

Cromwell Public Schools



Educator Evaluation and Development Plan

Revised 2023-2024

Introduction

An excellent education for our students begins with excellent school leaders and teachers. One of the single most impactful factors in a student's educational experience is access to highly skilled educators. This document outlines a professional development and evaluation plan for all certified educators and administrators employed by the Cromwell Public Schools. This plan was developed collaboratively with input from faculty, administrators, Education Association of Cromwell representation, and the Administrators Bargaining Unit through the Professional Development and Evaluation Committee (PDEC). The resulting document is aligned with the Connecticut Guidelines for Educator Evaluation.

Professional Development and Evaluation Committee Members:

Keri A. MacLean, Ed.D- Director of Curriculum and Instruction

Amy Arnista- Pre-K to 12 Literacy Curriculum Supervisor

Julie Sheppard- Pre-K to 12 Numeracy Curriculum Supervisor

Sari O'Leary- Director of Student Services

Leigh Neumon- EAC President

Brian Calhoun- CMS Teacher

Julia Carroll- ECS Teacher

Kelly Logodicio- ECS Teacher

Holly Goodfellow- Para-Professional

Tara Stermer- Para-Professional

Purpose and Rationale of the Plan

Cromwell Public Schools is dedicated to providing students with a high quality education that prepares them for college and career. In achieving this goal, educators are focused on student learning outcomes. The Cromwell Educator Evaluation and Development Plan provides faculty and administrators with opportunities for reflection, growth, and dialogue focused on supporting our learners. Additionally, we recognize that educators are lifelong learners who seek recognition for their accomplishments.

Core Design Principles

The following principles guided the design of the Educator Evaluation and Development Plan:

1. Support for educator growth and agency

- Engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus

2. Allow for differentiation of roles

- Teachers, counselors, support staff, leaders – principal, assistant principal, central office administrators, etc.

3. Simplify and reduce the burden

- Eliminate the technical challenge, reduce the number of steps and paperwork

4. Focus on the things that matter

- Identify high leverage, mainstream goal focus areas

5. Implement a continuous improvement cycle that includes specific, timely, actionable and reciprocal

feedback

- Quality feedback leads to opportunities for meaningful professional learning

6. Make meaningful connections to professional development

- Create pathways for educators and leaders to improve their own practice in a way that is meaningful and impactful

7. Focus on standards connected to best practices in the delivery of content and the development of the whole child

- Academic, social, emotional, and physical

Professional Learning and Evaluation Program Goals

Professionalize the profession

- Document and share educators' best practices that result in meaningful advancement of student learning
- Enhance expert knowledge and collective efficacy in the field
- Create new opportunities for educators to collaborate and develop leadership skills in their schools and disciplines
- Ensure only high quality professionals are selected for tenure in Cromwell's schools and programs
- Provide a process of validating personnel decisions including continued employment of staff

Improve the quality of focus of observation and evaluation

- Develop a shared vision of high-quality instruction and curriculum
- Establish collaborative examinations of instructional practice among administrators and educators to develop shared understanding of the strengths and challenges within our schools and strategies to improve student learning
- Define and clarify criteria for evaluation using research-based models for evaluation
- Establish multiple measures to assess professional practice such as: educator portfolios; educator-designed objectives, benchmarks, and assessments of student learning; educator contributions to school/district-level research and student learning and professional resources; mentoring and peer assistance; achievement of learning objectives for student growth, as measured by appropriate standardized assessments, where applicable, or other national or locally developed curriculum benchmarks and expectations for student learning
- Improve quantity and quality of feedback to those being evaluated
- Align evaluation findings with professional learning programs and support systems

Support organizational improvement through the professional learning and evaluation program

- Align specific district- and school-level professional learning opportunities with the collective and individual needs of educators, based on data acquired through professional learning goal plans and observation of professional practice
- Provide educators with multiple avenues for pursuing professional learning
- Integrate Cromwell Public Schools' resources to support and provide professional learning opportunities
- Create opportunities for educators to share professional learning with colleagues

Educator Evaluation System Overview

The Cromwell Public Schools evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of educator performance. All educators will be evaluated in two categories: Observation of Educator Performance and Practice and a Professional Growth Goal.

Cromwell Public Schools Definition of Successful/Unsuccessful as Related to Educator Evaluation

Cromwell Public Schools has determined that a non-tenured educator will be deemed successful if said educator successfully completes at least two sequential summative evaluations, one of which must be earned in the fourth year of a novice educator's career. An "unsuccessful" summative evaluation shall only be permitted in the first year of a novice educator's career, assuming a pattern of growth in year two, and two sequential years of successful completion in years three and four. A teacher who has been tenured in another Connecticut district must receive two sequential successful summative evaluations. The Superintendent shall offer a contract to any educator deemed successful. Cromwell Public Schools has determined that a tenured educator shall generally be deemed "unsuccessful" if said educator receives at least two sequential "unsuccessful" evaluations or one "unsuccessful" end of year evaluation at any time.

Educators are defined as any individual holding a current certification.

Dispute Resolution

A panel, composed of the Superintendent, Teachers' Union President, and two representatives from the PDEC (one chosen by the teacher and the other chosen by the evaluator), shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback, or the professional development plan. Resolutions must be tc-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent whose decision shall be binding.

Educator Evaluation System Components

1. **Observation of Educator Performance and Practice**
 - a. **Observation of Indicators on CCT Rubric and CCT Service Rubric**
 - b. **Identification of 1-2 focus areas**
2. **Educator Professional Growth Goal**
 - a. **Measures of accomplishment (2)**
 - b. **Aligned to Review of Practice**

Timeline and Educator Evaluation Process

The annual evaluation process between an educator and an evaluator is anchored by three performance conversations at the beginning, middle, and end of a school year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each educator, set development goals, and identify development opportunities. These conversations are collaborative, reciprocal and require reflection and preparation by both the evaluator and the educator in order to be productive and meaningful.

Goal-Setting and Planning: by November 15th

Mid-Year Check-in: January and February

End-of-Year Summative Review: May and June (must be completed by June 30th).

Goal-Setting and Planning

Timeframe: must be completed by November 15

Orientation Process: To begin the process, evaluators meet with educators, **annually** in a group or **individually** through mutual agreement, to discuss the evaluation process and their roles and responsibilities

within it. In this meeting, they will:

- Discuss any school or district priorities that should be reflected in educator practice goals and educator growth goals
- Commit to set time aside for the types of collaboration required by the evaluation process

Educator Evaluation and Planning/Goal-Setting: The educator examines one or more of the following:

- Student data
- Prior year evaluation
- Relevant survey results
- The Connecticut Common Core of Teaching Framework
- Any other relevant data

Goal-Setting Conference: This can be done individually or as a group if it is a collective goal and decided upon by mutual agreement. The educator(s) and evaluator meet to:

- Determine 1-2 focus areas for Observation of Educator Performance and Practice
- Discuss and reach a mutual agreement regarding the educators' proposed Professional Growth Goal and two established measures of accomplishment
- Discuss the action steps the educator(s) will take
- Discuss the timeline (1-3 years goal for all educators)
- Determine what measures of accomplishment will be utilized to support the educator growth goals
- Determine the focus of feedback that will be the most helpful in the continuous improvement process
- Discuss the professional development needs of the educator(s)

** The evaluator may request revisions to the proposed performance and practice areas of focus and/or educator growth goals/measures of accomplishment if they do not meet approval criteria.*

Mid-Year Check-in

Timeframe: January and February

Reflection and Preparation: The educator(s) and evaluator reflect on evidence collected to date about the educator's practice and the Educator Professional Growth Goal in preparation for the check-in.

Mid-Year Conference: The evaluator and educator complete at least one mid-year check-in conference at which they review progress on the observation of performance and practice focus areas as well as progress on the Educator Professional Growth Goal. The mid-year conference is an important point in the year for addressing concerns and reviewing progress for the first half of the year. Upon mutual agreement, Mid-Year Conferences may be done in groups if educators share the same goal. Evaluators can deliver mid-year formative feedback on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of goals and focus areas to accommodate changes (e.g., student populations, assignment). They also discuss actions that the educator can take, and support the evaluator can provide, to promote educator growth in the development areas via reciprocal feedback.

End-of-Year Review

Timeframe: May and June- must be completed by the end of the school year but no later than June 30.

Primary and Complementary Evaluators

Each educator will be assigned a primary evaluator who will be responsible for the overall evaluation process. Complementary evaluators are certified administrators who will assist the primary evaluator. Complementary evaluators are fully trained in order to be authorized to serve in this capacity.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, reviewing progress toward the areas of focus in professional practice and the Professional Growth Goal, and providing additional feedback. A complementary evaluator will share his/her feedback with the primary evaluator as it is collected and shared with educators.

Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the model, action research and feedback.

Evaluation-Based Professional Development

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the support needed to close the gap. Educators will be identifying their professional learning needs in mutual agreement between the educator and his/her evaluator. This process serves as the foundation for ongoing conversations about the educator's practice and impact on student outcomes. The professional learning opportunities identified for each educator should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among educators, which can then be targeted with school-wide professional development opportunities.

Educator Performance and Practice

Observation of Educator Performance and Practice

The Educator Performance and Practice category of the model is a comprehensive review of teaching practice measured by The Connecticut Common Core of Teaching 2017 (CCT). Following observations, evaluators provide educators with specific feedback to identify needs and tailor support.

Observations alone are not useful to educators. It is the feedback based on observations that helps educators to reach their full potential. All educators deserve the opportunity to grow and develop through observations and timely feedback.

Classroom teachers will generally use the Common Core of Teaching Rubric (CCT) during classroom observations. In general, special education Teachers will use the CCT, unless the context of the observation better lends itself to the Common Core of Teaching Service Rubric (CCTS). Service providers, defined as instructional coaches, student services, and school counselors, will generally use the Common Core of Teaching Service Rubric unless the CCT is a better fit for the context. The use of the rubric will be decided with mutual agreement between the evaluator and the educator at the pre-observation meeting.

Common Core of Teaching Rubric- At a Glance

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

Domain 2: Planning for Active Learning

Learning	
<p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p> <p>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</p> <p>1c. Maximizing instructional time by effectively managing routines and transitions.</p>	<p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for an appropriate level of challenge for all students.</p> <p>2b. Planning instruction to cognitively engage students in the content</p> <p>2c. Selecting appropriate assessment strategies to monitor student progress.</p>
Domain 3: Instruction for Active Learning	Domain 4: Professional Responsibilities and Teacher Leadership
<p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>3a. Implementing instructional content for learning.</p> <p>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>3c. Assessing student learning, providing feedback to students and adjusting instruction.</p>	<p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <p>4a. Engaging in continuous professional learning to impact instruction and student learning.</p> <p>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</p> <p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</p>

Common Core of Teaching Service Rubric- At a Glance

Domain 1: Learning Environment, Engagement and Commitment to Learning	Domain 2: Planning for Active Learning
<p><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>1a: Promoting a positive learning environment that is respectful and equitable.</p> <p>1b: Maximizing service delivery by effectively managing routines and transition.</p> <p>1c: Maximizing instructional time by effectively managing routines and transitions.</p>	<p><i>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:</i></p> <p>2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.</p> <p>2b: Developing plans to actively engage learners in service delivery.</p> <p>2c: Selecting appropriate assessment strategies to identify and plan learning targets.</p>
Domain 3: Service Delivery	Domain 4: Professional Responsibilities and Leadership

<p><i>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:</i></p> <p>3a. Implementing service delivery for learning.</p> <p>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.</p> <p>3c. Assessing learning, providing feedback and adjusting service delivery.</p>	<p><i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <p>4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.</p> <p>4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.</p> <p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.</p>
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Observation Cycle

Research related to observation of educator practice indicates that feedback from observations directly supports educator growth and development. Specific and critical feedback directly related to planned instruction provides educators with the opportunity to engage in a reflective dialogue with peers and supervisors. The resultant feedback is incorporated by educators into their practice throughout the school year.

Cromwell Public Schools Educator Evaluation and Development Plan provides multiple opportunities for supportive, critical feedback. Both tenured and non-tenured educators will participate in formal observations in class with written and verbal feedback. **A formal observation is scheduled with the educator and will include a pre and post conference and will be at least 20 minutes in duration.**

A Review of Practice gives the educator the opportunity to reflect and/or demonstrate progress on their growth goals and the evaluator the opportunity to provide meaningful feedback and provide support. This could be an observation, discussion, review of artifacts, etc. Upon mutual agreement, the review of practice may take place with individual teachers, or a group of teachers working toward a common Professional Growth Goal.

This schedule of observations is outlined below:

Educator Category	Number of Observations	
	Formal Observation	Review of Practice
Non-tenured Educators	At least 3 per year	Review of Practice
Tenured Educators who unsuccessfully completed the Evaluation and Development Plan the previous year:	At least 3 per year	Review of Practice
Tenured Educators who successfully completed the Evaluation and Development Plan the previous year:	At least 1 per year	Review of Practice

Non-Tenured Educators

Non-tenured educators will receive one formal observation prior to **October 31st** inclusive of the pre and post conference. All formal observations will include a pre and post conference. Verbal feedback will be provided to the educator within 5 school days. Written feedback will be provided within ten school days of the observation. Non-tenured educators will also receive the additional formal observations prior to **May 15th**. Teachers will also have one Review of Practice prior to May 15th. Evaluators may conduct additional formal and/or informal observations if deemed appropriate.

Tenured Educators who unsuccessfully completed the Evaluation and Development Plan

Tenured educators who did not successfully complete the evaluation and development plan in the previous year will receive one formal observation prior to **October 31st** inclusive of a pre and post conference. All formal observations will include a pre and post conference. Verbal feedback will be provided to the educator within 5 business days. Written feedback will be provided within ten school days of the observation. Non-tenured educators will also receive the additional formal observations prior to **May 15th**. Teachers will also have one Review of Practice prior to May 15th. Evaluators may conduct additional formal and/or informal observations if deemed appropriate.

Successful Tenured Educators

Successful tenured educators will receive one formal in-class observation per year. Observations and review of practice will take place prior to **May 15th**. Feedback will focus upon the selected areas of focus. A review of practice will be conducted annually for all teachers in this group and will provide feedback to teachers on the Professional Growth Goal.

Upon request, all educators will be given one additional opportunity to complete a satisfactory observation/Review of Practice.

Pre-conferences and Post-conferences

Pre-conferences are valuable for giving context for the lesson, reviewing the lesson objectives and information about the students to be observed and for setting expectations for the observation process.

Post-conferences provide a forum for reflecting on the observation against the Connecticut Framework for Teacher Evaluation and Support and for generating action steps that will lead to the educator's improvement. A post-conference:

- begins with an opportunity for the educator to share his/her self-assessment of the lesson observed;
- cites objective evidence to paint a clear picture for both the educator and the evaluator about the educator's successes, what improvements will be made, and where future observations may focus;
- involves written and verbal feedback from the evaluator; and
- occurs in a timely fashion; every effort will be made to complete verbal feedback within 5 school days of the observation with written feedback completed within 10 school days wherever possible.

Classroom observations provide the most evidence for domains 2 and 3 of the Connecticut Framework for Teacher Evaluation and Support, but both pre-and post-conferences and the Review of Practice provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Feedback

The goal of feedback is to help educators grow and become more effective with each and every one of their students. Evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback includes:

- specific evidence where appropriate, on observed components of the Connecticut Framework for Teacher Evaluation and Support;
- prioritized commendations and actionable recommendations for developmental actions;
- next steps and supports the educator can pursue to improve his/her practice; and
- a timeframe for follow up; and
- reciprocal feedback from the educator about what is needed for support and development.

Educator Performance and Practice Focus Areas

Educators develop one to two mutually agreed upon performance and practice focus areas that are aligned to the Connecticut Common Core of Teaching 2017 (CCT). These focus areas provide a point of discussion for observation and feedback conversations.

All focus areas must have a clear link to student achievement and should move the educators towards a successful evaluation on the Connecticut Common Core of Teaching 2017 (CCT)

Schools may decide to create a school-wide focus aligned to a particular component (e.g., 3b: Using Questioning and Discussion Techniques) that all educators will include as one of their areas for focus.

Teachers may also create grade-level or department-based area(s) for focus. Teachers will be evaluated using a single-point rubric based on the Connecticut Common Core of Teaching 2017 (CCT) .

Common Core of Teaching Rubric

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.

ATTRIBUTES:

SUCCESSFUL:

Rapport and positive social interactions

Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.

Respect for student diversity

Establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences.

Environment supportive of intellectual risk-taking

Creates a learning environment in which most students are willing to take risks and respond to questions and challenges, and feel safe to make and learn from mistakes.

High expectations for student learning

Establishes and consistently reinforces appropriate expectations for learning for all students.

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.

ATTRIBUTES:

SUCCESSFUL:

Communicating, reinforcing, and maintaining appropriate standards of behavior

Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning

Promoting social competence and responsible behavior

Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions

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.

ATTRIBUTES:

SUCCESSFUL:

Routines and transitions appropriate to the needs of students.

Establishes and manages routines and transitions resulting in maximized instructional time

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.

ATTRIBUTES:	SUCCESSFUL:
Content of the lesson plan is aligned with standards.	Plans content that directly addresses Connecticut Core Standards and/or other appropriate content standards.
Logical sequence of lessons at an appropriate level of challenge.	Plans lessons that are logically sequenced and support an appropriate level of challenge.
Use of data to determine students' prior knowledge and skills and differentiation based on students' learning needs.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.
Literacy Strategies	Plans instruction that integrates literacy strategies and academic vocabulary.

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.

ATTRIBUTES:	SUCCESSFUL:
Strategies, tasks, and questions cognitively engage students.	Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement.
Instructional resources and flexible groupings support cognitive engagement and new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.

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.

ATTRIBUTES:	SUCCESSFUL:
Criteria for student success	Identifies observable and measurable criteria for student success.
Ongoing assessment of student learning	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.

Domain 3: Instruction for Active Learning

Teachers implement instruction to **engage students in rigorous and relevant learning and to promote their curiosity about the world at large** by:

INDICATOR 3a: Implementing instructional content for learning.

ATTRIBUTES:	SUCCESSFUL:
Instructional Purpose	Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction
Content Accuracy	Presents content accurately using content-specific language that leads to student understanding
Content progression and level of challenge	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students
Literacy Strategies	Presents instruction that integrates literacy strategies and academic vocabulary within the lesson content

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.

ATTRIBUTES:	SUCCESSFUL:
Strategies, tasks, and questions cognitively engage students.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.
Instructional resources and flexible groupings support cognitive engagement and new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make connections between concepts.
Student responsibility and independence	Implements instruction that provides multiple opportunities for students to develop independence as learners.

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 and monitoring student learning, providing feedback to students, and adjusting instruction.

ATTRIBUTES:	SUCCESSFUL:
Criteria for student success	Communicates specific observable and measurable criteria for student success
Ongoing monitoring of student learning	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
Feedback to students	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.
Instructional Adjustment	Adjusts instruction as necessary in response to individual and group performance

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.

ATTRIBUTES:	SUCCESSFUL:
Teacher self-evaluation and reflection and impact on student learning	Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice
Response to feedback	Responds to supervisor or peer feedback and makes changes in practice based on feedback.
Professional Learning	Engages in relevant professional learning and applies new learning to practice

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.

ATTRIBUTES:	SUCCESSFUL:
Collaboration with colleagues	Collaborates with colleagues to improve teaching and learning.

Professional responsibility and ethics	Consistently exhibits professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> .
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.	
ATTRIBUTES:	SUCCESSFUL:
Positive school climate	Actively engages with colleagues, students and families to develop and/or sustain a positive school climate
Family and community engagement	Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success.
Culturally responsive communications	Interacts with students, families and the community in a culturally respectful manner.

Common Core of Teaching - Service Delivery Rubric

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

ATTRIBUTES:	SUCCESSFUL:
Rapport and positive social interactions	Interactions between the service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions.
Respect for student diversity	Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences.
Environment supportive of intellectual risk-taking	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
High expectations for student learning	Establishes and consistently reinforces high and realistic expectations for learning/growth and development.

Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:

INDICATOR 1b: Maximizing service delivery by effectively managing routines and transition.

ATTRIBUTES:	SUCCESSFUL:
Communicating, reinforcing, and maintaining appropriate standards of behavior	Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment.
Promoting social competence and responsible behavior	Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.

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.

ATTRIBUTES:	SUCCESSFUL:
Routines and transitions appropriate to the needs of students.	Implements and manages effective routines and transitions that maximize service delivery 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 2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.

ATTRIBUTES:	SUCCESSFUL:
Standards Alignment	Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.
Evidence-based practice	Designs plans using evidence-based practice.
Use of data to determine learner needs and level of challenge.	Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge.
Targeted and specific objectives for learners	Develops objectives that are targeted and specific to the needs of learners.

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.

ATTRIBUTES:	SUCCESSFUL:
Strategies, tasks, and questions	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.
Resources and/or flexible groupings and new learning.	Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new 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 strategies¹³ to identify and plan learning targets.

ATTRIBUTES:	SUCCESSFUL:
Selection of assessments and interpretation of results	Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.
Criteria for student success	Identifies objective and measurable criteria for assessing learner success.
Ongoing assessment of student learning	Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery.

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 for learning.

ATTRIBUTES:	SUCCESSFUL:
Purpose of service delivery	Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards.
Precision of service delivery	Delivers services accurately, resulting in learning.
Progression of service delivery	Delivers services in a logical and purposeful progression that meet the needs of learners.
Level of challenge	Consistently delivers services at a level of challenge that aligns to learners' needs.

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.

ATTRIBUTES:	SUCCESSFUL:
Strategies, tasks, and questions	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.
Resources and flexible groupings and new learning	Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings.
Learner responsibility and independence	Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.

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 and adjusting service delivery.

ATTRIBUTES:	SUCCESSFUL:
Criteria for learner success	Communicates specific observable and measurable criteria for learner success
Ongoing assessment of learning	Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended instructional outcomes
Feedback to learner	Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes.
Adjustments to service delivery	Adjusts to service delivery in response to learners' performance or engagement in tasks.

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 to enhance service delivery and improve student/adult learning.

ATTRIBUTES:	SUCCESSFUL:
Self-evaluation and reflection	Self-evaluates and reflects on practice and its impact on learners; identifies areas for improvement, and takes effective action to improve professional practice
Response to feedback	Willingly accepts supervisor or peer feedback and makes effective changes in practice.
Professional Learning	Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.

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.

ATTRIBUTES:	SUCCESSFUL:
Collaboration with colleagues	Collaborates with colleagues to improve service delivery and learning.
Professional responsibility and ethics	Consistently exhibits professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> .

Maintenance of records	Records/data are complete, organized, and accurate. Confidential information is stored in a secure location.
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.	
ATTRIBUTES:	SUCCESSFUL:
Positive school climate	Actively engages with colleagues, learners and families to develop and/or sustain a positive school climate
Stakeholder engagement	Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success.
Culturally responsive communications with stakeholders	Interacts with students, families and the community in a culturally responsive manner.

Individual Observations

Evaluators are not required to provide an overall determination of success for each observation, but they should provide evidence for the Framework components **observed**. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the educator and students said and did in the classroom. Evidence-based notes are factual (e.g., the educator asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the educator asks good questions). Once the evidence has been recorded, the evaluator can provide the educator with the appropriate feedback.

Summative Evaluation of Observation of Educator Performance and Practice

At the end of the year, primary evaluators must make a final determination about whether the educator has successfully completed the evaluation and development plan based on the single point competency rubric developed from the Connecticut Common Core of Teaching 2017 (CCT).

The evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine the level of satisfaction on each of the 18 components on the rubric.

By the end of the year, evaluators should have collected a variety of evidence on educator practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine successful completion of the plan. Some questions to consider while analyzing the evidence include:

Consistency: What evidence in professional practice has remained relatively uniform throughout the semester? Does the evidence paint a clear, unambiguous picture of the educator's performance in this area?

Trends: Have I seen improvement over time that overshadow earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

Significance: Are some data more valid than others? (Do I have notes from more substantial lessons or interactions where I was able to better assess this aspect of performance?)

Educator Professional Growth Goal

At the start of the year, each educator will work with his or her evaluator to develop a professional growth goal with action steps and outcomes through mutual agreement. Professional Growth goals will align with district and/or school-level initiatives.

The Professional Growth Goal is intended to capture the educator's impact on students. Every educator is in the profession to help children learn and grow, and educators already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of the evaluation process, educators will document those aspirations and anchor them in data and action planning.

Overview of Educator Growth Goal

Timeline for Tenured and non-tenured educators: 1-3 years

Phase 1: Evaluate

This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once educators know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the educator is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources educators can utilize to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

Phase 2: Plan

In the second phase, teachers will set a Professional Growth Goal based on the evaluation done in phase one and determine action planning steps. Goals should address a need identified in Phase 1. Each goal will have at least 2 indicators of success, or measures of accomplishment.

Educators are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of the Professional Growth Goal in order to build collective efficacy. Educators with similar assignments may have identical goals and indicators of success, although they will be individually accountable for their own students' results.

Phase 3: Take Action

Teachers will make a determination about how long they determine the Professional Growth Goal will take. Both tenured and non-tenured teachers can plan for between 1 and 3 years. Teachers will implement action steps and meet with evaluators and other stakeholders as needed to successfully complete the Professional Growth Goal, but will have at least one Review of Practice per year.

Phase 4: Reflect

During and after the action steps have been completed, educators will reflect on their progress and make necessary adjustments based on formative data that is collected during the process. Although teachers may formulate a plan of up to three years, there will be an end of year meeting at the end of each school year in which evaluators will have the opportunity to discuss progress, reflect and determine needs moving forward.

Feedback on the Professional Growth Goal should be done through Review of Practice whenever possible. Reviews of Practice can be done in groups or individually based on mutual agreement. When possible, there should be a pre and post meeting for the Review of Practice.

Reviews of Practice

Because the evaluation model aims to provide educators with comprehensive feedback on their practice as defined by the four domains of the Connecticut Framework for Teacher Evaluation and Support, all interactions with educators that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, PPT meetings, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-educator meetings, observations of coaching/mentoring other educators, and attendance records from professional development or school-based activities/events. At the

Goal Setting Meeting at the beginning of the year, the educator will have the opportunity to provide focus for the Review of Practice. It should be discussed, aligned to the Professional Growth Goal and mutually agreed upon.

Whenever possible, the Review of Practice should be done in a setting that will allow the evaluator to provide feedback on the Professional Growth Goal.

Reviews of Practice can be done in groups or individually based on mutual agreement. When possible, there should be a pre and post meeting for the Review of Practice. The pre-meeting can be done digitally, but the post observation should provide both verbal and written feedback.

End of Year Evaluation

Evaluators must provide feedback on the evaluation and development plan by June 30 of a given school year. When the feedback on the progress of the evaluation for an educator may be significantly impacted by additional data not available on or before the end of the school year, the evaluator may reconsider the teacher's progress on the evaluation and development plan when the data is available and submit the adjusted evaluation no later than September 15. These adjustments should inform goal setting in the new school year.

Support and Development

As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support and feedback, the evaluation process has the potential to help improve practice for all educators.

Tiered Support

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

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

Tier 1

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

Tier 2

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

Tier 3

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

Criteria Must be Met Before Placement on a Corrective Support Plan

- There must be a pattern of specific, ongoing concerns previously documented in the feedback to the teacher.
- There must be documented attempts to formally help and tiered support provided to the teacher prior to consideration of a corrective support plan.
- An EAC representative should already be made aware of concerns before consideration of a formal corrective support plan.
- Before a non-tenured teacher is non-renewed for performance concerns, an evaluator must meet with the teacher to notify them of the concerns and follow up with a written notice by January 15 when feasible. A corrective support plan should then be collaboratively developed by the teacher, their EAC representative, and the evaluator detailing the specific areas in need of improvement along with support and resources to assist the teacher. Significant lack of improvement toward the plan's criteria of success must be documented before April 1 to recommend contract non-renewal for performance concerns.

Corrective Support Plan

The Corrective Support Plan is intended to assist the educator who is having difficulty consistently demonstrating success. This program is comprised of three distinct phases:

1. Awareness Phase
2. Structured Assistance
3. Intensive Assistance

The aim of all phases is to assist the educator in improving job performance in the deficit area(s) identified. Each of the phases includes sufficient opportunities for educators to obtain assistance from peers and administrators at any point, the Director of Curriculum and Instruction/Superintendent can be accessed by the educator to ensure that due process rights are being met. The educator may choose to discuss the situation with the representative of the Education Association of Cromwell (EAC). The educator has a right to EAC and/or other legal representation at all meetings in which concerns over his/her job performance are discussed.

Awareness Phase

The evaluator makes the educator aware of a problem related to performance expectations. Expectations are

defined by the Connecticut Common Core of Teaching, the Code of Professional Responsibility for Teachers, the Common Core State Standards, state/federal assessments, locally developed curriculum and assessment standards, as well as other data-driven evidence (i.e. student progress, informal observations, rapport and involvement with larger school community, etc.).

The evaluator will inform the teacher both verbally and in writing of the concern and schedule a meeting to develop a plan of action with the teacher and his/her exclusive bargaining representative.

The evaluator will contact the Director of Curriculum and Instruction/Superintendent with the problem related to performance expectations. The Director of Curriculum and Instruction/Superintendent will set up a meeting to review the problem and plan of action involving:

- Educator
- Teacher Union representation
- Evaluator(s)
- Director of Curriculum and Instruction/Superintendent
- Other parties, as necessary

A mutually agreed upon plan will include a statement of the problem(s)/need(s), resources available, and a timeline for review (Appendix B). This documentation will be forwarded to the personnel file, the evaluator and the educator. The timeline for the Awareness Phase will be up to 30 school days, with the understanding that the evaluator may place the teacher into Structured Assistance Phase prior to the completion of the 30 school day cycle if he or she deems it appropriate.

Upon review of the progress made towards correcting the problem(s)/need(s), the evaluator will make one of the following recommendations and forward documentation to the personnel file:

1. Problem(s)/need(s) resolved. The educator is removed from the Awareness Phase.

or

2. Problem(s)/need(s) not resolved. The educator is moved to the Structured Assistance Phase.

Structured Assistance

1. The educator will receive verbal and written notification when being moved into Structured Assistance. The timeline for Structured Assistance will be up to 30 school days. Such notification is copied to the individual's personnel file.
2. A plan of action will be developed and include: (Appendix B)
 - A. Identification of what must be accomplished.
 - B. Strategies for resolution of the problem(s)/need(s) and the level and type of assistance to be provided.
 - C. Indicators of success.
 - D. A timeline for meeting performance expectations.
3. The evaluator will contact the Director of Curriculum and Instruction/Superintendent. The Director of Curriculum and Instruction/Superintendent will set up a meeting to review the problem and plan of action involving:
 - Educator
 - Teacher Union representation
 - Evaluator(s)
 - Director of Curriculum and Instruction/Superintendent
 - Other parties, as necessary, including a mutually agreed upon peer coach for support.
4. The educator may select a peer coach from among their colleagues. The primary role of the peer coach

is to assist the educator. The peer coach will have no role in the evaluation process.

5. All feedback from the evaluator to the educator throughout Structured Assistance shall be documented. Meetings will be scheduled to assess progress and are suggested to occur around school days 10, 20, and 30 of the plan. The educator will provide the evaluator with necessary documentation (records, data collected, including teacher observation reports, portfolio, peer coaching meetings, etc.) and evidence of performance improvement as agreed upon in (Appendix C). A second evaluator may be assigned to the teacher upon consultation between the educator and/or evaluator and the Director of Curriculum and Instruction/Superintendent.
6. The evaluator will review the materials and upon review of progress toward correcting the problem(s)/need(s), the evaluator will make one of the following recommendations and forward documentation to the personnel file:
 - A. Problem(s)/need(s) resolved. The educator is removed from the Structured Assistance and returned to the Continuous Professional Growth Phase.
 - B. The staff member is making progress but has not yet addressed all concerns/needs. The staff member remains on Structured Assistance for a one-time extension not to exceed 30 school days.
 - C. Problem(s)/need(s) not resolved. The staff member moved to Intensive Assistance.

Intensive Assistance

If an educator is on Intensive Assistance for longer than 60 school days, the educator will not have successfully completed the evaluation and development process.

1. Intensive Assistance is a program designed to provide an evaluatee with the help necessary to meet the requirements of his or her position. Only educators who are currently in Structured Assistance and who have not made sufficient progress as delineated in the Structured Assistance Plan will generally be placed in Intensive Assistance, but in special cases an evaluatee may be placed directly in Intensive Assistance.
2. Intensive Assistance begins with oral and written notice to the educator that a meeting will be held to discuss the staff member's performance.
3. The evaluator will contact the Director of Curriculum and Instruction/Superintendent. The Director of Curriculum and Instruction/Superintendent will set up a meeting to review the identified areas of concern and plan of action involving:
 - Teacher
 - EAC President/Vice President
 - Evaluator(s)
 - Director of Curriculum and Instruction/Superintendent
 - Other parties, as necessary, including a mutually agreed upon peer coach for support.

The purpose of the meeting is to:

- clearly describe the concerns previously expressed by the designated evaluator and to design a plan for intervention (Appendix C).
 - clarify the specific steps of the plan
 - articulate the consequences of the teacher's performance for either continuance or dismissal
4. After consultation with the evaluatee, the designated evaluator(s) will provide in writing to the evaluatee the following information:
 - A statement of the objective(s) to be accomplished with the expected level(s) of performance;
 - A statement defining the amount and kind of assistance and the frequency of observations and conferences, which will be approximately one per school week;

- A timeline not to exceed forty-five (45) school days.
5. The staff member may select a peer coach from his/her colleagues or mentor may be assigned to the staff member. The primary role of the peer coach is to assist the teacher. The peer coach will have no role in the evaluation process.
 6. A meeting to review progress will also be scheduled for (approximately) school day 25 of the plan. When the 45 day timeline has expired, the designated evaluator will complete the Intensive Assistance Evaluation Report, (Appendix C) which includes the job status decision.
 7. This decision may result in a return to the Continuous Professional Growth Phase, continuation in Intensive Assistance – generally not to exceed another forty-five (45) school days, or a recommendation to the Superintendent that contract termination proceedings be initiated in accordance with Section 10-151, Connecticut Education Laws.

Teachers assigned to Intensive Assistance are fully protected by the right of due process, as set forth in the Teacher Tenure Act, Connecticut General Statutes Section 10-151, and by the right of appeal in the evaluation program as set forth below.

Dismissal Process

The intent of the above procedure is to provide a teacher with support and guidance to enable him or her to meet the performance standards of the Cromwell Public Schools. This section, however, does not preclude the Board of Education from taking disciplinary action against a teacher (including termination) if he or she is not performing satisfactorily after being placed on Intensive Assistance or otherwise as set forth in the Teacher Tenure Act.

In those cases where a teacher's performance and/or actions do not meet the performance standard of the Cromwell Public Schools, the following dismissal procedures will be initiated:

1. The primary evaluator's dismissal recommendation will be forwarded to the Superintendent of Schools.
2. The Director of Curriculum and Instruction/Superintendent will meet with the teacher and his/her union representative to counsel the teacher to resign from employment with the Cromwell Board of Education.
3. The teacher will be given the opportunity to resign.
4. If the teacher does not resign, the Administration proceeds with the dismissal process according to the Teacher Tenure Act.

Appendix A: Educator Tiered Support Documentation

Educator:

Role:

Evaluator:

Date:

Identification of Concerns:

Tiered Support Level Definition:	PD/Support Measures Provided:	Dates:
<p>Tier 1:</p> <p>It is the expectation that all educators consistently access opportunities for professional growth within their district.</p> <p>Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.</p>		
<p>Tier 2:</p> <p>In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.</p>		
<p>Tier 3:</p> <p>In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator.</p> <p>Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. <i>The start date and duration of time an educator is receiving this level of support should be clearly documented.</i></p>	<p>Start Date:</p> <p>Duration:</p> <p>Area of Focus:</p> <p>Criteria for Success:</p>	

Appendix B

Cromwell Public Schools

Supervised Assistance Track – Awareness Phase

Staff Member:

School Year:

Evaluator:

Grade or Subject:

Date of Evaluation Conference:

School:

1. Identification of problem or area(s) in need of improvement:

2. Remediation Plan: (strategies for resolution of the problems/needs, including teacher responsibilities and assistance provided by administration and other identified resources)

3. Date to review Remediation Plan (up to 30 school days):

4. Staff Member Comments:

The signature of the teacher below indicates that the Awareness Phase plan was discussed and reviewed with the teacher by the evaluator or appropriate designee. The teacher acknowledges that he/she has been advised of his/her performance status.

Employee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

**Supervised Assistance Track
Awareness Phase – Recommendation Status**

To be completed by the evaluator at the conclusion of the awareness phase plan (circle one):

1. Problem(s) and/or need(s) resolved, staff member removed from Awareness Phase.
2. Progress is evident but the problem is not resolved. Teacher maintains status in the
3. Awareness Phase for up to an additional 30 school days.
4. Problem/need is not resolved. The staff member moved to the Structured Assistance Phase.

Signature: _____

Designated Evaluator: _____

Employee Acknowledgement:

I acknowledge that the information contained in this Awareness Phase plan was discussed and reviewed with me by my evaluator or appropriate designee. By signing, I indicate that I have been advised of my performance status. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my evaluator to put my comment(s), if any, in writing.

Employee Signature: _____ Date: _____

Employee Comments:

Copy: Evaluator
Staff Member
Administrator
Personnel File

Appendix C: Structured Assistance Phase

Cromwell Public Schools

Supervised Assistance Track – Structured Assistance Phase

Staff Member:

School Year:

Evaluator:

Grade or Subject:

Date of Evaluation Conference:

School:

1. Identification of problem or area(s) in need of improvement:

2. Remediation Plan: (strategies for resolution of the problems/needs, including teacher responsibilities and assistance provided by administration and other identified resources)

3. Indicators of Success: (CCT standards, observable/measurable data, teacher evaluation rubric, etc.)

4. Date to review Remediation Plan (up to 30 school days):

5. Staff Member Comments:

The signature of the teacher below indicates that the Awareness Phase plan was discussed and reviewed with the teacher by the evaluator or appropriate designee. The teacher acknowledges that he/she has been advised of his/her performance status.

Employee Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Supervised Assistance Track Structured Assistance – Recommendation Status

To be completed by the evaluator at the conclusion of the structured assistance phase plan.

1. Problem(s) and/or need(s) resolved, staff member removed from Structured Assistance.
2. Progress is evident but problems not resolved. Teacher maintains status in Structured Assistance for a one-time extension not to exceed an additional 30 school days.
3. Problem/need not resolved. The staff member moved to the Intensive Assistance Phase.

Signature: _____

Designated Evaluator:

Employee Acknowledgement:

I acknowledge that the information contained in this Awareness Phase plan was discussed and reviewed with me by my evaluator or appropriate designee. By signing, I indicate that I have been advised of my performance status. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my evaluator to put my comment(s), if any, in writing.

Employee Signature: _____ Date: _____

Employee Comments:

Copy: Evaluator
Staff Member
Administrator
Personnel File

Appendix D: Intensive Assistance Phase

Cromwell Public Schools

Intensive Assistance Phase – Plan of Action

Staff Member:

School Year:

Date:

School:

Grade or Subject:

Designated Evaluator:

Second Evaluator:

Identification of problem or area(s) in need of improvement:

Goal:

Process Objective:

Remediation plan: (strategies for resolution of the problem(s)/need(s), including teacher responsibilities and assistance provided by administration and other identified resources)

Timeline for achieving specific expected outcome(s):

Identification of problem or area(s) in need of improvement:

Goal:

Process Objective:

Remediation plan:

(strategies for resolution of the problem(s)/need(s), including teacher responsibilities and assistance provided by administration and other identified resources)

Timeline for achieving specific expected outcome(s):

Identification of problem or area(s) in need of improvement:

Goal:

Process Objective:

Remediation plan:

(strategies for resolution of the problem(s)/need(s), including teacher responsibilities and assistance provided by administration and other identified resources)

Timeline for achieving specific expected outcome(s):

Signature of staff member and administrator documenting that a discussion of a problem has occurred, a plan of action for remediation has been developed, and a date to review the effectiveness of the plan of action has been established.

Staff Member Signature _____

Designated Evaluator Signature _____

To be completed by the evaluator at the conclusion of the above plan.

1. Problem(s) and/or need(s) resolved, staff member removed from Intensive Assistance.
2. Problem(s) and/or need(s) requires additional attention. Staff member is assigned a 45 school day extension on Intensive Assistance.
3. Problem/need not resolved. Staff member is recommended for dismissal in accordance with the provisions of Connecticut General Statute, Section 10-151.

Signature Order:

Designated Evaluator: _____

Second Evaluator: _____

Superintendent/Director of Curriculum and Instruction: _____

EMPLOYEE ACKNOWLEDGEMENT:

I acknowledge that the information contained in this Intensive Assistance plan was discussed and reviewed with me by my evaluator or appropriate designee. By signing, I indicate that I have been advised of my performance status. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my evaluator to put my comment(s), if any, in writing.

Employee Signature: _____ Date: _____

Employee Comments:

Copy: Evaluator
Staff Member
EAC President
Administrator
Personnel File

Appendix E: Educator Growth and Practice Goal Form

Name:

Evaluator:

Date:

Educator Growth Goal	
Self-Reflection and Rationale	
Educator Growth Goal	
Timeline:	I am in the _____ year of a _____ year plan.
Strategies for Implementation	
Measure of Accomplishment #1:	
Measure of Accomplishment #2	
Educator Observation of Practice Focus Areas	
Practice Focus Area #1: (Use the CCT Rubric)	
Practice Focus Area #2: (Use the CCT Rubric) (if applicable)	
Goal Setting Conference	
Notes:	

Appendix F: Educator Mid-Year Reflection Form

Name:
Evaluator:
Date:

Reflection, Adjustments, Next Steps	
Reflection on Educator Growth Goal:	
Reflection on Educator Practice Focus Area #1:	
Reflection on Educator Practice Focus Area #2: (if applicable)	
Adjustments and/or Next Steps:	

Feedback/Discussion Notes:

Appendix G: End of Year Reflection and Feedback Form

Name:

Evaluator:

Date:

Educator Reflection

Educator Growth Goal:	
Educator Reflection on Strategies/Implementation:	
Educator Reflection on Measures of Accomplishments:	Measure of Accomplishment #1:
	Measure of Accomplishment #2:
Educator Practice Focus Area Reflection:	Practice Focus Area #1:
	Practice Focus Area #2:

Evaluator Feedback on Educator Growth Goal:	
Evaluator Feedback on Educator Practice Focus Area #1:	
Evaluator Feedback on Educator Practice Focus Area #2:	
Next Steps:	

Appendix H: Review of Practice Reflection and Feedback Form

Name:

Evaluator:

Date:

To be completed by the educator prior to the Review of Practice:

Educator Growth Goal:	
Reflection on Educator Growth Goal and focus areas for Review of Practice:	

To be completed by the evaluator:

Scripture of the observation (note what you observed):	
Standards Addressed	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

To be completed by the evaluator and the educator at or before the post conference:

Feedback/Discussion of Evaluator	
Feedback/Discussion/Reflection of Educator	

Appendix I: Observation of Practice Reflection and Feedback Form

Name:

Evaluator:

Date:

To be completed by the educator prior to the Observation of Practice:

Educator Practice Focus Area #1:	
Educator Practice Focus Area #2:(if applicable)	
Educator Lesson Plan:	
Educator Notes to Evaluator:	

To be completed by the evaluator:

Pre-Conference Notes:	
Scripture of the observation (note what you observed):	
Standards Addressed	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

To be completed by the evaluator and the educator at or before the post conference:

Feedback/Discussion of Evaluator:	
Feedback/Discussion/Reflection of Educator:	

Appendix J: Review of Practice Reflection and Feedback Form for Service Providers

Name:

Evaluator:

Date:

To be completed by the educator prior to the Review of Practice:

Educator Growth Goal:	
Reflection on Educator Growth Goal and focus areas for Review of Practice:	

To be completed by the evaluator:

Pre-Conference Notes:	
Scripture of the observation (note what you observed): 	
Standards Addressed	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

To be completed by the evaluator and the educator at or before the post conference:

Feedback/Discussion of Evaluator:	
Feedback/Discussion/Reflection of Educator:	

Appendix K: Observation of Practice Reflection and Feedback Form for Service Providers

Name:

Evaluator:

Date:

To be completed by the educator prior to the Observation of Practice:

Educator Practice Focus Area #1:	
Educator Practice Focus Area #2: (if applicable)	
Educator Lesson Plan:	
Educator Notes to Evaluator:	

To be completed by the evaluator:

Pre-Conference Notes:	
Scripture of the observation (note what you observed):	
Standards Addressed	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

To be completed by the evaluator and the educator at or before the post conference:

Feedback/Discussion of Evaluator:	
Feedback/Discussion/Reflection of Educator:	

Cromwell Public Schools



Leader Evaluation and Development Plan

Revised 2023-2024

Introduction

An excellent education for our students begins with excellent school leaders and teachers. One of the single most impactful factors in a student's educational experience is access to highly skilled educators. This document outlines a professional development and evaluation plan for all certified leaders employed by the Cromwell Public Schools. This plan was developed collaboratively with input from faculty, administrators, Education Association of Cromwell representation, and the Administrators Bargaining Unit through the Professional Development and Evaluation Committee (PDEC). The resulting document is aligned with the Connecticut Guidelines for Leader Evaluation.

Professional Development and Evaluation Committee Members:

Keri A. MacLean, Ed.D- Director of Curriculum and Instruction

Amy Arnista- Pre-K to 12 Literacy Curriculum Supervisor

Julie Sheppard- Pre-K to 12 Numeracy Curriculum Supervisor

Sari O'Leary- Director of Student Services

Leigh Neumon- EAC President

Brian Calhoun- CMS Teacher

Julia Carroll- ECS Teacher

Kelly Logodicio- ECS Teacher

Holly Goodfellow- Para-Professional

Tara Stermer- Para-Professional

Vision

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

Purpose and Rationale of the Plan

Cromwell Public Schools is dedicated to providing students with a high quality education that prepares them for college and career. In achieving this goal, Leaders are focused on student learning outcomes. The Cromwell Leader Evaluation and Development Plan provides administrators with opportunities for reflection, growth, and dialogue focused on supporting our learners. Additionally, we recognize that Leaders are lifelong learners who seek recognition for their accomplishments.

Core Design Principles

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

The following principles guided the design of the Leader Evaluation and Development Plan:

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

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.

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

Professional Learning Standards and Structures

Professional learning is essential to the 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 portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

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



Leader Continuous Learning Process

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

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 the [Professional Standards for Educational Leaders](#).

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

The leader will:

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

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

Midyear Check-in (Completed by March 1):

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

End-of-Year Reflection/Summative Review (Completed by the Last Day of School):

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

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

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

Professional Practice and Leader Growth

The implementation of the continuous learning process is shared between the leader and evaluator. For the duration of the learning process, leaders pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue, ensure timely access to support and collect evidence of leader performance and practice toward goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement (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	
<u>Cohort 1</u>	<u>Cohort 2</u>

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

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

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

Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning and Impact on Practice:</p> <ul style="list-style-type: none"> • The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice. <p>Impact on the Organization</p> <ul style="list-style-type: none"> • The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved learning 	<ul style="list-style-type: none"> • 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

<p>and their own changes in practice.</p> <p>Impact on Community</p> <ul style="list-style-type: none"> • The leader can demonstrate how they worked effectively with colleagues/families/community. 	<ul style="list-style-type: none"> • 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
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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 developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

Tier 1

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

Tier 2

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

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for

success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10- 153b. The start date and duration of time an educator is receiving this level of support should be clearly documented (see Appendix F).

Corrective Support Plan

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

The Corrective Support Plan must contain:

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

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

See Appendix G for a Corrective Support Plan form.

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.

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*

Option 2:

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

Time Limits

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

number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

Appendix A: Professional Standards for Educational Leaders

<p>Standard 1: Mission, Vision, and Core Values:</p> <p>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</p>	<p>Effective leaders:</p> <ul style="list-style-type: none"> a) Develop an educational mission for the school to promote the academic success and well-being of each student. b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success. c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement. d) Strategically develop, implement, and evaluate actions to achieve the vision for the school. e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students. f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community. g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.
<p>Standard 2: Ethics and Professional Norms:</p> <p>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</p>	<p>Effective leaders:</p> <ul style="list-style-type: none"> a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership. b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. c) Place children at the center of education and accept responsibility for each student's academic success and well-being. d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity. e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures. f) Provide moral direction for the school and promote ethical and professional

	behavior among faculty and staff.
<p>Standard 3: Equity and Cultural Responsiveness</p> <p>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</p>	<p>Effective leaders:</p> <ul style="list-style-type: none"> a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context. b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning. c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner. e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status. f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society. g) Act with cultural competence and responsiveness in their interactions, decision making, and practice. h) Address matters of equity and cultural responsiveness in all aspects of leadership.

<p>Standard 4: Curriculum, Instruction, and Assessment</p> <p>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.</p>	<p>Effective leaders:</p> <ul style="list-style-type: none"> a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self. c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student. d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized. e) Promote the effective use of technology in the service of teaching and learning. f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.
<p>Standard 5: Community of Care and Support for Students</p> <p>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</p>	<p>Effective leaders:</p> <ul style="list-style-type: none"> a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student. b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student. d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. e) Cultivate and reinforce student engagement in school and positive student conduct. f) Infuse the school's learning environment with the cultures and languages of the school's community.

<p>Standard 6: Professional Capacity of School Personnel</p> <p>Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being</p>	<p>Effective leaders:</p> <ul style="list-style-type: none"> a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty. b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development. d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student. e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice. f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement. g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community. h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff. i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.
<p>Standard 7: Professional Community for Teachers and Staff</p> <p>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</p>	<p>Effective leaders:</p> <ul style="list-style-type: none"> a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning. b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school. c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement. d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole. e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity

	<p>and the improvement of practice.</p> <p>f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.</p> <p>g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.</p> <p>h) Encourage faculty-initiated improvement of programs and practices.</p>
<p>Standard 8: Meaningful Engagement of Families and Community</p> <p>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</p>	<p>Effective leaders:</p> <p>a) Are approachable, accessible, and welcoming to families and members of the community.</p> <p>b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.</p> <p>c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.</p> <p>d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.</p> <p>e) Create means for the school community to partner with families to support student learning in and out of school.</p> <p>f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.</p> <p>g) Develop and provide the school as a resource for families and the community.</p> <p>h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.</p> <p>i) Advocate publicly for the needs and priorities of students, families, and the community.</p> <p>j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.</p>
<p>Standard 9: Operations and Management</p> <p>Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</p>	<p>Effective leaders:</p> <p>a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.</p> <p>b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.</p> <p>c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.</p> <p>d) Are responsible, ethical, and accountable stewards of the school's monetary</p>

	<p>and nonmonetary resources, engaging in effective budgeting and accounting practices.</p> <p>e) Protect teachers' and other staff members' work and learning from disruption.</p> <p>f) Employ technology to improve the quality and efficiency of operations and management.</p> <p>g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.</p> <p>h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.</p> <p>i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.</p> <p>j) Develop and manage productive relationships with the central office and school board.</p> <p>k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.</p> <p>l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.</p>
<p>Standard 10: School Improvement</p> <p>Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.</p>	<p>Effective leaders:</p> <p>a) Seek to make school more effective for each student, teachers and staff, families, and the community.</p> <p>b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.</p> <p>c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.</p> <p>d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.</p> <p>e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.</p> <p>f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.</p> <p>g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and</p>

	<p>evaluation.</p> <p>h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.</p> <p>i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.</p> <p>j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.</p>
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Appendix B: Administrator Goal Setting Form

Name:

Role:

Evaluator:

Date:

Administrator Evaluation Orientation

Select One:	Select One:	Select One:
<input type="checkbox"/> <u>Cohort 1</u> : New leader role or first three years in LEA <input type="checkbox"/> <u>Cohort 2</u> : Four years in LEA	<input type="checkbox"/> Individual Goal <input type="checkbox"/> Collaborative Goal	<input type="checkbox"/> 1-Year <input type="checkbox"/> 2-Year <input type="checkbox"/> 3-Year

Student Learning Objectives

Self-Reflection:	
Goal: What is/are your goal(s). Include a rationale for the length of the goal and who you are collaborating with if it is a collaboration goal. For 2 and 3 year goals, what might be the potential focus in years 2 and 3?	
Evidence: What evidence of leader learning, educator learning, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?	
Alignment: In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	
Strategies:	

Goal Setting Conference:

Date:	
Notes:	
Support and PD necessary:	

Appendix C: Administrator Mid-Year Check-in Form

Name:

Role:

Evaluator:

Administrator Evaluation Orientation

Select One:	Select One:	Select One:
<input type="checkbox"/> <u>Cohort 1</u> : New leader role or first three years in LEA <input type="checkbox"/> <u>Cohort 2</u> : Four years in LEA	<input type="checkbox"/> Individual Goal <input type="checkbox"/> Collaborative Goal	<input type="checkbox"/> 1-Year <input type="checkbox"/> 2-Year <input type="checkbox"/> 3-Year

Reflection on Goals:

Goal: What is/are your goal(s). Include a rationale for the length of the goal and who you are collaborating with if it is a collaboration goal. For 2 and 3 year goals, what might be the potential focus in years 2 and 3?	
Self-Reflection: What has been your progress to date? What are your next steps?	
Evidence: Link any evidence you have of your progress/	

Mid-Year Conference:

Date:	
Evaluator Notes:	
Support and PD necessary:	

Appendix D: Administrator End of Year Summative Reflection Form

Name:

Role:

Evaluator:

Date:

Select One:	Select One:	Select One:
<input type="checkbox"/> Cohort 1: New leader role or first three years in LEA <input type="checkbox"/> Cohort 2: Four years in LEA	<input type="checkbox"/> Individual Goal <input type="checkbox"/> Collaborative Goal	<input type="checkbox"/> 1-Year <input type="checkbox"/> 2-Year <input type="checkbox"/> 3-Year
Goal(s):		

Administrator Self-Evaluation:

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

Evaluator End of Year Summative Feedback:

Development of goals and impact on leadership practice related to goal(s):	
Impact of new learning and leadership practice on key partners and organizational outcomes:	
Impact of new learning on greater	

community:		
Successful Completion of the Evaluative Cycle	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Supports Required/Suggested:		<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
For multi-year goals only: • What adjustments are needed to the goal(s)? Why? • How might adjustments impact the timing of the goal(s)?		<input type="checkbox"/> Leader will continue multi-year goal <input type="checkbox"/> Leader will adjust multi-year goal <input type="checkbox"/> Leader completed multi-year goal

_____ Administrator Signature	_____ Date
_____ Evaluator Signature	_____ Date

Appendix E: Administrator Observation/Site Visit Form

Name:

Role:

Evaluator:

Date:

☐ Cohort 1: New leader role or first three years in LEA

☐ Cohort 2: Four years in LEA

Post-Observation/Visit: <i>Completed by the Administrator</i>	
Meeting Plan and/or Context:	
Pre-Conference Notes:	
Observation/Site Visit Evidence/Script: <i>Completed by the Evaluator</i>	
Post-Observation/Visit Reflection: <i>Completed by the Leader</i>	
<p>What does today's evidence tell you? Are their patterns, trends, or outliers? How will our collaborative reflection help you move forward and apply your learning in your next steps?</p>	

Post-Observation/Visit Conference Feedback: <i>Completed by the Evaluator</i>		
Areas of Strength:	PSEL Standard/Indicator	Next Steps:
Areas for Growth:	PSEL Standard/Indicator	Next Steps:

Appendix F: Administrator Tiered Support Documentation

Administrator:

Role:

Evaluator:

Date:

Identification of Concerns:

Tiered Support Level Definition:	PD/Support Measures Provided:	Dates:
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: 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 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.		

Appendix G: Administrator Corrective Action Form

Administrator:

Role:

Evaluator:

Date:

Summary of Concerns and link to tiered support documentation:

Objective:		
Resources:		
Timeframes: (typically 6-8 weeks)		
Supportive Actions:	<i>Actions:</i>	<i>Person Responsible:</i>

Notes: