Cheshire Public Schools

EDUCATOR (EVALUATION) GROWTH PLAN
Proposed June 2024
Adapted from the CSDE model

Approved by the Cheshire Board of Education on June 28, 2024

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CHESHIRE EDUCATOR GROWTH PLAN

<u>OVERVIEW</u>

The primary goal of the educator growth and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement.

The Educator Growth Plan has been developed in alignment with the district's priorities; complex thinking and social-emotional learning; through the implementation of high-quality instruction resulting in students' demonstration of the Vision of the Graduate.

Within The Educator Growth Plan, educators will own their own learning through:
- Engaging in cycles of goal-setting, reflection, and growth in service of student learning,
- trying new instructional approaches,
- Collaborating with and providing feedback among colleagues, coaches, and administrators,
- developing goals that meet the individual needs of the educator while supporting district focus areas

STANDARDS
1. CCT Rubric for Effective Teaching 2017
2. CCT Rubric for Effective Service Delivery 2017
3. Connecticut Leader Evaluation Rubric 2017

GOAL SETTING, REFLECTION AND GROWTH IN SERVICE OF STUDENT LEARNING
Goal setting will align with our district's priorities of fostering complex thinking and enhancing social-emotional learning. At the start of each school year, educators will collaborate with administrators and supervisors to establish their goals. These goals will be reviewed periodically throughout the year, including at mid-year and at the end of the year. Goals may be individual or collaborative, depending on their nature. Each cycle will provide opportunities for educators to reflect on their practices, review evidence of progress, and adjust plans to ensure ongoing growth.

Educators, in partnership with their evaluators, will agree on one-, two-, or three-year goals and develop a corresponding professional development and support plan tailored to their professional status and objectives. This agreement will also include mutually determined measures of evidence for evaluating educator and student learning, growth, and achievement. Each educator will be assigned a primary evaluator (092 or 093), who will provide feedback both verbal and written (within 7 business days) based on evidence, observations, and artifacts of professional practice aligned with the agreed-upon standards. The evaluation process will involve mutual agreement on goals, standards, and measures of evidence.

The Cheshire Educator Evaluation and Professional Learning Council Committee will oversee and review the Cheshire Evaluation/ Growth Plan. A minimum of two meetings of the Coucil will be held each year. Training for all educators will take place at the first staff meeting of the year, before the school year begins. Training for leaders will occur in August during the Ready Set Go meeting, prior to the start of school. New teachers hired in Cheshire will receive training during the New Teacher Orientation.

NEW APPROACHES
Educators recognize that continuous improvement in the service of student learning takes ongoing practice, revisiting and revising core aspects of pedagogy. To that end, educators are encouraged to try new approaches to instruction to increase student learning, growth, and achievement.

COLLABORATION AND FEEDBACK AMONG COLLEAGUES, COACHES, AND ADMINISTRATORS
Collaboration in pursuit of professional growth, and fostering new pedagogical learning will be ongoing and occur in a variety of settings including but not limited to faculty meetings, professional development, grade level/department/division meetings, PLC's, instructional coaching, etc. Feedback will be used to deepen educator reflection on best practices. Feedback to and from colleagues will be embedded in the collaborative group process as well as from the supervisor.

FEEDBACK
Educators will reflect on goals and standards that have been mutually agreed upon. The annual summary and all feedback will be based on these same agreed-upon goals and standards. Feedback from the evaluator will be given both verbally and in writing, and will be provided within 7 business days. Informal, yet equally important, feedback will also be provided through learning walks, coaching, peer observations, and collaborative groups.

RESOURCES
Educators will have access to diverse resources to foster instructional growth, such as but not limited to:
- Faculty Meetings
- Learning Walks
- Coaching
- Professional texts

SUPPORT
Within The Educator Growth Plan, leaders (092 or 093) are responsible to:
(a.) Create systems and schedules to encourage and support educator collaboration and learning, which will include but are not limited to:
- Instructional Coaching
- Peer observation (lab sites/learning walks/site visits, etc.)
- Collaborative engagement in continuous improvement (PDSA cycles - Plan Do Study Act)
- New learning (book study, workshops, content coaching, etc.)
- Informal leadership opportunities for expert educators (mentoring, providing Professional Learning)
(b.) Engage in at least three formal check-ins with each educator annually for the purpose of:
- Setting a learning focus; focus may last 1-3 years (by October 15)
- Mid-Year Growth Reflection (by February 15)
- End-of-Year Growth Reflection (by June 1)
(c.) Solicit feedback from educators about the obstacles to achieving Cheshire's Model of HQI
(d.) Monitor school and educator growth toward Cheshire's Model of High-Quality Instruction
(e.) Provide direct instructional support for new educators, new-to-district educators, and those in need of accelerated growth and improvement plans including, but not limited to:

- Observations with feedback
- Shared, guided, or directed goal-setting, as needed for student learning
- Additional professional learning

Claims that the district has not adhered to the evaluation and support program procedures will be addressed through the grievance procedures outlined in the current collective barganing agreements.

DISTRICT PRIORITIES (Theories of Action)

<u>**Complex Thinking**</u>

If the Cheshire Public Schools engages in a strategic, systemic alignment of curriculum, assessment, instruction, professional development, and resources around complex thinking, then classroom instructional practice will demonstrate a clear focus on complex thinking, and student work will demonstrate complex reasoning, inquiry, problem solving skills, and the exploration of ideas.

<u>**Social Emotional Learning**</u>

If the Cheshire Public Schools consciously focuses on the social-emotional development of our students, then school practices will demonstrate a clear focus on social-emotional growth, and students will demonstrate self-awareness, self-management skills, cultural awareness, relationship skills, and responsible decision-making.

CHESHIRE'S DEFINITION OF HIGH QUALITY INSTRUCTION (HQI)

We believe that all students can achieve grade level work. In the classroom, that starts with ensuring that we are focused on the most important standards and learning outcomes. The tasks that we choose promote deep learning experiences for our students. In Cheshire, as part of implementing our curriculum, we have identified 6 attributes of complex thinking that help guide what deep learning tasks are in our classes (application, explanation, connections, proof, finding solutions, and creation). All

students bring a set of skills and understanding that relate to the work we design for them. Our job is to provide the appropriate scaffolds for each student to meet the given learning goal. To that end, we practice responsive teaching. We know the skills and understanding students have at any given time (formative assessment) and match our instruction accordingly. This all happens in a context of supporting students' own belief (efficacy) that they can accomplish meaningful and deep learning.
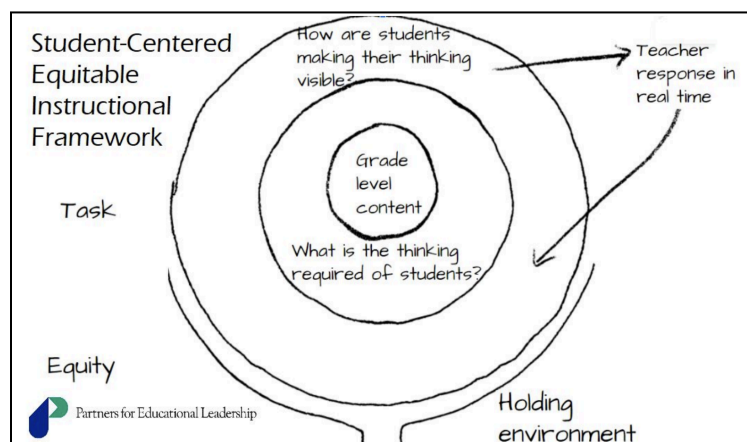
VISION OF A GRADUATE

The Cheshire Public Schools prepares students to become lifelong learners who can adapt to a rapidly changing society. We believe in the capacity of every student to succeed academically, socially, and

emotionally. Through the continuous development of complex skills and knowledge, students will acquire the qualities and characteristics of successful and engaged learners. Graduates of the Cheshire Public Schools will be ready to positively and successfully influence our global society. These skills, knowledge, and characteristics are attained through the satisfactory completion of the content of each course, and in the context of applying these skills across disciplines and in real-world applications throughout every student's educational experience.

* Full Vision of the Graduate and the associated Performance Standards are indicated in Appendix A.

GOAL SETTING, REFLECTION AND GROWTH PROCESS AND FORMS

As noted in the overview, goal setting will be in pursuit of our district priorities of complex thinking and social-emotional learning. Educators will set goals at the beginning of each school year to be reflected on with administrators/supervisors throughout the school year. Mutually agreed upon goals may be one-, two-, or three years. This section provides information on the timeline for meeting dates, samples of evidence that educators can use to reflect on growth, and the needed forms for each step in the annual educator growth process.

MEETING DATES
    Goal Setting Conference - Complete by the third week of October
    Mid Year Conference - Complete by the third week of February
    End of Year Conference - Complete by the end of May/early June

EXAMPLES OF EVIDENCE THAT SUPPORT EDUCATOR GROWTH TOWARD GOAL(S)
To effectively support and evaluate educator growth toward established goals, a comprehensive approach utilizing both quantitative and qualitative measures is essential. The following outlines the diverse types of evidence that can be employed to provide a robust and well-rounded assessment of progress:

1.   Student Performance Evidence:
    ○   Assessments: A range of assessments, including formal and informal, plays a crucial role in gauging student progress. Formal assessments such as standardized tests (e.g., SBA, NGSS, PSAT, SAT, AP) provide a benchmark for student achievement and growth. Informal assessments, including formative and summative assessments, offer insights into daily learning and long-term understanding. Specific tools like exit tickets, which capture immediate student responses, and comprehensive projects like capstone assignments, which reflect in-depth learning, are also valuable.
    ○   Student Work: Reviewing various forms of student work, such as portfolios and individual assignments, helps in understanding student growth over time and assessing their mastery of the content. These artifacts illustrate the practical application of knowledge and skills.

2.   Practice Evidence:
    ○   Observations: Both formal and informal observations provide direct insight into teaching practices. Formal observations, often structured and scheduled, offer a detailed analysis of instructional methods and classroom management. Informal observations, which may occur spontaneously, capture the natural flow of teaching and interaction with students.

- ○ Review of Artifacts: Analyzing educator-produced artifacts, such as lesson and unit plans, provides a window into the planning and preparation that underpin effective teaching. These artifacts, along with student conference notes and collaboration meeting minutes, showcase the educator's strategic approach to instruction and their engagement in professional dialogue.
- ○ Reflection: Written reflections, whether from the educator or their students, offer a personal perspective on teaching practices and student experiences. These reflections help in identifying areas of strength and opportunities for improvement. Additionally, evidence from professional development facilitation and visible learning tasks provides further context to the educator's ongoing growth and instructional strategies.

By integrating these multiple and varied quantitative and qualitative measures, the feedback process becomes more comprehensive and insightful. This holistic approach ensures that educators receive well-rounded support and constructive feedback, enabling them to continuously refine their practice and enhance their impact on student learning and achievement.

Examples of Student Performance	Examples of Practice Evidence
- Assessments (formal/informal) - Common Assessment - Standardized Assessment - Formative Assessment - Summative Assessment - Exit tickets - Portfolio - Student work - Capstone project - State Growth/Achievement data: SBA, NGSS, PSAT, SAT, AP	- Observations - Formal, informal - Review of artifacts - Student work samples - Educator products - Lesson/Unit Planning - Reflection (written) - Student conference notes - Collaboration meeting minutes - PD Facilitation - Visible Learning tasks - Student reflection/feedback

DEFINITION OF CLASSIFICATION or PROFESSIONAL STATUS
For the purpose of categorizing the longevity and designation of teachers and administrators:

TEACHERS
1. Nontenured at CPS - This includes:
   - ○ Early Career (first 4 years in the profession)
   - ○ New to CPS (first 2 years at CPS)
2. Tenured at CPS - This includes teachers who have achieved tenure status

ADMINISTRATORS
1. Early Career Administrators - This includes:
   - ○ New to Leadership Role (first three years in a leadership role)
   - ○ New to Cheshire (first three years in Cheshire)
2. Experienced Administrators - This includes:
   - Year 4 or More in Cheshire (four or more years in Cheshire)

Non-tenured teachers can expect a minimum of three informal classroom observations with

feedback from their supervisor (092-093) each year before receiving tenure. Tenured teachers will have at least one informal observation by their supervisor (092-093) and at least one review of their practice annually. This will be in conjunction with collegial feedback provided through collaborative meetings, coaching, peer observations, learning walks, classroom labs, and other professional development activities.

Levels of Support

All educators deserve regular access to high-quality professional learning, peer collaboration, and opportunities to reflect on their practice and its impact on learners. Cheshire's Educator Evaluation/ Growth Plan outlines three levels of support, with varying degrees of choice, guidance, and direction for professional learning and instructional practice. All three levels will be implemented prior to the development of a corrective support plan.

In Cheshire, we are committed to ensuring that every educator has access to the resources and support needed to excel in their professional practice. Our Educator Growth and Support Plan is designed to offer varying levels of support to meet diverse needs and to facilitate ongoing professional development.

Level 1: Foundational Support for All Certified Educators

For all certified educators, including teachers and leaders, we provide continuous support throughout the year. This includes regular participation in team, grade level, or department collaborations, as well as peer and supervisor observations. Educators will reflect on their growth, evaluate its impact on students, and collect evidence such as data, student work, and videos to inform their development. Instructional coaching, either individually or in groups with coaches and/or department leaders, and participation in district-sponsored professional development, including mandatory training, are also integral parts of Level 1 support. Each educator will engage in three check-in meetings—at the beginning of the year, mid-year, and end of the year—with their designated administrator. This foundational support runs from August to June annually.

Level 2: Enhanced Support for Non-Tenured Educators and Others

Non-tenured educators, as well as those seeking additional support, will receive everything provided in Level 1, with added enhancements tailored to their specific needs. This includes additional, targeted professional learning and coaching aligned with their roles. Non-tenured educators will undergo a minimum of two observations by a supervisor (092 or 093 certified), including post-observation meetings and feedback sessions. They will also provide evidence of growth toward mutually-agreed learning goals. For educators not meeting Level 1 goals, additional support will be provided until the goals of Level 2 are achieved. This level of support continues until tenure is achieved or the specified goals are met.

Level 3: Intensive Support for Educators Needing Further Assistance

For educators who are not meeting the goals of Level 2, Level 3 provides the most intensive level of support. This includes all the resources from Levels 1 and 2, with additional, tailored professional learning aligned with their specific needs. Educators will undergo a minimum of three observations by a supervisor (092 or 093 certified), one of which will be a formal

observation, with comprehensive post-observation feedback. Support will continue until the educator meets the goals set for Level 3.

Our structured approach ensures that all educators, regardless of their current level of support, have the opportunity to grow professionally, reflect on their practice, and ultimately enhance their impact on student learning.

Dispute Resolution
This section is taken, without adaptation, from the Connecticut Educator Evaluation and Support Model Plan (2023).

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.

(Claims that the district has not adhered to the evaluation and support program procedures will be addressed through the grievance procedures outlined in the current collective agreement.)

FORMS
Forms on the following pages include
- Beginning of the Year and Goals and Planning
- Goal Setting Conference
- Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps
- Mid-Year Conference
- End-of-Year Reflection & Feedback Process
- End-of-Year Conference
- Evaluator Observation

Cheshire Educator Evaluation and Support Plan

EDUCATOR:

Name:	School Year:	Building/Position:
Select One: ☐ **Nontenured at CPS** *New to Profession (first 4 years) or New to CPS (first 2 years)* ☐ **Tenured at CPS**	**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.*

Beginning of the Year Goals & Planning
Goal, Rationale, Alignment and Professional Learning Plan To be Completed by Educator by Mid-October

What do you want to work on? (Professional Learning Goal)	
How did you arrive at your goal?	
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?	
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	
In what ways does this goal(s) contribute to Cheshire Public School's initiatives, including, but not limited to Complex Thinking, Social	

Emotional Learning, and High Quality Instruction?	

Cheshire Educator Evaluation and Support Plan

EVALUATOR:

Goal Setting Conference
Completed by Evaluator by Mid-October
Date

Supports Required/Suggested
- ☐ Level 1
- ☐ Level 2
- ☐ Level 3
- ☐ Intensive Support

Notes:

Cheshire Educator Evaluation and Support Plan

EDUCATOR:

Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps Completed by Educator	
Name:	**Building/Position:**
What has been your progress to-date on your professional learning goal? How do you know (evidence)?	**Self-Reflection**

EVALUATOR:

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

Cheshire Educator Evaluation and Support Plan

EDUCATOR:

End-of-Year Reflection & Feedback Process	
Name:	**Building/Position:**
Self-Reflection Completed by Educator	

	Self-Reflection
What impact did your new learning have on your practice/goal(s), and how do you know? What impact did your new learning and practice have on your students' 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?	
How do you know (evidence)?	

Cheshire Educator Evaluation and Support Plan

EVALUATOR:

End-of-Year Conference		
Date:		

Name:	**Building/Position:**	

Summative Feedback & Growth Criteria Completed by Evaluator by Mid-June		
Summative Feedback		
Development of new learning & impact on practice related to goal(s)		
Impact on student learning, growth, and achievement		
Successful Completion of the Evaluative Cycle	☐ Yes	☐ No
Supports Required/Suggested *Are tiered supports required above and beyond tier 1 (included in feedback above)*? ☐ Not applicable ☐ Level 1 ☐ Level 2 ☐ Level 3	If Intensive Support, please specify strategies:	
Next Year's Goals/Multi-Year Goals: ● What adjustments are needed to the goal(s)? ● Why? ● How might adjustments impact the timing of the goal(s)?	☐ Educator will continue multi-year goal. ☐ Educator will adjust the multi-year goal. ☐ Educator completed a multi-year goal. Notes:	
Educator Signature:	**Date:**	
Evaluator Signature:	**Date:**	

CHESHIRE PUBLIC SCHOOLS

EVALUATOR OBSERVATION
Educator Growth Plan
Continuous Improvement
Evaluator Observation

Educator: Date:

Evaluator:

Elements of High-Quality Instruction	Evidence: Observations and Quotes
Task	
Learner Thinking	
Feedback	
Knowledgeable Other	
Social & Academic Belonging	

Educator Reflection:

Evaluator Feedback:

DEFINITION OF SUPPORT LEVELS

All educators deserve regular access to high-quality professional learning, peer collaboration, and opportunities to reflect on their practice and its impact on learners. Cheshire's Educator Growth and Support Plan outlines three levels of support, with varying degrees of choice, guidance, and direction for professional learning and instructional practice. All three levels will be implemented prior to the development and implementation of an intensive support plan.

Level of Support	Educators	Available Support	Timeline
Level 1	All Certified Educators: Teachers and Leaders	• Ongoing participation in (team/grade level/department) collaboration • Observations (peer or supervisor) • Reflection on growth, impact of growth on students • Collection of artifacts (data, student work, videos, etc.) • Plan for next steps • Participation in instructional coaching (individual or group w/coaches and/or department leaders) • Completion of district-sponsored PD, including mandated training • Three check-in meetings (Goal setting, Mid-year, End of Year) with designated administrator	August - June, annually
Level 2	Non-tenured	• All available support of Level 1 • Engagement in additional, tailored professional learning and coaching aligned with assignment and needs • Minimum 2 observations by a supervisor (092 or 093 certified) with a post-observation meeting and feedback • Evidence of growth toward mutually-agreed upon learning goals	Until tenure
	Educators seeking a higher degree of support		Determined by mutual agreement
	Educators not meeting the goals of Level 1		Until goals of Level 2 are met
Level 3	Educators not meeting the goals of Level 2	• All available support of Levels 1 & 2 • Engagement in additional tailored professional learning aligned with assignment and needs • Minimum of 3 observations by a supervisor (092 or 093 certified), with one being a formal observation, with post-observation meeting and feedback	Until goals of Level 3 are met
Level of Support	Educators	Required Support and Meetings	Timeline
Intensive Support Plan	Individual educators who are not meeting the goals of Level 3	• All available support of Levels 1, 2 & 3 • Consultation with union representatives • Identification of area(s) or need for growth, goals for improvement, support, start date, and duration • Minimum of monthly check-ins • Minimum of 3 observations by a supervisor (092 or 093 certified), with at least one being a formal observation, with	As determined by individual plans, pursuant to C.G.S.

		post-observation meeting and feedback ● Monthly meetings with a supervisor to review the plan and progress toward success. Meeting dates will be determined as a part of the plan. ● Culminating meeting with a supervisor at the end of the plan's cycle to determine support moving forward	§10-153b *Start date and duration must be clearly documented.*

INTENSIVE SUPPORT PLAN
Educator Growth Plan
Continuous Improvement
Goal-Setting
Intensive support

Educator: Date:

Evaluator:

Start Date of Intensive Support: Duration:

Growth Needs, Goals, and Supports

Area of Need for Growth	Goal for Improvement	Supports

_____   _____
Educator Signature   Date

_____   _____
Evaluator Signature   Date

Educator Growth Plan
Continuous Improvement
Progress Check-In
Intensive Support

Educator: Date of Check-in:

Evaluator:

Start Date of Intensive Support: Duration:

Educator Reflection:
What progress have you made toward the Goals of your Level 3 Support Plan? What student learning evidence do you have to support that claim?

What have you learned, in relation to the goals of your Level 3 Support Plan, from evaluator observations, instructional coaching, or other sources of professional learning?

What are your next steps, in terms of professional growth and learning?

Evaluator Feedback:

Single-Point Competency Rubric for Effective Teaching
Adapted from the Connecticut Common Core of Teaching 2017

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

Indicator 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

Indicator 1c: Maximizing instructional time by effectively managing routines and transitions.

Domain 2: Planning for Active Learning

Indicator 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students.

Indicator 2b: Planning instruction to cognitively engage students in the content.

Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.

Domain 3: Instruction for Learning

Indicator 3a: Implementing instructional content for learning.

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

Indicator 3c: Assessing student learning, providing feedback to students, and adjusting instruction.

Domain 4: Professional Responsibilities and Teacher Leadership

Indicator 4a: Engaging in continuous professional learning to impact instruction and student learning.

Indicator 4b: Collaborating to develop and sustain a professional learning environment to support student learning.

Indicator 4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning

Domain 1: Classroom Environment, Student Engagement, and Commitment to Learning
Teachers promote student engagement, independence, and interdependence in learning and facilitate a positive learning community by

Indicator 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

Areas of Strength/Evidence	Effective Practice (Teacher Actions)	Growth Areas/Next Steps
	1. Consistently models and regularly promotes positive social interaction with and among students. Teacher models and supports students in demonstrating SEL skills to resolve conflicts.	
	2. Establishes a learning environment that is consistently respectful of all students' cultural, social and/ or developmental differences.	
	3. Utilizing grade level work, teacher creates a learning environment in which most students are willing to take risks, respectfully question ideas, and feel safe to make and learn from mistakes.	
	4. Establishes and consistently reinforces high expectations for learning for all students where students ultimately own their own learning.	

Domain 1: Classroom Environment, Student Engagement, and Commitment to Learning
Teachers promote student engagement, independence, and interdependence in learning and facilitate a positive learning community by:

Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

Areas of Strength/Evidence	Effective Practice (Teacher Actions)	Growth Areas/Next Steps
	1. Teacher supports students in establishing high standards of behavior, which are consistently and appropriately reinforced by the teacher and students resulting in little or no interference with student learning or instructional time.	
	2. Encourages students to independently use proactive strategies and social skills that have been continuously modeled and explicitly taught to take responsibility for their actions. When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	

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Domain 1: Classroom Environment, Student Engagement, and Commitment to Learning Teachers promote student engagement, independence, and interdependence in learning and facilitate a positive learning community by:		
Indicator 1c: Maximizing instructional time by effectively managing routines and transitions.		
Areas of Strength/Evidence	**Effective Practice (Teacher Actions)**	**Growth Areas/Next Steps**
	1. Establishes an environment in which students independently facilitate routines and transitions.	

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Domain 2: Planning for Active Learning
Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students.

Areas of Strength/Evidence	Effective Practice	Growth Areas/Next Steps
	1. Plans content that directly addresses Connecticut Core Standards and/or other appropriate content standards by anticipating misconceptions, ambiguities, or challenges and plans ways to address these.	
	2. Plans lessons that are logically sequenced and an appropriate level of challenge which demand the application of complex thinking.	
	3. Uses multiple sources of data to determine students' prior knowledge and skills to promote deep learning experiences, purposeful instruction and/or interventions that advance the learning of all students. Lessons develop student capacity for independent learning.	
	4. Designs opportunities to allow students to independently select literacy strategies that support their learning.	

1. **Literacy strategies:** To convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning.

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Domain 2: Planning for Active Learning
Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2b: Planning instruction to cognitively engage students in the content.

Areas of Strength/Evidence	Effective Practice	Growth Areas/Next Steps
	1. Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement.	
	2. Selects or designs resources and/or flexible groupings that support students' application of concepts and/or skills in other contexts.	

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Domain 2: Planning for Active Learning Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:		
Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.		
Areas of Strength/Evidence	**Effective Practice**	**Growth Areas/Next Steps**
	1. Identifies observable and measurable criteria for student success while providing opportunities for students to be involved in developing or interpreting criteria for student success.	
	2. Plans assessment strategies to gather targeted evidence of student learning and provide opportunities for students to reflect on their progress.	

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Domain 3: Instruction for Learning
Teachers promote student engagement, independence, and interdependence in learning and facilitate a positive learning community by:

Indicator 3a: Implementing instructional content for learning.

Areas of Strength/Evidence	Effective Practice	Growth Areas/Next Steps
	1. Clearly communicates learning expectations to students and sets a specific purpose for instruction; provides opportunities for students to demonstrate their understanding of the purpose of the lesson.	
	2. Consistently and accurately utilizes content-specific language and information that leads to students' understanding.	
	3. Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge requiring students to engage in complex thinking tasks including cross-curricular connections.	
	4. Consistently presents instruction that integrates literacy strategies and academic vocabulary. Supports students to select and apply literacy strategies independently.	

Domain 3: Instruction for Learning
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

Areas of Strength/Evidence	Effective Practice	Growth Areas/Next Steps
	1. Requires tasks that cognitively engage students in complex thinking[1].	
	2. Uses resources and flexible groupings that cognitively engage students to apply new learning and make connections between concepts.	
	3. Provides multiple opportunities for students to develop independence as learners.	

[1]Cheshire Public Schools Complex Thinking characteristics include:

Application: Ability to identify and use the appropriate knowledge and skills in a variety of situations.
Explanation: Justify thinking and provide supporting evidence for reasoning or conclusions drawn.
Connections: Relate ideas and concepts within the content and among content areas.
Proof: Provides (cites or creates) evidence to support an idea, concept or process.
Finding Solutions: Devise one approach among alternatives on how a problem or challenge can be solved. Develop a plan or sequence of steps and have more than one possible response or solution.
Creation: Investigate and apply to the real world (authenticity) and include non-routine or previously established manipulations or connections within and across disciplines, content areas and multiple sources. Development of a new idea, product or process to solve a problem, communicate a feeling, or advance an idea. New interpretation or perspective that reshapes existing thinking.

Domain 3: Instruction for Learning
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3c: Assessing student learning, providing feedback to students, and adjusting instruction.

Areas of Strength/Evidence	Effective Practice	Growth Areas/Next Steps
	1. Clearly communicates specific observable and measurable criteria for student success; provides opportunities for students to identify criteria for success where appropriate.	
	2. Monitors student learning with a focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes. Ultimately, the teacher promotes students' capacity to self-monitor and self-assess their own progress toward learning goals.	
	3. Provides individualized, descriptive feedback that is accurate, actionable, and helps students advance their learning while simultaneously providing opportunities for students to self-reflect and/or provide peer feedback that is specific and focuses on advancing student learning.	
	4. Adjusts instruction as necessary in response to individual and group performance while providing opportunities for students to select strategies to support their learning.	

Domain 4: Professional Responsibilities and Teacher Leadership		
Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:		
Indicator 4a: Engaging in continuous professional learning to impact instruction and student learning.		
Areas of Strength/Evidence	**Effective Practice**	**Growth Areas/Next Steps**
	1. Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.	
	2. Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.	
	3. Takes a lead in and/or initiates opportunities for professional learning with colleagues.	

Domain 4: Professional Responsibilities and Teacher Leadership Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:		
Indicator 4b: Collaborating to develop and sustain a professional learning environment to support student learning.		
Areas of Strength/Evidence	**Effective Practice**	**Growth Areas/Next Steps**
	1. Collaboratively supports and assists colleagues to adapt planning and instructional practices that support teaching and learning.	
	2. Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice to consistently exhibit professional responsibility and ethical practices in accordance with the **Connecticut Code of Professional Responsibility for Teachers**.	

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Domain 4: Professional Responsibilities and Teacher Leadership
Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

Indicator 4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning

Areas of Strength/Evidence	Effective Practice	Growth Areas/Next Steps
	1. Leads efforts to improve and strengthen the school climate.	
	2. Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success both independently and in support of colleagues.	
	3. Interacts with students, families and the community in a culturally respectful manner.	

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Single-Point Competency Rubric for Effective Service Delivery
Adapted from the Connecticut Common Core of Teaching 2017

Domain 1: Learning Environment, Student Engagement and Commitment to Learning

Indicator 1a: Promoting a positive learning environment that is respectful and equitable

Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment

Indicator 1c: Maximizing service delivery by effectively managing routines and transitions

Domain 2: Planning for Active Learning

Indicator 2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge

Indicator 2b: Developing plans to actively engage learners in service delivery

Indicator 2c: Selecting appropriate assessment strategies to identify and plan learning targets

Domain 3: Service Delivery

Indicator 3a: Implementing service delivery for learning

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

Indicator 3c: Assessing learning, providing feedback and adjusting service delivery

Domain 4: Professional Responsibilities and Leadership

Indicator 4a: Engaging in continuous professional learning to enhance service delivery and improve student/adult learning

Indicator 4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning

Indicator 4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning

Domain 1: Learning Environment, Engagement, and Commitment to Learning		
Service providers promote student/adult learner engagement, independence, and interdependence and facilitate a positive learning community by:		
Indicator 1a: Promoting a positive learning environment that is respectful and equitable[1]		
Areas of Strength/Evidence	**Effective Practice (Provider Actions)**	**Growth Areas/Next Steps**
	1.　　Interactions between the service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions including proactive social interactions and/or conflict resolution skills.	
	2.　　Establishes a learning environment that is consistently respectful of or incorporates learners' cultural, social and/or developmental differences to enrich learning opportunities.	
	3.　　Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes or respectfully challenge others.	
	4.　　Establishes and consistently reinforces high and realistic expectations for learning/growth and development until students ultimately take ownership for their growth.	

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1.　　A respectful and equitable learning environment supports whole-child development and the understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students but they also offer opportunities for equitable access, survivability, outputs and outcomes.

2.　　Respect for learner diversity means recognizing individual differences, including but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

3.　　Take risks: Fostering a classroom environment that promotes risk-taking involves building trust; students' trust in the teacher and other students in the class. Students who trust their teachers believe that teachers will turn their failures into learning opportunities.

Domain 1: Learning Environment, Engagement, and Commitment to Learning
Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:

Indicator 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.

Areas of Strength/Evidence	Effective Practice (Provider Actions)	Growth Areas/Next Steps
	1. Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment. Students given the opportunity to take responsibility for their behavior and/or the provider seamlessly responds to misbehavior.	
	2. Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate, take responsibility for their actions and demonstrate social competence[1] (SEL skills) through proactive strategies[2].	

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1.   Social competence is exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, and Rhee, 2000).

2.   Proactive strategies include self-regulation strategies, problem-solving strategies, conflict resolution processes, interpersonal communication and responsible decision-making.

Domain 1: Learning Environment, Engagement, and Commitment to Learning		
Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:		
Indicator 1c: Maximizing service delivery by effectively managing routines and transitions.[1]		
Areas of Strength/Evidence	**Effective Practice (Provider Actions)**	**Growth Areas/Next Steps**
	1. Implements and manages effective routines and transitions that maximize service delivery time while creating an environment that encourages students to independently facilitate routines and transitions.	

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1.   Routines can be instructional or non-instructional organizational activities. Transitions are non-instructional activities such as moving from one grouping, task or context to another.

Domain 2: Planning for Active Learning
Service providers design[1] academic, social/behavioral, therapeutic, crisis or consultative plans[2] to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.

Areas of Strength/Evidence	Effective Practice	Growth Areas/Next Steps
	1. Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.	
	2. Designs plans using evidence based practice with an emphasis on a complex thinking application.	
	3. Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge.	
	4. Develops objectives that are targeted and specific to the needs of learners where students will ultimately help define learning objectives based on reflection.	

1.   Depending upon the role of the service provider, the action verb could be design, collaborate, inform, or consult.
2.   Academic, behavioral, therapeutic, crisis or consultative plans may be developed for and directed to whole group, small group and or individual learners.
3.   Content standards: Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.
4.   Sources of data may include existing data or data to be collected (progress monitoring). Data may be formal (standardized tests) or informal (survey responses, interviews, anecdotal records, grades) and may be formative or summative.

Domain 2: Planning for Active Learning		
Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2b: : Developing plans to actively engage learners in service delivery.		

Areas of Strength/Evidence	Effective Practice	Growth Areas/Next Steps
	1. Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement and the execution of complex thinking skills.	
	2. Selects or designs resources[1] and/or flexible groupings that support students' application of concepts and/or skills in other contexts. Provides student choice about resources relevant to the task.	

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1.   Resources include, but are not limited to, available textbooks, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software kits, games, pictures, posters, artistic prints, study prints, sculptures, models, maps, motion pictures, audio and video recordings, DVDs, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.
2.   Flexible groupings are groupings of learners that are changeable based on the purpose of the service delivery and on changes in the needs of individual learners over time.

Domain 2: Planning for Active Learning		
Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:		

Indicator 2c: Selecting appropriate assessment strategies to identify and plan learning targets.

Areas of Strength/Evidence	Effective Practice	Growth Areas/Next Steps
	1. Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/ or experiential background to select and interpret assessment information. Works in collaboration with others when appropriate to review data and support planning.	
	2. Identifies objective and measurable criteria for assessing learner success. Where appropriate, students support the development of success criteria.	
	3. Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery. Plans to support students in self-monitoring against success criteria.	

1.   <u>Assessment strategies</u> are used to evaluate learners before, during and after service delivery. Entry assessments are often diagnostic and used to determine eligibility for services. Formative assessment is part of the process used by service providers during service delivery, which provides feedback to monitor and adjust ongoing services. Summative assessments are used to evaluate learners at the end of a service delivery plan to determine learner success.

Domain 3: Service Delivery
Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3a: Implementing service delivery[1] for learning.

Areas of Strength/Evidence	Effective Practice	Growth Areas/Next Steps
	1. Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards, student's Individualized Education Plan (IEP) goals and/or other appropriate content standards. Students articulate how new learning (academic, behavioral, or social) connects to other situations.	
	2. Delivers services accurately, resulting in learning/growth.	
	3. Delivers services in a logical and purposeful progression that meet the needs of learners creating opportunities for independent responsibility for learning.	
	4. Consistently delivers services at a level of challenge that aligns to learners' needs creating opportunities for independent responsibility for learning.	

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1.   Service delivery is derived from a framework of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.

Domain 3: Service Delivery		
Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:		

Indicator 3b: : Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.		
Areas of Strength/Evidence	**Effective Practice**	**Growth Areas/Next Steps**
	1. Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical and creative thinking, purposeful discourse or inquiry. When able, providing collaborative opportunities for students to generate their own questions, problem-solving strategies, and/or to communicate new learning.	
	2. Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings. Fosters student ownership in resources and groupings.	
	3. Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for their learning while supporting students in identifying ways to approach learning that will be effective for them as individuals.	

Cheshire Public Schools Complex Thinking characteristics include:

Application: Ability to identify and use the appropriate knowledge and skills in a variety of situations. **Explanation**: Justify thinking and provide supporting evidence for reasoning or conclusions drawn. **Connections**: Relate ideas and concepts within the content and among content areas. **Proof**: Provides (cites or creates) evidence to support an idea, concept or process. **Finding Solutions:** Devise one approach among alternatives on how a problem or challenge can be solved. Develop a plan or sequence of steps and have more than one possible response or solution. **Creation**: Investigate and apply to the real world (authenticity) and include non-routine or previously established manipulations or connections within and across disciplines, content areas and multiple sources. Development of a new idea, product or process to solve a problem, communicate a feeling, or advance an idea. New interpretation or perspective that reshapes existing thinking.

Domain 3: Service Delivery
Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3c: Assessing learning, providing feedback[1] and adjusting service delivery[2]

Areas of Strength/Evidence	Effective Practice	Growth Areas/Next Steps
	1. Communicates specific observable and measurable criteria for learner success. When appropriate, provide opportunities for learners to be involved in developing criteria for success.	
	2. Monitors learning (or promotes learner's self-monitoring) with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective.	
	3. Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes. Develops learner reflection and feedback focused on advancing learning.	
	4. Adjusts service delivery in response to learners' performance or engagement in tasks adjusting to student feedback and performance to enhance learning.	

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1.   Effective feedback is descriptive and immediate and helps learners to improve their performance by telling them what they are doing well while providing meaningful, appropriate and specific suggestions for improvement, as appropriate.

2.   Adjustments to service delivery are based on information gained from progress monitoring. Service providers make purposeful decisions about changes necessary to help learners achieve service delivery outcomes.

Domain 4: Professional Responsibilities and Leadership Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:		
Indicator 4a: Engaging in continuous professional learning[1] to enhance service delivery and improve student//adult learning.		
Areas of Strength/Evidence	**Effective Practice**	**Growth Areas/Next Steps**
	1. Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional practice. Initiates collaboration with peers to address learning, school, and professional needs.	
	2. Seeks supervisor or peer feedback and recommendations and makes effective changes in a range of professional practices.	
	3. Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice. May also facilitate professional learning for colleagues, families, or the community to support student growth.	

1. <u>Connecticut's Definition of Professional Learning</u>: High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.

Domain 4: Professional Responsibilities and Leadership Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:		
Indicator 4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning.		
Areas of Strength/Evidence	**Effective Practice**	**Growth Areas/Next Steps**
	1. Collaborates with colleagues to improve service delivery, learning, and school climate.	
	2. Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice to consistently exhibit professional responsibility and ethical practices in accordance with the **Connecticut Code of Professional Responsibility for Teachers**2.	
	3. Employs and shares best practices to completely record and organize data accurately. Confidential information is stored in a secured location.	

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1. <u>Colleague</u>: A colleague is a person with whom an educator works, including, but not limited to, other teachers, administrators, support staff, and paraeducators.
2. <u>Connecticut Code of Professional Responsibility for Teachers</u>: A set of principles which the teaching profession expects its members to honor and follow; and serves as a basis for decisions on issues pertaining to licensure and employment. (Regulations of Connecticut State Agencies Section 10-145d-400a).

Domain 4: Professional Responsibilities and Leadership
Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:

Indicator 4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

Areas of Strength/Evidence	Effective Practice	Growth Areas/Next Steps
	1. Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.	
	2. Proactively communicates with stakeholders and develops positive relationships with stakeholders including the solicitation of feedback to promote learner success.	
	3. Models interactions with stakeholders in a culturally responsive manner.	

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1.   Stakeholders can include student/adult learners, families, colleagues, community members etc. and are determined by the role and delineated responsibilities of the service provider.
2.   Culturally responsive communications use the cultural knowledge, prior experiences and performance styles of diverse learners to make learning more appropriate and effective and support connectedness between home and school experiences.

June 4, 2024

Appendix A

Cheshire Public Schools Vision of the Graduate

Introduction: The Vision of the Graduate is a broad statement of the attributes we want our students to demonstrate upon graduation.

The Cheshire Public Schools prepares students to become lifelong learners who can adapt to a rapidly changing society. We believe in the capacity of every student to succeed academically, socially, and emotionally. Through the continuous development of complex skills and knowledge, students will acquire the qualities and characteristics of successful and engaged learners. Graduates of the Cheshire Public Schools will be ready to positively and successfully influence our global society. These skills, knowledge, and characteristics are attained through the satisfactory completion of the content of each course, and in the context of applying these skills across disciplines and in real-world applications throughout every student's educational experience.

The skills, knowledge, and characteristics in the vision are described in the following ways:

The Student as Thinker/Learner (Self):
The Cheshire graduate uses a variety of complex reasoning skills to shape information into knowledge and knowledge into understanding. Background knowledge is applied to new learning, synthesizing information in the creation of new ideas. The graduate is an independent, reflective, and responsible learner, capable of self-direction, self-efficacy and self-motivation.

The Student as Collaborator (Others):
The Cheshire graduate actively participates as a member of a team in order to achieve a common goal. He or she effectively expresses ideas demonstrating respect for self and others while having the social and emotional awareness to recognize individual differences.

The Student as Community Contributor (World):
The Cheshire graduate is an active participant at the local and global level. The graduate demonstrates concern and respect for self, others, and property in order to make a positive impact on the community and assume responsible and ethical citizenship by taking positive action

Cheshire Public Schools Performance Standards

The following Performance Standards re.present the attributes articulated in the vision and are the basis on which student performance will be measured.

Complex Thinker
The Cheshire Public Schools student uses a variety of complex reasoning skills and techniques from multiple disciplines to shape information into knowledge and knowledge into understanding.

Attributes:
- A. Identifies, analyzes and solves authentic/complex problems, situations, questions, and issues
- B. Explores a variety of critical and/or creative strategies to accomplish tasks
- C. Applies content specific procedures and processes (formulas, equations, syntax, etc.) to solve problems
- D. Assesses the relevance of information, synthesizes information and experiences from multiple sources

Creative Thinker
The Cheshire Public Schools student thinks creatively and produces innovative or original products demonstrating novel approaches to thinking and learning.

Attributes:
- A. Generates innovative or original ideas and applies them in practice
- B. Approaches situations from different perspectives while challenging assumptions
- C. Develops an open and growth-oriented mindset: students demonstrate an ability to learn from setbacks, persevere through challenges and take risks
- D. Demonstrates flexibility and openness to divergent ideas and different approaches, understanding the connections between different concepts across all disciplines

Self-Directed Learner
The Cheshire Public Schools student is an independent and reflective lifelong learner.

Attributes:
- A. Demonstrates self-advocacy, self-awareness and assessment of skills and strengths
- B. Effectively allocates time to accomplish learning and/or personal goals
- C. Seeks and uses resources to promote continued learning
- D. Prepared to fully and actively participate in all learning experiences

Effective Communicator
The Cheshire Public Schools student clearly expresses his or her ideas in an effective and organized manner.

  A. Generates ideas and articulates them clearly and in a well-organized fashion demonstrating thoughtful and precise use of language and personal voice
  B. Considers the perspectives of diverse audiences in all communication
  C. Communicates for a variety of purposes including information, persuasion, instruction and motivation
  D. Communicates using various modes of expression

Collaborative/Cooperative Learner

The Cheshire Public Schools student engages with members of a group in order to achieve a common goal.

Attributes:
  A. Monitors and adjusts own behaviors in order to equitably contribute to group success;
  B. Works interdependently toward the achievement of group goals by fulfilling individual roles within the group;
  C. Demonstrates effective interpersonal skills and applies them respectfully when challenging and responding to the ideas of others; and
  D. Practices empathy for the perspective of others and the ability to compromise to achieve a common goal

Community Contributor

The Cheshire Public Schools student actively participates in the school, town, and global community while demonstrating concern and respect for self, others and property.

Attributes:
  A. Shows awareness of social expectations by exhibiting appropriate behavior
  B. Demonstrates responsible decision-making and constructive choices by showing respect, civility, and a deep consideration of the welfare of self, others and property
  C. Exhibits respect for self and others while recognizing individual differences
  D. Assumes responsible citizenship by taking positive action in the school, town and global community

Leader Evaluation and Support Plan

(adopted from CSDE Leder and Evaluation Support Plan)

Guiding Principles

The transformational design of the leader evaluation and support model is grounded in six guiding principles that use high quality professional learning to advance leader practice, educator practice, and stu- dent 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, assi*stant 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** (p*rovide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).*
- **Specific, timely, accurate, actionable, and reciprocal feedback.**

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

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

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

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

Standards and Criteria for Leaders

One of the primary goals of the leader evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. It is recommended that each PDEC create a process to review the standards and ensure a rubric accompanies the standards.

While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

Leader

1.   Professional Standards for School Leaders (PSEL)
2.   Learning Forward's Professional Learning Standards (2022)

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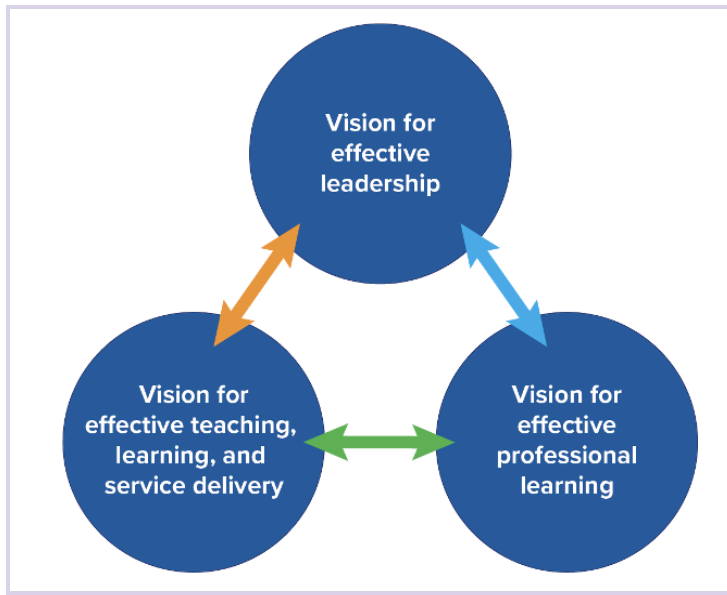
The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement

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

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

At the core, 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 por- trait of a graduate. They are called to act ethically and with professional integrity, and they promote equi- ty 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).
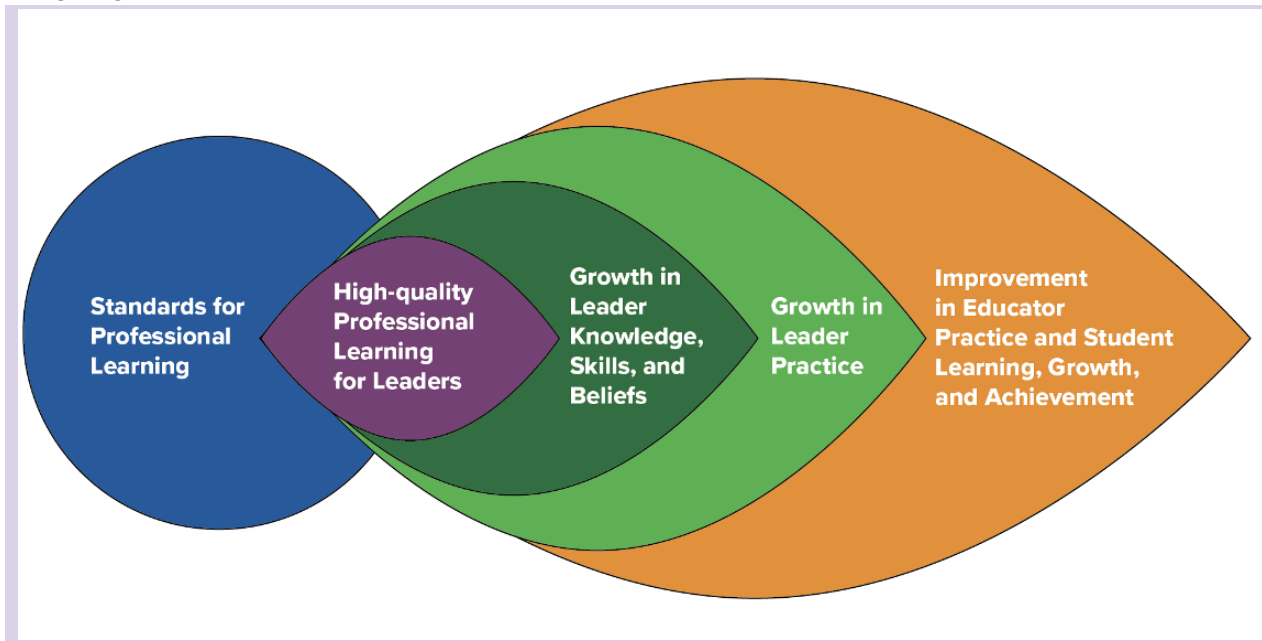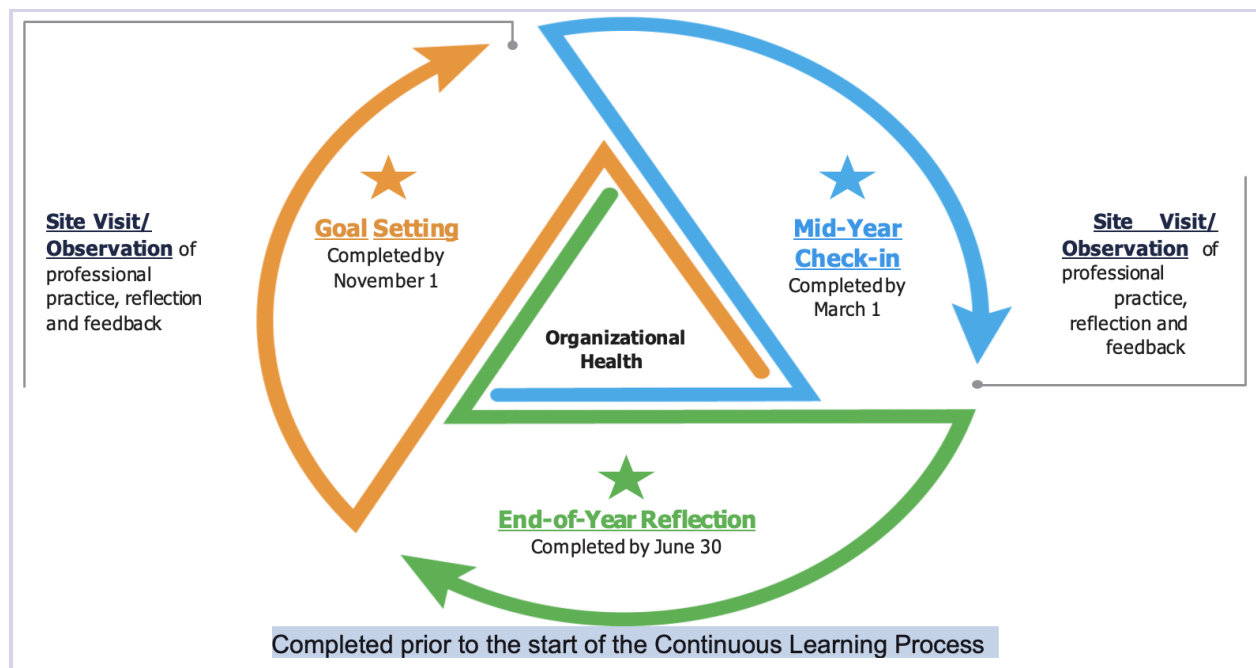

Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator (092 or 093).

Leader Continuous Learning Process

Evaluation Orientation
Completed prior to the start of the Continuous Learning Process

Site Visit/Observation of professional practice, reflection and feedback

Goal Setting
Completed by November 1

Organizational Health

Mid-Year Check-in
Completed by March 1

Site Visit/Observation of professional practice, reflection and feedback

End-of-Year Reflection
Completed by June 30

Completed prior to the start of the Continuous Learning Process

Goal Setting
Completed by November 1

Beginning of the Year Goal(s) and Planning
• Self reflect
• Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan
• Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference
• Mutually agree on 1-, 2-, or 3-year goal(s)
• Determine individual or group goal(s)
• Mutually agree on professional learning needs and support

Mid-year Check-in
Completed by March 1

Mid-Year Check-in: Reflection, Adjustments, and Next Steps
• Review & discuss currently collected evidence towards goal(s) and of practice
• Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement

Mid-Year Conference
• Discuss evidence, reflection, and feedback from evaluator
• Adjust and revise as needed

<u>End-of-Year Reflection</u>

Completed by June 30

End-of-Year Reflection and Feedback Process
- Self-reflection: Review & discuss professional
learning, evidence of impact on organizational health, educator and student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria
- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:
- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/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 (see appendix B). Goals should always be connected to standards recommended by the PDEC and approved by the local board of education.

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

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

The leader shares the above with their evaluator during an initial goal setting conference that consists of dia- logue 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 re- lates 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 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 multi-ple sources, including site visits, student and staff feedback, or family engagement (see appendix B).

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide 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	Cohort 2
Who: - New to Leadership role (e.g. principal from assistant principal etc. ;First three years) - New to LEA (first three yeas)	Who: Leaders who have successfully completed Cohort 1 in their current LEA
What: - Three observations of professional practice and/r site visits - Feedback written and verbal within five days - Additional observations or professional practice and/or site visits as mutually agreed upon or deemed necessary schooldays	What: - Two observations of professional practice and/or site visits - Feedback written and verbal within five days - Additional observations or 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

Tiered Support and Corrective Support Planning

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 devel- oped 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 H).

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 H 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 documenta- tion and meet with both parties (evaluator and leader being evaluated) as soon as possi- ble, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

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

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

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan to propose to the local board of education for mutual agreement.

Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11(b)(3), each local and regional board of education must establish a professional development and evaluation committee to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, paraeducators, and other school personnel are representative of the various classifications within the groups (see examples below).

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

The duties of PDECs shall include, but are not limited to,

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the state
model evaluation and support plan adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, pro- vided that the program is consistent with the guidelines adopted by the State Board of Education.

Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

Technical Assistance and Professional Learning

The CSDE works closely with schools and districts to learn what support is most needed for effective implementation of the CT Guidelines 2023 framework. To that end, the CSDE continues to develop resources in partnership with the six regional educational service centers, ACES, CES, CREC, EASTCONN, EdAdvance, and LEARN along with CAS and feedback from districts. You are encouraged to reach out for technical assistance and professional support during the transition to this new framework.

Appendices — Leader:

Information and Resources to Support Effective Implementation

Appendix A: 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 B: Definition of Cohorts – Leader

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

Appendix C: 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, walkthroughs, etc.)and how they used their new learning to improve practice **Impact on the Organization** ● The leader can demonstrate how they worked effectively with colleagues/families/community	● Information from site visits ● 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 D: General Glossary – Leader

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.

By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs

Corrective Support Plan: A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Corrective Support Plans
shall include clear objectives specific to the well documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; supportive actions from the evaluator; and outcomes or further action as determined in consultation with the evaluator, leader, and bargaining unit representative.

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

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

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

continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:

- The Supporting Teacher Effectiveness Project (STEP)

- Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and Model System for Educator Evaluation
- Ohio Department of Education – Ohio Teacher Evaluation System (OTES 2.0) Framework
- Tennessee Educator Acceleration Model
- Connecticut TEAM Process (CAPA)

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

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

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

Quality feedback:

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

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

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

goals and standards: Should be a high leverage goal based on professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of practice.

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

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

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

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

multiple measures: Can include, but is not limited to, structures and systems to support educator learn- ing and growth, culture and climate changes, student learning, growth, and achievement as mutually agreed upon during the goal-setting process. Additional evidence relative to one or more competencies.

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

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

PDEC (Professional Development and Evaluation Committee): The Professional Development and Evaluation Committee serves as the collaborative decision maker to create, revise, and monitor the evaluation and support program for the district, as well as the professional learning plan for certified employees of the district.

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

review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other leader artifacts.

rubric: A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of educators based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.

single point competency: A description of a standard of behavior or performance that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric.

site visits: A site visit provides an opportunity for observation and dialogue with the leader that may in-clude but is not limited to leader engagement with educators, families or other partners in the work with a focus on the leader's goal.

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

tiered support:

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 dis- trict 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

Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

Appendix E: Glossary of Professional Learning Opportunities – Leader

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

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

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

coaching: A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.

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

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

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

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

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

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

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

professional literature study: Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text.

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

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

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

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

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

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

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

Appendix F: Continuous Learning Process – Leader

<table>
<tr><td align="center">Evaluation Orientation

Orientation to Leader Evaluation was Completed on:

<u>Date</u>
Non-negotiable Process Element of the CT Guidelines (2023)</td></tr>
</table>

Download these forms:

Leader Goal-Setting Form   Leader/Site Visit Form

Leader Mid-Year Check-In Form

Leader End-of-Year Self-Reflection Form   Leader End-of-Year Conference Form

Download this form

Leader Information

<table>
<tr><td colspan="2">Name:</td><td colspan="2">Location:</td></tr>
<tr>
<td>Select One:

• Cohort 1

*New to leader role o
three years in LEA
• Cohort 2
*Years 4 (in LEA)</td>
<td>Select One:

• Individual goal
• Collaborative go

Decided upon mutual
agreement.</td>
<td>Select One:

• 1-year goal
• 2-year goal
• 3-year goal

Decided upon mutua
agreement.</td>
<td>Select One:

• PSEL Rubric</td>
</tr>
</table>

Download this form

Beginning-of-the-Year Goals and Planning

Self-Reflection *Completed by Leader* *See Sample Reflection Questions*

Capture your self-reflection here; consider using the Sa Questions linked above to guide your thinking. *See Examples of Evidence Types*	

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 ye	
What evidence of leader learning, educator learning, a student growth and achievement, and/or organizationa measures will you use to reflect, monitor, and adjust yo goal? What is your learning plan to support achieving y goal? *See professional learning and action questions to guid plan.*	
For multi-year goal(s), what might be the potential focu years 2 and 3 (to be revisited and revised annually and needed throughout the learning process)?	
In what ways might this goal(s) contribute to the schoo district's vision, mission, and strategic goals?	

Goal Setting Conference *Completed by Evaluator (By November 1)* ***Date***

Notes:	**Supports Required/Suggested** • Tier 1 • Tier 2 (Link to Examples of Supports) • Tier 3 (Link to Examples of Supports)

[Download this form](#)

Planned Site Visit/Observation of Professional Practice *Non-negotiable Process Element of the CT Guidelines (2023)*

Observation of Professional Practice/Site Visit #1 - Required
Additional Observation of Professional Practice/Site Visit

Midyear Check-in: Reflection, Adjustment(s), and Next Steps
Completed by Leader
Non-negotiable Process Element of the CT Guidelines (2023)
See Sample Reflection Questions and Professional Learning and Action Questions

What has been your progress to date on professional learning and your goal(s), and do you know? What your next steps and	**Self-Reflection:**
Links to Evidence:	

Midyear Conference
Completed by Evaluator (by March 1)
Date
Feedback to Leader (Feedback regarding progress on professional learning and progress toward goal(s). Inc change in tiered supports, if recommended.):

Observation of Professional Practice/Site Visit #2 - Required
Additional Observation of Professional Practice/Site Visit

End-of-Year Reflection and Feedback Process

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

Self-Reflection

Completed by Leader

See Sample Reflection Questions and Professional Learning and Action Questions

What impact did your new learning have on your practice/goal(s), and how do you know? What impact did your new learning have on your leaders practice, on educator and/or student learning, growth, and/ or achievement, and/or on organizational health, and how do you know? What challenges did you encounter and what are your n steps with your professional learning?	**Self-Reflection:**
Links to Evidence:	

End-of-Year Conference	
Completed by Evaluator (_by June 30_)	
Date	
Summative Feedback and Growth Criteria	
Completed by Evaluator	
See appendix for full description	
Summative Feedback	
Development of new learning and impact on leadership prac related to goal(s).	
Impact of new learning and leadership practice on key partn and or organizational outcomes.	
Impact of new learning on greater community.	
Successful Completion of the Evaluative Cycle	• Yes • No
Supports Required/Suggested ***Are tiered supports required above and beyond tier 1 (included in feedback above)?*** • Not applicable • Tier 2 (Specify below) • Tier 3 (Specify below)	If Tier 2 and/or Tier 3, please specify strategi
For multi-year goals only: • What adjustments are needed to the goal(s)? • Why? • How might adjustments impact the timing of the goal(s	• Leader will continue multi-year goal. • Leader will adjust multi-year goal. • Leader completed multi-year goal. Notes:
Leader Signature	**Date:**
Evaluator Signature	**Date:**

Appendix G: Observation/Site Visit Forms – Leader

[Download this form](#)

Leader Evaluation Observation/Site Visit #1 – Required	
Name:	**Location:**
Administrator Role:	**Leader Goal/Observation Focus:**
- 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*
Pre-Conference Notes	
Observation/Site Visit Evidence *Completed by the Evaluator*	
Post-Observation/Visit Reflection *Completed by the Leader*	
What does today's evidence te	
Are there patterns, trends, or outliers?	
How will our collaborative refle help you move forward and ap your learning in your next step	
Post-Observation/Visit Conference Feedback *Completed by the Evaluator*	

Areas of Strengths	Single-Point Competencie *Completed by the Evaluator*	Areas for Growth and/or l **Steps**

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	Insert competencies	

[Download this form](#)

Leader Evaluation Observation/Site Visit #2 – Required	
Name:	**Location:**
Leadership Role:	**Leader Goal/Observation Focus:**

- 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*
Pre-Conference Notes	

Observation/Site Visit Evidence
Completed by the Evaluator

Post-Observation/Visit Reflection	
Completed by the Leader	
What does today's evidence t you?	
Are there patterns, trends, or outliers?	
How will our collaborative refl help you move forward and a your learning in your next step	

Post-Observation/Visit Conference Feedback		
Completed by the Evaluator		
Areas of Strengths	**Single-Point Competencie** *Completed by the Evaluator*	**Areas for Growth ar Next Steps**
	Insert competencies	

[Download this form](#)

Leader Evaluation Observation/Site Visit #3	
Name:	**Location:**
Leadership Role:	**Leader Goal/Observation Focus:**
- 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*
Pre-Conference Notes	
Observation/Site Visit Evidence *Completed by the Evaluator*	
Post-Observation/Visit Reflection *Completed by the Leader*	

What does today's evidence t[...] you?	
Are there patterns, trends, or outliers?	
How will our collaborative refl[...] help you move forward and a[...] your learning in your next ste[...]	

Post-Observation/Visit Conference Feedback *Completed by the Evaluator*		
Areas of Strengths	**Single-Point Competencies** *Completed by the Evaluator*	**Areas for Growt[...] and/or Next Ste[...]**
	Insert competencies	

[Download this form](#)

Leader Evaluation Observation/Site Visit #4	
Name:	**Location:**
Leadership Role:	**Leader Goal/Observation Focus:**
• 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*
Pre-Conference Notes	

Observation/Site Visit Evidence		
Completed by the Evaluator		
Post-Observation/Visit Reflection		
Completed by the Leader		
What does today's evidence te		
Are their patterns, trends or ou		
How will our collaborative refle help you move forward and ap your learning in your next step		
Post-Observation/Visit Conference Feedback		
Completed by the Evaluator		
Areas of Strengths	**Single-Point Competenci** *Completed by the Evaluator*	**Areas for Growth and/ Next Steps**
	Insert competencies	

Appendix H: 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 *f*

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.

Cheshire Public Schools

Single-Point Competency Rubric for Effective Leadership

Table of Contents

The effective leader meets the criteria as outlined within this document. Optimally, leaders develop the capacity of those within their oversight to empower them to take ownership of these practices.

Domain 1: Instructional Leadership
Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

Indicator 1a: Shared Vision, Mission, and Goals
Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.

Key Areas of Leadership Practice	Areas of Strength/Evidence	Effective Practice (Leader Actions)	Growth Areas/Next Steps
High expectations for students		Develops, implements and sustains shared vision, mission and goals that articulate high expectations, including life skills and/ or college- and career readiness, for all students. Regularly revisits and revises to ensure that we continue to meet stakeholder needs.	
School or District improvement plan		Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization.	
Stakeholder engagement		Engages relevant stakeholders to develop, implement and sustain the shared school or district vision, mission and goals. Builds capacity of staff to identify and address barriers to achieving the vision, mission and goals.	

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Domain 1: Instructional Leadership
Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

Indicator 1b: Curriculum and Instruction
Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.

Key Areas of Leadership Practice	Areas of Strength/Evidence	Effective Practice (Leader Actions)	
Curriculum development		Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.	
Instructional strategies and practices		Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.	
Assessment practices		Develops the capacity of staff to implement and evaluate formative and summative assessments that drive instructional decisions.	

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Domain 1: Instructional Leadership
Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

Indicator 1c: Continuous Improvement
Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

Key Areas of Leadership Practice	Areas of Strength/Evidence	Effective Practice (Leader Actions)	
Data-driven decision-making		Analyzes varied sources of data2 about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals.	
Analysis of instruction		Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students.	
Solution-focused leadership		Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.	

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Domain 2: Talent Management
Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

Indicator 2a: Recruitment, Selection, and Retention
Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.

Key Areas of Leadership Practice	Areas of Strength/Evidence	Effective Practice (Leader Actions)	Growth Areas/Next Steps
Recruitment, selection and retention practices		Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures.	
Evidence-based personnel decisions		Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions	
Cultivation of positive, trusting, staff relationships		Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.	
Supporting early career teachers		Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	

Domain 2: Talent Management
Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

Indicator 2b: Professional Learning
Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.

Key Areas of Leadership Practice	Areas of Strength/Evidence	Effective Practice (Leader Actions)	Growth Areas/Next Steps
Professional learning system		Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school or district's vision, mission and goals.	
Reflective practice and professional growth		Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities.	
Resources for high-quality professional learning		Provides multiple conditions, including support, time or resources for professional learning, that lead to improved practice.	

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Domain 2: Talent Management
Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

Indicator 2c: Observation and Performance Evaluation
Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

Key Areas of Leadership Practice	Areas of Strength/Evidence	Effective Practice (Leader Actions)	Growth Areas/Next Steps
Evidence-based evaluation strategies		Evaluates staff using sources of evidence such as observation, review of artifacts, collegial dialogue and student-learning data that is clearly aligned to educator performance standards, which result in improved teaching and learning.	
Feedback		Regularly provides clear, timely and actionable feedback based on evidence. Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.	

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Domain 3: Organizational Systems
Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment

Indicator 3a: Operational Management
Strategically aligns organizational systems and resources to support student achievement and school improvement.

Key Areas of Leadership Practice	Areas of Strength/Evidence	Effective Practice (Leader Actions)	Growth Areas/Next Steps
Organizational Systems		Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district.	
School site safety and security		Designs and implements a comprehensive school site safety and security plan. Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.	
Communication and data systems		Develops or implements communication and data systems that assure the accurate and timely exchange of information. Develops capacity of staff to document and access student learning progress over time.	

Domain 3: Organizational Systems

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

Indicator 3b: Resource Management
Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.

Key Areas of Leadership Practice	Areas of Strength/Evidence	Effective Practice (Leader Actions)	Growth Areas/Next Steps
Budgeting		Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible.	
Securing resources to support vision, mission, and goals		Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals.	
Resource allocation		Allocates resources to ensure educational equity for all diverse student, family and staff needs.	

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Domain 3: Organizational Systems
Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment

Indicator 3b: Resource Management
Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.

Key Areas of Leadership Practice	Areas of Strength/Evidence	Effective Practice (Leader Actions)	Growth Areas/Next Steps
Budgeting		Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible.	
Securing resources to support vision, mission, and goals		Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals.	
Resource allocation		Allocates resources to ensure educational equity for all diverse student, family and staff needs.	

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

Indicator 4a: Family, Community and Stakeholder Engagement
Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

Key Areas of Leadership Practice	Areas of Strength/Evidence	Effective Practice (Leader Actions)	Growth Areas/Next Steps
Communications		Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students.	
Inclusive decision making		Promotes and provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning.	
Relationship building		Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.	
Cultural competence and		Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.	

community diversity			

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

Indicator 4b: School Culture and Climate
Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

Key Areas of Leadership Practice	Areas of Strength/Evidence	Effective Practice (Leader Actions)	Growth Areas/Next Steps
Student conduct		Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations.	
Professional conduct		Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators.	
Positive school climate for learning		Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.	

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Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

Indicator 4c: Equitable and Ethical Practice
Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community.

Key Areas of Leadership Practice	Areas of Strength/Evidence	Effective Practice (Leader Actions)	Growth Areas/Next Steps
Professional responsibility and ethics		Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	
Equity, cultural competence and social justice		Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate.	
Ethical use of technology		Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals. Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community	

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May 15, 2024