



Darien

Public Schools

EDUCATOR GROWTH & SUPPORT PLAN

Approved, August, 2024

Board of Education Members	PDEC Members
<p>D. Jill McCammon – Chairperson John R. Sini, Jr. – Vice Chairperson Sara D. Parent – Secretary Julie Best David A. Brown Greg D. Grambling Kadiatu M. Lublin Dennis J. Maroney Robin Nelson</p>	<p><u>Co-Chairs</u> Amy Fedigan, Assistant Superintendent for Curriculum & Instruction Barry Palmer, DEA President, Darien High School Social Studies Marge Cion, Director of Human Resources</p> <p><u>Members</u> Cathy Ostar, School Counseling Department Chair Allison Mullane, Assistant Principal, Darien High School Karolyn Dahlstrom, Principal, Middlesex Middle School Christian Dockum, Department Chair, 6-12 Science Kristin Colonies, English Teacher, Middlesex Middle School Dani Jenkins, School Counselor, Middlesex Middle School Christine Depew, Interventionist, Middlesex Middle School Francis Janosco, Department Chair, 6-12 English Haley Blasi, Math Teacher, Darien High School Johna Northrop, English Teacher, Darien High School Maureen Vint, Library Media Specialist, Darien High School Norma Chajon, World Language Teacher, Darien High School Sara Hesselsweet, Science Teacher, Darien High School Keith Keeler, Department Chair, 6-12, Social Studies Kate Curcio, Speech-Language Pathologist, Darien High School Paula Bleakley, Principal, Holmes Elementary School Kelly Milicia, Classroom Teacher, Holmes Elementary School Gina Gentile, Classroom Teacher, Holmes Elementary School Scott McCarthy, Program Director SESS Secondary Level Tim McGuire, Coordinator of Instructional Technology Julie Droller, Director of Elementary Education Nicole Pentore, Elementary Curriculum Coordinator Katy Gale, Classroom Teacher, Hindley Elementary School Lauren Rabinove, Math Specialist, Tokeneke Elementary School Jess Lametta, Classroom Teacher, Tokeneke Elementary School Natasha Torre, Principal, Royle Elementary School Katie Risk, Assistant Principal, Royle Elementary School Linda Dragotta, Classroom Teacher, Royle Elementary School Kathleen Theisen, Music Teacher, Royle Elementary School Jen Fischer, Classroom Teacher, Ox Ridge Elementary School MaryBeth Giannattasio, Classroom Teacher, Ox Ridge Elementary School Sandy Savage, Paraeducator, Darien High School</p>

Table of Contents

Background	3
Vision	5
Guiding Principles for the Educator and Leader Evaluation and Support Plan	5
Professional Practice and Educator Growth	6
The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator / Observer	6
Educator Continuous Learning Process	7
Goal(s) Setting	8
Midyear Check-in	8
End of Year Reflection / Summative Review	9
Observation of Professional Practice and Feedback	9
Definition of Cohorts / Observation Timelines	10
Growth Criteria	11
Tiered Support	11
Targeted Support Plan	12
Dispute Resolution	13
The Role of the Professional Development and Evaluation Committee (PDEC)	14
Local and State Reporting	15
Appendices	16

Background

Connecticut General Statute 10-151b requires that “*the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher.*” Teacher, in this context, includes any certified staff member, teacher and administrator, who holds a certificate or permit issued by the State Board of Education. As a part of the federal Race to the Top regulations, a subsection of CGS 10-151 called for the creation of the Performance Evaluation and Advisory Council (PEAC). The CT Guidelines for Education Evaluation 2012 were developed by this council. The CT Guidelines 2017 were the most recently revised guidelines prior to the pandemic. Pursuant to CGS 10-220a, each local Board of Education is directed to establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator selected by the respective bargaining units. The primary responsibilities of the PDEC include the development and adoption of a teacher and leader evaluation and support program and the development of an annual comprehensive professional learning plan for the district.

As a result of the global pandemic in 2020, Flexibilities for Educator and Evaluation were approved pursuant to Governor Lamont’s Executive Order 7C. The Flexibilities created a space for dialogue regarding best practices for educator evaluation and support, afforded an opportunity for districts to innovate in this area and established a renewed emphasis on the original intent of professional evaluation and support. This shift and feedback from districts throughout the state indicated that the current model was not effective in strengthening teaching, growing leadership practices, and ultimately improving student learning outcomes. In the fall of 2022, the Educator Evaluation and Support council (EES) reconvened and examined the existing system of educator and leader evaluation and support and made recommendations on how to improve the framework. The recommendations were vetted through several stakeholder organizations such as Connecticut Education Association (CEA), Connecticut Association of School Administrators (CASA), Connecticut Association of Public School Superintendents (CAPSS) and more. Collectively, these groups determined that revised guidelines should be consistent with current research and best practices in the field. Guiding principles to shape the revision of educator and leader evaluation and support plans were designed to support teaching and learning practice.

[The CT Guidelines 2023](#) outline both the non- negotiables (elements that *must* be included in the plan) and best practices (elements that *should* be included in the district’s plan) for the various required components of educator and leader evaluation and support plans including: *standards and criteria, goal setting process, professional practice and student growth, evaluator/observer/stakeholder feedback and engagement, process elements and dispute resolution.*

Public Act 23-159 required that beginning with the 2024-2025 school year, and each year thereafter, “*each board of education must adopt and implement an Evaluation program that is consistent with the Evaluation Guidelines adopted by the State Board of Education*”. During the fall of 2023, our Darien Public Schools PDEC was reconstituted to include approximately 45 members representing departments across the elementary, middle school and high school levels as well as members from the administration. The primary charge of the group was to develop a revised educator and leader evaluation and support plan that would serve as a driver of professional learning and educator growth.

On February 14, 2024, the State Board of Education adopted the [*CT Leader and Educator Evaluation and Support Plans 2024*](#). The new CT Model Plan, or a State approved school district plan must go into effect July 1, 2024. The Model Plan, or any approved plan is to include a renewed focus on the importance of support, feedback, and professional learning to improve student learning, growth, and achievement. The CT Model Plan requires multiple indicators of student learning, growth, and achievement for educators, and multiple indicators of organizational health, educator growth, and student learning, growth, and achievement for leaders.

The CT Model Evaluation and Support Plan provided to districts included tools, guidance, and rubrics to support the evaluation of all educators and leaders. Professional Development and Evaluation Committees (PDECs) were directed to adopt the model plan, adapt the model plan, or revise their own evaluation system to align with the CT Guidelines for Educator and Leader Evaluation and Support 2023. It was the intent that the model plan would serve as a foundation of evaluation and support practice aligned to the 2023 guidelines beginning in the initial year of implementation (2024-25) allowing for PDECs to develop an action plan from self-assessment toward best practices and innovation that will evolve over time.

This plan, the Darien Public Schools Educator and Leader Evaluation and Support Plan, was developed through collaboration with all PDEC members who engaged in research regarding best practices in the field. While the CT Model Plan (2024) served as a guiding document for the work of our committee, the design of this plan reflects the values and priorities of the Darien Public Schools professional staff.

Vision

The primary purpose of our Professional Development and Evaluation Committee and our Educator and Leader Evaluation and Support Plan is to foster a culture of continuous growth, learning, and collaboration within our school community. We strive to empower educators and leaders to unlock their full potential and foster excellence within our learning community by offering personalized, high-quality professional learning aimed at advancing the District's Teaching and Learning Principles (See Appendix A).

This plan is intended to support educators in the individual and collective work to ensure that all students realize the District's Vision of the Graduate. The plan is also designed to support educators in their efforts to achieve the District's Mission of inspiring a love of learning in all students so they develop as critical thinkers and innovator creators who contribute to the world with integrity and purpose beyond themselves. preparing all students today to thrive in a changing world tomorrow.

Guiding Principles for the Educator and Leader Evaluation and Support Plan Provided by the CSDE

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

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

Professional Practice and Educator Growth

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

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 aligned to common core standards and additional standards as appropriate recognition of the different roles of our educators. The goal of the continuous learning process is to provide educators with ongoing learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the educator and evaluator collaborate and serve as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

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

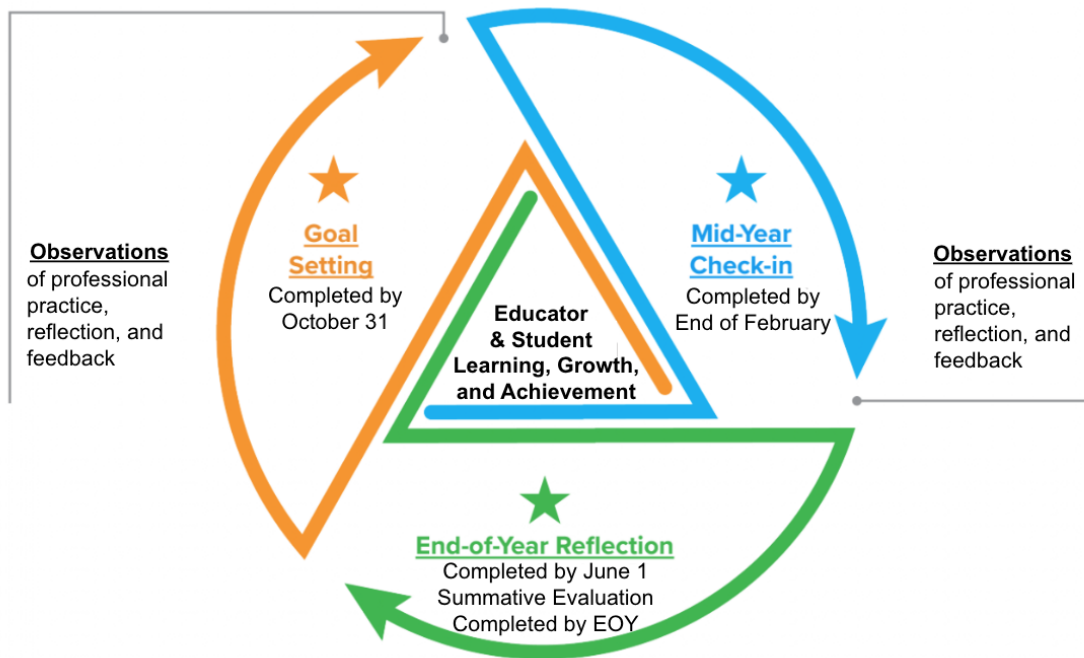
Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist educators and evaluators through the process. All educators are assigned a primary evaluator (092 certified staff member) who has completed comprehensive orientation on this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

Educator Continuous Learning Process

Evaluation Orientation

Completed prior to the start of the Continuous Learning Process

(Source: Connecticut Educator and Leader Evaluation and Support Plans 2024)



Goal Setting

Completed by October 31

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan

- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference

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

Mid-year Check-in

Completed by the End of February

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review and discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement

Mid-Year Conference

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection

Completed by June 1

End-of-Year Reflection and Feedback Process

- Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria

Completed by last day for students

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

process, but no later than October 15 of each school year. The orientation shall include:

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

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

Goal(s) Setting (Completed by October 31)

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

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

Midyear Check-in (Completed by End of February)

The midyear check-in consists of reciprocal dialogue between the educator and evaluator and includes an educator's self-reflection on their progress toward their goal(s) so far. The reflection shall include an analysis of the impact of their learning on their practice, student learning, growth and achievement, and the school community and whether there is a need to adjust strategies to increase this impact.

- Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator. The teacher should, at least 72 hours prior to the date of the Conference, provide the evaluator with no more than three (3) pieces of evidence to support progress on their growth (such evidence may include, for example, examples of student work, lesson plans or evidence of communications with parents)
- The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence must align to the single-point rubric.
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

End-of-Year Reflection/Summative Review (Reflection completed by June 1; Summative completed by last day for students)

This reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence, and a conversation concerning the impact, if any, on the educator's goals for the following year. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal. The teacher should, at least 72 hours prior to the date of the meeting, provide the evaluator with no more than three (3) pieces of evidence to support progress on their growth.

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

Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, standards (including, but not limited to CCSC, NGSS and ASCA), and the educator's goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including various forms of observation, especially for Cohort 2 teachers (see below). Verbal feedback is provided within two school days and written feedback within five.

Quality feedback:

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

Definition of Cohorts

Cohort 1	Cohort 2
<p>Who:</p> <ul style="list-style-type: none"> New to profession (first four years) New to Darien Public Schools (first two years in District) <p>What:</p> <ul style="list-style-type: none"> Three observations (minimum of 20 minutes in length) with pre and post meetings <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Two observations (minimum of 20 minutes in length) with pre and post and one Review of Practice with pre and post 	<p>Who:</p> <ul style="list-style-type: none"> Educators who have successfully completed Cohort 1 in their current Darien Public Schools <p>What:</p> <ul style="list-style-type: none"> Two observations (minimum 20 minutes in length) with post meetings required <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> One observation (minimum of 20 minutes in length) with post meeting required and one Review of Practice <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> One observation (minimum of 20 minutes in length) post meeting required and one mutually agreed upon alternative form of observation (e.g., video recordings, observation in other professional roles)
<ul style="list-style-type: none"> Verbal feedback (within two school days) and written feedback (within five school days) Additional observations of professional practice as mutually agreed upon or deemed necessary by the teacher or administrator 	

Observation Timelines

Cohort 1	Cohort 2
<ul style="list-style-type: none"> Observation* 1 - due by October 1 Observation* 2 - due by December 31 	<ul style="list-style-type: none"> Observation* 1 - due by December 31 Observation* 2 - due by May 1

<ul style="list-style-type: none"> • Observation* 3 - due by May 1 <p>*For purposes of this timeline, “Observation” includes “Review of Practice.”</p>	<p>*For purposes of this timeline, “Observation” includes “Review of Practice.”</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------

Growth Criteria

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

- Reflection supported with evidence of the impact of the educators’ new learning on their practice/goal.
- The impact the educators’ new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- Possible next steps in the educator's learning/growth.

Tiered Support

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

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

Tier 1

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

Tier 2

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

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.

Examples of Tiered Support

Tier 1

- All educators consistently access opportunities for professional growth. These can include, but are not limited to multiple professional learning opportunities. [linked here](#)

Tier 2

- A conversation about teaching and learning expectations not being met
- Assigned to a specialist/mentor for guidance
- Require observation of other staff/mentor/specialist and post-discussion

Tier 3

- Regularly scheduled informal meetings to discuss progress toward expectations
- Offer the idea of having a union rep involved in the conversations
- Use specific dates and data to indicate growth or lack of growth

Corrective Support Plan

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

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

- Regularly scheduled informal meetings to discuss progress toward expectations
- clear objectives specific to the well-documented area of concern
- resources, support, and interventions to address the area of concern
- well-defined timeframes for implementing the resources, support, and interventions
- supportive actions from the evaluator

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

Dispute Resolution

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

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

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

Process

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

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.

a. Option 1:

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party*. Within five school days of receipt of the notice of intent to continue the dispute described in Paragraph 2 above, the superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward. The subcommittee shall render its decision within 10 school days of its constitution, which shall be binding.

b. [Option 2:](#)

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

Time Limits

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

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

The PDEC serves as the collaborative decision maker using a consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan.

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

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

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

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

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Local and State Reporting

The superintendent shall report:

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

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

Appendices

Appendix A: Darien Public Schools Teaching and Learning Principles

Appendix B: Sample Goal Language

Appendix C: Educator Growth Goals

Appendix D: Sample Reflection Questions

Appendix E: Professional Learning Opportunities

Appendix F: Goal Setting Form

Appendix G: Mid-Year Form

Appendix H: End-of-Year Form

Appendix I: Observation Form & Rubric

Appendix J: Service Provider Form & Rubric

Appendix K: Targeted Support Plan

Appendix A: Darien Public Schools Teaching and Learning Principles

<p>We recognize that in an increasingly changing world, we all thrive in environments where we feel safe and valued knowing that our differences, experiences and stories matter.</p>	
<p>Students learn best when...</p> <ul style="list-style-type: none">● They believe in their ability to persevere and grow as learners.● They are exposed to a variety of ideas and perspectives that resonate with and challenge their own.● They have opportunities to take ownership of their learning by making choices and taking risks.● They have clear expectations and models that allow them to set goals, receive feedback, and reflect upon their learning.● They are challenged and engaged to ask and answer complex questions aligned with authentic learning tasks.● They are supported by a community of families, educators, and peers who work together to nurture their personal and academic health and growth and help maintain balance.	<p>Teachers teach best when...</p> <ul style="list-style-type: none">● They feel trusted as professionals who are knowledgeable in their field and members of a collaborative and supportive community.● They have opportunities to engage in relevant professional learning that meets their current needs and helps develop an understanding of important emerging ideas in teaching and learning.● They are empowered to make decisions in the best interest of students.● They engage in feedback and reflection for their own growth and extend similar opportunities to students.● They design and implement lessons that prioritize students' learning needs and provide multiple opportunities for students to demonstrate their strengths as learners.

Appendix B: Sample Goal Language

Teacher goals will demonstrate alignment to the District Strategic Plan and the School Continuous Improvement Plan.

Sample Goals:

- This year I will create opportunities for students to more regularly use the skill of evidence selection. I will create lessons about how to select evidence and will ask students to practice it during homework and classwork assignments and will also make it a requirement in larger projects.
- This year I will help students clarify their writing by having them only include relevant information that advances their argument (nothing unrelated). I will research and implement methods of giving students feedback to accomplish this goal (and will get student input around what was effective).
- This year I will research and employ three different strategies to promote sustained student communication (student-to-student conversation) as a way of helping students increase their depth of understanding and fluency in a subject. Student communication is strongest when it is specific, original, and responds to another person's contribution.
- This year I will capitalize on student curiosity by having students ask questions and research answers in each unit as a way of improving students' ability to research and continue to use curiosity.
- This year I will research, create, and deliver lessons and/or protocols around perseverance for students. Students will learn and implement strategies to move ahead when faced with an obstacle.

This can be used as an elementary goal as well.

- This year I will challenge students with a variety of perspectives that may either resonate with students or challenge their own views. This will require looking for sources that more completely represent society.
- This year I will build in elements of choice at least 2 times per unit to give students ownership of their learning - this will be on a variety of assignment sizes (some larger and more summative, others smaller and more formative).

This can be an elementary goal as well. I.e: Building Thinking Classroom

- This year I will create lessons around positive academic risk-taking and build rubrics that reward non-traditional student thinking. Specifically, students will be asked to think more critically and more creatively and offer more original points of view.
- This year I will research, develop, and refine systems for modeling and laying out expectations for students. I will implement them and get feedback from students.
- This year I will create lessons and assignments that encourage students' independence and/or collaboration.

- This year I will give students an opportunity in each unit to ask their own questions about the content being learned and give them a chance to research the answer to it. We will also learn about and practice creating questions at different levels of complexity.
- This year I will give students opportunities to engage in the inquiry process so they can learn to think critically and solve problems.
- This year I will research how best to structure collaborative work for students and give students opportunities in each quarter to work with their peers while using higher order thinking.
- This year I will introduce the class to debate. I will scaffold their experience with it by trying parts of debate as a class which will culminate in student-led debates by the end of the year.
- This year I will work on improving student presentations. I will gradually introduce elements of presentation to them that will culminate in student presentations that are effective in message and format.
- This year I will research how best to approach critical reading with my students. I will implement three strategies and monitor depth of thought, quality of contribution, and retention of key points.
- This year I will research and implement at least two instructional technologies that will help students collaborate, think critically, and be more efficient. I will monitor the success of the technologies.
- This year I will research and implement at least two strategies or experiences to engage students in the work it means to be a citizen.
- This year I will research ways to bring empathy (a Vision of the Graduate competency) into my class. Specifically, I will have lessons about how we understand other people's experiences.

This can be an elementary goal as well. Additionally, it can be geared towards any Vision of the Graduate competency.

- (Special Service Providers) This year I will implement each of the components from DBT training into a small group counseling group.
- This year, I will implement the community building practices from Restorative Practices into my class.
- Over the next three years, I will collaborate with my department and use our DBT consultation time to implement DBT groups to students needing Tier 2 support.
- In order to increase student progress in the area of mathematical problem solving, I will study and implement the Mathematical Practices in my instruction.
- This year, I will implement Responsive Classroom and RULER techniques in my classroom to increase positive student behaviors.
- This year, I will study Heggerty & Foundations teaching strategies to improve my students phonics skills.

- This year, I will engage in a book study around Building Thinking Classrooms to shift and improve my teaching practices related to mathematics.
- This year, I will learn different strategies and collaborate with colleagues to build student independence in the classroom.
- This year, I will research and implement effective differentiation strategies in my classroom to use specifically during DI block.

Areas to Consider when Creating Goals

When crafting a goal, educators may think about goals in one of two ways. The educator will either work on an activity / experience they think is important for students OR they will work on skills, aligned with standards such as CCSS and NGSS that they are going to help students develop.

Educators may think of a type of activity / experience to share with students (and improve it or do it more frequently).

- This could be something educators have not done or don't do often and want to start doing - this will require educators to "build / find / curate / prepare" material
- This could be something the educator already does but would like to improve or teach differently and again would require the educator to "build / find / curate / prepare" material for students
- This could be a type of material or experience (more hands-on in science / more diverse representation in English / social studies) to provide for students

Educators may think of a skill to develop in their students and the steps needed to teach it and have students practice it.

- This could be a narrow skill - something that is useful to the specific discipline
- This could be more broadly useful - but something the educator will work on in class (the application of which may extend to other classes).
- This could be a "soft skill" in that it's more about a habit of mind or competency development. (This is an excellent way to incorporate the Vision of the Graduate.)

Your level of description is important. The more precise you word your goal the more you can break down the goal into smaller, more manageable parts.

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal?
Quantitative or qualitative or both?

- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix C: Educator Growth Goals

- Goals, focus areas, and measures of accomplishment/indicators of growth must be mutually agreed upon between teacher and evaluator at the goal setting conference held by October 31.
- For teachers with provisional or professional certification and have tenure in the district, goals may be between one-three years in duration, but may be adjusted each year if mutually agreeable. Teachers may also set collaborative goals.
- Teachers with an Initial certificate or without tenure in the district must set a one-year goal, which may be collaborative if mutually agreed upon. Teachers who must complete TEAM may align their annual goal to one of their TEAM modules if this is mutually agreeable.

Sample Goals and Measures of Accomplishment/Indicators of Growth

I will... State the action you will take	Focus on... <i>Your focus area may be aligned with standards, TEAM, Vision of a Graduate, or department, school/district goals, or other important initiative.</i>	Measures of Accomplishment/Indicators Mutually agree to at least <u>two</u> specific ways you will demonstrate the impact of your goal on students and/or the school community.
<ul style="list-style-type: none"> • Produce • Analyze • Create • Develop/design • Enhance • Refine • Implement • Incorporate • Investigate • Learn about • Learn how to • Mentor • Research • Study • Gain skills in • Modify • Differentiate 	<ul style="list-style-type: none"> • Cognitive development • Effectiveness of academic interventions • Social emotional learning • Performance assessments • Interdisciplinary content • Opportunities to respond • Analysis of data to guide differentiation • Student engagement strategies • Culturally responsive pedagogy • Student autonomy and agency • Behavioral interventions • Collaboration with other educators • Family engagement • Play based learning • Artificial intelligence classroom implications • Classroom routines and transitions 	<ul style="list-style-type: none"> • Sample of lesson plans • Student achievement data • Sample of SEL activities • Review of artifacts • Sample of student work • Performance assessments • Reflection journal • Facilitation of a professional learning session • Unit design • Student reflections • Reflection on peer observation • Parent engagement newsletters • Book talks, concert, art show, PPT meeting • Behavior referrals

--	--	--

Appendix D: Sample Reflection Questions

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of Success

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

- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal?
Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix E: Professional Learning Opportunities

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

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

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

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

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

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

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection

- Visitations/observations within a school

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

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

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

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

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

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

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

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

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

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

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

Appendix F: Goal Setting Form

Beginning-of-the-Year Goals and Planning

Self Reflection

Completed by Educator

Capture your self-reflection here

[Sample Reflection Questions](#)

Goal, Rationale, Alignment and Professional Learning Plan

Completed by Educator

Based on your analysis above, [what is/are your goal\(s\)?](#)

Include a rationale for the length of your goal (1, 2, 3 year).

What evidence of leader learning, educator and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?

See [Sample Reflection Questions](#) to guide your plan.

For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?

In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?

Goal Setting Conference

Completed by Evaluator (By November 1)

Date:

Notes:

Previous End-of-Year Supports:

Tier 1

Tier 2

Tier 3

Midyear Check-in:
Reflection, Adjustment(s), and Next Steps
Completed by Educator

See Sample Reflection Questions and Professional Learning and Action Questions

What has been your progress to date on your professional learning and how do you know?

Self-Reflection:

Links to Evidence:

Midyear Conference
Completed by Evaluator (by March 1)
Date:

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

Appendix H: End-of-Year Form

End-of-Year Reflection and Feedback Process

Self-Reflection *Completed by Educator*

<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 and practice have on your student learning, growth, and/or achievement, and how do you know?</p> <p>What challenges did you encounter and what are your next steps with your professional learning?</p>	<p>Self reflection:</p>
<p>Links to Evidence</p>	

End-of-Year Conference *Completed by Evaluator (by June 1)* Date:

Summative Feedback and Growth Criteria *Completed by Evaluator*

<p>Summative Feedback</p>	
<p>Development of new learning and impact on practice related to goal(s).</p> <p>Impact on student learning, growth, and achievement</p>	
<p>Successful Completion of the</p>	<p>Yes</p>

Evaluative Cycle	No	
Supports Required/Suggested Are tiered supports required above and beyond tier 1 (included in feedback above)?	<ul style="list-style-type: none"> • Not applicable • Tier 2 • Tier 3 	If Tier 2 and/or Tier 3, please specify strategies:
For multi-year goals only: • What adjustments are needed to the goal(s)? • Why? • How might adjustments impact the timing of the goal(s)?	Notes: <ul style="list-style-type: none"> • Educator will continue multi-year goal. • Educator will adjust the multi-year goal. • Educator completed a multi-year goal. 	
Educator Signature:		Date:
Evaluator Signature:		Date:

Appendix I: Observation Form & Rubric

Observation Components & Educator Evaluation Rubric

Educator Evaluation Observation	
Name:	Time/Location:
Grade/Role:	Discipline/Focus:
Cohort 1 (Pre-/Post-Conference Required) Cohort 2 (Post-Conference Required) Additional Observation of Professional Practice (Pre-/Post-Conference Optional)	
Pre-Observation <i>Completed by the Educator (Cohort 1 required)</i>	
Lesson Plan/Meeting Plan	<i>Upload and provide hyperlink here</i>
Pre-Conference notes (lesson plan, learning outcomes, success criteria, plans for differentiation, identified focus for feedback.)	
Observation Evidence - Educator Evaluation Rubric <i>Completed by the Evaluator</i>	
Post-Observation Debrief	
Questions for educator reflection: <ul style="list-style-type: none">• What worked and how do you know?• What didn't work and how do you know?• What have you learned (about your practice and your learners) and how will you apply that learning in the future? Evaluator provides oral feedback	
Written Feedback - Educator Evaluation Rubric <i>Completed by the Evaluator</i>	

Educator Evaluation Rubric

An exemplary DPS educator, in the spirit of life-long learning, models the competencies of the Vision of the Graduate to prepare all students today to thrive in a changing world tomorrow.

NOTE: Single point competency rubrics are not “pass/fail.” They should be used to guide the conversation between the educator and evaluator and maintain a common, standards-based vision of what effective practice looks like. Rubrics should be used to identify areas of strength as well as help identify growth opportunities and supports that could help support the educator’s ongoing growth. Rubrics should be modified and mutually agreed upon by the PDEC to meet the needs of each district.

Darien leaned heavily on the 2017 CCT. In the Planning and Instruction Domain, we used Danielson for 3 of the 11 Indicators; for the Professional Responsibilities Domain, 1 indicator was from Danielson and 1 was from Kim Marshall. The remaining indicators were based on the CCT 2017.

Positive Learning Environment	
Effective Practice Indicators	
<ul style="list-style-type: none">Establishes a positive learning environment that is conducive to peer discourse, collaboration, and engagement. Evidence of student learning and relevant materials are visible in the classroom.Creates positive relationships between teacher and student and student to student in the classroom.Communicates high but attainable expectations for all learners.Creates a learning environment in which all students are willing to take risks and feel safe to make and learn from mistakes.Fosters empathetic, respectful and culturally responsive interactions between all members of the classroom community.Establishes and maintains appropriate standards of behavior. Students are encouraged to self-regulate and take responsibility for their actions.Maximizes student learning through appropriate pacing and effective routines and transitions. <p><i>*Not all indicators must be observed in a single lesson.</i></p>	
Areas of Strength	Areas for Growth

Planning & Instruction	
<i>Effective Practice Indicators</i>	
<ul style="list-style-type: none"> Communicates clear learning expectations, purpose and criteria for success. Presents instructional content in a clear, logical and purposeful progression at the appropriate level of challenge to advance the learning of all students. Employs differentiated strategies, tasks, and questions that cognitively engage all students and ensure active participation in learning. Uses open-ended questions, peer discourse, wait time, and prompts students to justify their reasoning. Encourages critical thinking, creative problem-solving, discourse, and inquiry. Students formulate questions, initiate topics, make contributions, and challenge one another's thinking. Utilizes high-quality instructional materials designed from relevant and aligned resources that support learning goals and groupings that are suitable to the lesson activities. Encourages students to demonstrate learning in multiple ways. Fosters learners' ownership, self-direction and choice. Uses formative assessments to gather qualitative and quantitative indicators on individual and group performance, and adjusts instruction accordingly to enhance student learning outcomes. Provides individualized, descriptive feedback that is accurate, actionable, and helps students advance their learning. Creates opportunities for students to self-assess, peer-assess, make improvements and set learning goals for themselves. Provides opportunities for students to develop independence as learners through transfer of learning to authentic contexts. <p><i>*Not all indicators must be observed in a single lesson.</i></p>	
Areas of Strength	Areas for Growth

--	--

Professional Responsibilities

Effective Practice Indicators

- Self-evaluates and reflects with colleagues on the effectiveness of lessons and units based on evidence of student learning, and continually works to improve instruction.
- Welcomes feedback from supervisors or peers and adjusts instructional practices accordingly.
- Demonstrates a growth mindset. Seeks out and engages in relevant professional learning, applies new learning practices, and reflects with colleagues on the impact on student outcomes.
- Communicates in a timely manner with families regarding behavior and learning concerns; regularly shares evidence of student learning and accomplishments.
- Contributes ideas and engages in collaboration with colleagues to improve student outcomes and the overall mission and vision of the school and district.
- Considers the whole child and advocates for students' social, emotional, and academic needs.
- Contributes to a positive school and district culture.
- Consistently exhibits professional responsibility and ethical practices in accordance with the [*Connecticut Code of Professional Responsibility for Teachers*](#).

**Not all indicators must be observed in a single review of practice.*

Areas of Strength	Areas for Growth

Additional Discussion Notes

Date	Name	Comments

--	--	--

Sources:

[Simplified CCT for Classroom Teachers from CEA](#) (Adapted from the [CCT Rubric for Effective Teaching, 2017](#))

[Danielson Framework for Teaching, 2022](#)

[Marshall Teacher Evaluation Rubrics, 2014](#)

[Marzano Teacher Evaluation Model, 2017](#)

Appendix J: Service Provider Form & Rubric

Service Provider Evaluation Observation	
Name:	Time/Location:
Grade/Role:	Discipline/Focus:
Cohort 1 (Pre-/Post-Conference Required) Cohort 2 (Post-Conference Required) Additional Observation of Professional Practice (Pre-/Post-Conference Optional)	
Pre-Observation	
Completed by the Educator (Cohort 1 required)	
Service Plan/Meeting Plan	Upload and provide hyperlink here
Pre-Conference notes (Service plan, learning/student outcomes, success criteria, plans for differentiation, identified focus for feedback.)	
Observation Evidence - Service Provider Evaluation Rubric	
Completed by the Evaluator	
Post-Observation Debrief	
Questions for educator reflection: <ul style="list-style-type: none"> What worked and how do you know? What didn't work and how do you know? What have you learned (about your practice and your learners) and how will you apply that learning in the future? 	

Evaluator provides oral feedback

Written Feedback - Educator Evaluation Rubric

Completed by the Evaluator

Service Provider Evaluation Rubric

An exemplary DPS service provider, in the spirit of life-long learning, models the competencies of the Vision of the Graduate to prepare all students today to thrive in a changing world tomorrow.

NOTE: Single point competency rubrics are not “pass/fail.” They should be used to guide the conversation between the educator and evaluator and maintain a common, standards-based vision of what effective practice looks like. Rubrics should be used to identify areas of strength as well as help identify growth opportunities and supports that could help support the educator’s ongoing growth. Rubrics should be modified and mutually agreed upon by the PDEC to meet the needs of each district.

Positive Service Delivery Environment

Effective Practice Indicators

- Establishes an environment that is conducive to positive and respectful interactions between the service provider and student(s).
- Seeks to create positive relationships between service provider and student and student to student in the classroom.
- Communicates appropriate expectations for all learners.
- Creates a learning environment in which all students are willing to take risks and feel safe to make and learn from mistakes.
- Fosters empathetic, respectful and culturally responsive interactions between the service provider and student(s).
- Establishes and maintains appropriate standards of behavior. Students are encouraged to self-regulate and take responsibility for their actions.
- Maximizes student engagement through appropriate pacing and effective routines and transitions.

**Not all indicators must be observed in a single lesson.*

Areas of Strength

Areas for Growth

Planning & Engagement

Effective Practice Indicators

- Communicates clear expectations for student engagement, including the purpose.
- Presents content in a clear, logical and purposeful progression at the appropriate level of challenge to increase the engagement of all students.
- Employs differentiated strategies, tasks, and questions that cognitively engage all students and ensure active participation.
- Uses open-ended questions, peer discourse, wait time, and appropriate prompting.
- Encourages critical thinking, creative problem-solving, discourse, and inquiry. Students formulate questions, initiate topics, make contributions, and challenge one another's thinking.
- Utilizes high-quality materials designed from relevant and aligned resources that support engagement, and groupings that are suitable to the activities.
- Encourages students to demonstrate their understanding in multiple ways. Fosters learners' ownership, self-direction and choice.
- Uses formative assessments to gather qualitative and quantitative indicators on individual and group performance, and adjusts services accordingly to improve student outcomes.
- Provides individualized, descriptive feedback that is accurate, actionable, and helps students understand and improve upon their desired outcomes.
- Creates opportunities for students to self-assess, peer-assess, make improvements and set goals for themselves.
- Provides opportunities for students to develop independence through transfer of learning to authentic

contexts.

**Not all indicators must be observed in a single lesson.*

Areas of Strength	Areas for Growth

Professional Responsibilities

Effective Practice Indicators

- Self-evaluates and reflects with colleagues on the effectiveness of service delivery based on evidence of student performance, and continually works to improve their practice.
- Welcomes feedback from supervisors or peers and adjusts practices accordingly.
- Demonstrates a growth mindset. Seeks out and engages in relevant professional learning, applies new learning practices, and reflects with colleagues on the impact on student outcomes.
- Communicates in a timely manner with families regarding behavior and learning concerns; regularly shares evidence of student outcomes and accomplishments.
- Contributes ideas and engages in collaboration with colleagues to improve student outcomes and the overall mission and vision of the school and district.
- Considers the whole child and advocates for students' social, emotional, and academic needs.
- Contributes to a positive school and district culture.
- Consistently exhibits professional responsibility and ethical practices in accordance with the [*Connecticut Code of Professional Responsibility for Teachers*](#).

**Not all indicators must be observed in a single review of practice.*

Areas of Strength	Areas for Growth

--	--

Additional Discussion Notes		
Date	Name	Comments

Sources:

[Simplified CCT for Service Providers from CEA \(Adapted from the CCT Rubric for Effective Service Delivery - 2015\)](#)

[Danielson Framework for Teaching, 2022](#)

[Marshall Teacher Evaluation Rubrics, 2014](#)

[Marzano Teacher Evaluation Model, 2017](#)

Appendix K: Targeted Support Plan

Targeted Support Plan	
Teacher Name:	School:
Evaluator:	Date of Meeting:
Bargaining Unit Representation: <ul style="list-style-type: none"> Accepted Declined 	
Purpose of Plan: The purpose of this Supportive Growth Plan is to provide support in the following areas of concern:	
1. 2. 3.	
In order to meet with success on this plan, the teacher will meet the following criteria:	
1. 2. 3.	

<u>TIER 1</u> Dates of informal support:	<u>Description of Tier 1 informal support including resources:</u>		
<u>TIER 2</u> Dates of informal support:	<u>Description of Tier 2 informal support:</u>		
<u>TIER 3</u> Dates of informal support:	<u>Description of Tier 3 informal support:</u>		
<i>A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a corrective support plan with indicators of success for transitioning out of it.</i>			
FORMAL			
Activity	Supportive Actions	Evidence of Improvement	Evaluator
Duration of Plan: <i>Suggested four to six weeks</i>		Mid-Plan Meeting:	
End of Plan Date:		Association Representative's Signature:	
Educator's Signature:		Evaluator's Signature:	
Human Resource Director's Signature:			



August, 2024

District Board of Education Members	District PDEC Members
<p> D. Jill McCammon – Chairperson John R. Sini, Jr. – Vice Chairperson Sara D. Parent – Secretary Julie Best David A. Brown Greg D. Grambling Kadiatu M. Lublin Dennis J. Maroney Robin Nelson </p>	<p> <u>Co-Chairs</u> Marge Cion, Director of Human Resources Amy Fedigan ,Assistant Superintendent for Curriculum & Instruction Barry Palmer, DEA President, DHS Social Studies <u>Members</u> Cathy Ostar, School Counseling Department Chair Allison Mullane , Assistant Principal, DHS Karolyn Dahlstrom, Principal, MMS Christian Dockum, Department Chair, 6-12, Science Kristin Colonies, English teacher, MMS. Dani Jenkins, School Counselor, MMS Christine Depew Francis Janosco Haley Blasi Johna Northrop Maureen Vint Norma Chajon Sara Hesselsweet Keith Keeler Kate Curcio Paula Bleakley Kelly Milicia Gina Gentile Scott McCarthy Tim McGuire Julie Droller Nicole Pentore Keri Snowden Katy Gale Lauren Niessing Jess Lametta Natasha Torre Katie Risk Linda Dragotta Jen Fischer Kathleen Theisen MaryBeth Giannattasio sandra Savage </p>

Vision

The primary purpose of our Professional Development and Evaluation Committee and our Educator and Leader Evaluation and Support Plan is to foster a culture of continuous growth, learning, and collaboration within our school community. We strive to empower educators and leaders to unlock their full potential and foster excellence within our learning community by offering personalized, high-quality professional learning aimed at advancing the District's Teaching and Learning Principles (See Appendix E).

This plan is intended to support leaders and educators in the individual and collective work to ensure that all students realize the District's Vision of the Graduate. The plan is also designed to support leaders and educators in their efforts to achieve the District's Mission of inspiring a love of learning in all students so they develop as critical thinkers and innovator creators who contribute to the world with integrity and purpose beyond themselves. preparing all students today to thrive in a changing world tomorrow.

Guiding Principles for the Educator and Leader Evaluation and Support Plan Provided by the CSDE

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

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

Leader

1. [Professional Standards for School Leaders \(PSEL\)](#)

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

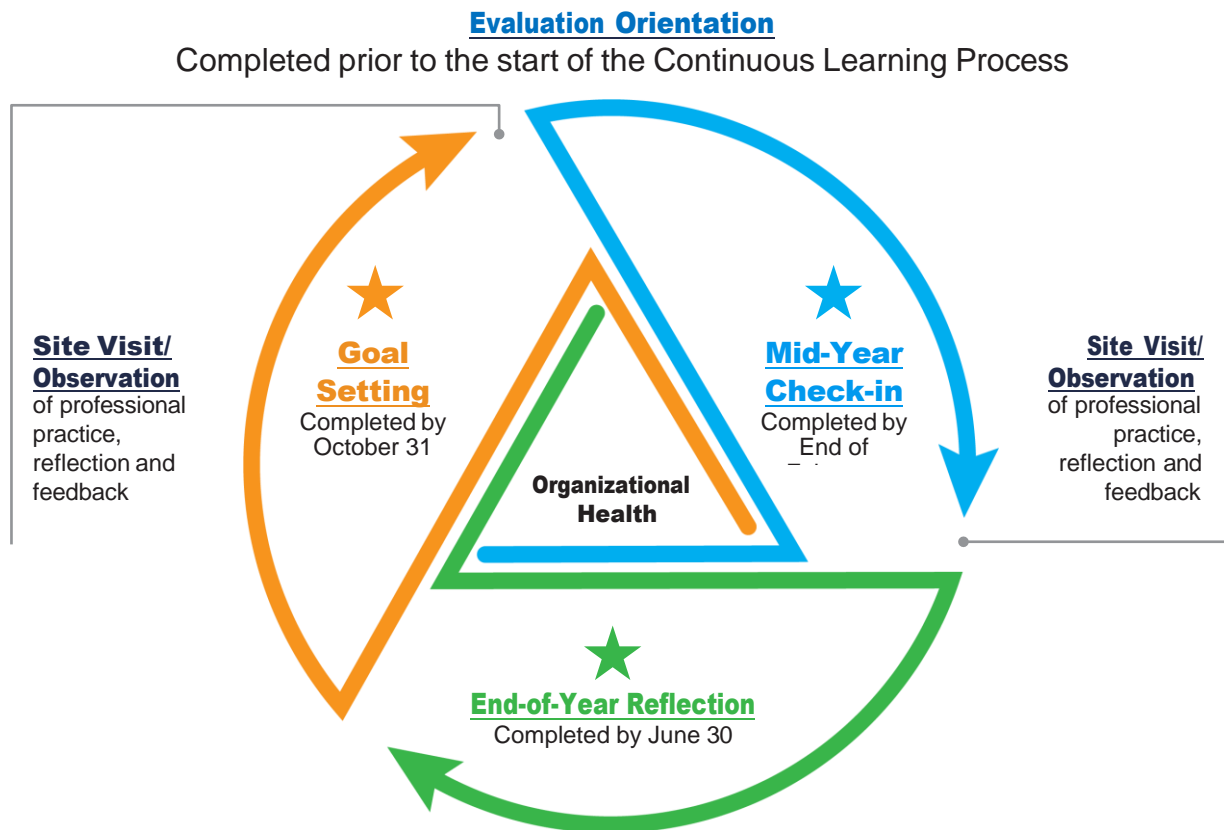
The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular 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).

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

Leader Continuous Learning Process



Goal Setting

Completed by October 31

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan

- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference

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

Mid-year Check-in

Completed by End of February

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement

Mid-Year Conference

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection

Completed by June 30

End-of-Year Reflection and Feedback Process

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

End-of-Year Conference/ Summative Feedback and Growth Criteria

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

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

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

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

Goal(s) Setting (Completed by October 31)

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

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

The leader will:

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

The leader shares the above with their evaluator during an initial goal setting conference that consists of 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 the End of February):

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

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

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

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

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.

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	
<p><u>Cohort 1</u></p> <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 Darien Public Schools(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 by the evaluator	<p><u>Cohort 2</u></p> <p>Who:</p> <ul style="list-style-type: none">• Leaders who have successfully completed Cohort 1 in Darien Public Schools <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 by the evaluator

Growth Criteria

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

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

Tiered Support and Corrective Support Planning

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

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be 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 H](#)).

Corrective Support Plan

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

The Corrective Support Plan must contain:

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

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

[See appendix H](#) for a Corrective Support Plan form and example.

Dispute Resolution

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

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

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

Process

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

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.

a. Option 1:

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

b. Option 2:

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

Time Limits

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

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

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

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

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

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

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

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

vided that the program is consistent with the guidelines adopted by the State Board of Education.

Local and State Reporting

The superintendent shall report:

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

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

Appendices — Leader:
Information and Resources to Support Effective Implementation

Appendix A: Sample Reflection Questions – Leader

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of success

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

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix B: Continuous Learning Process – Leader

Evaluation Orientation

Orientation to Leader Evaluation was Completed on:

Date

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

Download these forms:



[Leader Goal-Setting Form](#)



[Leader/Site Visit Form](#)



[Leader Mid-Year Check-In Form](#)



[Leader End-of-Year Self-Reflection Form](#)



[Leader End-of-Year Conference Form](#)

Leader Information

 [Download this form](#)

Name:		Location:	
Select One: <ul style="list-style-type: none"> Cohort 1 <i>*New to leader role or first three years in LEA</i> Cohort 2 <i>*Years 4 (in LEA)</i> 	Select One: <ul style="list-style-type: none"> Individual goal Collaborative goal <i>Decided upon mutual agreement.</i>	Select One: <ul style="list-style-type: none"> 1-year goal 2-year goal 3-year goal <i>Decided upon mutual agreement.</i>	Select One: <ul style="list-style-type: none"> PSEL Rubric

 [Download this form](#)

Beginning-of-the-Year Goals and Planning	
Self-Reflection <i>Completed by Leader</i> See Sample Reflection Questions	
Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking. See Examples of Evidence Types	
Goal, Rationale, Alignment and Professional Learning Plan <i>Completed by Leader</i>	
Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	
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? <i>See professional learning and action questions to guide your plan.</i>	
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	

Goal Setting Conference	
<i>Completed by Evaluator (By November 1)</i> <u>Date</u>	
Notes:	Supports Required/Suggested <ul style="list-style-type: none"> Tier 1 Tier 2 (Link to Examples of Supports) Tier 3 (Link to Examples of Supports)

 [Download this form](#)

Planned Site Visit/Observation of Professional Practice

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

[Observation of Professional Practice/Site Visit #1 - Required](#)

[Additional Observation of Professional Practice/Site Visit](#)

Midyear Check-in: Reflection, Adjustment(s), and Next Steps

Completed by Leader

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

[See Sample Reflection Questions](#) and [Professional Learning and Action Questions](#)

What has been your progress to date on your professional learning plan and your goal(s), and how do you know? What are your next steps and why?

Self-Reflection:

Links to Evidence:

Midyear Conference

Completed by Evaluator (by March 1)

Date

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

[Observation of Professional Practice/Site Visit #2 - Required](#)

[Additional Observation of Professional Practice/Site Visit](#)

 [Download this form](#)

End-of-Year Reflection and Feedback Process

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

Self-Reflection

Completed by Leader

[See Sample Reflection Questions](#) and [Professional Learning and Action Questions](#)

What impact did your new learning have on your practice/goal(s), and how do you know?

What impact did your new learning have on your leadership practice, on educator and/or student learning, growth, and/or achievement, and/or on organizational health, and how do you know?

What challenges did you encounter and what are your next steps with your professional learning?

Self-Reflection:

Links to Evidence:

End-of-Year Conference <i>Completed by Evaluator (by June 30)</i> <u>Date</u>	
Summative Feedback and Growth Criteria <i>Completed by Evaluator</i> See appendix for full description	
Summative Feedback	
Development of new learning and impact on leadership practice related to goal(s).	
Impact of new learning and leadership practice on key partners and or organizational outcomes.	
Impact of new learning on greater community.	
Successful Completion of the Evaluative Cycle	<ul style="list-style-type: none"> • Yes • No
Supports Required/Suggested <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> <ul style="list-style-type: none"> • Not applicable • Tier 2 (Specify below) • Tier 3 (Specify below) 	If Tier 2 and/or Tier 3, please specify strategies:
For multi-year goals only: <ul style="list-style-type: none"> • What adjustments are needed to the goal(s)? • Why? • How might adjustments impact the timing of the goal(s)? 	<ul style="list-style-type: none"> • Leader will continue multi-year goal. • Leader will adjust multi-year goal. • Leader completed multi-year goal. Notes:
Leader Signature	Date:
Evaluator Signature	Date:

Appendix C: Observation/Site Visit Forms – Leader

 [Download this form](#)

Leader Evaluation Observation/Site Visit #1 – Required		
Name:		Location:
Administrator Role:		Leader Goal/Observation Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	<i>Insert competencies</i>	

Leader Evaluation Observation/Site Visit #2 – Required		
Name:		Location:
Leadership Role:		Leader Goal/Observation Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	Insert competencies	

Leader Evaluation Observation/Site Visit #3		
Name:		Location:
Leadership Role:		Leader Goal/Observation Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	Insert competencies	

Leader Evaluation Observation/Site Visit #4		
Name:		Location:
Leadership Role:		Leader Goal/Observation Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
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?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	Insert competencies	

Appendix D: Sample Corrective Support Plan – Leader

(Sample)

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

Objective:

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

Resources:

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

Timeframes:

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

Supportive Actions:

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

Corrective Support Plan Template

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

Objective:

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

(Possible) Resources:

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

- Mentor
- Coach
- Reading as appropriate

Timeframes:

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

Supportive Actions:

(Suggested supportive actions)

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

Appendix E: Teaching and Learning Principles

We recognize that in an increasingly changing world, we all thrive in environments where we feel safe and valued knowing that our differences, experiences and stories matter.

Students learn best when...

- They believe in their ability to persevere and grow as learners.
- They are exposed to a variety of ideas and perspectives that resonate with and challenge their own.
- They have opportunities to take ownership of their learning by making choices and taking risks.
- They have clear expectations and models that allow them to set goals, receive feedback, and reflect upon their learning.
- They are challenged and engaged to ask and answer complex questions aligned with authentic learning tasks.
- They are supported by a community of families, educators, and peers who work together to nurture their personal and academic health and growth and help maintain balance.

Teachers teach best when...

- They feel trusted as professionals who are knowledgeable in their field and members of a collaborative and supportive community.
- They have opportunities to engage in relevant professional learning that meets their current needs and helps develop understanding of important emerging ideas in teaching and learning.
- They are empowered to make decisions in the best interest of students.
- They engage in feedback and reflection for their own growth and extend similar opportunities to students.
- They design and implement lessons that prioritize students' learning needs and provide multiple opportunities for students to demonstrate their strengths as learners.