

East Granby Public Schools

Educator Guidelines for Evaluation, Support, and Growth

2024 - 2025

East Granby, Connecticut

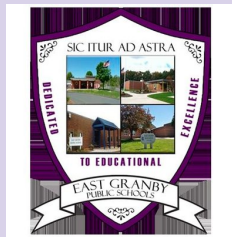


TABLE OF CONTENTS

[Professional Development and Evaluation Committee & EGPS Board of Education](#)

[Connecticut General Statutes Requirements](#)

[Introduction](#)

[Vision](#)

[Guiding Principles](#)

[Educator Performance Standards and Support Overview](#)

[The Evaluation Cycle](#)

[Tiered Support](#)

[Dispute Resolution](#)

[State Reporting](#)

[Leader Continuous Learning Process: Overview](#)

[EGPS Leader Evaluation Plan Requirements](#)

[Leader Continuous Learning Process](#)

[Leader Goal Setting](#)

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

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

[Professional Practice and Educator Growth](#)

[Observation of Professional Practice / Site Visits and Feedback](#)

[Appendix A: Definitions](#)

[Appendix B: Process Timeline](#)

[Appendix C: Sample Reflection Questions](#)

[Appendix D: East Granby Professional Growth And Development Evidence and Form](#)

[Appendix E: Classroom Educator Observation Form](#)

[Appendix F: Non-Classroom Educator Form](#)

[References](#)

[Back to Table of Contents](#)

2023-2024 PDEC ~ Evaluation Committee Members

Thank you to the eight members of PDEC who participated in the Marshall *Rethinking Teacher Supervision, Coaching, and Evaluation Cohort* for ten months during the 2023-2024 school year, their thoughtful collaboration, and valuable feedback. Additional thanks goes to the extended committee for their work throughout the year, focusing on student learning, growth, and achievement.

Marshall Evaluation Workshop Participants:

Ariel Clark, Allgrove Elementary, Classroom Teacher
Antonio DeMelo, East Granby High School, Principal
Dr. Sarah Faulkner, East Granby Middle School, Science Teacher
Marjorie Light, District, Director of Curriculum and Professional Development
Marsie Luckenbach, Seymour Elementary, Principal
Abba Moore, Seymour Elementary, Classroom Teacher
Stephanie Mullane, East Granby High School, Spanish Teacher
Courtney Prendergast, East Granby High School, School Counselor

Additional PDEC Committee Members:

Melissa Bavaro-Grande, Superintendent of Schools
Sharon Dempsey, East Granby Middle School, Paraprofessional
Shawn Duffy, Seymour Elementary, Classroom Teacher
Sarah Dugre, East Granby Middle and High Schools, Art
Karen Gogel, EGPS Director of Student Support Services
Patrick Gustafson, East Granby High School, Assistant Principal
Dave LeBlanc, East Granby High School, Physical Education and Health
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Bob McGrath, Allgrove Elementary School, Principal
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Nancy Okon, Paraprofessional Allgrove
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Julie Nunes, East Granby High School, English
Shannon Provencher, East Granby High School, Mathematics
Kristi Smith, Allgrove Elementary, Classroom Teacher
Kate Stewart, East Granby Middle School, English
John Tedesco, East Granby High School, Mathematics

East Granby Public Schools Board of Education

Bob Paskiewicz, Chairperson
Lynn Landolina, Vice Chairperson
Ricky Bortz, Secretary
Mark Andrews
Whitney Burns
John Corcoran
Amanda Cormier
Lisa Griffin
John Welsh

Connecticut General Statutes Requirements

Connecticut General Statutes 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 is defined as “each certified professional employee below the rank of superintendent employed by a board of education who holds a certificate or permit issued by the State Board of Education” (SBE). This definition encompasses the multiple roles of certified professional employees employed by a board of education (see Appendix A).

The term **Educator** includes teachers, student support specialists, and educator support specialists who provide instruction and support services to students and staff. Educators serving in a teaching role or serving in a role of providing support services hold a valid certificate or permit issued by the State Board of Education.

Introduction

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

(From [The CT Guidelines for Educator and Leader Evaluation Support](#), Page 4)

The East Granby Professional Development and Evaluation Committee (PDEC) engaged in a collaborative process to reach consensus on the design principles that would most impact the design of a transformative educator evaluation and support system that uses high-quality professional learning to improve educator practice and student outcomes.

Vision

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

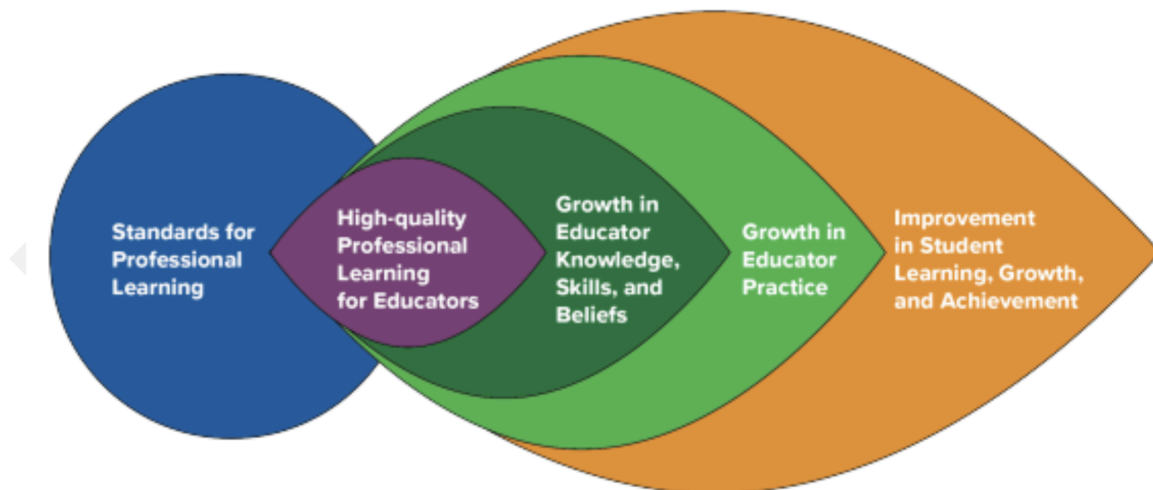
(From [The CT Guidelines for Educator and Leader Evaluation Support](#), Page 5)

Guiding Principles

The Connecticut Educator and Evaluation Support Council (EES Council) engaged in a collaborative process to reach consensus on the design principles that would most impact the design of a transformative educator and leader evaluation and support system that uses high-quality professional learning to improve educator and leader practice and student outcomes. These include:

- **Allow for differentiation of roles** (for example, educators, school counselors, instructional coaches, student support staff, etc.)
- **Simplify and reduce the burden** of the steps and process of evaluation for all stakeholders
- **Identify high leverage, mainstream goal focus areas**
- **Connect to best practices aimed at the development of the student** (including, but not limited to academic, social, emotional, and physical development)
- **Focus on educator growth and collaboration** (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus)
- **Improving practices** through personalized, discipline specific, professional learning that is meaningful and impactful
- **Specific, timely, accurate, actionable feedback**

(From [The CT Guidelines for Educator and Leader Evaluation Support](#), Page 5)



Graphic from Connecticut Educator Evaluation and Support Plan 2024, page 41

Educator Performance Standards and Support Overview

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. The [Connecticut Common Core of Teaching](#) is the performance standard. The rubrics below support self-evaluation, reflection, dialogue, goal-setting, and feedback.

[Connecticut Common Core of Teaching \(CCT\) Rubric for Effective Teaching 2017](#)

[Connecticut Common Core of Teaching \(CCT\) Rubric for Effective Service Delivery 2017](#)

Educators may optionally use additional standards for self-reflection, goal setting, and focus area(s) for feedback with mutual agreement from their evaluator. The use of these should be discussed with the evaluator at the beginning, middle, and end-of-year meetings, as appropriate. The evaluation process will shift the focus from management to a learning organization that embraces a continuous growth model. Developing the capacity of educators serves as an important component of a continuous growth system focused on educator practice, student learning outcomes, and professional learning. All educators will be assigned a primary evaluator (092).

The design elements of the Connecticut Guidelines for Educator Evaluation (2023) (CT Guidelines 2023) and East Granby Public Schools guidelines are based on research and best practices from Connecticut educators and from other states.

Some, but not all, examples of differentiated standards are as follows:

Teacher

Teacher Leader Model Standards	National Board for Professional Teaching Standards
Marzano - unofficial link	Marshall Teacher Evaluation Rubric
Arts: National Core Arts Standards	Business Education and Finance
Career and Technical Education	Computer Science
Early Childhood	English Language Arts Standards
Family and Consumer Science	Health and Physical Education
Information and Technology Literacy	Mathematics Standards
Science - NGSS	Social Studies
Technology Education Standards	World Languages

Non-Classroom Educator

English Learner/Multilingual Learner	Gifted and Talented Teacher
Instructional Coach	School Counselor
School Psychologist	Social Worker
Speech and Language Pathologist	

[Back to Table of Contents](#)

The Evaluation Cycle

East Granby educators will participate in an evaluation cycle in order to grow as educators and are assigned a primary evaluator with an 092 certification. The evaluation and support of the educator will be an on-going, cyclical process between the primary evaluator and the educator to ensure educator growth and support throughout the school year, thereby meeting a minimum of three times a year to include a fall goal setting, mid-year review, and end of year review. (See Appendix B for the Goal-Setting Process Timeline, and Appendix C for the Professional Growth and Development Form.) Single point competencies are a single set of desired outcomes. Competencies were developed for classroom educators and non-classroom educators (see Appendix D Classroom Educator Rubric and Appendix E Non-Classroom educator Rubric).

Goals and standards must be in alignment with the East Granby Public School's district, school, and certified staff goals (departments, grade-level teams, or collaborations). Each educator must reflect on how they contribute to the vision, mission, and goals of the district, whether they develop individual, departmental, or grade-level team-based goals. Goal-setting should encourage consideration of the growth of the student—considering growth indicators in a variety of areas critical to the overall well-being of students that may include academic, social, emotional, and behavioral.

Goal Setting Process

The goal setting meeting will be focused on setting a goal in alignment with standards

- Educators and evaluators will agree upon which rubric (classroom educator or non-classroom educator) will be utilized for evaluation.
- Educators and evaluators will agree upon a 1, 2 or 3 year goal and develop a plan for professional development and support that is consistent with their professional status and goals.

Educators should reflect on evidence to identify and support an area for educator practice and growth and student learning, growth, and achievement

- Self-assessment of the professional standards and Instructional Vision
- Review of EOY feedback from the previous school year
- Review current students' data and past data trends from internal and external sources
- Review of the School Continuous Improvement Plan goals

Develop a high-leverage Professional Practice Goal - High-leverage goals are transferable across roles, disciplines, and positions and aligned to a strategic focus (i.e., a vision of a graduate). They address strategies for developing conceptual understanding and have a high effect size (Hattie 2009).

- Goals are aligned with a professional standard.
- The goal may be the TEAM modules for Non-Tenured Year 1 & 2 Educators.
- Upon mutual agreement between the evaluator and educator, annual goals may be approved for continuation in subsequent years.

Develop Measures of Accomplishment (MoA).

- MoA are pieces of evidence to demonstrate professional growth and student learning, and includes evidence of professional learning and impact on practice, along with evidence of impact on student learning

Design a Professional Learning Plan to accomplish the Professional Practice goal.

- Includes resources/supports needed
- Timeline for research, implementation of new learning, and analysis of impact on students
- Opportunities for reflection on change in your professional practice
- Opportunities for continuing the professional learning cycle

Observation cycle

Educators are observed throughout the school year following the timeline outlined in Appendix B, using the Classroom and Non Classroom educator rubrics found in Appendix D and Appendix E. The observation cycle exists to provide educators with ongoing feedback and support for professional and student growth. New hires to East Granby Public Schools will have a minimum of one Formal Observation and a minimum of two Observations of Practice. All other educators will have a minimum of two Observations of Practice. Feedback will be based on evidence, observations and artifacts of professional practice as aligned to the lens of the agreed upon standard(s).

For new hires to the East Granby Public School District, Formal Observations include a scheduled pre-observation meeting, a written lesson plan (Appendix F), a formal observation, and a post-observation meeting. Pre-observation paperwork must be completed by the educator in advance of the pre observation meeting. The lesson must involve direct teaching with students (classroom educators) and may include direct teaching with students, presentations or development of programs (non-classroom educators). The evaluator must include the full lesson and if the observation is interrupted, rescheduling a whole observation or a part is allowed. Verbal feedback must be provided within two (2) working days and written feedback (Appendix D or E) within ten (10) work days.

Informal Observations of Practice are utilized for both new, non-tenured, and tenured educators and may be scheduled or unscheduled at the discretion of the evaluator and last a minimum of fifteen minutes. Informal observations may include, but are not limited to, direct teaching with students, presentations, participation in PLC or other meetings, parent meeting, or community engagement. Feedback is provided according to the attached schedule, verbal within two days and written within ten working days.

Evaluator Feedback

Quality feedback is based on multiple and varied quantitative and qualitative indicators of evidence in relation to standards and goal(s). High-quality feedback includes the following:

- Personalized, learning-focused, and growth-oriented
- Expands understanding of one's experiences and implications for future experience
- Gives opportunities to rework and refine knowledge, attitudes, skills, and/ or practices.
- Timely, frequent, specific, and actionable.
- Relates to standards and goals.

Mid Year Review

The mid-year review meeting is an opportunity for the educator and evaluator to reflect on the progress toward the established goal and to make necessary revisions and next steps. This review must be held no later than the end of February. The educator must complete the mid-year review section of the East Granby Professional Growth and Development Form (Appendix C) prior to the conversation and submit to their evaluator at least 24 hours prior to the meeting. The evaluator must complete their comments on the same form within 10 days of the mid year review meeting.

[Back to Table of Contents](#)

End of Year Review

An end of the year meeting will be held between the educator and evaluator. The end of year meeting should be used as a time to reflect on the current year and how it might inform/launch the next evaluation cycle. The end of year review meeting will be held each year between the evaluator and educator no later than the last day of school. The evaluator will provide a written summary of the educator's growth and next steps on an annual basis. The educator must complete the end of year review column of the East Granby Professional Growth and Development Form (Appendix C) prior to the conversation and submit to their evaluator at least 24 hours prior to the meeting. Evaluators must include a narrative report summarizing areas of growth, next steps for the following year, and check a box indicating the status of completion of the evaluation process.

The successful and unsuccessful boxes do not indicate “pass” or “fail,” but rather indicate that all steps of the growth and support process were completed with fidelity. Performance issues should be addressed with additional support and documented over time in the feedback. A pattern of documented, persistent concerns that do not improve despite substantive support should be addressed through the corrective action process.

Corrective Action Process

Educators 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 a corrective action plan, after utilizing the three tiered supports. Corrective action plans are designed to support educator growth and have sequential levels of targeted and meaningful support. Corrective action plans must be created in consultation with the educator and a bargaining representative and include the following:

- ☐ clear objectives specific to the documented area of concern
- ☐ resources, support, and interventions to address the area of concern
- ☐ timeframes for implementing the resources, support, and interventions
- ☐ supportive actions from the evaluator
- ☐ indicators of success for transitioning out of the plan

A plan may be extended if an educator is making some progress, but not yet meeting all of the indicators to exit the plan. The decision must involve the collective bargaining unit. 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. Significant lack of improvement toward the plan's criteria of success must be documented before April 1 to recommend contract non-renewal.

Tiered Support

<p>Tier 1 Initial</p>	<p>All educators are expected to consistently access opportunities for professional growth within the district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, classroom visits, use of district resources (e.g., books, articles, videos, etc.), and other general support for all educators. These are identified through a goal-setting process by mutual agreement.</p> <p><u>Examples:</u> Mentoring; Planning Templates; Planning Time; Peer Collaboration; Data Team Meetings; Modeling; Self-reflection and Self-assessment on the Standards, District Professional Learning sessions and literature on teaching</p>
<p>Tier 2 Targeted</p>	<p>In addition to Tier 1 supports, Tier 2 supports are available for some teachers. They are more targeted and individualized to support an educator's needs based on evidence (eg. observations, student/parent feedback, student data, and professional responsibilities). The evaluator will identify the focus area, and supports are mutually agreed upon through feedback during a collaborative conversation. The start date, time duration, and action plan are documented.</p> <p><u>Timeline:</u> up to 4 weeks <u>Criteria:</u> Improvement to the expected level on an identified professional standards rubric <u>Form:</u> See appendix <u>Examples</u> A specific professional learning opportunity related to an area of need, peer observation, increased collaboration with a peer expert (mentor teacher) in order to target a specific area of instruction, and collection of artifacts like lesson plans or data.</p>
<p>Tier 3 Intensive Support</p>	<p>In addition to Tier 1 and Tier 2, Tier 3 supports are available for response to unresolved, previously discussed concerns and are developed in collaboration with the educator. They 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, time duration, and action plan are documented.</p> <p><u>Timeline:</u> 2-4 weeks <u>Criteria:</u> Improvement to the expected level on an identified professional standards rubric <u>Form:</u> See appendix <u>Examples:</u> Increased frequency of support; lesson plan review and feedback; tighter timeline for feedback and monitoring of focus area, daily check in/out; may include increased observations, mandated PD; daily schedule developed; fidelity log; and collection of additional artifacts.</p>

Corrective Action Plan Exit Criteria may include but are not limited to:

- Feedback based on rubrics (Appendix D or Appendix E) demonstrate an overall trend of growth over the course of the plan.
- Observations of Practice at the end of the predetermined time line demonstrates improved student engagement and clear classroom routines.

Dispute Resolution

In situations when an evaluator and an educator are unable to mutually agree on goals, measures of accomplishment, feedback, or any other aspect of the Educator Evaluation and Support process, an educator or group of educators 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 educator's collective bargaining unit (SEA).
- If informal attempts to resolve the conflict are unsuccessful, the Superintendent shall convene a subcommittee with the educator and evaluator in order to reach a fair, mutually agreed upon settlement to the dispute.
- The subcommittee shall include one person selected by the educators(s) involved, the superintendent or their designee, an administrator who is not an evaluator of the educator, the bargaining unit president or designee, and a mutually agreed upon third party.
- 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.

State Reporting

The superintendent shall report the status of the implementation of the educator evaluation and support program, including the frequency of evaluations, the number of educators 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 "educator" 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.

Leader Continuous Learning Process: Overview

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

The leader evaluation and support system is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders 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. 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, who holds an 092 and/or 093, 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 vision 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).

EGPS Leader Evaluation Plan Requirements

Definition of Cohorts	
Cohort 1	Cohort 2
<p>Who:</p> <ul style="list-style-type: none">• New to leadership role (e.g., principal from assistant principal)• New to EGPS (first three years) <p>What:</p> <ul style="list-style-type: none">• Orientation and training on evaluation and tiered support plans occur during new employee onboarding session(s).• Three reviews of professional practice and/or site visits.• Feedback written and verbal within five school days.• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary.	<p>Who:</p> <ul style="list-style-type: none">• Leaders who have successfully completed Cohort 1 in EGPS <p>What:</p> <ul style="list-style-type: none">• In addition to their initial orientation training, all leaders will receive annual training regarding the differentiated supports and processes• Two reviews of professional practice and/or site visits or one review of professional practice and/or site visit and one Self-Reflection• Feedback written and verbal within five school days.• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary.

<p>IMPORTANT DATES</p> <p>New employee and district-wide updates: Completed by Oct 1, then ongoing</p> <p>Goal Setting and Planning: Completed by November 30</p> <p>Mid-Year Check-in: Completed by March 1</p> <p>End-of-Year Review: Tenured Leaders - June 30 Non-Tenured Leaders – by April 1</p>	<p>DEFINITIONS</p> <ul style="list-style-type: none"> ● Reviews of Professional Practice and/or Site Visits: monthly meetings, contributions at district meetings (AC), contributions to Board of Education meetings, etc ● Self-Reflection: <ul style="list-style-type: none"> ○ Professional Learning ○ Facilitating a PD Session or staff meeting ○ Handling a difficult situation ● In order to capture an authentic view of practice and to promote a culture of collaboration, leaders and evaluators will engage in conversation and focus on continuous professional growth. <p><i>*Additional observations and/or site visits are at the discretion of evaluators.</i></p>
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EGPS Leader Continuous Learning Process

Orientation and ongoing training of the leader evaluation and support process shall occur prior to the start of goal setting meetings and, as needed, throughout the year. The trainings shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observations 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 standard and evidence of professional practice. It will also include the understanding of the differentiated supports and processes.

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.

The 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,

[Back to Table of Contents](#)

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.

Leader Goal Setting

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals. Goals should always be connected to the District Continuous Improvement plan approved by the 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 [EGPS Leader Single Point 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.

Leader Mid-Year Check-in

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.

Leader End-of-Year Reflection/Summative Review

The [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).

[Back to Table of Contents](#)

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

Professional Practice and Educator Growth

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

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. 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 leader's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days.

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

Quality feedback:

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

In addition to the conversations between evaluators and leaders, we will continue to include written feedback in two ways for reviews of professional practice and/or site visits. The first will be a form that documents the dates and contexts of the reviews/site visits. The second will be part of the [EGPS Single-Point Competency Rubric for Leaders](#) document. This will include the date of the observation, specific feedback aligned with the corresponding domain, and the initials of the evaluator.

Reviews of Professional Practice and/or Site Visits

Growth Criteria

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

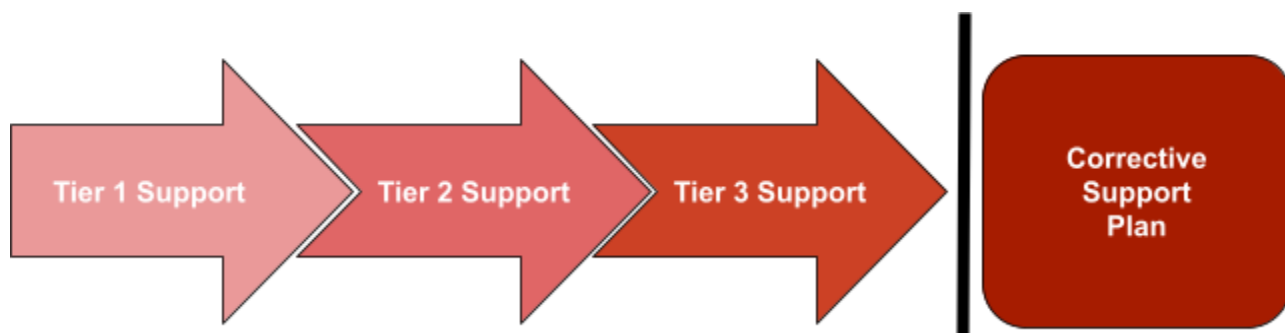
- Reflection supported with evidence of the impact of the leader's new learning on their practice/goal

- 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

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. In addition to orientation, all leaders will receive annual training regarding the differentiated supports and processes.

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. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.



Tier 1 Support

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 Support

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 Support

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.

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. The Corrective Support Plan shall be developed, after utilizing the three tiered supports, 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.

In our Tiered Supports, this timeline is followed:

- Tier 1: All staff in Tier 1 follow the timeline as presented in this document.
- Tier 2: To support targeted areas of concern, plans should be developed in 8-week cycles. No staff member should be in Tier 2 for more than 90 school days. Movement from Tier 2 could be to Tiers 1 or 3 or the Corrective Support Plan.
- Tier 3: To support unresolved areas of concern, plans should be developed in 8-week cycles. No staff member should be in Tier 3 for more than 90 school days. Movement from Tier 3 could be to Tiers 1 or 2 or the Corrective Support Plan.
- Corrective Support Plan: This intensive support will be developed in 8-week cycles. No staff member should be on a Corrective Support Plan for more than 180 days. After tracking data, the staff member may be placed on Tiers 1 - 3 or a discussion about continued employment in the East Granby Public Schools will occur.

Dispute Resolution

Purpose

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

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

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

Process

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

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.
 - a. Option 1: The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.* The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision. **In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and leader may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified leader and may or may not be from within the district.*
 - b. Option 2: The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties. 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.
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

Appendices

Appendix A

Definitions

Term	Definition
Educator	Includes classroom teachers, student interventionists, school counselors, and educator support specialists who provide instruction and support services to students and staff. Educators serving in a teaching role or serving in a role of providing support services hold a valid certificate or permit issued by the State Board of Education.
Evaluator	Includes school and district administrators who are responsible for providing instructional leadership and for developing, implementing, and evaluating systems and policies within the school or district. Leaders serving in an administrative position hold a valid certification endorsement for Intermediate Administration or Supervision (#092) issued by the State Board of Education.
Single-point Competency	A description of a standard of behavior or performance, that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric.
Tenured	Educators reach tenure status after working for 40 school months, if their contracts are renewed for the following school year. Educators who attain tenure with one board of education and who are reemployed by the same or another board after a break in service attain tenure after 20 school months of continuous employment, if their contracts are renewed for the following school year. An educator who has completed forty school months for educators initially hired on or after said date provided the superintendent offers the educator a contract to return for the following school year.
Observation of Practice	An observation of any day to day responsibility of the educator. These may include but are not limited to direct teaching or encompass various activities such as review of artifacts, coaching cycles, presentations, program development, participation in professional learning communities (PLC) or other meetings, parent meetings, and community engagement.

Appendix B

Evaluation Process Timeline

[Back to Table of Contents](#)

Educator Responsibilities	New Hires & Non-Tenured	All Other Educators	Administrator Responsibilities
Orientation for new employees Updates for current district-wide <input type="checkbox"/> Orientation and training	By October 1, then ongoing	By October 1, then ongoing	<input type="checkbox"/> A district or building administrator will train all new employees on the evaluation system, as part of their orientation to the district <input type="checkbox"/> Throughout the year, district-wide or building-based orientation programs will be held to update teachers on changes in the process. <input type="checkbox"/> All educators will receive annual training regarding the differentiated supports and processes
Goal Meeting <input type="checkbox"/> Reflect on Instructional Goals and standards <input type="checkbox"/> Review student data <input type="checkbox"/> Reflect on feedback from previous year <input type="checkbox"/> Prepare a draft of the required forms to bring to the meeting <input type="checkbox"/> Plan for meeting <input type="checkbox"/> Within 5 days, educator must submit official goal <input type="checkbox"/> Within 5 days of the evaluator's signature, faculty must sign.	By End of October	By Mid-November	<input type="checkbox"/> Initiate scheduling of the meeting <input type="checkbox"/> Communicate goals and content area needs <input type="checkbox"/> Review educator's feedback from the previous year <input type="checkbox"/> Discuss growth supports and opportunities for the educator <input type="checkbox"/> Evaluator must sign within 5 days of educator's signature
Formal Observation * <input type="checkbox"/> Educator shares lesson plan two working days prior to formal observation	By End of November	Not in typical rotation. May occur per Admin Discretion	<input type="checkbox"/> Verbal feedback within 2 work days <input type="checkbox"/> Written feedback within 10 work days
Informal Observation of Practice**	By End of January	By End of January	<input type="checkbox"/> Verbal feedback within 2 work days <input type="checkbox"/> Written feedback within 10 work days
Mid Year Review <input type="checkbox"/> Review professional progress to date <input type="checkbox"/> Review student data, feedback, artifacts <input type="checkbox"/> Consider next steps <input type="checkbox"/> Prepare drafts of	By End of February	By End of February	<input type="checkbox"/> Initiate scheduling of the meeting <input type="checkbox"/> Listen and inquire about teaching and learning <input type="checkbox"/> Ask reflective questions <input type="checkbox"/> Determine if support or resources are needed <input type="checkbox"/> Discuss progress

[Back to Table of Contents](#)

required forms and bring to the meeting			
Informal Observation of Practice***	By Mid-May	By Mid-May	<input type="checkbox"/> Verbal feedback within 2 work days <input type="checkbox"/> Written feedback within 10 work days
End of Year Review <input type="checkbox"/> Review professional to-date <input type="checkbox"/> Review student data, feedback, artifacts <input type="checkbox"/> Prepare a draft of the required forms to bring to the meeting <input type="checkbox"/> Reflect on how this year will inform next year <input type="checkbox"/> Plan for an individual meeting <input type="checkbox"/> Within 5 days of end of year meeting, educator must submit reflection <input type="checkbox"/> Within 5 days of reflection signed by evaluator, educator must sign	Prior to last day of school	Prior to last day of school	<input type="checkbox"/> Initiate scheduling of the meeting <input type="checkbox"/> Listen and inquire about teaching and learning <input type="checkbox"/> Ask reflective questions <input type="checkbox"/> Determine if support or resources are needed <input type="checkbox"/> Discuss progress and provide targeted feedback based on professional standards <input type="checkbox"/> Celebrate progress and discuss the next steps <input type="checkbox"/> Within 5 days of reflection submission, evaluator must sign off

* All first year educators in East Granby may be provided with an initial review within the first 90 days.

**Observations of practice should precede Mid/End Year conference meeting dates (i.e. observation of practice 1 should be completed prior to the Mid-Year conference)

***All new and non-tenured educators may have more than two informal observations, while tenured educators will have two, unless on an improvement plan, which varies

Appendix C

Sample Reflection Questions

Self-Reflection Sample Questions

[Back to Table of Contents](#)

- Consider successes 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?
- Using the rubric, what areas emerge as opportunities for professional learning and practice?
- Based on your current learners' strengths and needs, what new learning might you explore to address those needs?
- Based on your knowledge of your learners and/or 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 use to focus on your goals? • What are the criteria for an accomplished practice?
- How will you 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, and others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence could you collect and analyze to understand progress toward your goal? Quantitative, qualitative, or both?
- From how many different situations should we examine data/evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring its impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning with your colleagues or families?
- What opportunities for professional learning do you think would benefit your growth as an educator?
- How 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, and practice?

Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand more clearly now that you didn't understand to this depth before?
- How will this learning influence future actions?
- What is a single-sentence conclusion that represents your learning?
- Under what circumstances 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 the 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 D

East Granby Professional Growth and Development Evidence & Form

Growth Criteria and Sources of Evidence

Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning and Impact on Practice</p> <ul style="list-style-type: none"> Educators can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus. <p>Impact on Students</p> <ul style="list-style-type: none"> Educators can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice. 	<ul style="list-style-type: none"> Required observational evidence Required student learning evidence aligned to high-leverage indicator focus Implementation plans/lesson plan(s) Educator learning logs/impact on practice reflection Educator-created learning materials Evidence from Observation of Educator Practice Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. Educator and/or student self-reflection Student learning artifacts Mastery-based demonstrations of achievement Observational evidence of students' words, actions, and interactions (including quotations when appropriate) Rubrics, interim or benchmark assessments, other assessments Other artifacts/sources

Continue onto the next page for corresponding form...

FORM FOR PROFESSIONAL GROWTH AND DEVELOPMENT

East Granby Professional Growth and Development

Professional Growth Goal(s) Rationale and Reflections: <i>Why do you need to grow in this area?</i>	
Goal Setting	
Process/ Methods <i>What steps will/have you take(n) to achieve your goal?</i>	
Measures of Accomplishment <i>How will you demonstrate the impact of your growth on students and/or the school community?</i> <i>Identify a minimum of 2 indicators</i>	
Impact on Student Growth or School Community	
Opportunities for Professional Growth and Supports Needed <i>What professional learning do you need to achieve this goal?</i> <i>What resources do you need to achieve this goal?</i>	
Evaluator Comment: <i>How can this educator be supported? What Tiered Supports are needed, if any?</i>	

Mid-Year Review	
Process/Methods/Progress <i>What steps have you taken to achieve your goal?</i> <i>Do the next steps in your plan remain or need altered?</i>	
Evidence: Measures of Accomplishment <i>How have you demonstrated the impact of your growth on students and/or the school community? And how will you continue to do so?</i> <i>Identify a minimum of 2 indicators</i>	
Impact on Student Growth or School Community <i>What has been your progress on your goal(s)?</i>	
Domain 4: Professional Growth Responsibility Reflections -Maintaining expertise in content and pedagogy -Engaging in educator leadership and collaboration with colleagues and community -Supporting and participating in school and district initiatives	
Evaluator Comment: <i>What progress has the educator made toward goals?</i> <i>How can this educator be supported?</i> <i>What Tiered Supports are needed, if any?</i>	

Educator End of Year Summative Reflection

Educator:

-What impact did your new learning/ practice have on your students' learning or achievement?

Upload any evidence

Educator: *Reflect on feedback provided from evaluator observations this year. What are 2-3 action steps for next year to refine your practice and inform or adjust a multi-year goal?*

Educator: *Reflect on your professional responsibilities and successes this year and discuss the impact on your students and/or the school community.*

Evaluator End of Year Summative Reflection

Evaluator: *After reviewing the mutually agreed upon growth indicators aligned with the educator's goal and the feedback you provided the educator following observations, provide commendations where possible on the educator's practice.
Summary narrative noting successful completion of evaluation cycle or not.*

Successful Completion of the Evaluation Cycle

☐

Yes

☐

No

Educator Signature:

Date:

Evaluator Signature:

Date:

If the educator has not successfully met evaluation expectations, performance issues should have been addressed with additional support, as well as, documented in the educator evaluation and support system process. A pattern of documented, persistent concerns that do not improve despite substantive support, should be addressed through the corrective action process described in state statute, guidelines, and the growth and support plan.

Appendix E

Classroom Educator Observation Form

Teacher:
Evaluator:

Date of Observation:
Class Observed:

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

- ☐ Positive and respectful interactions between the teacher and students are evident and consistent.
- ☐ Positive social interactions among students are evident and consistent.
- ☐ Recognizes and incorporates students' cultural, social, and developmental diversity to enrich learning opportunities.
- ☐ Appropriate standards of behavior are well-established and consistently maintained.
- ☐ Routines and transitions are effectively managed to maximize instructional time.
- ☐ Students are encouraged to self-regulate and take responsibility for their actions.
- ☐ Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways.
- ☐ Creates a learning environment in which most students are willing to take risks and feel safe to make and learn from mistakes.
- ☐ Other observed indicators

Domain 2. Planning for Active Learning

- ☐ Differentiated instruction
- ☐ Includes appropriate or challenging vocabulary
- ☐ Materials and technology are prearranged
- ☐ Includes one or more of the 5 Cs in the plans
- ☐ Other observed indicators
- ☐ Embedded literacy
- ☐ Provides Visuals or Graphic Organizers
- ☐ Plans for assessing: checking for understanding, formative, summative
- ☐ Differentiates assessments so all students can express ideas and learning

Domain 3: Instruction for Active Learning

- ☐ Communicates clear learning expectations with students
- ☐ Clearly presents content in a logical/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.
- ☐ Utilizes resources and flexible groupings that encourage students to demonstrate new learning in multiple ways.
- ☐ Fosters students' autonomy by providing appropriate choices for students.
- ☐ Provides multiple opportunities for students to develop independence as learners.
- ☐ Encourages critical thinking, creative problem-solving, discourse, and inquiry.
- ☐ Adjusts instruction as needed in response to individual and group performance.
- ☐ Provides individualized, descriptive feedback that is accurate, actionable, and helps students advance their learning.
- ☐ Other observed indicators

Domain 4: Professional Responsibilities and Teacher Leadership

- ☐ Adheres to district policies and procedures
- ☐ Engages in educator leadership
- ☐ Engages in educator collaboration
- ☐ Maintains expertise in content and pedagogy
- ☐ Promotes positive interactions with colleagues
- ☐ Promotes positive interactions with community

Evaluator Feedback on observation of teaching or other professional practices.

Commendations

Recommendations/Reflective Questions (In a dropdown menu: Have you considered? What did you hope I would notice? Something great I observed... Focus areas to consider...)

Educator Response

Administrator Signature: _____ Date _____ Educator Signature: _____ Date _____

****Not all indicators may be observable during a single formal observation or observations of practice.***

[Back to Table of Contents](#)

Appendix F

Non-Classroom Educator* Form

Domain 1: Planning and Preparing	
<input type="checkbox"/> Establishing and Communicating Clear Goals <input type="checkbox"/> Helping the School/District Achieve Goals <input type="checkbox"/> Using Available Resources to plan <input type="checkbox"/> Plans for assessing: checking for understanding, formative, summative	Areas of Strengths: Effective Practices: Opportunities for Growth and Next Steps:
Domain 2: Instruction	
<input type="checkbox"/> Exhibits Knowledge of Students or/or Staff <input type="checkbox"/> Identifying Critical Content <input type="checkbox"/> Facilitating Groups <input type="checkbox"/> Facilitating School-wide Programs <input type="checkbox"/> Supporting Social-Emotional Learning <input type="checkbox"/> Using Engagement Strategies <input type="checkbox"/> Implementing individualized instruction	Areas of Strengths: Effective Practices: Opportunities for Growth and Next Steps:
Domain 3: Conditions for Learning	
<input type="checkbox"/> Providing Feedback, Celebrating Progress, and reporting progress to stakeholders <input type="checkbox"/> Using Engagement Strategies <input type="checkbox"/> Establishing and Maintaining Effective Relationships with Students and Staff <input type="checkbox"/> Communicating High Expectations for Students and/or Staff	Areas of Strengths: Effective Practices: Opportunities for Growth and Next Steps:
Domain 4: Professional Responsibility	
<input type="checkbox"/> Maintaining Expertise in Content and Pedagogy <input type="checkbox"/> Establishing and Adhering to Rules and Procedures <input type="checkbox"/> Engaging in educator Leadership and Collaboration with Colleagues and Community <input type="checkbox"/> Supporting and Participating in School and District Initiatives	Areas of Strengths: Effective Practices: Opportunities for Growth and Next Steps:
Evaluator Feedback on observation of teaching or other professional practices.	
Recommendations/Reflective Questions (In a dropdown menu: Have you considered? What did you hope I would notice? Something great I observed... Focus areas to consider...)	Commendations
Non-classroom Educator's Response:	

Administrator Signature: _____ Date _____ Educator Signature: _____ Date _____

****Not all indicators may be observable during a single observation or review of practice.***

*Non-Classroom includes, but is not limited to: Psychologists, Social Workers, Speech and Language Pathologist, Occupational Therapist, Physical Therapists, School Counselors, Interventionists, and other professionals

References

Connecticut Common Core of Leading (200) - [Connecticut's Common Core of Leading: A Guide for Professional Growth](#)

Connecticut Common Core of Teaching (2010) - [CT Common Core of Teaching \(2010\)](#)

Connecticut Guidelines for Educator Evaluation (2017) - [Connecticut Guidelines for Educator Evaluation \(2017\)](#)

Connecticut Rubrics for Educator and Leader Practice:

- [CCT Rubric for Effective Teaching 2017](#)
- [CCT Rubric for Effective Service Delivery 2017](#)
- [CT Leader Evaluation and Support Rubric 2017](#)

Connecticut School Leadership Standards - [Common Core of Leading: CT School Leadership Standards \(2012\)](#)

Governor Ned Lamont's Executive Order 7C - [Governor Lamont's Executive Order 7C](#)

National Policy Board for Educational Administration - [Professional Standards for Educational Leaders \(2015\)](#)

Nondisclosure of Records of Teacher Performance & Evaluation - [Connecticut General Statutes 10-151 \(c\)](#)

Performance Evaluation and Advisory Council (PEAC) - [Connecticut General Statutes 10-151d](#)

Professional Development and Evaluation Committee (PDEC) - [Connecticut General Statute 10-220a](#)

School Social Worker Standards - [School Social Work Association of America](#)

Standards for Professional Learning:

- [CT's Professional Learning Standards \(2015\)](#)
- [Learning Forward's Professional Learning Standards \(2022\)](#)

Teacher Evaluation - [Connecticut General Statutes 10-151b](#)

Teacher Leader Model Standards (2008) - [Teacher Leader Model Standards \(2008\)](#)

East Granby Evaluation document has been adapted and modified from the Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 document.