Chaplin Public School

Professional Learning

And

Evaluation Plan

2024-2025

Chaplin Elementary School

PROFESSIONAL LEARNING AND EVALUATION PROGRAM

TABLE OF CONTENTS

October 23, 2024   Chaplin School District,

Date	Logo
October 23, 2024	Chaplin Elementary School SOARING EAGLES

District Board of Education Members	District PDEC Members
Dr. Jaclyn Chancey (Chairperson) Eugene Boomer (Vice-Chairperson) William Hooper (Secretary) Laura Anderson Victor Boomer Joseph Klar Haley Tiller Albert	Michelle Moon (Educator) Claudia Lungarini (Educator) Lisa Decker (Educator) Lisa Silva (Educator) Molly Hallisey (Educator) Kevin Chavez (Principal) Andrew Skarzynski (Superintendent)

Chaplin Elementary School

Mission Statement

At Chaplin School, we strive to cultivate a strong, collaborative school climate and culture that is focused on high academic development and achievement for all students. – High standards for curriculum implementation and student learning.

We will accomplish our mission by:

1.   Developing unity, common goals, mutual respect, collaboration and cooperation among members of our community.

2.   Building a productive learning environment in which all students and staff experience continuous growth, a feeling of safety and well-being, joy in learning and teaching, and pride in achievement.

3.   Improving student achievement through continuously reexamining our curriculum, instructional practices and available resources.

4.   Enhancing positive school-community relations and community pride in our schools.

5.   Fostering critical thinking, creativity, respect for diversity, risk-taking, and cooperative decision-making.

6.   Continually upgrading, expanding and integrating our technological knowledge and systems.

Chaplin's Professional Learning and Evaluation Program is aligned with the Core Requirements of the State Board of Education approved guidelines for the Connecticut Leader and Educator Evaluation and Support Plans 2024, as required by C.G.S. 10-151b, modified by P.A. 23-159.

CHAPLIN PROFESSIONAL LEARNING AND EVALUATION PROGRAM

OVERVIEW

<u>**Introduction**</u>

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

Chaplin's Professional Learning and Evaluation Program has been designed to promote educator determined professional learning targets that raises the quality of teaching in every classroom through the process of collaborative inquiry linked directly to student learning. The Program components are aligned with the CT Guidelines for Educator and Leader Evaluation and Support 2023. Chaplin's Professional Learning and Evaluation Program represents our commitment to incorporate current, high-leverage strategies in the creation of professional learning goals that are grounded in valid action-research to foster best practices in educator supervision and evaluation to positively impact student learning.

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.**

Chaplin's Professional Learning and Evaluation Program was developed in 2023-2024 and reviewed Chaplin's Professional Development and Evaluation Committee, composed of teachers, administrators, and Chaplin's Superintendent.

CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING

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.

Chaplin's Professional Learning and Evaluation Program establishes high standards for a comprehensive professional learning system that will positively influence continued professional learning that will ultimately impact the performance of educators and administrators and lead to evidence of improved student learning. Professional standards, including Connecticut's Common Core of Teaching 2017, Connecticut's Common Core of Teaching for Effective Service Delivery 2017, The Connecticut Leader Evaluation and Support Rubric 2017, Learning Forward's Professional Learning Standards 2022, The Framework for Teaching Evaluation Instrument 2013 (C Danielson), and Marzano Art and Science of Teaching Framework 2011 provide the foundation for Chaplin's Professional Learning and Evaluation Program.

We acknowledge that deep 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 and families, and school districts and the communities they serve. Therefore, our Program seeks to strengthen the professional culture 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.
- ✓ A systematic process of continuous improvement and professional learning, guided by professional inquiry, leads to high quality professional practice and improved learning, growth, and achievement for students.
- ✓ A comprehensive evaluation process includes:
  - o Standards and criteria that serve as support for self-evaluation
  - o Ongoing evidence collection of student performance
  - o Ongoing inquiry into what the evidence communicates about student performance
  - o Goal setting aligned with educator's initial self-reflection, based on a review of evidence and analysis of one's own practice to identify and support an area for self-growth that will have an impact on student learning and achievement (action research)
  - o Ongoing self-reflection (ex. What is observed in the evidence collected? What is clear to you now? How will this influence your future actions?)

- o Regular feedback and dialogue with the evaluator that cognitively engages the educator in the growth process and directs their learning
- o Support structures for assistance and professional collaboration

Chaplin's Professional Learning and Evaluation Program supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for continuous professional growth and student learning. For the duration of the learning process, educators pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide educators with feedback from observation and dialogue, ensure timely access to supports, and collect evidence of educator performance and practice toward goal(s) through multiple sources, which include observation and may include student, staff, or family feedback.

ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING AND EVALUATION

Definition of Teacher and Evaluator
Evaluator refers to all individuals (including school and district administrators) whose job responsibilities include supervision and evaluation of other teachers. Teacher, as used in this document, shall mean all certified instructional and non-instructional persons below the rank of Administrator.

Superintendent's Role in the Evaluation Process
- Arbitrate disputes.
- Allocate and provide funds or resources to implement the plan.
- Serve as liaison between Chaplin's Board of Education and the evaluation process.
- The Superintendent will be responsible for ensuring that the Professional Development and Evaluation Committee receives information regarding school and program improvement and individual professional growth goals for use in planning staff development programs.

Responsibility for Evaluations
Administrators will be responsible for evaluations, including, but not limited to, personnel in the following categories:
- Teachers
- Nurses
- Social Workers
- Speech Therapists
- Other Related Services Personnel

Roles and Responsibilities of Evaluators and Evaluatees

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. Therefore, evaluators and evaluatees share responsibilities for the following:

- The review and understanding of the single point rubrics based on Connecticut's Common Core of Teaching 2017 or Connecticut's Common Core of Teaching for Effective Service Delivery 2017.
- The review and understanding of the single point rubrics based on Connecticut Leader Evaluation and Support Rubric 2017
- The review and familiarity with applicable portions of Connecticut's Common Core State Standards, as well as locally developed curriculum standards.
- Adherence to established timelines.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learning about professional practice.

Evaluator Roles
- Review of and familiarity with evaluatees' previous evaluations.
- Engage with educator as an active learning partner offering support through the learning and growth process.
- Assistance with assessment of goals, student learning indicators, learning activities developed and implemented by evaluatees, and outcomes.
- Analysis and assessment of performance, making recommendations as appropriate.
- Clarification of questions, identification of resources, facilitation of peer assistance and other support as needed.

Evaluatee Roles
- Self-directed analysis and reflection of one's practice, feedback from observations, and student evidence of learning (and other evidence of continuous professional growth).
- Active engagement in inquiry-based professional learning opportunities and action research to make growth in the strategy/goal/focus area
- Determine observation and feedback focus.
- Participation in collaborative dialogue with the evaluator throughout the process.
- Development, implementation, and self-assessment of goals, student learning indicators, learning activities, and outcomes.
- Collaboration with colleagues.
- Request clarification of questions or assistance with identification of professional resources and/or peer assistance

IMPLEMENTATION OF PROFESSIONAL LEARNING AND EVALUATION PROGRAM

Training and Orientation of Teachers and Administrators

The district will provide or make available to all educators several orientation and update training sessions (through in-service sessions, target group sessions, and individual conferences) that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

Teachers and administrators new to Chaplin (employed during or after the first year of implementation) will be provided with copies of the Professional Learning and Evaluation Program and will engage in training to ensure that they understand the elements and procedures of the Program, processes and documents. This training will take place upon employment or prior to the beginning of the school year.

New Educator Support and Induction

In the interest of supporting all educators in the implementation of the Program, Chaplin will offer support to staff members new to the school. A variety of general topics will be addressed, including:
- School philosophy and goals
- Policies and procedures
- Assignments and responsibilities
- Facility and staffing
- Curriculum and instructional support
- Resources for professional learning
- Schedules and routines
- Support services

Evaluator Orientation and Support

Understanding of Chaplin's Professional Learning and Evaluation Program's features, including Connecticut's Common Core of Teaching 2017, Connecticut's Common Core of Teaching for Effective Service Delivery 2017, The Connecticut Leader Evaluation and Support Rubric 2017, Learning Forward's Professional Learning Standards 2022, The Framework for Teaching Evaluation Instrument 2013 (C Danielson), and Marzano Art and Science of Teaching Framework 2011 and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going training and support in the use and application of Chaplin's Evaluation Program. Evaluators will review Program elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined. Plans for

staff training will be coordinated annually by Chaplin's Professional Development and Evaluation Committee in consultation with the Superintendent.

Resources for Program Implementation

Funds to provide material and training as well as time for Professional Learning options and collaboration necessary to support the successful achievement of the teachers' strategy/goal/focus area and implementation of the Evaluation Program will be allocated annually and determined on a program by program basis.

Educator Evaluation and Support Plan

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 Connecticut's Common Core of Teaching as mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. The single point rubric serves as support for self-evaluation, dialogue, and feedback as it provides focus for high leverage goal(s) setting and professional learning.

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators 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.

General Education Rubrics
Positive Learning Environment, Student Engagement, and Commitment to Learning

Areas of Strengths	Competencies *Not all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth

Ex.	o The teacher establishes a positive learning environment in which:
	o Positive and respectful interactions between teacher and students are evident and consistent.
	    o Ex. Verbal and Nonverbal Communication
	o Positive social interactions among students are encouraged. (M)
	o Interactions are appropriate to the ages, cultures and developmental levels of the students. (D)
	o Appropriate standards of behavior are well established and consistently maintained.
	    o Ex. Visual Behavioral Cues, Positive Reinforcement
	o Routines and transitions are effectively managed with minimal guidance and prompting to maximize instructional time.
	o Through explicit teaching, students are encouraged to self-regulate and take responsibility for their actions.
	o Ex. When necessary, teacher assists in resolving conflicts
	o Uses resources that cognitively engage students in demonstrating new learning in multiple ways through differentiation.
	o Creates a learning environment in which students are willing to take risks and feel safe to make and learn from mistakes.
	    o Ex. Rough Draft Thinking	

M- Marzano Art and Science of Teaching Framework 2011
D- The Framework for Teaching Evaluation Instrument 2013 (C Danielson)

Instruction for Active Learning

Areas of Strengths	Competencies *Not all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth

Ex.	The teacher implements effective instruction for active learning which:
	
	o Clearly communicates learning expectations and success criteria.
	o Clearly presents instructional content in a logical and purposeful progression at the appropriate level of challenge to advance the learning of all students.
	o Employs differentiated strategies, tasks, and questions that cognitively engage all students.
	    o Ex. Small group, whole group, independent, flexible grouping
	o Utilizes flexible groupings that encourage students to work at their skill levels.
	o Provides multiple opportunities for students to develop independence as learners.
	    o Ex. different tools, materials, ways to demonstrate learning
	o Encourages critical thinking, creative problem-solving, discourse, revision of thought and inquiry.
	o Adjusts instruction as needed in response to individual and group performance.
	o Provides individualized, descriptive feedback that is accurate, actionable, and helps students advance their learning.
	    o Ex. Verbal and/or written feedback	

Planning for Active Learning

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	o Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards. o Plans lessons that are logically sequenced and support an appropriate level of challenge. o Uses multiple sources of appropriate data to plan targeted, purposeful instruction that advances the learning of students. o Plans instruction that integrates literacy strategies and academic vocabulary. 　o Ex. Independent reading and read-aloud, charts and graphic organizers, explicit vocabulary instruction, writing to learn, Socratic Seminars, and reciprocal teaching o Plans instructional strategies, tasks and questions that promote student cognitive engagement through high level thinking o Selects or designs resources and/or flexible groupings that cognitively engages students and supports connections with new learning. o Plans specific, measurable criteria for student success; and opportunities for students to self-assess. o Strategically plans formative and/or summative assessments to elicit specific evidence of student learning.	

Professional Responsibilities and Teacher Leadership

Areas of Strengths	Competencies *Not all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	o Self-evaluates and reflects on individual practice and the impacts on student learning, identifies areas for improvement, and takes action to improve professional practice. o Willingly accepts feedback and makes changes in practice based on feedback. o Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice. o Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning. o Supports colleagues in exploring and making ethical decisions and adhering to professional standards. o Models safe, legal, and ethical use of information and technology and takes steps to prevent the misuse of information and technology. o Engages with the school community in developing and sustaining a positive school climate. o Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; develops positive relationships with families to promote student success. o Consistently communicates with families in a culturally-responsive manner.	

Culturally-responsive communications: Using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experiences.

Special Education Rubrics
Positive Learning Environment, Student Engagement, and Commitment to Learning

Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson*	Opportunities for Growth

	The teacher establishes a positive learning environment in which:
	   o Positive and respectful interactions between teacher and students are evident and consistent.
	        o Ex. Verbal and Nonverbal Communication
	   o Positive social interactions among students are encouraged. (M)
	   o Interactions are appropriate to the ages, cultures and developmental levels of the students. (D)
	   o Appropriate standards of behavior are explicitly taught and/or well established and consistently maintained.
	        o Ex. Visual Behavioral Cues, Positive Reinforcement, Behavior Intervention Plans are implemented consistently
	   o Routines and transitions are effectively managed with minimal guidance and prompting to maximize service delivery time.
	   o Uses resources that cognitively engage students in demonstrating new learning through differentiation.
	   o Creates a learning environment in which students are willing to take risks and feel safe to make and learn from mistakes.
	        o Ex. Rough Draft Thinking
	   o Consistently teaches, models, or positively reinforces social skills and builds learners capacity to self-regulate and take responsibility for their actions.
	        o Ex. When necessary, teacher assists in resolving conflicts	

M- Marzano Art and Science of Teaching Framework 2011
D- The Framework for Teaching Evaluation Instrument 2013 (C Danielson)

Service Delivery

Areas of Strengths	Competencies *Not all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth

	The teacher implements effective instruction for active learning which:
	
	o Clearly communicates academic and/or social behavioral expectations and success criteria.
	o Clearly presents instructional content in a logical and purposeful progression at the appropriate level of challenge to meet the needs of the learners
	o Employs differentiated strategies, tasks, and questions that cognitively engage students in meaningful learning.
	o Provides multiple opportunities for students to develop independence as learners.
	    o Ex. different tools, materials, ways to demonstrate learning
	o Encourages critical thinking, creative problem-solving, discourse, revision of thought and inquiry.
	o Adjusts service delivery as needed in response to learners' performance or engagement in tasks
	o Provides individualized, descriptive feedback that is accurate, actionable, and helps students advance their learning.
	    o Ex. Verbal and/or written feedback	

Planning for Active Learning

Areas of Strengths	Competencies *Not all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	o Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards. o Designs targeted and purposeful plans using multiple sources of data to address learner needs and support at an appropriate level of challenge. o Develops objectives that are targeted and specific to the needs of the learners o Plans instructional strategies, tasks and questions that promote opportunities for active learner engagement o Selects or designs resources that cognitively engage students and supports connections with new learning. o Ex. Discrete Trials o Plans specific, measurable criteria for student success; and opportunities for students to self-assess. o Strategically plans formative and/or summative assessments using knowledge of learner's abilities, developmental level, cultural, linguistic and/or experiential background to effectively monitor and adjust service delivery	

Areas of Strengths	Competencies *Not all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	o Self-evaluates and reflects on individual practice and the impacts on student learning, identifies areas for improvement, and takes action to improve professional practice. o Willingly accepts feedback and makes changes in practice based on feedback. o Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice. o Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning. o Supports colleagues in exploring and making ethical decisions and adhering to professional standards. o Models safe, legal, and ethical use of information and technology and takes steps to prevent the misuse of information and technology. o Engages with the school community in developing and sustaining a positive school climate. o Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; develops positive relationships with families to promote student success. o Consistently communicates with families in a culturally-responsive manner.	

Culturally-responsive communications: Using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experiences.

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

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

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

Educator Process Schedule

To support meaningful practice/outcome strategy/goal/focus area and comprehensive action research that will enhance deep learning for the teacher, the following timeline will be followed by all Educators.

Goal Setting by Mid-Oct

Collect evidence

Analyze and process evidence with Evaluator support

Conduct Action Research

Take ation

End-of-Year Reflection by June 1

Mid-Year Check-in by Mid-Feb
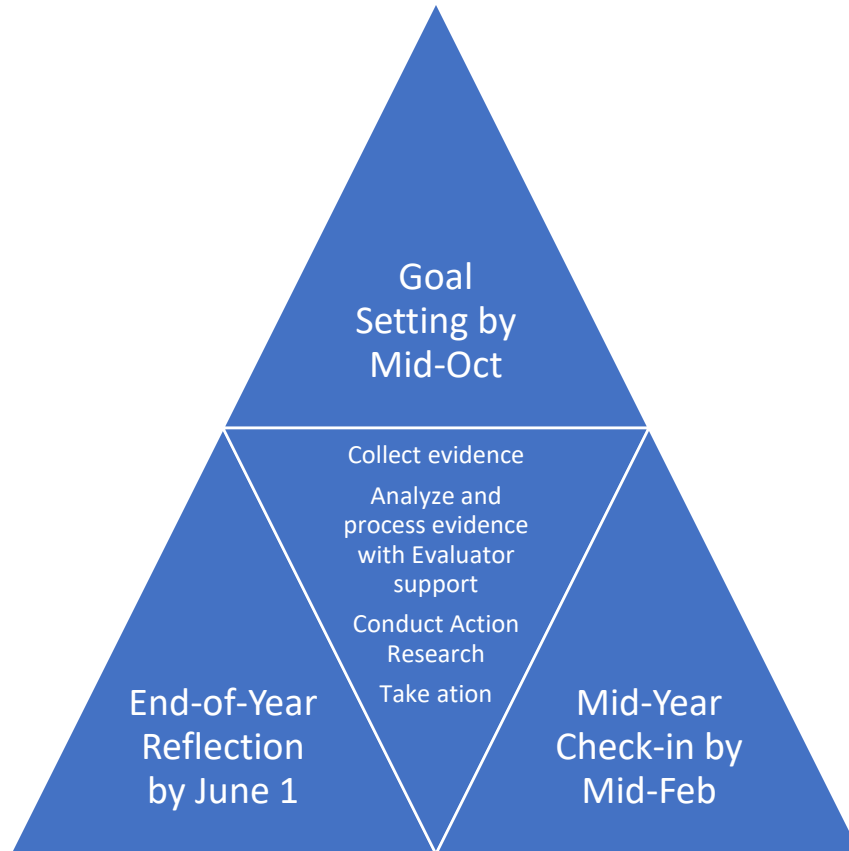
Goal Setting *Completed by Mid-October*	*Mid-year Check-in* *Completed by Mid-February*	*End-of-Year Reflection* *Completed by June 1*
Beginning of the Year Goal(s) and Planning ✓ Self reflect ✓ Review evidence **Goal(s), Rationale, Alignment, and Professional Learning Plan** ✓ Draft goal(s), rationale, alignment, professional learning plan **Goal Setting Conference** ✓ Mutually agree on 1-, 2-, or 3-year goal(s) ✓ Determine individual or group goal(s) ✓ Mutually agree on professional learning needs and support	**Mid-Year Check-in: Reflection, Adjustments, and Next Steps** ✓ 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 **Mid-Year Conference** ✓ Discuss evidence, reflection, and feedback from evaluator ✓ Adjust and revise as needed	**End-of-Year Reflection and Feedback Process** ✓ Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement **End-of-Year Conference/ Summative Feedback and Growth Criteria** ✓ Evaluator provides written summative feedback and guides next steps ✓ Annual Summary sign-of

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

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

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

Goal(s) Setting (Completed by mid-October)

The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment (see appendix A).

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

Midyear Check-in (Completed by mid-February):

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

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

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

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

The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process.

Professional Practice and Educator Growth

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

Observation of Professional Practice and Feedback

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

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

Quality feedback:

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

Definition of Cohorts		
Cohort 1	**Cohort 2**	**Cohort 3**
New to profession- (first two years through successful completion of TEAM) **Minimum of two informal observations. *Minimum of two formal observations. (minimum 30 minutes with pre- and post-meetings). The educator will schedule these at least 5 school days in advance. Verbal and written feedback within 5 school days. The educator will schedule a meeting to take place with the administration within 5 days of receiving written feedback. >>Minimum of one Review of Practice. Additional observations/Review of Practice as mutually agreed upon or deemed necessary.	**Educators who have successfully completed Cohort 1 (1 year after Cohort 1) or New to CES (first 2 years)** +One informal observation ++Two formal observations (minimum 30 minutes with pre- and post-meetings). The educator will schedule these at least 5 school days in advance. Verbal and written feedback within 5 school days. The educator will schedule a meeting to take place with the administration within 5 days of receiving written feedback. >>Minimum of one Review of Practice. Additional observations/Review of Practice as mutually agreed upon or deemed necessary.	**Educators who have successfully completed Cohort 2 at CES** Observations- mutually agreed upon ++Two informal observations OR +One formal observation (minimum 30 minutes with pre- and post-meetings). The educator will schedule this at least 5 school days in advance. Verbal and written feedback within 5 school days The educator will schedule a meeting to take place with the administration within 5 days of receiving written feedback. >>Minimum of one Review of Practice. Additional observations/Review of Practice as mutually agreed upon or deemed necessary.

*Weeks 6-16 and weeks 17- 24
**Weeks 17-23 and weeks 24-30
++Weeks 6-16 and weeks 20-30
+Weeks 14-26
>>Mutually agreed upon prior to May 1
Week 16= first week of December; week 23= 3rd week of January; week 30= 1st week of March; week 35= week of April vacation

Review Of Practice

ROP should be discussed and mutually agreed upon by the educator and evaluator in advance. A ROP is non-classroom observation and may include, but is not limited to: data meetings (may be related to their strategy/goal/focus area and is not the mid-year check-in or EOY reflection OR may be related to other areas; this includes- multiple sources of data, the method in which data is collected, an analysis of the data, next steps for individual students, and a follow-up at the completion of new strategies to improve student growth), review of a unit plan following the completion of the unit (includes connections to standards, methods for differentiation, student artifacts, teacher reflection and modifications), observation of teacher facilitated delivery of professional learning to the staff, reflection on the implementation of a high leverage strategy that the teacher wants to improve in practice, OR the process of data collection, planning for an IEP, and the PPT for an annual or Triennial.
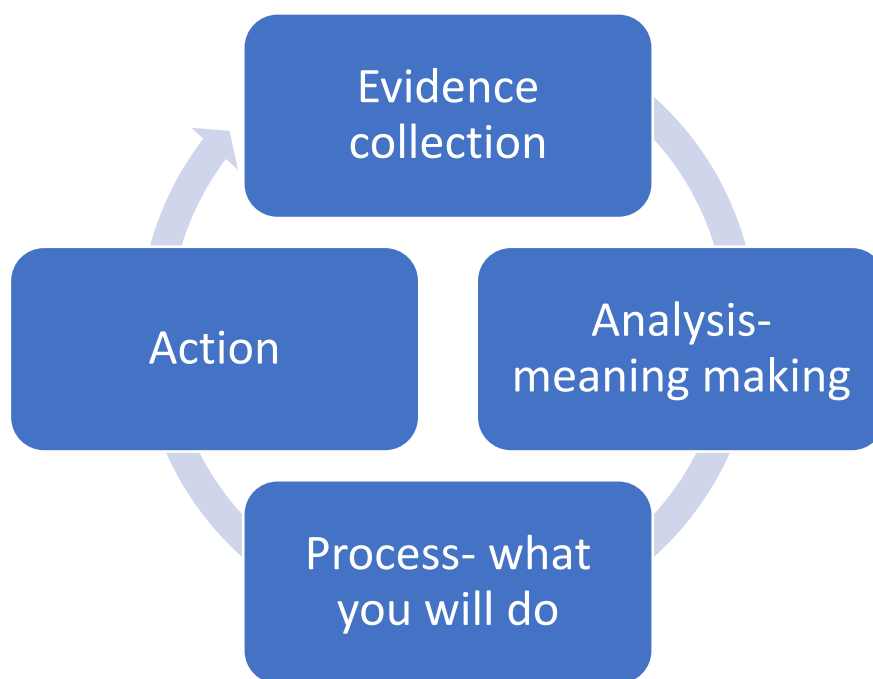
<u>Growth Criteria</u>

Development of new learning and impact on Educator practice

- ✓ Educator has demonstrated how they developed new learning through multiple sources (analysis of student learning, observational feedback…). The new learning should be connected to action research resources. The educator has demonstrated how new learning was used to improve their practice aligned to their strategy/goal/focus area.

Impact on Student outcomes

- ✓ Educator has demonstrated how they positively impacted student learning using example/artifact evidence and has articulated the connections/rationale between the improved learning outcomes and their own changes in practice.

Impact on Community (not necessary but may include)

- ✓ Educator has demonstrated how they worked effectively with colleagues/families/community to support learning and improvement

Possible Sources of Evidence

- ✓ Required observational evidence
- ✓ Required student learning evidence aligned to high-leverage indicator focus
- ✓ Lesson plans
- ✓ Teacher created materials
- ✓ Observational teacher evidence
- ✓ Numeric information about time, student participation, resource use
- ✓ Teacher and/or student self-reflection
- ✓ Student learning artifacts
- ✓ Observational data of students' words, actions, interactions (including quotations when appropriate)
- ✓ Rubrics, check for understandings, formative assessments, or summative assessments
- ✓ National Norm referenced assessments
- ✓ Evidence of communications and/or collaboration with parents, colleagues, or community
- ✓ Other artifacts/sources discussed during the planning stage and midyear check-in

Educator and Evaluator share their determination regarding whether the criteria have been successfully met. Should there be a discrepancy, the Evaluator will assign the final determination.

Tiered Support

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

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable.

Tier 1

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

Tier 2

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

- ✓ Create and communicate two 8–12-week cycles which include:
- ✓ One Formal observation
- ✓ One informal observation
- ✓ One Review of Practice

Tier 3

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

date and duration of time an educator is receiving this level of support should be clearly documented.

- ✓ Create and communicate three 8–10-week cycles which include a minimum of:
- ✓ One Formal observation
- ✓ One informal observation
- ✓ One Review of Practice

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. 46

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

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

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

Dispute Resolution

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

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

professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

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

Process

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

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

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

Time Limits

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

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.

Evaluation Orientation- Educator

Orientation to Educator Evaluation was Completed on: Click or tap to enter a date.
Non-negotiable Process Element of the CT Guidelines (2023)

Name: Click or tap here to enter text.		**Location:** Click or tap here to enter text.	
Select One: ☐ **Cohort 1** *New to Profession (first 2 years through successful competition of TEAM)* ☐ **Cohort 2** *Educators who have successfully completed Cohort 1 (first 1 year after Cohort 1) or New to CES (first 2 years)* ☐ **Cohort 3** *Educators who have successfully completed Cohort 2*	**Select One:** ☐ Individual goal ☐ Collaborative goal ***Decided upon mutual agreement.***	**Select One:** ☐ 1-year goal ☐ 2-year goal ☐ 3-year goal ***Decided upon mutual agreement.***	**Select One:** ☐ CES Teacher Rubric (Based on CTT Rubric) ☐ CES Service Delivery Rubric

Beginning of the Year Goals & Planning- Educator

Self-Reflection
Completed by Educator (by Mid-October)
See Self-Reflection sample reflection questions- Appendix A

Name: Click or tap here to enter text.	**Chaplin Elementary School**

Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking. *See Examples of Evidence Types- Appendix B*	Click or tap here to enter text.

Goal, Rationale, Alignment and Professional Learning Plan
Completed by Educator

Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	Click or tap here to enter text.
What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal? What is your learning plan to support achieving your goal? *See Professional Learning & Action Questions to guide your plan- Appendix A*	Click or tap here to enter text.
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	Click or tap here to enter text.
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	Click or tap here to enter text.

Goal Setting Conference	
Completed by Evaluator (By November 1)	
Date	
Notes: Click or tap here to enter text.	Supports Required/Suggested ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps- Educator
Completed by Educator (by Mid-February)

Non-negotiable Process Element of the CT Guidelines (2023)
See Sample Reflection Questions & Professional Learning & Action Questions- Appendix A

Name: Click or tap here to enter text.	**Chaplin Elementary School**
What has been your progress to-date on your professional learning and how do you know?	**Self-Reflection:** Click or tap here to enter text.

Links to Evidence:

- Click or tap here to enter text.

Mid-Year Conference
Completed by Evaluator (by March1)

Date: Click or tap to enter a date.

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

Click or tap here to enter text.

End-of-Year Reflection & Feedback Process- Educator
Non-negotiable Process Element of the CT Guidelines (2023)

Name: Click or tap here to enter text.	Chaplin Elementary School

Self-Reflection
Completed by Educator (by May 20)

See Sample Reflection Questions & *Professional Learning & Action Questions- Appendix A*

What impact did your new learning have on your practice/goal(s), and how do you know?	**Self-Reflection:** Click or tap here to enter text.
What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know?	
What challenges did you encounter and what are your next steps with your professional learning?	

Links to Evidence:

- Click or tap here to enter text.

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

Formal Observation Form- Educator
Educator Evaluation Observation # Choose an item.

Name: Click or tap here to enter text.	**Time/Location:** Click or tap here to enter text.
Grade/Role: Click or tap here to enter text.	**Discipline/Focus:** Click or tap here to enter text.

☐ Pre- & Post- Conference (Required)

Pre-Observation *Completed by Educator (two – three days in advance3 of observation)*	
Lesson Plan/Meeting Plan *Upload and provide hyperlink here, as appropriate	May attach a copy of the Lesson Plan or Click or tap here to enter text.
Pre-Conference Notes including the identified competency focus for the observation.	Click or tap here to enter text.

Observation *Completed by the Evaluator* (within five days after observation)
Click or tap here to enter text.

Post-Observation Reflection *Completed by the Educator* (within five days of receiving written feedback)	
What worked and how do you know?	Click or tap here to enter text.
What didn't work and how do you know?	Click or tap here to enter text.
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?	Click or tap here to enter text.

Post-Observation Conference Feedback *Completed by the Evaluator* (within five days of post-conference)		
Click or tap here to enter text.		
Evidence of Strengths	**Single-Point Competencies** *Completed by the Evaluator*	**Evidence for Growth and/or Next Steps**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Informal Observation Form- Educator
Educator Evaluation Observation # Choose an item.

Name: Click or tap here to enter text.	**Time/Location:** Click or tap here to enter text.
Grade/Role: Click or tap here to enter text.	**Discipline/Focus:** Click or tap here to enter text.

☐ Post-Conference (Required)

Observation ***Completed by the Evaluator*** (within five days after observation)
Click or tap here to enter text.

Post-Observation Reflection ***Completed by the Educator*** (within five days of receiving written feedback)	
What worked and how do you know?	Click or tap here to enter text.
What didn't work and how do you know?	Click or tap here to enter text.
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?	Click or tap here to enter text.

Post-Observation Conference Feedback ***Completed by the Evaluator*** (within five days of post-conference)		
Click or tap here to enter text.		

Evidence of Strengths	**Single-Point Competencies** ***Completed by the Evaluator***	**Evidence for Growth and/or Next Steps**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Appendix A: Sample Reflection Questions – Educator

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of Success

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

Determine Evidence

- ✓ What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- ✓ What ways would you like me as your evaluator to collect data/evidence for feedback?
- ✓ From how many different situations should we examine data/evidence?
- ✓ What are the advantages and disadvantages of the identified evidence?
- ✓ How will the data help us to analyze your practice?

- ✓ What is your timeline for collecting this evidence and measuring impact?
- ✓ What are the anticipated challenges or obstacles, and how do you plan to address them?
- ✓ How might you communicate/share your professional learning to your colleagues or families?
- ✓ What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- ✓ In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix B: Growth Criteria and Sources of Evidence – Educator

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

Appendix C: Sample Corrective Support Plan – Educator

(Sample)

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

Objective:

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

(Suggested) Resources:

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

Timeframes:

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

Supportive Actions:

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

Corrective Support Plan Template

(Educator being evaluated) has consistently struggled with _____ _____. Tier 2 or 3 supports have been provided by the evaluator throughout the year. (Educator being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective:

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

(Possible) Resources:

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

- ✓ Mentor
- ✓ Coach
- ✓ Reading as appropriate

Timeframes:

- ✓ (Length of the Corrective Support Plan – Tier Two- two 8–12-week cycles OR Tier Three- three 8–10-week cycles)
- ✓ Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

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

Leader Evaluation and Support Plan

October 23, 2024   Chaplin School District,

Date	Logo
October 23, 2024	Chaplin Elementary School SOARING EAGLES

District Board of Education Members	District PDEC Members
Dr. Jaclyn Chancey (Chairperson) Eugene Boomer (Vice-Chairperson) William Hooper (Secretary) Laura Anderson Victor Boomer Joseph Klar Haley Tiller Albert	Michelle Moon (Educator) Claudia Lungarini (Educator) Lisa Decker (Educator) Lisa Silva (Educator) Molly Hallisey (Educator) Kevin Chavez (Principal) Andrew Skarzynski (Superintendent)

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 the Professional Standards for School Leaders (PSEL) as mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. The single point rubric serves as support for self-evaluation, dialogue, and feedback as it provides focus for high leverage goal(s) setting and professional learning.

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a useful tool to illustrate how professional learning can deepen educator and 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.

Mission, Vision, and Core Values

Areas of Strengths	Competencies *Not all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	o Develop an educational mission for the school to promote the academic success and well-being of each student. o In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success. o Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement. o Strategically develop, implement, and evaluate actions to achieve the vision for the school. o Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.	

Ethics and Professional Norms

Areas of Strengths	Competencies *Not all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	o Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership. o Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. o Place children at the center of education and accept responsibility for each student's academic success and well-being. o Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.	

Equity and Cultural Responsiveness

Areas of Strengths	Competencies *Not all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	o Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context. o Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. o Develop student policies and address student misconduct in a positive, fair, and unbiased manner. o Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status. o Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society. o Address matters of equity and cultural responsiveness in all aspects of leadership.	

Curriculum, Instruction, and Assessment

Areas of Strengths	Competencies *Not all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	o Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. o Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self. o Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student. o Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized. o Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. o Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.	

Community of Care and Support for Students

Areas of Strengths	Competencies *Not all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	o Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student. o Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. o Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student. o Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. o Cultivate and reinforce student engagement in school and positive student conduct. o Infuse the school's learning environment with the cultures and languages of the school's community.	

Professional Capacity of School Personnel

Areas of Strengths	Competencies *Not all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	o Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty. o Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development. o Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student. o Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice. o Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community. o Promote the personal and professional health, well-being, and work-life balance of faculty and staff. o Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.	

Professional Community for Teachers and Staff

Areas of Strengths	Competencies *Not all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	o Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning. o Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school. o Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement. o Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole. o Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice. o Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff. o Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.	

Meaningful Engagement of Families and Community

Areas of Strengths	Competencies *Not all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	o Are approachable, accessible, and welcoming to families and members of the community. o Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students. o Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments. o Create means for the school community to partner with families to support student learning in and out of school. o Develop and provide the school as a resource for families and the community. o Advocate publicly for the needs and priorities of students, families, and the community.	

Operations and Management

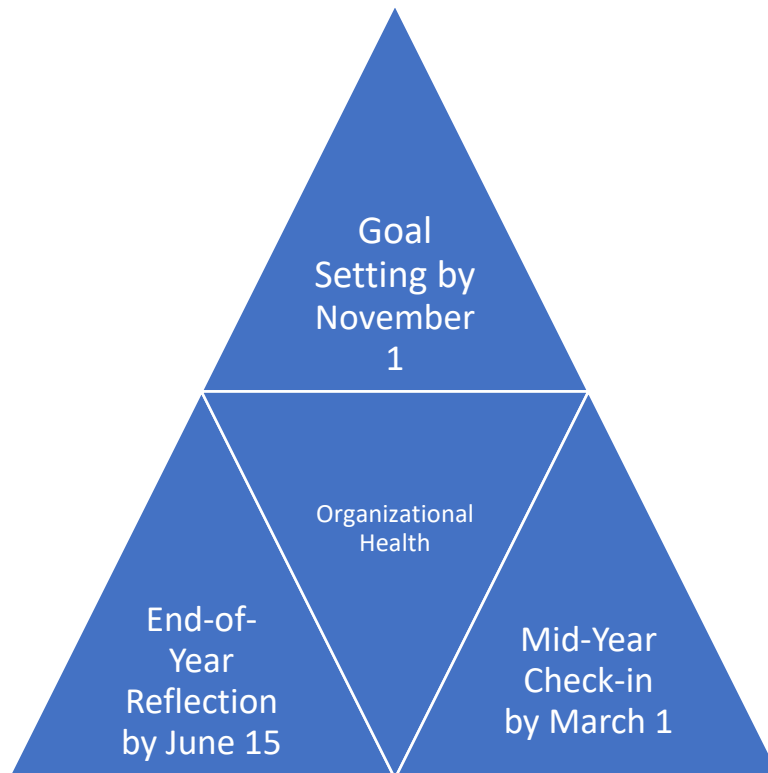| Areas of Strengths	Competencies ***Not** all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	o Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs. o Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement. o Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices. o Protect teachers' and other staff members' work and learning from disruption. o Employ technology to improve the quality and efficiency of operations and management. o Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement. o Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations to promote student success. o Develop and manage productive relationships with the central office and school board. o Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.	

School Improvement

Areas of Strengths	Competencies *Not all competencies are applicable/ need to be observed in a lesson	Opportunities for Growth
	o Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. o Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement. o Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement. o Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation. o Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation. o Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts. o Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.	

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

Chaplin's Professional Learning and Evaluation Program is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus. Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important; however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

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

Leader Process Schedule

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

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

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

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

Goal(s) Setting (Completed by November 1)

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

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

The leader will:

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

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

Midyear Check-in (Completed by March 1):

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional

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

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

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

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

Professional Practice and Leader Growth

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

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. <u>The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback.</u> Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days.

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

Quality feedback:

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

- ✓ Is timely, frequent, and reciprocal

Definition of Cohorts	
Cohort 1 **Who:** ✓ New to leadership role (e.g., principal from assistant principal etc.; first three years) ✓ New to LEA (first three years) **What:** ✓ Three observations of professional practice and/or site visits ✓ Feedback written and verbal within five school days ✓ Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	**Cohort 2** **Who:** ✓ Leaders who have successfully completed Cohort 1 in their current LEA **What:** ✓ Two observations of professional practice and/or site visits ✓ Feedback written and verbal within five school days ✓ Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Growth Criteria

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

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

See appendix E for further detail

Tiered Support

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

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

Tier 1

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

Tier 2

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

Tier 3

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

Corrective Support Plan

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

The Corrective Support Plan must contain:

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

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

See appendix F for a Corrective Support Plan form and example.

Dispute Resolution

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

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

development plan, which may include the individual professional learning plan or a Corrective Support Plan.

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

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 for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. * The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision.
      *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.
   b. **Option 2:**
      The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

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

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.

Evaluation Orientation- Leader

Orientation to Leader Evaluation was Completed on: Click or tap to enter a date.

Non-negotiable Process Element of the CT Guidelines (2023)

Name: Click or tap here to enter text.		**Location:** Click or tap here to enter text.	
Select One:	**Select One:**	**Select One:**	**Select One:**
☐ **Cohort 1** *New to leader role or first 3 years in LEA* ☐ **Cohort 2** *Years 4+ (in LEA)*	☐ Individual goal ☐ Collaborative goal ***Decided upon mutual agreement.***	☐ 1-year goal ☐ 2-year goal ☐ 3-year goal ***Decided upon mutual agreement.***	☐ PSEL Rubric

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

Goal Setting Conference	
Completed by Evaluator (By November 15)	
Date	
Notes: Click or tap here to enter text.	Supports Required/Suggested ☐ Tier 1 ☐ Tier 2 ☐ Tier 3

Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps- Leader
Completed by Leader by March 1

Non-negotiable Process Element of the CT Guidelines (2023)
See Sample Reflection Questions & *Professional Learning & Action Questions Appendix D*

Name: Click or tap here to enter text.	**Chaplin Elementary School**
What has been your progress to-date on your professional learning plan and your goal(s)and how do you know? What are your next steps and why?	**Self-Reflection:** Click or tap here to enter text.

Links to Evidence:

-

Mid-Year Conference
Completed by Evaluator (by March15)

Date: Click or tap to enter a date.

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

Click or tap here to enter text.

End-of-Year Reflection & Feedback Process- Leader
Non-negotiable Process Element of the CT Guidelines (2023)

Name: Click or tap here to enter text. | **Chaplin Elementary School**

Self-Reflection
Completed by Leader by June 15

See Sample Reflection Questions & *Professional Learning & Action Questions Appendix D*

What impact did your new learning have on your practice/goal(s), and how do you know?	**Self-Reflection:** Click or tap here to enter text.
What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know?	
What challenges did you encounter and what are your next steps with your professional learning?	

Links to Evidence:

- Click or tap here to enter text.

End-of-Year Conference		
Completed by Evaluator (by June 30l)		
Date: Click or tap to enter a date.		
Name: Click or tap here to enter text.	Chaplin Elementary School	
Summative Feedback & Growth Criteria ***Completed by Evaluator*** *See Growth Criteria and Sources of Evidence Appendix F*		
Summative Feedback	Click or tap here to enter text.	
Development of new learning & impact on leadership practice related to goal(s).	Click or tap here to enter text.	
Impact of new learning and leadership practice on key partners and or organizational outcomes.	Click or tap here to enter text.	
Impact of new learning on greater community.	Click or tap here to enter text.	
Successful Completion of the Evaluative Cycle	☐ Yes	☐ No
Supports Required/Suggested ***Are tiered supports required above and beyond tier 1 (included in feedback above)?*** ☐ Not applicable ☐ Tier 2 ☐ Tier 3	If Tier 2 and/or Tier 3, please specify strategies: • Click or tap here to enter text.	
For multi-year goals only: • *What adjustments are needed to the goal(s)?* Click or tap here to enter text. • *Why?* Click or tap here to enter text. • *How might adjustments impact the timing of the goal(s)?* Click or tap here to enter text.	☐ Leader will continue multi-year goal. ☐ Leader will adjust multi-year goal. ☐ Leader completed multi-year goal. Notes: Click or tap here to enter text.	
Educator Signature: Click or tap here to enter text.	**Date:** Click or tap to enter a date.	
Evaluator Signature: Click or tap here to enter text.	**Date:** Click or tap to enter a date.	

Observation/Site Visit Form- Leader

Leader Evaluation Observation/Site Visit # Choose an item.

Name: Click or tap here to enter text.	**Location:** Click or tap here to enter text.
Administrator Role: Click or tap here to enter text.	**Leader Goal/Observation Focus:** Click or tap here to enter text.

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

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

Meeting Plan and/or Context *Upload and provide hyperlink here, as appropriate	Click or tap here to enter text.
Pre-Conference Notes	Click or tap here to enter text.

Observation/Site Visit Evidence
Completed by the Evaluator

Click or tap here to enter text.

Post-Observation/Visit Reflection
Completed by the Leader

What does today's evidence tell you?	Click or tap here to enter text.
Are their patterns, trends, or outliers?	Click or tap here to enter text.
How will our collaborative reflection help you move forward and apply your learning in your next steps?	Click or tap here to enter text.

Post-Observation/Visit Conference Feedback *Completed by the Evaluator*		
Click or tap here to enter text.		
Areas of Strengths	**Single-Point Competencies** *Completed by the Evaluator*	**Areas for Growth and/or Next Steps**
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Appendix D: Sample Reflection Questions – Leader

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of success

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

Determine Evidence

- ✓ What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- ✓ What ways would you like me as your evaluator to collect data/evidence for feedback?
- ✓ From how many different situations should we examine data/evidence?
- ✓ What are the advantages and disadvantages of the identified evidence?
- ✓ How will the data help us to analyze your practice?

- ✓ What is your timeline for collecting this evidence and measuring impact?
- ✓ What are the anticipated challenges or obstacles, and how do you plan to address them?
- ✓ How might you communicate/share your professional learning to your colleagues or families?
- ✓ What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- ✓ In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix E: Growth Criteria and Sources of Evidence – Leader

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice ✓ 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** ✓ 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** ✓ The leader can demonstrate how they worked effectively with colleagues/ families/community.	✓ Information from site visits ✓ Strategic plans ✓ Learning walk/instructional rounds ✓ Self-reflection (e.g., journals, learning logs) ✓ 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

Appendix F: Sample Corrective Support Plan – Leader

(Sample)

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

Objective:

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

Resources:

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

Timeframes:

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

Supportive Actions:

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

Corrective Support Plan Template

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

Objective:

To improve

_____ _____ (Indicate specific standard in your objective language)

(Possible) Resources:

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

- ✓ Mentor
- ✓ Coach
- ✓ Reading as appropriate

Timeframes:

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

Supportive Actions:

(Suggested supportive actions)

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

Bibliography

Connecticut State Department of Education. 2023. *Connecticut Guidelines for Educator Evaluation and Support*. Hartford, CT.

Connecticut State Department of Education. 2024. *Connecticut Leader and Educator Evaluation and Support Plans 2024*. Hartford, CT.

Connecticut State Department of Education. 2017. The *Connecticut Common Core of Teaching Rubric for Effective Teaching 2017*. Hartford, CT.

Connecticut State Department of Education. 2017. The *Connecticut Common Core of Teaching Rubric for Effective Service Delivery 2017*. Hartford, CT.

Connecticut State Department of Education. 2023. *Connecticut Guidelines for Educator Evaluation and Support*. Hartford, CT.

Charlotte Danielson and the Danielson Group. 2013. *The Framework for Teaching Evaluation Instrument, 2013 Instructionally Focused Edition.* Teachscape.

Robert J. Marzano. 2011. *Marzano Art and Science of Teaching Framework.* Learning Sciences International (Learning and Performance Management).

National Policy Board for Education Administration. 2015. *Professional Standards for Educational Leaders 2015*. Reston, VA.