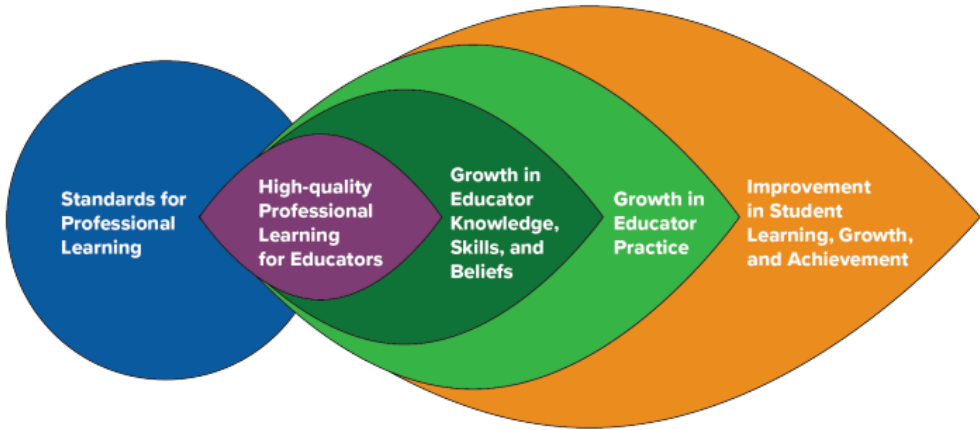
The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement

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 targets, and observation and feedback focus.



During each school year, a minimum of three check-ins provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations and reviews of practice as required by the district plan.

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



Graphic from Connecticut Educator Evaluation and Support Plan 2024, page 41

Educator Continuous Learning Process

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



Educator and Student Learning, Growth, and Achievement

<p>GOAL SETTING</p> <p>Beginning of the Year Goal(s) and Planning Process:</p> <ul style="list-style-type: none"> Complete or review self reflection (may be from previous year) Review Goal(s), Rationale, Alignment, and Professional Learning Plan Draft goal(s), rationale, alignment, professional learning plan, and duration <p>Goal Setting Conference</p> <ul style="list-style-type: none"> Determine individual or group goal(s) Mutually agree on professional learning needs and support 	<p>MID-YEAR CHECK-INS</p> <p>Mid-Year Check-in Process: Reflection, Adjustments, and Next Steps</p> <ul style="list-style-type: none"> Review and discuss currently collected evidence towards goal(s) and of practice Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement <p>Mid-Year Conference</p> <ul style="list-style-type: none"> Discuss evidence, reflection, and feedback from evaluator Adjust and revise as needed 	<p>END OF YEAR REFLECTION</p> <p>End-of-Year Reflection and Feedback Process:</p> <ul style="list-style-type: none"> Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement <p>End-of-Year Conference/ Summative Feedback and Growth Criteria</p> <ul style="list-style-type: none"> Evaluator provides summative feedback to guide next steps Annual Summary sign-of
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Orientation on the educator evaluation and support process shall take place prior to the start of the process. The orientation shall include:

- The development of high leverage goal setting and professional learning plans;
- Use of rubrics and standards;
- Observation of practice/review of practice;
- Tiered, differentiated supports and processes (ongoing, as necessary);
- Dispute resolution.

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

Goal Setting

Beginning of Year (Completed by mid-October, conference by mid-November)

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

The district and building leadership will develop areas of focus for the two goal areas, based on the indicators within the CCT in each goal area, and provide professional learning to support the process and support teacher growth. Teachers' goals may be developed based on district or school-wide goals or through individual goals in the goal areas across one-, two- or three-year spans, upon mutual agreement with evaluators during the goal-setting process. Teachers will develop professional growth plans around their goals aimed at growing their professional skill and impacting student learning. The Canton Public Schools Educator Evaluation Performance Rubrics and [TEAM Website](#) may serve as resources to guide goals.

Educators will develop action steps for **two goals** in support of professional learning, instructional improvement, and student growth. This professional growth process is aligned with four domains of the CT Common Core of Teaching.

All goals act in service of student growth

Goal Area 1 Classroom Environment and Professional Responsibilities

Domain 1 - Classroom Environment, Student Engagement and Commitment to Learning

Domain 4 - Professional Responsibilities and Teacher Leadership

Goal Area 2 Planning and Instruction for Active Learning

Domain 2 - Planning for Active Learning

Domain 3 - Instruction for Active Learning



The goal setting process is represented through the Professional Learning Cycle. Each cycle begins with reflection on current need, goal setting, developing new learning, implementation of new learning, evaluation of impact and reflection. Goals may be developed based on district or school-wide goals or through individual goals, with mutual agreement with evaluators during the goal-setting process.

Teachers will plan these goals in a **collaborative Google Digital Workbook** and review their goals with their evaluator. Implementation of each teacher's goals will require the educator to:

- self assess by reviewing the prior year's End of Year Performance Rubric self assessment. For those teachers who are new to Canton, they will complete the self assessment in the Fall.
- identify a growth goal and rationale along with action steps outlining the new learning the educator intends to engage in
- describe the intended student learning, growth and achievement goal. Include at least 2 measures of achievement required of which one measure must pertain to student learning, growth, and/or achievement
- share baseline and a plan for collecting meaningful data throughout the year
- carry out the developed goal plan throughout the year and reflect upon goals areas at mid-year and end of year points

For beginning educators in the Teacher Education and Mentoring (TEAM) Program, they will engage in professional learning facilitated by the TEAM Coordinating Committee (TCC) and in conjunction with their assigned mentors. Beginning educators will utilize the TEAM process as their goal process, in alignment with the district's process and split into two goal bearing modules per year. Beginning teachers will develop their Professional Growth Action Plan (PGAP) with their mentors and engage in a goal setting meeting with their evaluator at a minimum of the beginning and mid year dates. Beginning teachers will complete each module with presentations celebrating their new learning, scored by the TCC as well as feedback from their mentors and evaluators.

Midyear Check-in (Completed by mid-February, conference by end of March)

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

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

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

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

Implementation Calendar	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Teacher Orientation	X									
School Faculty Meeting (set school-wide goals)	X									
Goal Setting		Mid								
Goal Setting Conference with Administrator			Early							
Educator Observation and Feedback	X	X	X	X	X	X	X	X	X	
Complete Mid-year Reflection						Mid				
Complete Mid-year Check-in on goals							Early			
New/Non-tenured teachers meet with evaluator to discuss plans for following year								X		
Teachers complete end of year self-assessment									Mid	
End of year check-in with evaluator										Early

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

“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 (typically within ten school days), frequent and reciprocal

Observation of Professional Practice and Feedback Cycles

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

Certified staff have differentiated Performance Rubrics, depending on their role. The purpose of each rubric is to clearly articulate effective practice in the Canton Public Schools. Teachers, with evaluator guidance, will reflect on the Canton Public Schools Educator Evaluation Rubric to develop focus areas for observations and feedback. In the initial goal setting meeting, teachers should share areas they would like feedback on.

Required observations should be followed by specific written feedback related to rubric language around strengths and next steps. Evaluators may provide feedback on any practice within the rubric through formal and/or informal observations as well as reviews of practice. The length and method of the observation is at the discretion of the evaluator, not to exceed 60 minutes. These observations require no pre or post conference but conversations can be held before or after the observation as needed. These observations can be unannounced. The teacher may also invite the evaluator in for a specific lesson. The evaluator will provide specific written feedback related to rubric language around strengths and areas for opportunity. Teachers must, likewise, indicate their acknowledgement of the feedback in the document.

Reviews of practice may include any professional work, including, but not limited to, team meetings, coaching/mentoring, PPTs, review of student work or as an artifact review of evidence provided by the teacher. The review of practice should be associated with timely feedback and guidance in either written or verbal form.

Cohort Cycles

Certified teachers will be in either a **tenure or non tenure cycle** depending on years of professional educator experience. In order to support the professional work of teachers and ensure feedback, the following cohorts have been developed.

Non Tenure Year 1 and 2 Educators: TEAM Cohort modules, supported by evaluator PGAP meetings, AND evaluator observations (minimum of three observations and one review of practice*).

Those not required to participate in TEAM complete Goals 1 & 2 AND evaluator observations (minimum of three observations and one review of practice)

Non Tenure Year 3 and 4 Educators: Completion of Goals 1 & 2 AND evaluator observations (minimum of two observations and one review of practice*).

Tenure Evaluator Feedback Cohort: Completion of Goals 1 & 2 AND evaluator observations (minimum of two observations, one of which may be a review of practice*).

Tenure Alternative Feedback Cohort: Completion of Goals 1 & 2 AND evaluator observation (minimum of one observation which may be a review of practice*) AND development of an Alternative Feedback Plan which equates to a minimum of one additional observation. Tenured staff may opt for the alternative feedback cohort in the 2024-25 school year with mutual agreement with evaluators during the goal-setting process.

Examples of feedback options may include: student surveys/feedback associated with goals, engaging in coaching cycles, peer coaching/observation, departmentally focused feedback, student work/artifact review, coordination of professional learning, and/or other opportunities mutually agreed upon with evaluator.

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.
- Associated criteria and evidence may be as follows:

Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning and Impact on Practice</p> <ul style="list-style-type: none">● Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus. <p>Impact on Students</p> <ul style="list-style-type: none">● Educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.	<ul style="list-style-type: none">● Observational evidence● Student learning evidence aligned to high-leverage indicator focus● Implementation plans/lesson plan(s)● Educator learning logs/impact on practice reflection● Educator created learning materials● Evidence from Observation of Educator Practice● Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc.● Educator and/or student self-reflection● Student learning artifacts● Mastery-based demonstrations of achievement● Observational evidence of students' words, actions, interactions (including quotations when appropriate)● Rubrics, interim or benchmark assessments, other assessments● Other artifacts/sources

Tiered Support

Support and continual growth are the foundations of 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 tiers of support, as appropriate, within an evaluation process. All tiers of support must be implemented prior to the development of a concern 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 an Administrative Concern Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all tiers of support prior to the development of an Administrative Concern Plan Plan. The Administrative Concern Plan Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative, if applicable.



Tiered Support Model

Tier 1 - Universal Supports

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 - More Specific Supports

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 Support Plan

In addition to Tier 1 and Tier 2, the Tier 3 Support Plan represents a third tier designed to provide support and response to unresolved, previously discussed concerns. This plan is developed in collaboration with the educator and may be assigned by the evaluator. Support Plan supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to an Administrative Concern Plan. Support Plan 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. A mutually identified mentor may be assigned in support of the teacher. The mentor shall be a certified teacher; TEAM mentor status is not required. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Underlying Assumptions Prior to the Support Plan:

- There must be a pattern of specific, ongoing concerns previously documented in feedback to the teacher as well as documentation of the previous two tiers
- A collective bargaining representative should already be aware of concerns prior to determination of a formal plan

Procedural steps

1. The teacher and evaluator will meet to discuss the evaluator's and the teacher's self-evaluation of the rubrics.
2. The teacher will receive a copy of the evaluator's rubrics.
3. The teacher will be relieved of any current professional growth and evaluation requirements and will, instead, complete a Support Plan. The evaluator, with input from the teacher and mentor, will determine the number of specific teacher performances to be addressed in the Goal Plan as well as their priority. Mentors serve for personal guidance and are not necessarily an official EAC representative.
4. The "Plan" will be mutually developed and will include:
 - a. Identification of the specific teacher performances *from the rubrics* which are to be improved.
 - b. Strategies for growth and improvement relative to the target area(s). *
 - c. Desired results and indicators of success.
 - d. Discussion of and provision of necessary resources
 - e. A mutually agreed upon timeline for meeting the performance standards. In no case will the timeline exceed one calendar year, six week cycles of intervention and support are suggested.
- * Strategies for improvement may include mentoring, observations of other teachers, attending workshops, research, and book study, etc. If the Action Plan includes professional activities that are normally paid for by the school district, appropriate remuneration will be made.
5. If the teacher successfully meets the success criteria of the plan, and the Teacher Performance Evaluation Rubric ratings improve to Canton Standard, the teacher will be returned to their original status within their given plan. Failure to achieve the required performance Standards in the Special Assistance Goal Plan will move the teacher to "Administrative Concern."
6. All feedback regarding this process will be in written form.

If, after 3 months on a Tier 3 Support Plan, the evaluator determines that there are serious questions about the teacher's performance as measured by the rubrics and additional observations, the evaluator has the option to place the teacher on an "Administrative Concern Plan." This notification must be in writing and must contain the specific area(s) of concern relative to the Rubric. The notice must also reference the specific teacher competencies *within that area* that are of concern.

Administrative Concern 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 an Administrative Concern Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all tiers of support prior to the development of an Administrative Concern Plan. The Administrative Concern Plan shall be developed in consultation with the evaluator, educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. A mutually identified mentor may be assigned in support of the teacher.

The Administrative Concern Plan is separate from the normal educator growth model and must contain:

- clear objectives specific to the well documented area of concern and aligned to the rubric;
- 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 Administrative Concern Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative.

Underlying Principle: This plan has been developed on the basis that it is the immediate responsibility of the teacher to alleviate concerns outlined in the teacher rubrics after the development of the specific improvement plan. The evaluator, with input from the teacher will determine the number of specific teacher performances to be immediately addressed and their priority.

1. The teacher and evaluator will meet to discuss the evaluator's and the teacher's self-evaluation of the five Rubrics. A mentor may be provided to support the teacher.
 2. The teacher will receive a copy of the evaluator's rubrics and written notification of being moved to "Administrative Concern."
 3. Within ten (10) school days of receiving this designation, a conference must be held to develop a plan for improvement. The teacher, evaluator, and building principal shall be involved. An assigned mentor, who shall be a certified teacher, may serve for personal guidance, however they are not necessarily representative of the bargaining unit. It is understood that the teacher and evaluator have all the due process rights guaranteed under state law.
 4. The "Administrative Concern Plan" will be mutually developed and will include:
 - a. Identification of the Specific Teacher Performances from one or more of the Rubrics which must be improved.
 - b. Action steps and/or desired behaviors for the teacher and action steps for the evaluator for resolution of the problem/need.*
 - c. Desired results and indicators of success.
 - d. A mutually agreed upon timeline for meeting the performance Standards. In no case will the timeline exceed the equivalent of one school calendar year.
 - e. Assistance Options to enable the teacher's successful completion of the Action Plan.
- * Strategies for improvement may also include mentoring, observations of other teachers, attending workshops, research, and book study, etc. If the improvement plan includes professional activities that are normally paid for by the school district, appropriate remuneration will be made.
5. Implementation of this improvement "Administrative Concern Plan" must begin within five (5) school days of finalizing the Plan, or at the beginning of the next school year, depending upon which is applicable. A minimum of six (6) conferences will be held at regular intervals established in the Action Plan Timeline to review progress. Six week cycles of intervention and support are suggested
 6. If the teacher successfully meets the success criteria of the plan, and the rubric ratings improve to Canton Standard, proficient according to the Connecticut Educator Evaluation and Support Rubric, the teacher may be returned to their original status within their given plan.
 7. The inability to achieve a Canton Standard rating within six (6) months could result in a recommendation for dismissal. Unless extraordinary circumstances exist, an Administrative Concern Plan can last no more than the equivalent of one school calendar year.

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 an escalating support plan.

Any such matters will be handled as expeditiously as possible. 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 his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options:
 - a. Option 1:
The issue in dispute may be referred to a neutral third party of a total of three (3) Connecticut certified educators who serve as the party for resolving the dispute. 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 this neutral party 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 based on the date of the written communication to the superintendent.
The superintendent will act as arbitrator and make a final decision in this option, which shall be binding.
3. If, after completing the above, the staff feels the district has not met its obligations, the staff member may request engaging in the collective bargaining unit's grievance procedures.

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 further appeal.

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.

Appendix and Resources

[Canton Vision of the Graduate](#)

[Summary Canton Educator Evaluation and Growth Plan 2024-25](#)

[24-25 Service Provider Evaluation and Growth Plan Digital Workbook](#)

[24-25 Educator Evaluation and Growth Plan Digital Workbook](#)

[24-25 Educator Evaluation Tiered Support Plan Documents](#)

[Connecticut Guidelines for Educator and Leader Evaluation and Support 2023](#)

[Connecticut Leader and Educator Evaluation and Support Plans 2024](#)

[The Connecticut Common Core of Teaching \(CCT\) Rubric for Effective Teaching 2017](#)

[The Connecticut Common Core of Teaching \(CCT\) Rubric for Effective Service Delivery 2017](#)

[Connecticut Code of Professional Responsibility](#)

[Standards for Professional Learning - Learning Forward](#)

[Universal Design for Learning Guidelines \(UDL\)](#)

[The Collaborative for Academic, Social and Emotional Learning Competencies \(CASEL\)](#)



Canton Public Schools



Administrator Evaluation and Growth Plan 2024-2025

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This Plan and all related forms and support materials are available for download at www.cantonschools.org.

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Introduction

The Connecticut State Department of Education (CSDE) created a Performance Evaluation Advisory Council (PEAC) in November of 2010 to develop the Connecticut Guidelines for Educator Evaluation. These guidelines were used to develop an evaluation and support model which moved forward to districts in 2014. Further iterations of this guidance were implemented through 2017 with new flexibilities offered for each of the 2020 - 2024 school years. In 2021, the CSDE began to reevaluate the evaluation model recommended for use across the state. In 2023, the CSDE unveiled the updated [Connecticut Guidelines for Educator and Leader Evaluation and Support](#). This revision replaced the state's previous model efforts and requirements, offering districts the opportunity to rethink evaluation practices which enhance individual and collective practices to support student learning, growth, and achievement.

The Canton Public Schools Professional Development and Evaluation Committee (PDEC) met throughout the 2023-24 school year to develop a new, responsive, and supportive evaluation process. The Canton Public Schools' Administrator Evaluation and Growth Plan covers all certified persons represented by the Canton Administrators Association (CAA). The evaluation process is based on these foundations: the Common Core of Teaching, Canton Board of Education Goals, district and school goals, the Vision of the Graduate, the Connecticut Rubric for Effective Teaching, a significant body of research, and our work with professional learning partners.

We care about...

- Our children, our community, and the best education we can provide
- Making sure our resources are used most effectively to deliver opportunities for a great education

We believe all children deserve to...

- Be treated with respect and dignity in the classroom
- Have a well-rounded curriculum and first-class resources
- Have supportive adults who share the responsibility for their achievement and well-being
- Be encouraged to reach their highest potential

We believe all children are entitled to...

- Equitable opportunities to experience a high-quality educational program
- An education that is supportive, challenging, and rewarding
- A learning environment that is safe and secure and supports their individual growth
- A comprehensive education that meets their needs
- The best efforts of the entire Canton Public Schools community

We believe all children shall have the benefits of...

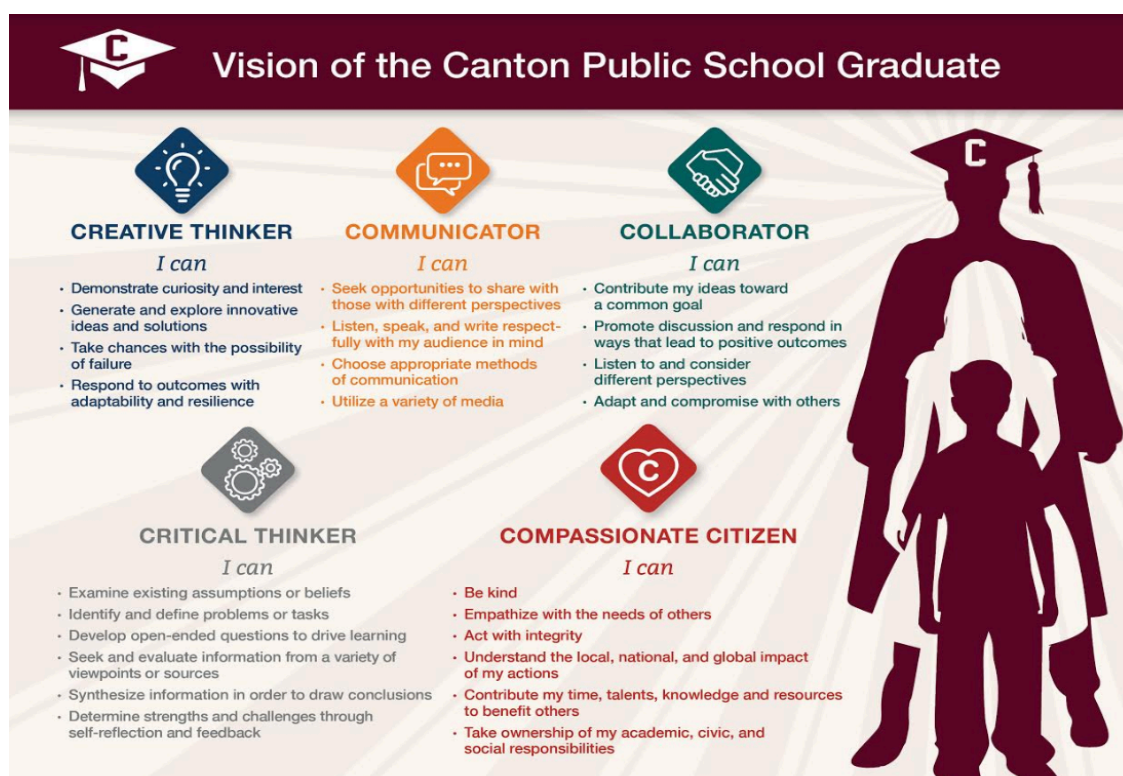
- Challenges that stretch them as individuals
- Quality programs that will prepare them for life after graduation
- An informed, caring staff who will provide them with a motivating, enriching curriculum
- A caring community

Overview

Excellent schools begin with great school leaders and teachers. The importance of highly skilled educators is beyond dispute, as a strong body of evidence now confirms what parents, students, teachers, and administrators have long known: effective teachers are one of the most important school-level factors in student learning and effective leadership is an essential component of any successful school.

Educator and leader evaluation is the cornerstone of this approach and the plan will contribute to the improvement of our schools. High-quality evaluations are necessary for the individualized professional development and support that every educator and leader needs. Evaluations will also identify our professional strengths and provide new professional opportunities, bring greater accountability and transparency to our classrooms, and instill our community with even greater confidence in our schools.

The Canton Administrator Evaluation and Growth plan serves to support the development of professional practice in service of student growth and achievement. The design of this plan aims to create a streamlined and comprehensive system that embodies research-based effective practices, fosters a culture of continuous improvement, and is built upon professional learning. The plan supports a collaborative goal-setting process focused on high-leverage practices and promotes professional growth and agency among administrators. By refocusing the evaluation process, and emphasizing the growth of the whole child, we aim to ensure that our educators and leaders focus on activities that have the greatest impact on student learning and growth, ultimately leading to improved outcomes for all.



Vision

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

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

Design Principles

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

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

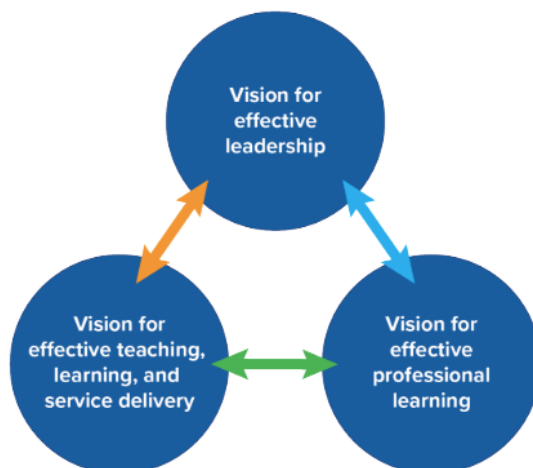
The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved outcomes for students.

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. This plan is based on the Connecticut Leader Evaluation and Support Rubric 2017 and the Learning Forward Professional Learning Standards 2022. The following professional practice standards ground this model's framework.

Professional Learning Standards and Structures

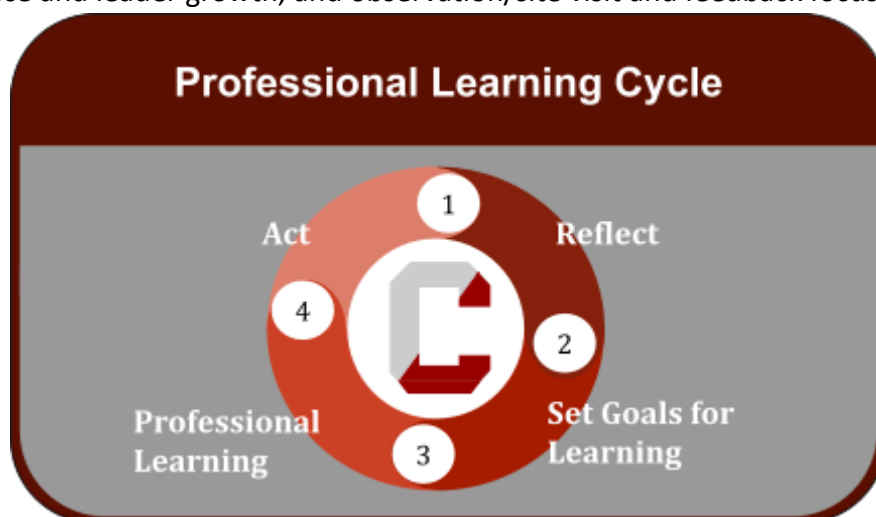
Professional learning is essential to the Canton Public Schools Evaluation and Growth plan. [Learning Forward Professional Learning Standards 2022](#), serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact.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



Graphic from Connecticut Leader and Educator Evaluation and Support Plan 2024, page 5

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

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



Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

At the core, staff 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).

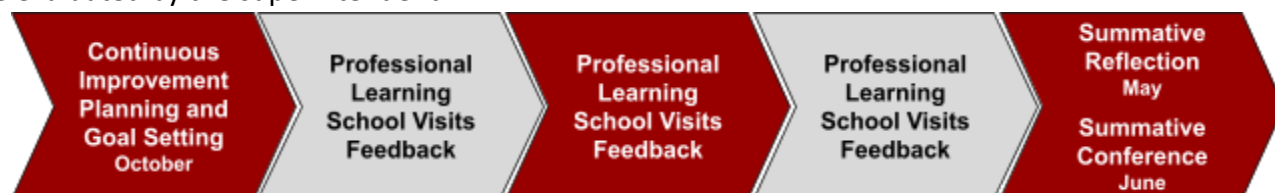
The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators, and students.



Graphic from Connecticut Educator and Leader Evaluation and Support Plan 2024, page 6

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). Assistant principals are evaluated by the building principal. Building principals are evaluated by the superintendent.



Administrator, Educator and Student Learning, Growth, and Achievement

<p>GOAL SETTING</p> <p>Beginning of the Year Goal(s) and Planning Process:</p> <ul style="list-style-type: none"> Complete CIP and review self reflection via CIP one pager from previous year Review CIP Goal(s), action steps, Alignment to district CIP, and measures Draft CIP <p>Goal Setting Conference</p> <ul style="list-style-type: none"> Mutually agree upon CIP goals Mutually agree on professional learning needs and support 	<p>MID-YEAR CHECK-INS</p> <p>Mid-Year Check-in Process: Reflection, Adjustments, and Next Steps</p> <ul style="list-style-type: none"> Review & discuss currently collected evidence towards goal(s) and practice via Continuous Improvement Plan (CIP) one page overview (one pager) which include professional learning, evidence, and impact on culture and climate, educator and student learning, growth and achievement <p>Mid-Year Conference</p> <ul style="list-style-type: none"> Discuss evidence, reflection, and feedback from evaluator Adjust and revise as needed 	<p>END OF YEAR REFLECTION</p> <p>End-of-Year Reflection and Feedback Process:</p> <ul style="list-style-type: none"> Self-reflection: Review & discuss currently collected evidence towards goal(s) and practice via CIP one pager which include professional learning, evidence, and impact on culture and climate, educator and student learning, growth and achievement <p>End-of-Year Conference/ Summative Feedback and Growth Criteria</p> <ul style="list-style-type: none"> Evaluator provides summative feedback to guide next steps Annual Summary sign-off
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Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered, differentiated supports and processes
- 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.

[CIP One Pager Overview](#)

[Canton Public Schools Continuous Improvement Planning](#)

Goal Setting

Beginning of Year (Completed by mid-October)

Leaders and their evaluators mutually agree upon a high leverage professional practice goals and develop a plan for professional learning and support that is consistent with their professional status and goals. Goals should always be connected to district strategic operations.

The initial goal setting meeting includes a dialogue between the leader and their evaluator around the leader's goal area self-reflection, which is based on a review of evidence and an analysis of their own

practice to identify and support areas for leader practice and growth, and student learning, growth, and achievement in their goal areas across one-, two- or three-year spans.

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 goals, multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

Midyear Check-in (Completed by mid-February, conference by end of March)

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 early June)

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

Professional Practice and Leader Growth

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

Cohort Cycles

Definition of Cohorts	
Cohort 1 Who: <ul style="list-style-type: none"> • New to leadership role (e.g., principal from assistant principal) • New to LEA What: <ul style="list-style-type: none"> • Three observations of professional practice and/or site visits • Feedback written or verbal within ten school days 	Cohort 2 Who: <ul style="list-style-type: none"> • Leaders who have successfully completed Cohort 1 in their current LEA What: <ul style="list-style-type: none"> • Two observations of professional practice and/or site visits • Feedback written or verbal within ten school days.

Observation of Professional Practice and Feedback Cycles

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 in a timely manner (typically within ten 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 (typically within ten school days), frequent, and reciprocal

Growth Criteria

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

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

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

Tiered Support

Support and continual growth are the foundations of 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 tiers of support, as appropriate, within an evaluation process. All tiers of support must be implemented prior to the development of a concern 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 an Administrative Concern Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all tiers of support prior to the development of an Administrative Concern Plan. The Administrative Concern Plan shall be developed in consultation with the evaluator, leaders, and their exclusive bargaining representative, if applicable.



Tiered Support Model

Tier 1 - Universal Supports

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 leaders (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2 - More Specific Supports

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 an evaluator. Tier 2 supports and feedback should include written feedback based on the leadership rubric which provides an important opportunity for reflection and guidance - [The Connecticut Leader Evaluation and Support Rubric 2017](#)

Tier 3 Support Plan

In addition to Tier 1 and Tier 2, the Tier 3 Support Plan represents a third tier designed to provide support and response to unresolved, previously discussed concerns. This plan is developed in collaboration with the leader and may be assigned by the evaluator. Support Plan supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to an Administrative Concern Plan. Support Plan supports shall be developed in consultation with the leader, evaluator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. A mutually identified mentor may be assigned in support of the leader. The mentor shall be a certified administrator; TEAM mentor status is not required. The start date and duration of time a leader is receiving this level of support should be clearly documented.

Underlying Assumptions Prior to the Support Plan:

- There must be a pattern of specific, ongoing concerns previously documented in feedback to the leader as well as documentation of the previous two tiers
- A collective bargaining representative should already be aware of concerns prior to determination of a formal plan

Procedural steps

1. The leader and evaluator will meet to discuss the evaluator's and the leader's self-evaluation of the rubrics.
 2. The leader will receive a copy of the evaluator's rubrics.
 3. The leader will complete a Support Plan. The leader, with input from the evaluator and mentor, will determine the number of specific leader performances to be addressed in the plan as well as their priority. Mentors serve for personal guidance and are not necessarily an official union representative.
 4. "The Plan" will be mutually developed and will include:
 - a. Identification of the specific leader performances *from the rubrics* which are to be improved.
 - b. Strategies for growth and improvement relative to the target area(s). *
 - c. Desired results and indicators of success.
 - d. Discussion of and provision of necessary resources
 - e. A mutually agreed upon timeline for meeting the performance standards. In no case will the timeline exceed one calendar year; six week cycles of intervention and support are suggested.
- * Strategies for improvement may include mentoring, observations of other leaders, attending workshops, research, and book study, etc. If the plan includes professional activities that are normally paid for by the school district, appropriate remuneration will be made.
5. If the leader successfully meets the success criteria of the goal plan, and the rubric ratings improve to Canton Standard, proficient according to the Connecticut Leader Evaluation and Support Rubric, the leader will be returned to their original status within their given plan. Failure to achieve the required performance Standards in the plan will move the leader to "Administrative Concern."
 6. All feedback regarding this process will be in written form.

If, after 3 months on a Tier 3 Support Plan, the evaluator determines that there are serious questions about the leader's performance as measured by the rubrics and additional observations, the supervisor has the option to place the leader on a "Administrative Concern Plan." This notification must be in writing and must contain the specific area(s) of concern relative to the Rubric. The notice must also reference the specific leader competencies *within that area* that are of concern.

Administrative Concern 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 an Administrative Concern Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all tiers of support prior to the development of an Administrative Concern Plan. The Administrative Concern Plan shall be developed in consultation with the leader, evaluator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. A mutually identified mentor may be assigned in support of the leader.

The Administrative Concern Plan is separate from the normal leader growth model and must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;

- well defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

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

Underlying Principle: This plan has been developed on the basis that it is the immediate responsibility of the leader to alleviate concerns outlined in the leader rubrics after the development of the specific improvement plan. The evaluator, with input from the leader will determine the number of specific leader performances to be immediately addressed and their priority.

1. The leader and evaluator will meet to discuss the evaluator's and the leader's self-evaluation of the Rubrics. A mentor may be provided to support the leader.
2. The leader will receive a copy of the evaluator's rubrics and written notification of being moved to "Administrative Concern."
3. Within ten (10) school days of receiving this designation, a conference must be held to develop a plan for improvement. The leader, evaluator, and union representation shall be involved. An assigned mentor, who shall be a certified administrator, may serve for personal guidance, however they are not necessarily representative of the bargaining unit. It is understood that the leader and evaluator have all the due process rights guaranteed under state law.
4. The "Administrative Concern Plan" will be mutually developed and will include:
 - a. Identification of the Specific Leader Performances from one or more of the Rubrics which must be improved.
 - b. Action steps and/or desired behaviors for the leader and action steps for the evaluator for resolution of the problem/need.*
 - c. Desired results and indicators of success.
 - d. A mutually agreed upon timeline for meeting the performance Standards. In no case will the timeline exceed the equivalent of one school calendar year.
 - e. Assistance Options to enable the leader's successful completion of the Plan.

* Strategies for improvement may also include mentoring, observations of other leaders, attending workshops, research, and book study, etc. If the improvement plan includes professional activities that are normally paid for by the school district, appropriate remuneration will be made.
5. Implementation of this improvement "Administrative Concern Plan" must begin within five (5) school days of finalizing the Action Plan, or at the beginning of the next school year, depending upon which is applicable. A minimum of six (6) conferences will be held at regular intervals established in the Action Plan Timeline to review progress. Six week cycles of intervention and support are suggested.
6. If the leader successfully meets the success criteria of the plan, and the rubric ratings improve to Canton Standard, proficient according to the Connecticut Leader Evaluation and Support Rubric, the leader will be returned to their original status within their given plan.
7. The inability to achieve a Canton Standard rating, proficient according to the Connecticut Leader Evaluation and Support Rubric, within six (6) months could result in a recommendation for dismissal. Unless extraordinary circumstances exist, an Administrative Concern Plan can last no more than the equivalent of one school calendar year.

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/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 educator/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 an Administrative Concern Plan. Any such matters will be handled as expeditiously as possible. 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 his/her/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 his/her/their evaluator (step 1). The leader being evaluated may choose between two options:
 - a. Option 1:
The issue in dispute may be referred to a neutral third party of a total of three (3) Connecticut certified educators who serve as the party for resolving the dispute. 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 this neutral party 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 educator/leader being evaluated) as soon as possible based on the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision in this option, which shall be binding.
3. If, after completing the above, the staff feels the district has not met its obligations, the staff member may request engaging in the collective bargaining unit's grievance procedures.

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 educator/leader shall be considered to have waived the right of appeal.

4. The educator/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 further appeal.

Local and State Reporting







The superintendent shall report:

1. the status of leader 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 leader evaluation and support program, including the frequency of evaluations, the number of leaders 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.

Appendix and Resources

[Canton Vision of the Graduate](#)

-  Summary Canton Educator Evaluation and Growth Plan 2024-25
-  Canton Public Schools Educator Evaluation 2024-25.docx
-  CIP One Pager Overview
-  Canton Public Schools Continuous Improvement Planning
-  24-25 Administrator Evaluation and Growth Plan Rubric
-  24-25 Leader Evaluation Tiered Support Plan Documents

[Connecticut Guidelines for Educator and Leader Evaluation and Support 2023](#)

[Connecticut Leader and Educator Evaluation and Support Plans 2024](#)

[The Connecticut Leader Evaluation and Support Rubric 2017](#)

[Connecticut Code of Professional Responsibility](#)

[Standards for Professional Learning - Learning Forward](#)

[24-25 Educator Evaluation Tiered Support Plan Documents](#)