

Derby Public Schools Growth and Support Plan Process

Spring 2024



Module 1 Module 2 Module 3 Module 4 Module 5 Module 6 Module 7 Module 8

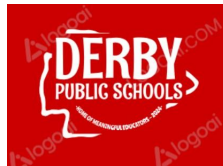


Visit our teacher website: <https://derbypride.instructure.com/login/canvas>

[Watch our launch video from the Superintendent](#)

Derby Public Schools

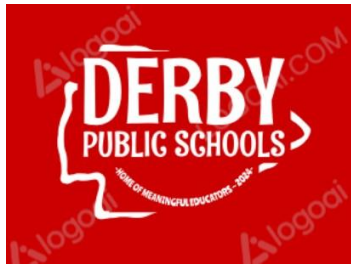
Educator Growth Planning and Capacity Building



The Derby Public Schools (DPS) professional growth planning process is grounded in a collaborative approach to professional growth and development. This document outlines the specifics to help align our practices and our resources to continue to grow as a learning community.

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 will go into effect July 1, 2024, and includes a renewed focus on the importance of support, feedback, and professional learning to improve student learning, growth, and achievement.

Learners in Derby Public Schools should look to anchor their continuous improvement plans in the district's strategic plan. The plan allows for multiple entry points for learners to challenge and grow themselves as educators. The DPS Strategic Plan has five key anchors for systematic improvement.



BOE Members	PDEC Members
<p>Jim Gildea Chair</p> <p>Melissa Mongillo Vice-Chair</p> <p>Laura Harris Secretary</p> <p>Dan Foley</p> <p>Karla Malerba</p> <p>Ken Marcucio</p> <p>Erica Nuzzo</p> <p>Rebecca O'Hara</p> <p>Rebecca O'Hara</p>	<p>Lisa Russo, Literacy Coach</p> <p>Alison Conway PK Director</p> <p>Aimee Curtis, Paraeducator</p> <p>Amanda Hubbard, Literacy Coach</p> <p>Alicia Olenoski, Teacher/Union President,</p> <p>Brigitta Abakumova, Special Education Coordinator</p> <p>Briana DiCicco, Teacher</p> <p>Candace Lebel, Teacher</p> <p>Dave Chevarella, Teacher Union</p> <p>Hunter Sigona, Teacher</p> <p>Jennifer Olson, HS Principal</p> <p>Kaitlyn Siena, Social Worker,</p> <p>Lisa Detoro, Literacy Coach</p> <p>Lindsay Henderson, Math Interventionist,</p> <p>Mario Ciccarini, Elementary Principal,</p> <p>Matthew Conway, Superintendent,</p> <p>Marc Russo, Principal</p> <p>Matt Stoll, Teacher</p> <p>Nicole Mastroianni, Literacy Coach</p> <p>Nicole Trimarchi, Math Coach,</p> <p>Ryan Adams, Teacher</p> <p>Rachael Caggiano, MS Principal</p> <p>Tracy Landolfi, Coach</p> <p>Tracey Quartiano, Assistant Principal</p> <p>Jessica White, School Psychologist</p> <p>Kelly Edwards, Assessment Coordinator</p> <p>Stacey McCoart Special Education Coordinator</p>



The Five Focus Areas

The following priority goals emerged from the Strategic Planning Committee:

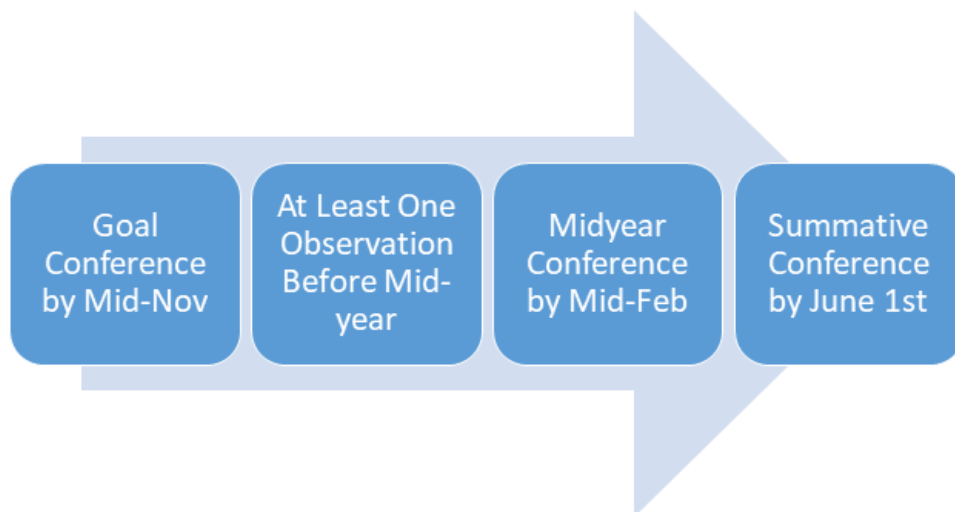
1. *Provide each student with meaningful learning experiences.*
2. *Prioritize relationships with the students, families, colleagues, and surrounding community.*
3. *Collaborate with community partners to support district goals.*
4. *Recruit, grow, and retain talented educators.*
5. *Develop each student for life beyond our school community.*

The Goal Setting and Monitoring Timeline

[Watch our video about growth and trust in DPS](#)

Process and Year at A Glance

The **goal conference must occur each year before November** even if a teacher sets a goal that spans multiple years. This conference is used to either set a new, mutually agreed upon goal or make agreed upon adjustments to a multi-year goal. This initial conference also provides an opportunity for teachers and evaluators to discuss the resources, professional learning, and other supports that might be helpful over the course of the upcoming year. Dialogue through the professional growth process begins with self reflection/self-assessment about impact of professional learning and leadership practice on organizational health, educator and student growth and indicates next steps. All educators will be assigned a primary evaluator that holds a 092 or 093.



Goals, feedback, self-reflection and annual summary are based on evidence, observations, and artifacts of professional practice aligned to agreed upon standards. Either a **formal observation for initial educators or a mini-observation for experienced educators must take place prior to mid-December** in order for teachers to receive feedback on their practice prior to the midyear conference. **The midyear is a required progress check-in on goals and teacher practice and must occur by mid-February.**

A mid year interim report template can be found here. **The summative conference must occur by June 1** and include a teacher's self-reflection on their professional growth and its impact on student learning, growth, and achievement. **Evaluators must include a narrative report summarizing areas of growth, next steps for the following year, and a check box indicating successful completion of the annual process.**

The Derby Public Schools Growth and Support Plan is rooted in an annual timeline designed to promote ongoing dialogue between teachers and evaluators and offer regular opportunities for progress check-ins. **Annual conferences are also required by Connecticut Guidelines for Educator Evaluation.**

The **goal conference must occur each year** before mid-Novemebrr even if a teacher sets a goal that spans multiple years. This conference is used to either set a new, mutually agreed upon goal or make agreed upon adjustments to a multi-year goal. This initial conference also provides an opportunity for teachers and evaluators to discuss the resources, professional learning, and other supports that might be helpful over the course of the upcoming year.

Either a formal observation for initial educators or a mini-observation for experienced educators must take place prior to mid-December in order for teachers to receive feedback on their practice prior to the midyear conference. The midyear is a

required progress check-in on goals and teacher practice and must occur by mid-February. **A mid year interim report template can be found [here](#).**

The summative conference must occur by June 1 and include a teacher's self-reflection on their professional growth and its impact on student learning, growth, and achievement. Evaluators must include a narrative report summarizing areas of growth, next steps for the following year, and a check box indicating successful completion of the annual process.



Educator Practice

The educator's practice portion Derby Public Schools Growth Plan is differentiated for teachers in different roles and stages of their careers. **Classroom teachers are observed using a simple single-point competency rubric based on a streamlined version of Connecticut's Common Core of Teaching (CCT), which can be found [here](#)**

Educators who do not provide instruction in classroom settings, such as school counselors, content area coaches, and others, should use the rubric for service providers based on a simplified version of the CCT for Effective Service Delivery, which is found [here](#). See differentiation examples on the next page.

Teachers With Initial Certificate	Teachers With Provisional or Professional Certificate	Observation Requirements
Two (2) Formal Observations with Pre and Post Conferences <ul style="list-style-type: none"> Formal One by Nov 1st Formal Two by 3/15 Additional Formals as Needed if Concerns Are Documented 	One (1) Formal Observation Every Three Years <ul style="list-style-type: none"> The formal must occur before midyear conference Pre and post conferences are required Additional formals as needed if concerns about implementing your growth plan are documented 	Formal Observations of practice are scheduled ahead of time at a mutually agreed upon time and followed by written feedback within ten (10) school days. A formal observation of practice doesn't have to take place in a classroom and could take place in a concert, art show, review of practice, PD facilitation, or book club, among other agreed upon options.
Three Mini Observations <ul style="list-style-type: none"> Mini observations 1 and 2 before midyear conference Mini observation by spring 	At least one-three (1-3) mini observations each year , the number determined and mutually agreed upon by PDEC members, with at least 1 mini prior to the midyear conference	Mini observations or walk throughs are approximately 10-20 minutes long and followed by bite size feedback within two (2) days.

Quality Feedback

Quality feedback, paired with meaningful support, is the fuel that drives educator growth. Feedback should be constructive and celebrate an educator's strengths, as well as provide the guidance and support needed to ensure ongoing professional growth. Goals, feedback, self-reflection and annual summary are based on evidence, observations, and artifacts of professional practice aligned to agreed upon standards.

Feedback must be provided at each of the three annual conferences and following every observation. **Verbal feedback must be provided within two school days, and written feedback must be provided within ten school days. Please note that feedback needs to be in alignment to evidence, observations, and artifacts of professional practice aligned to agreed upon standards. The feedback and summative process should include use of multiple and varied quantitative and qualitative measures to provide feedback. These are nonnegotiable** (CT Guidelines 2023).

All evaluators are trained in the district's observation protocols and annually engage in calibration exercises with the other evaluators in the district. In addition, all evaluators must receive regular professional development on high-quality constructive feedback and support strategies to help them meaningfully support teachers' professional growth.

Educator Growth Goals

The Foundation for Mutual Agreements In DPS



- **Teachers with Provisional/Professional Certificates**



Each teacher and their assigned evaluator must mutually agree on a professional growth goal and at least two associated measures of accomplishment. Measures Of accomplishment (or indicators of educator growth) are ways the teacher can demonstrate progress toward their goal and may include, but not be limited to, sample of lesson plans, a sample of student artifacts, newly developed performance assessments, and educator and/or student self-reflections. Goals, feedback, self-reflection and annual summary are based on evidence, observations, and artifacts of professional practice aligned to agreed upon standards.

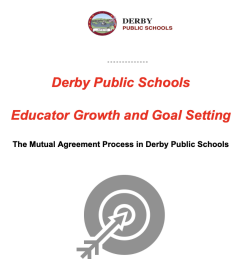
Experienced teachers with provisional or professional certification are permitted to set one professional growth goal that spans from 1 to 3 years in duration. This goal may be collaborative and may be adjusted as needed each year.

- **TEACHERS WITH AN INITIAL EDUCATOR CERTIFICATE**



Teachers with an initial educator certificate are required to set one professional growth goal each year, and, if required to complete TEAM, are encouraged to align their goal with one of the TEAM modules. Teachers may also set collaborative goals if this is mutually agreed to. Goals are based on evidence, observations, and artifacts of professional practice aligned to agreed upon standards.

Goal Samples



- For more sample goals and indicators: [CLICK HERE](#)
- For a more goal setting form: [CLICK HERE](#)

PDEC Sample Goal Statements

Click image below for link to PDEC suggested goals (bank of goal examples for all staff).

DPS Teacher Capacity Growth Planning (3rd Draft based on prior PDEC meetings work samples)		
Areas of Strength (Evidence)	Criteria ¹ <i>Standards for This Performance</i>	Opportunities for Growth Next Steps
	<p>Criteria #1: Positive Learning Environment</p> <ul style="list-style-type: none"> ● Evidence of effective routines, transitions and procedures ● Students work together in a shared space on a multilevel thinking task ● Student led discourse evident and measured with student success criteria ● Learners generate self questioning strategies and actively participate in thinking and discourse ● Evidence of personalized data used in small group ● Learners feel safe to take risks ● Establishes and consistently reinforces expectations for learning ● Evidence of visible displays of learning ● Learners take responsibility for learning ● Proactively display positive social interactions ● Students have strategies to self regulate ● Relationships with students and families is established ● Positive and respectful interactions (T to S, S to S, etc) ● Student choice and agency evident in learning routines ● Evidence of intentional planning with rigorous and relevant tasks ● Recognizes and incorporates students' cultural, social, and developmental diversity to enrich learning opportunities. 	



Conflict Resolution



We know it is human to see some things differently. In situations when an evaluator and a teacher are unable to mutually agree on goals, measures of accomplishment, feedback, or any other aspect of the growth and support process, a teacher or group of teachers may initiate the following dispute resolution process.

An informal attempt to resolve a dispute should occur prior to initiating the formal resolution process and involve the teacher's collective bargaining unit. Informal attempts to resolve the conflict are unsuccessful, a subcommittee of the PDEC will be convened to formally settle the matter. **The subcommittee must include one person selected by the teacher or teachers involved, one person selected by the administrator(s) involved, and a mutually agreed upon neutral third party.** A neutral third party is essential to a fair resolution. **The neutral party does not have to be a member of the PDEC or work within the district.**

The dispute resolution committee will undergo a brief training in the district's evaluation protocols and be provided dispute resolution strategies. The subcommittee must ultimately reach a fair, mutually agreed upon settlement to the dispute.

Corrective Action



If a situation in our growth planning arises where further support is needed and a corrective action plan is necessary, the district ensures a process to continue to focus on support and growth.

To start, a teacher must have a summative report from the previous year indicating unsuccessful completion of the regular growth and support process. There must be a pattern of specific, ongoing concerns previously documented in the feedback to the teacher. There will be documented attempts to informally help and support the teacher prior to consideration of a corrective action plan.

A collective bargaining representative should already be aware of concerns before consideration of a formal corrective action plan. Before a non-tenured teacher is non-renewed for performance concerns, an evaluator must meet with the teacher to notify them of the concerns and follow up with a written notice by January 15. A corrective action plan should then be collaboratively developed by the teacher, their collective bargaining representative, and the evaluator detailing the specific areas in need of improvement along with **support and resources to assist the teacher.** **Significant lack of improvement toward the plan's criteria of success must be documented before April 1 to recommend contract non-renewal.**

Using Criteria before Using Support Plans



Before a teacher can be placed on a corrective action plan, the following conditions must be met:

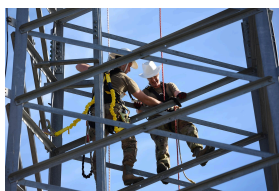
- The teacher must have a summative report from the previous year indicating
- unsuccessful completion of the regular growth and support process.
- There must be a pattern of specific, ongoing concerns previously documented in the feedback to the teacher.
- There must be documented attempts to informally help and support the teacher prior to consideration of a corrective action plan.
- A collective bargaining representative should already be aware of concerns before consideration of a formal corrective action plan.
- Before a non-tenured teacher is non-renewed for performance concerns, an evaluator must meet with the teacher to notify them of the concerns and follow up with a written notice by January 15. A corrective action plan should then be collaboratively developed by the teacher, their collective bargaining representative, and the evaluator detailing the specific areas in need of improvement along with support and resources to assist the teacher. Significant Lack of improvement toward the plan's criteria of success must be documented before April 1 to recommend contract non-renewal

Levels of Scaffolded Support

Tier 1: Initial Support

Tier 2: Targeted Support

Tier 3: Intensive Support



Corrective action plans should never be punitive or overwhelming and must provide sequential levels of targeted, meaningful support. The duration of a plan should be at least 35 days and be extended if a teacher is making some progress but not yet meeting all the criteria to exit the plan. Teachers who are not meeting any of the criteria of their plan upon its conclusion may move up one level of support. The collective bargaining unit must be involved at every level. Tiers of support are separate from a corrective support plan. Corrective Support Plans can only be initiated after utilizing all three tiers of supports.

Required Components

In accordance with state statute, corrective action plans must be created in consultation with the teacher and their collective bargaining representative and include the following: clear objectives, a specific timeline, resources and support to be provided by the district, and criteria for success.

For an example of a Tier 1 Corrective Action Plan, [click here.](#)

The Summative Growth Report

A strong Growth and Support Model Plan includes an annual summary of educator growth, which is required under Connecticut Guidelines for Educator Evaluation. **This report, which can be found [here](#),** includes a self-reflection from the educator. The feedback and summative process should include use of multiple and varied quantitative and qualitative measures to provide feedback. The report should both celebrate the educator's accomplishments and identify two or three specific action steps to guide and support the educator's ongoing growth process in the next school year. The summary report must also include a box indicating whether the annual growth and support process was successfully completed.

The purpose of the summative growth report is not to provide a rating or to indicate whether the educator has "passed" or "failed." The purpose of the report is to document and celebrate the learning and growth made by the educator over the course of the year and to provide an opportunity for the educator and their evaluator to document ways to support and sustain that growth over time.

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective.

Administrator Practice



Many of the details in the Administrator Growth plan mirror the Educator Growth Process in order to be aligned as an organization to protocols and processes around the growth and support plan. **The administrator practice portion of the DPS plan is aligned to the national Professional Standards for Educational Leaders, which can be found [here](#).** Dialogue through the professional growth process begins with self reflection/self-assessment about impact of professional learning and leadership practice on organizational health, educator and student growth and indicates next steps.

The **goal conference must occur each year before November** even if an educator sets a goal that spans multiple years. This conference is used to either set a new, mutually agreed upon goal or make agreed upon adjustments to a multi-year goal. Goals, feedback, self-reflection and annual summary are based on evidence, observations, and artifacts of professional practice aligned to agreed upon standards. This initial conference also provides an opportunity for administrators to discuss the resources, professional learning, and other support that might be helpful over the course of the upcoming year.

Administrators who evaluate teachers must have at least one review of practice aligned with Leadership Standard 6, “Developing the Professional Capacity of School

Personnel.” **A simplified rubric aligned to this standard may be found [here](#)** and should be used to guide a review of practice conversation between an administrator and their evaluator.

If an administrator has an 092 but does not evaluate teachers, the review of practice may align to any mutually agreed upon National Leadership Standard. In addition, three site visits are required each year, one of which must be a formal visit scheduled prior to mid-October and held at a mutually agreed upon time. A rubric for site visits aligned to National Leadership Standards may be accessed [here](#).



Administrators Who Evaluate Teachers	Administrators Who Do Not Evaluate Teachers	Observation Requirements
<p>One formal site visit by Nov 1st</p> <ul style="list-style-type: none"> One review of practice that includes a sample of written feedback and support provided to teachers they evaluate. Should occur prior to midyear conference 	<p>One formal site visit by Nov 15th</p> <ul style="list-style-type: none"> One review of practice must be conducted prior to the midyear conference. The review should align to a component of Connecticut’s School Leader Standards 	<p>A formal site visit should be scheduled in advance</p> <ul style="list-style-type: none"> Be a minimum of one hour long and involve conversations with students, teachers, staff, and parents, if possible. Written feedback should follow within 10 school days
<ul style="list-style-type: none"> Two informal site visits held at any point in the school year. 	<ul style="list-style-type: none"> Two informal site visits held at any point in the school year. 	<ul style="list-style-type: none"> Informal site visits may be brief and unannounced. They must be followed by written or verbal feedback within 10 school days.



Feedback and Support



Administrators, like teachers, depend on high-quality feedback and support to fuel their professional growth and maximize their impact on teaching and learning. Feedback in the DPS model is formative rather than evaluative and should be timely, specific, growth-oriented, actionable, and digestible portioned. Administrators should receive regular feedback at each of the three annual conferences and within ten school days of a site visit or review of practice. In addition, feedback should be coupled with meaningful support to help guide the administrator's growth. All administrators will be assigned a primary evaluator that holds a 092 or 093.

Most administrators are responsible for evaluating teachers, which is a critical aspect of their work. The quality of the feedback and support that administrators provide to teachers has a profound impact on the growth of the teacher and on the educational experiences of children. Therefore, if an administrator evaluates teachers,

it is imperative that the feedback and support they provide be part of a formal review of their professional practice. This review should include, but not necessarily be limited to, a representative sample of the feedback and support provided to teachers by the administrator, along with any corrective action plans developed by the administrator over the course of the year. The feedback process should include use of multiple and varied quantitative and qualitative measures to provide feedback. Self-reflection and annual summary are based on evidence, observations, and artifacts of professional practice aligned to agreed upon standards.

All evaluators, including the superintendent, must engage in regular conversations and calibration activities that include collaborative conversations about what high-quality feedback and meaningful support looks like. In addition, administrators must be provided professional development on constructive feedback strategies and/or cognitive coaching every year.

Administrator Professional Growth Goals

Measures of Accomplishment

Administrators and evaluators must mutually agree on at least two measures of accomplishment to demonstrate the impact of their learning on teachers, student learning, growth, and achievement. and/or the school community. **Examples of administrator goals and measures of accomplishment can be found [here](#).**

Administrators must meet with their evaluator by mid-November each year to either mutually agree on a new professional growth goal or discuss progress toward an existing goal. The goal conference is also an important opportunity for an administrator and their evaluator to discuss professional development and other support that may be helpful over the course of the year. Administrator goals may span from one to three

years in duration and should align to the National Leadership Standards. **A sample administrator goal-setting form may be found [here](#).**



Please note that feedback needs to be in alignment to evidence, observations, and artifacts of professional practice aligned to agreed upon standards. These are nonnegotiable (CT Guidelines 2023).

Corrective Action

Administrators may, from time to time, require more support than can be provided in the regular growth and support process, and, if the specific conditions described below are met, may need to be placed on the initial tier of a corrective action plan. By statute, this decision must involve the collective bargaining unit. Differentiated tiers of support responsive to leader/educator needs, including samples of tier 1, 2, and 3 supports and be responsive to leader/educator needs. The process must utilize and document all three tiers prior to movement to a corrective support plan.



Using Criteria before Using Support Plans

Before an administrator can be placed on a corrective action plan, the following conditions must be met:

- The administrator must have a summative report from the previous year indicating an unsuccessful completion of the regular growth and support process.
- There must be a pattern of specific, ongoing concerns previously documented in the feedback to the administrator.
- There must be documented attempts to informally help and support the administrator prior to consideration of a corrective action plan.

Levels of Scaffolded Support

Corrective action plans should never be punitive or overwhelming and must provide sequential levels of targeted, meaningful support. Differentiated tiers of support need to be responsive to leader/educator needs, including samples of tier 1, 2, and 3 supports and be responsive to leader/educator needs. It is important to utilize and document all three tiers prior to movement to a corrective support plan. The duration of a plan should be at least 35 days and be extended if an administrator is making some progress but not yet meeting all the criteria to exit the plan. Administrators who are not meeting any of the criteria of their plan upon its conclusion may move up one level of support. In accordance with state statute, corrective action plans must be created in consultation with the teacher and their collective bargaining representative and include the following: clear objectives, a specific timeline, resources and support to be provided by the district, and criteria for success.

For an example of a Tier 1 Corrective Action Plan, [click here.](#)

The collective bargaining unit must be involved at every level. Tiers of support are separate from a corrective support plan. Corrective Support Plans can only be initiated after utilizing all three tiers of supports.

The three levels of support are:

Tier 1: Initial Support

Tier 2: Targeted Support

Tier 3: Intensive Support



Required Components

In accordance with state statute, corrective action plans must be created in consultation with the administrator and their collective bargaining representative and include the following:

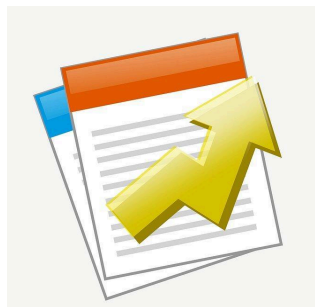
- clear objectives,
- a specific timeline,
- resources and supports to be provided by the district, and
- criteria for success.

Differentiated tiers of support need to be responsive to leader/educator needs, including samples of tier 1, 2, and 3 supports and be responsive to leader/educator needs. Remember additionally it is important to utilize and document all three tiers prior to movement to a corrective support plan.

The Summative Growth Report

A strong Growth and Support Model Plan includes an annual summary of administrator growth, which is required under Connecticut Guidelines for Educator Evaluation. **This report, which can be found [here](#),** includes a self-reflection from the administrator on the impact of their growth on teachers, student learning, growth, and achievement and/or the school community. This will also include a brief summary of the feedback provided by the evaluator based on site visits and reviews of practice. The feedback and summative process should include use of multiple and varied quantitative and qualitative measures to provide feedback. The report should both celebrate the administrator's accomplishments and identify two or three specific action steps to guide and support the administrator's ongoing growth process in the next school year. The summary report must also include a box indicating whether the annual growth and support process was successfully completed.

The purpose of the summative growth report is not to provide a rating or to indicate whether the administrator has “passed” or “failed.” The purpose of the report is to document and celebrate the learning and growth made by the administrator over the course of the year and to provide an opportunity for the administrator and their evaluator to document ways to support and sustain that growth over time.



Orientation and Training For Educators and Administrators

The district has developed the following plan to provide orientation and consistent monitoring, training, and monitoring of the growth plan process. The following chart illustrates a process for onboarding, monitoring, and reviewing and revising the Educator and Support Process.

Step	Focus	Timeline
Orientation and Training in New Process	Staff training and practice in the district platform, differentiated supports, and varied processes.	Starting September 2024 Ongoing year after year
Goal Setting and Observation Protocols	Ensure stakeholder feedback through PDEC and district leadership team for participation and compliance with the process.	Monthly Meetings, PDEC, Admin Council, and Strategic Planning Subcommittee
Summative Review Process	Review and revise processes based on stakeholder feedback and success.	Every June
Administrator Calibration Training	Ensure administrators are consistent in the application of the Educator Growth Process	Ongoing

Resolution Process

In situations when an evaluator and an administrator are unable to mutually agree on goals, measures of accomplishment, feedback, or any other aspect of the growth and support process, a teacher or group of teachers may initiate the following dispute resolution process.

An informal attempt to resolve a dispute should occur prior to initiating the formal resolution process and involve the administrators's collective bargaining unit. If informal attempts to resolve the conflict are unsuccessful, a subcommittee of the PDEC will be convened to formally settle the matter. The subcommittee must include one person selected by the administrator or administrators involved, one person selected by the administrator(s) evaluator involved, and a mutually agreed upon neutral third party. A neutral third party is essential to a fair resolution. The neutral party does not have to be a member of the PDEC or work within the district.

The dispute resolution committee should undergo a brief training in the district's evaluation protocols and be provided basic dispute resolution strategies. The subcommittee must ultimately reach a fair, mutually agreed upon settlement to the dispute.

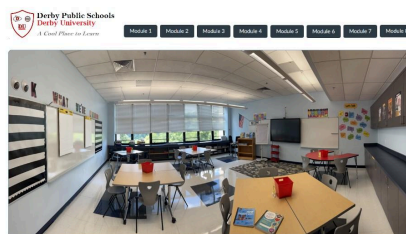
Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective.

Helpful Links to Forms Related to the Process



- ☐ [Model Observation Rubric: Classroom Teachers](#)
- ☐ [Model Observation Rubric: Service Providers](#)
- ☐ [Sample Teacher/Educator Goals and Indicators](#)
- ☐ [Teacher Goal-Setting Form](#)
- ☐ [Teacher Midyear Form](#)
- ☐ [Teacher Summative Form](#)
- ☐ [Sample Corrective Action Support Plan](#)
- ☐ [Sample Administrator Goals and Indicators](#)
- ☐ [Administrator Goal-Setting Form](#)
- ☐ [Review of Practice Rubric for Administrators](#)
- ☐ [Site Visit Rubric](#)
- ☐ [Administrator Summative Form](#)

Visit our educator website: <https://canvas.instructure.com/courses/7887929>



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