

East Haddam Public Schools



Educator Evaluation and Support Programs

Adopted: *****

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The following person has been designated as to district compliance officer who will coordinate compliance with the non-discrimination requirement of Title IX and 504.

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Bridget Erlandson, Middle School Assistant Principal
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Christina Revicki, School Psychologist
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Elizabeth Rovetti, Teacher
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Contents

East Haddam Board of Education:	3
East Haddam Professional Development and Evaluation Committee (PDEC).....	3
GLOSSARY OF TERMS	6
COMPONENTS OF THE TEACHER EVALUATION PROGRAM.....	9
SUPERVISION v. EVALUATION.....	9
OUTLINE OF STEPS IN THE PROCESS -- TEACHER.....	9
ORIENTATION -- TEACHER	10
TEACHER EVALUATION COMPONENTS.....	11
MULTIPLE MEASURES OF STUDENT AND EDUCATOR LEARNING, GROWTH, AND ACHIEVEMENT.....	11
Teacher Performance and Practice (40%).....	11
Formal Observations	13
Mini-observations.....	13
Student Growth and Development (45%).....	14
Parent Feedback (10%).....	15
Student Feedback Survey (5%)	15
DETERMINING EVALUATION COMPONENT AND SUMMATIVE RATINGS -- TEACHER	16
Teacher Performance and Practice (40%).....	16
Parent Feedback (10%).....	17
Student Growth and Development (45%)	17
Student Feedback (5%)	17
Final Summative Rating (100%).....	18
DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS -- TEACHER.....	20
TIERED SUPPORTS THROUGHOUT THE EVALUATION PROCESS -- TEACHER	21
Tier 1 Professional Resources	21
Tier 2 Advanced Professional Resources	21
Tier 3 Supports.....	21
Procedure	21
Corrective Support Plan	22
DISPUTE RESOLUTION PROCESS -- TEACHER.....	23

Time Limits.....	24
Procedures.....	24
East Haddam Administrator’s Evaluation Program.....	27
Leader Continuous Learning Process.....	27
COMPONENTS OF THE ADMINISTRATOR EVALUATION PROGRAM.....	28
ORIENTATION -- LEADER:.....	28
Goal(s) Setting (Completed by November 1).....	28
Midyear Check-in (Completed by March 1):	29
End-of-Year Reflection/Summative Review (Completed between the conclusion of the school year and June 30)	29
Professional Practice and Leader Growth.....	29
Observation of Professional Practice/Site Visits and Feedback	29
DEFINITION OF COHORTS -- LEADER.....	30
Growth Criteria	30
TIERED SUPPORT AND CORRECTIVE SUPPORT PLANNING -- LEADER.....	30
Tier 1	31
Tier 2	31
Tier 3	31
Procedure	31
Corrective Support Plan	32
DISPUTE RESOLUTION PROCESS - LEADER.....	33
Time Limits.....	33
Procedures.....	34
Appendix A: Sample Reflection Questions – Leader.....	35
Appendix B: Growth Criteria and Sources of Evidence – Leader.....	37
Appendix E: Continuous Learning Process – Leader	38

GLOSSARY OF TERMS

Administrator: An individual whose responsibility is to both supervise and evaluate a school or program such as a Principal, Director, Assistant Principal, etc.

Coaches: Individuals who have the ability and knowledge to support curriculum, instruction, and/or assessment initiatives or needs.

Data: performance on classroom, district or state assessments, student attendance record, student discipline record, survey data, anecdotal notes or teacher feedback to students would all be examples of student data. It is important to recognize that not all data is the same. The reliability (level of trust) of the data, to draw conclusions and make decisions, is important in evaluating how or in what context data can be used.

Days: Unless otherwise noted, a day will be a teacher workday.

Evidence: Information gathered by an evaluator or evaluatee that leads to and/or supports recommendations and/or summative outcomes. Examples of evidence may include but are not limited to student data (see data above), observed actions, survey information, or information gleaned through conversations (most common would be pre-observation or post-observation discussions).

Evaluator: An individual whose job description includes evaluation of teachers. All educators shall be assigned a primary evaluator who possesses an 092 or 093 certification.

Mentor: An individual who possesses the knowledge and skills to support the growth of another. Usually this is in the context of experience or expertise.

Mutual Agreement: This is a consensus agreement between a teacher and evaluator related to specific components of the evaluation program. If a consensus agreement cannot be reached, the information will be presented to the superintendent whose decision shall be final.

Observation: Opportunity for the evaluator to collect evidentiary data for the purpose of teacher evaluation and instructional improvement. Observations may be conducted during an instructional period, staff meeting, or any professional duty in which the criteria listed in the Marshall rubrics apply.

Research: The creation of new knowledge and/or the use of existing knowledge in a novel way as to generate new concepts, methodologies, and understandings. This could include synthesis and analysis of published findings focused on pedagogical concepts and methodologies to the extent that it leads to new and creative outcomes.

Review of Practice: An observation of a teacher's professional practice, other than student instructional opportunities (i.e. PPT meeting, presentation at a staff meeting, parent-teacher meeting, department meeting, etc...).

Standardized measure: An assessment that measures students' performance on specific state or district standards. These assessments typically have a standardized design and are validated to ensure consistent measure of student performance.

Teacher: All professional employees who are employed by the East Haddam Board of Education in a position requiring teaching certificate as required by the Connecticut State Department of Education (other than temporary substitutes), and who are not evaluators as defined above, or excluded from the purview of §§10-153a-153n, inclusive.

Teacher Evaluation Rubrics by Kim Marshall: At the time of this plan's adoption, the PDEC approved the rubrics dated March, 2024.

Principal Evaluation Rubric by Kim Marshall: At the time of this plan's adoption, the PDEC approved the rubrics dated March, 2024.



Teacher Evaluation Program

COMPONENTS OF THE TEACHER EVALUATION PROGRAM

It is important to recognize that the overall goal of the plan is to support the development of a professional culture of analysis, reflection, feedback and discourse about teaching practice and student learning among the faculty. Research tells us that this type of environment results in better learning for students.

To support such an environment, it is important to be clear about the differences between supervision and evaluation, two aspects of all Teacher Evaluation and Professional Development Plans. Instructional Facilitators and others involved with coaching or supervision contribute to the supervision of teachers but do not evaluate teachers. Evaluation of teachers is done solely by district administration. There are differences in the expected outcomes for these two aspects.

Some components of this plan have been adapted from *A Playbook for School & District Leaders; Supporting Teacher Effectiveness Project*, by Insight Education Group. This component is based on a continuous improvement design consisting of four stages, SEEK, DISCOVER, CONFIRM, SHARE. Information about these components can be found in the [Student Growth and Development](#) section of this plan.

The East Haddam Public Schools PDEC continues to review data associated with this plan, including seeking stakeholder feedback to ensure the effectiveness in supporting teachers and students.

SUPERVISION v. EVALUATION

Supervision is conducted primarily for the purpose of improving teacher performance in order to enhance the quality of instruction offered to students. It is designed as both a helpful and collegial process. The teacher is expected to exercise independent judgments throughout the supervisory process, and be guided by peer defined standards of practice. Supervision does not aim at establishing a formal rating of absolute worth. (Supervision and Evaluation: Two Irreconcilable Processes? Donald J. McCarty, Johanna W. Kaufman & Julie C. Stafford Pages 351-353 | Published online: 29 Jul 2010)

Evaluation is the process of ranking a teacher along a continuum. Evaluators offer not only constructive criticism, but an inventory of strengths and weaknesses and a formal rating of performance. (same citation).

OUTLINE OF STEPS IN THE PROCESS -- TEACHER

The steps in the process of teacher development are summarized below in accordance with Connecticut Guidelines, 2023. The evaluator is responsible for initiating scheduling of the below meetings, the teacher is responsible to work with the evaluator to schedule a meeting within the required timeframe. It includes, at a minimum, the following steps in the process and anticipated completion timeframes:

1. Orientation - Completed within the first 2 weeks of the school year, prior to the beginning of the SEEK stage.

2. Teachers in small or large groups collaborate with evaluators prior to the goal setting meeting to brainstorm possible goals associated with the SEEK stage and the teacher practice and performance by viewing samples and proposing initial ideas to ensure goals are established by the Goal Setting Conference.
3. Goal Setting Conference - Completed by October 30th of each school year.
 - a. Discuss and mutually agree upon teacher practice and performance goal(s) based on teacher reflection/self-assessment of the Kim Marshall Rubric (2024).
 - b. Review and discuss final SEEK stage outcomes to include student learning goals.
 - Goals and feedback, which will occur throughout the year, will include multiple indicators of student and educator growth, student learning and achievement, as well as varied quantitative and qualitative indicators of professional growth.
 - c. Discuss and establish parent and student feedback goals (this may occur at a later date depending on survey timeframes.)
4. Observations of Practices - Ongoing throughout the school year.
5. Mid-Year Conference - Completed by January 30th of each school year.
 - a. Discuss teacher practice and performance goals and observations
 - b. Review and discuss final DISCOVER stage outcomes in order to identify highly impactful strategies for use during the confirm stage. This may include revision of student learning goals.
 - c. Discuss parent and student feedback goal progress
6. By February 15: Begin implementation of new learning
7. Confirm Stage Conference - Completed by May 15th of each school year
 - a. Review and discuss preliminary outcomes of the implementation of promising practice(s).
8. End-of-Year Conference/Summative Review - Completed prior to the last school day
 - a. Discuss teacher practice and performance goals and observations
 - b. Review and discuss new learning and student growth associated with the SDGS process
 - c. Review and discuss outcomes of parent and student feedback goals.
9. Final Summative Rating - By last teacher workday

ORIENTATION -- TEACHER

New-Hire Orientation to the Plan:

Administration, Coaches, and/or Mentors will provide new-hires with initial and ongoing orientation to the plan at the beginning of each school year, and throughout the year, as the process proceeds. This will include initial orientation of the documents (including but not limited to this document, Teacher Evaluation Rubrics by Kim Marshall, SDGS documents, tiered supports, and the Corrective Support Plan) and any computer based tool needed for this process. Additionally, administrators, coaches, or mentors will support new teachers in understanding, accessing, and using components and tools throughout the year, and particularly prior to required conferences or meetings associated with this plan.

It is understood that during the first year of implementation of this approved plan, all teachers will

be considered New-Hires with respect to this orientation process.

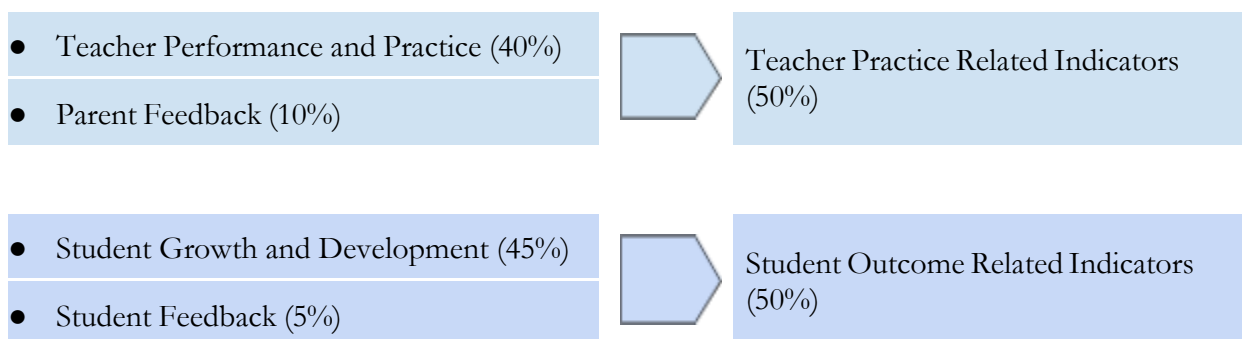
Orientation for teachers with prior experience with this plan:

Administrators, PDEC members, or Instructional Facilitators will provide teachers with a review orientation at the beginning of each school year. This orientation will include review of the anticipated timeframes and expectations as well as school and district goals and plans that may drive teacher practice and performance goal setting and/or SDCS expectations.

Evaluators will have annual training on the observation process, standards-based evidence collection, and providing feedback tied to standards and evidence of professional practice.

TEACHER EVALUATION COMPONENTS

Teacher evaluation components are divided into two major components (Teacher Practice & Student Outcomes) each weighted as 50% of the overall evaluation. Within each of these major components, there are two subcomponents. Within the Teacher Practice component there is the Teacher Performance and Practice, also known as observation of practice is worth 40% and the Parent Feedback component is worth 10% of this major component. Within the Student Outcomes component there is a Student Growth and Development subcategory (also known as the SDCS) worth 45% and the Student Feedback subcomponent worth 5%.



MULTIPLE MEASURES OF STUDENT AND EDUCATOR LEARNING, GROWTH, AND ACHIEVEMENT

Teacher Performance and Practice (40%)

Forty percent (40%) of a teacher's evaluation will be based on observations of teacher performance and practice using the Teacher Evaluation Rubrics by Kim Marshall.

Evaluators will gather evidence in order to rate educator practice through on-going observations of teachers' practices. The majority of observations of practice will likely occur while observing instruction of students. Other evidence of teacher practice may be gathered through observation of

data team meetings, planning and placement team (PPT) meetings, leading or facilitating professional learning, parent meetings, collaborative planning meetings, community presentations, in order to evaluate the entirety of a teacher's practice. In general, a teacher's practice would be anything in which the Teacher Evaluation Rubric measures.

During a full-year assignment teachers who receive and maintain an annual summative performance evaluation designation of effective or highly effective during the most recent school year and who are not first or second year teachers, will receive at least 6 [mini-observations](#) with a typical range being at least 6-8 mini-observations per year. Teachers are encouraged to invite evaluators in to observe lessons or parts of a lesson as well .

During a full-year assignment, first and second year teachers will receive at least three in-class formal observations. Formal observations shall include a pre-observation conference and a post-observation conference that includes verbal and written feedback. First and second year teachers will also receive at least 3-5 [mini-observations](#).

For teachers whose year is abbreviated, the number of observations will be prorated based on mutual agreement. If mutual agreement is not able to be reached, the teacher will be observed 1 time per month remaining in the school year from the date of the teacher's return.

The observation minimal requirements of the East Haddam Evaluation process will be conducted as per the table below. An evaluator may choose to observe more than what is listed in the below chart: Teachers who are hired with less than 90 school days remaining, the following year would be

<u>Observations</u>	1st and 2nd year teachers	1st year teachers, previously tenured in their former district:	Teachers beyond their 2nd year
	3 formal, in-class observations 3-5 mini-observations	1 formal, in-class observation 5-7 mini-observations	6-8 mini-observations

considered their first year when determining placement on the above Observations table.

The Marshall rubrics should be used formally at three points: (a) As school opens, teachers reflect and/or self-assess, rate each indicator on the Marshall rubric, meet with their evaluator, and set 2-3 performance and practice goals; (b) At mid-year, teacher and evaluator meet and discuss how the teacher is performing/progressing within their practice vis-a-vis the Marshall rubrics, assess progress on the teacher's goals and, if necessary, identify new areas for growth; and (c) At the end of the year, teacher and evaluator will rate each indicator on the Marshall rubric to inform the determination of successful completion of the evaluation cycle as it relates to the educator's goals and feedback provided from observations and artifacts of professional practice.

Formal Observations

Formal observations will be announced. An announced observation is scheduled and the time is known by the teacher and administrator.

Teachers will complete a lesson plan that addresses Kim Marshall Rubric, Domain A “Planning and Preparation for Learning” for all formal observations. This lesson plan shall be submitted at least 24 hours prior to the scheduled pre-meeting. There will be a pre-meeting, which includes discussion of a lesson within the context of the unit, an observation lasting at least 30 minutes, teacher post-observation reflection form, and a post-observation meeting that includes verbal and written feedback.

Mini-observations

The purpose of mini-observations is to develop a consistent understanding of a teacher’s practice throughout the school year, such as their instructional practices and reviews of other professional practices. As such, mini-observations will generally be brief yet frequent and may occur in a variety of activities, locations, and/or times.

Mini-observations are informal observations and may be unannounced or announced and will be at least seven (7) minutes in length, and will typically be between seven (7) and ten (10) minutes. Because mini-observations are intended to be brief and frequent in order to glean a more thorough understanding of a teacher’s practice, and because a teacher’s schedule can be unpredictable at times, an evaluator may choose to extend an observation beyond what is typical to better understand the context and content of what they are observing. This decision is at the sole discretion of the evaluator.

We recognize the importance of authentic conversations around teaching practices. As such, at least 3 mini-observations will be followed with a post-observation discussion and verbal feedback. Teachers may request a post-observation discussion within 3 days of the mini-observation, and are encouraged to make this request as close to the mini-observation as possible. It is the responsibility of the evaluator to initiate scheduling of a post-observation discussion within 1 instructional day. This discussion should occur within 2 instructional days from the date of the observation. Teachers and evaluators are encouraged to have this conversation as soon as possible after the observation.

All Mini-observations will be documented by the evaluator with the date and approximate time and a brief description of what was observed in the observation and any accolades and/or recommendations and shared with the teacher, those in which post-observation discussions occur, verbal feedback will be provided as well. Teachers will have the option of including any additional information or comments.

Ratings of teacher practice will occur at the end-of-year conferences and not at the conclusion of each mini-observation.

Student Growth and Development (45%)

East Haddam Public Schools adopted a collaborative, inquiry-based framework of improving teacher practices through an evidence focused process that will lead to positive student outcomes. The Seek-Discover-Confirm-Share (SDCS) cycle brings teachers together to address practical, shared challenges and find solutions from their own school and district communities. Schools become places where collaboration, communication, and shared accountability among teachers, administrators, students, and parents are the norm rather than the exception.

The SEEK stage begins with forming a collaborative team, joined by a common problem-of-practice. The team will analyze student data to identify a broad focus of improvement. Teachers create a student growth goal with two indicators, with at least one standardized measure when available and appropriate. Goals shall be developed to address the needs of the majority of students, and will include students with high needs. Goals shall be focused on academic outcomes, and will often be directly related to a subject or content area standard. In some situations, data may demonstrate that there is a student need, other than directly academic, that is central to student learning. It may be determined that not addressing this critical need will have a negative impact on students' academic performance. Examples of such include social, emotional, behavioral functioning, and EHSD Transferable Skills. In such cases, teachers may develop goals that connect to these areas. Additionally, goals shall align to the school and/or district's strategic plan. Goals shall be mutually agreed on between the teacher and their evaluator.

Teachers in the DISCOVER stage work together to conduct research and continue to gather student performance information. Teacher teams research best practices, summarize their findings, and identify action steps to implement in the classroom to improve student achievement. Teachers can also consider revising their student growth goal based on what they researched and learned.

During the CONFIRM stage, the collaborative team selects promising practices to implement. The goal of the Confirm stage is to determine whether practices that appeared promising in the Discover phase are effective. The team engages in an active cyclical process by which they plan, implement, reflect, and consider next steps to improve student achievement. Throughout this rapid cycle the team creates a summary of evidence to analyze and discuss. Each team member of the group shares results of their student growth goal and writes a reflection and self-assessment on what they have learned.

The SHARE stage is the summative section providing an opportunity for the collaborative teacher team to share their learning and results with a larger audience. Sharing these practices with the community is a high impact, teacher driven, sustainable method of promoting teacher reflection and professional learning. This stage will inspire others to replicate these practices across a school or district. Additionally, this is a time where teachers can consider areas on which to focus for next year.

By design, SDCS can be iterative and/or cyclical in nature. It is common for a team to revisit or cycle through earlier phases. Additionally, it is possible that through the SDCS process, educators may seek to further develop practices, skills and strategies into another year, creating two, or three year goals. Continuation of such goals shall be mutually agreed upon.

Evaluators will review evidence and practices from the SDCS process including the goal indicators of academic development and growth to determine a summative component rating using the following rubric:

4 - Highly Effective	Provided evidence of substantial research and implementation of intervention/strategy, and met or exceeded student growth indicators.
3 - Effective	Provided evidence of research and implementation of intervention/strategy, and partially met or met student growth indicators.
2 - Improvement Necessary	Provided either minimal evidence of research or implementation of intervention/strategy, and partially met or met student growth indicators.
1 - Does Not Meet Standards	Did not provide evidence or research and/or did not implement intervention/strategy and/or did not meet student growth indicators.

For teachers whose year is abbreviated (typically more than 1 month absence), the process above will be accommodated based on consultation between teacher and evaluator. The process in determining what is appropriate is highly dependent on the length of an absence and when the absence occurs. In determining what this process would look like, the teacher and evaluator are encouraged to consider the below rubric. The outcome may be to abbreviate each component within the SDCS process, or focus the teacher on specific components of the SDCS process.

Parent Feedback (10%)

Ten percent (10%) of an educator's evaluation will be based on whole school parent feedback, including data from surveys. Surveys will be used to capture parent feedback that is anonymous and demonstrates fairness, reliability, validity and usefulness.

The East Haddam individual school climate survey will be used as a source of data for this indicator. Educators and administrators will establish a goal relative to parent surveys collectively, as a school or individually. Ratings will be based on evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.

Student Feedback Survey (5%)

A student's feeling of connection and support from the school environment has a direct and substantial impact on a student's overall long-term mental and emotional health as well as on their academic performance. As such, it is important to work toward building a supportive and caring environment for all students.

A student feedback survey will be administered for the purposes of identifying students' connection to the school environment and their feelings of the level of support they receive within it. The frequency of administration of this survey will be determined at the school level, however, the survey shall be administered at least three (3) times per year.

At the beginning of each school year, a teacher will identify a component or components of survey results they are looking to improve. Such areas shall align with the school improvement plan and associated goals as outlined by the school's administration. At the goal setting meeting, a teacher will identify strategies they will implement in order to most effectively impact the component(s) identified.

The teacher and evaluator shall meet at least one additional time during the school year (likely at the mid-year conference) to review updated data and for the teacher to discuss their reflections on strategies being utilized. A teacher and evaluator may determine that previously identified strategies continue to be appropriate, or may determine, based upon data and/or reflection by the teacher and/or evaluator, that changes to identified strategies are required. Such changes shall only occur based on mutual agreement.

At the end of year meeting, the teacher will again review updated data and reflect on the efficacy of the strategies they implemented. Ratings will be based upon evidence of implementation of strategies and evidence of learning vis-a-vis the teacher's reflection.

DETERMINING EVALUATION COMPONENT AND SUMMATIVE RATINGS -- TEACHER

Teacher Performance and Practice (40%)

4 - Highly Effective: Master teacher performance that meets very demanding criteria
3 - Effective: Solid, expected professional performance; teachers should feel good about scoring at this level
2 - Improvement Necessary: Performance is mediocre; no teacher should be content to remain at this level.
1 - Does Not Meet Standards: Unacceptable performance leading to an improvement plan, intensive support, and, if improvement isn't made within a reasonable amount of time, dismissal.

It is anticipated that through the conversation held at the end-of-year meeting, teachers will have a good understanding of their overall performance which include areas of strength and areas for growth. This conversation will be based on information and evidence provided by both the teacher and evaluator. The teacher and administrator will discuss the teacher's self-reflection and the administrators draft ratings using the Kim Marshall rubrics. Even though a teacher's performance on areas of the rubric is expected to be discussed, it remains the evaluator's final decision as to the ratings of a teacher's performance related to indicators, domains, and overall performance within this component.

In making their determination, evaluators should consider the following:

- Consistency - What levels of performance have I seen relatively uniform, homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?
- Trends - Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?
- Significance - Are some data more valid than others? Do I have notes or ratings from more substantial lessons or interactions where I was able to better assess this aspect of performance?

Parent Feedback (10%)

Ratings will be based on evidence of the teacher's implementation of strategies identified during the goal setting meeting. A summative rating, using the following scale will be discussed during the End-of-Year Conference and finalized before the end of the school year.

<i>4 - Highly Effective</i>	<i>3 - Effective</i>	<i>2 - Improvement Necessary</i>	<i>1 - Does Not Meet Standards</i>
<i>Exceeded the goal</i>	<i>Met the goal</i>	<i>Partially met the goal</i>	<i>Did not meet the goal</i>

Student Growth and Development (45%)

Evaluators will review evidence and practices from the SDCS process including the goal indicators of academic development and growth to determine a summative component rating using the following rubric:

4 - Highly Effective	Provided evidence of substantial research and implementation of intervention/strategy, and met or exceeded student growth indicators.
3 - Effective	Provided evidence of research and implementation of intervention/strategy, and partially met or met student growth indicators.
2 - Improvement Necessary	Provided either minimal evidence of research or implementation of intervention/strategy, and partially met or met student growth indicators.
1 - Does Not Meet Standards	Did not provide evidence or research and/or did not implement intervention/strategy and/or did not meet student growth indicators.

Student Feedback (5%)

Ratings will be based on evidence of teacher's implementation of strategies to address areas of need as identified by the survey results. A summative rating, using the following scale will be discussed and finalized during the End-of-Year Conference.

4 - Highly Effective	3 - Effective	2 - Improvement Necessary	1 - Does Not Meet Standards
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Final Summative Rating (100%)

These four areas are totaled as follows for the summative rating:

Teacher Performance and Practice	Student Outcomes and Learning
40% Observation of teacher performance and practice (Observations/Performance and Practice Goals)	45% Student Learning/achievement measures (SDCS)
10% Parent feedback	5% Student feedback
= 50%	= 50%
100% = Summative Rating	

The following algorithm (with example) will be helpful in determining the final summative rating. *However, evaluators are strongly urged to use their professional judgment, not just an algorithm, to determine the final summative rating.*

Teacher Performance and Practice			
Sub-Component	Score (1-4)	Percentage of Evaluation (POE)	Sub-total [(Score x POE)x 2]
Teacher Performance and Practice	3	40% (or 0.4)	2.4
Parent Feedback	3	10% (or 0.1)	0.6
Overall Teacher Performance and Practice Rating [Subtotal 1 + Subtotal 2 =]			3.0

Student Outcomes			
Sub-Component	Score (1-4)	Percentage of Evaluation (POE)	Sub-total [(Score x POE)x 2]
Student Learning/Achievement Measures (SDCS)	3	45% (or 0.45)	2.7
Student Feedback	3	5% (or 0.05)	0.3
Overall Student Outcome Rating [Subtotal 1 + Subtotal 2 =]			3.0

		Teacher Practice Related Indicators			
		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Does not Meet Standards (1)
Student Outcome Related Indicators	Highly Effective (4)	Highly Effective	Highly Effective	Effective	<i>Gather further information</i>
	Effective (3)	Highly Effective	Effective	Effective	Improvement Necessary
	Improvement Necessary (2)	Effective	Effective	Improvement Necessary	Improvement Necessary
	Does not Meet Standard (1)	<i>Gather further information</i>	Improvement Necessary	Improvement Necessary	Does not Meet Standards

End of Year Conference/Annual Summary

Following the teacher self-reflection and collaborative conversation held during the end-of-year meeting with the evaluator, and based on the overall Teacher Performance and Practice Rating in the first chart, and the overall Student Outcome Rating in the second chart, the administrator would then identify where each rating intersected for an overall rating. In this case, the teacher's overall rating would be Effective (3). These tools shall inform the determination of successful completion of the evaluation cycle.

DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS -- TEACHER

East Haddam defines effectiveness and ineffectiveness utilizing the following patterns. A pattern may consist of a pattern of one rating.*

- A first, second, third, or fourth year teacher shall generally be deemed effective if said educator receives at least two sequential Effective ratings, one of which must be earned in the fourth year of a novice teacher's career.
- A Does Not Meet Standards rating shall only be permitted in the first year of a novice teacher's career. There should be a trajectory of growth and development as evidenced by a subsequent rating of Improvement Necessary or higher in year two and sequential proficient ratings in years three and four.
- A tenured educator shall generally be deemed ineffective if said educator receives at least two sequential Improvement Necessary ratings or one Does Not Meet Standards* rating at any time.

TIERED SUPPORTS THROUGHOUT THE EVALUATION PROCESS -- TEACHER

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

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

Tier 1 Professional Resources

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

Tier 2 Advanced Professional Resources

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

Tier 3 Supports

Educators will be placed on Tier 3 supports when the educator continues to demonstrate a lack of growth and reflection or resistance to growth-oriented feedback even after the provisions of Tier 1 and Tier 2 supports. An evaluator will notify a teacher through a formal letter that outlines their concerns. The Superintendent will receive a copy of this letter.

Procedure

Within a timely manner, the evaluator and teacher will meet in order to develop the supports once a formal letter has been provided to the teacher. The teacher may invite an EHEA representative to this and any subsequent meetings associated with the development, implementation, or evaluations of the Support Plan. Unless otherwise mutually agreed upon, supports shall be implemented within thirty (30) calendar days from the date of this first meeting.

The evaluator, in consultation with the teacher, will meet and develop supports to include the following:

- Desired Outcomes that are aligned to the Teacher Evaluation Rubrics by Kim Marshall, CSDE approved guidelines for educator practice, and/or the Connecticut Code of Professional Responsibilities for Teachers.
- Actions or short term objectives necessary to meet the desired outcome.
- Resources needed for the teacher to improve their knowledge and practice related to the

teacher actions and/or desired outcomes. Such resources may include, professional learning opportunities, collegial and administrative assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.

- Evaluation procedure to determine how the teacher is progressing toward the desired outcomes.
- Timelines for the completion of actions, strategies and/or the implementation of resources or supports.
- Outline who is responsible for the developed actions or resources.
- Establish frequency of meetings to review progress toward plan completion. The evaluator and teacher shall meet at least once prior to the expected date of completion.
- Establish a length for plan completion, not to exceed ninety (90) days.

At the conclusion of the Tier 3 supports, the evaluator and teacher will meet to review the teacher's progress toward the goals.. Within 5 days of this meeting, the evaluator will provide the teacher a formal letter, with a copy to the Superintendent, summarizing the meeting and determine one of the following outcomes:

- Met - Teacher has met or substantially met the goals and the plan is no longer necessary.
- Partially Met - Teacher has made significant growth and has implemented or interacted with identified resources as outlined within the Tier 3 supports, and additional time on the current plan (up to 30 days) would likely lead to completion of the goal.
- Not Met - The teacher has made limited to no growth, and requires more remediation in order to meet the expected outcomes and will be moving to a Corrective Support Plan. In such a case, the letter will also advise the teacher that failure to meet expectations of the Corrective Support Plan may lead to termination of employment.

Corrective Support Plan

Corrective Support Plans will be developed and implemented if a teacher has not met expected outcomes of the Tier 3 Support Plan.

A teacher will be notified of placement on the Corrective plan. Notification shall also advise the teacher that failure to meet expectations of the Corrective Plan may lead to termination of employment. Within five (5) days of notification that a teacher will be placed on a Corrective Plan, the evaluator and teacher will meet to develop the Corrective Plan. The teacher may invite an EHEA representative to this and any subsequent meetings associated with the development, implementation, or evaluations of the Corrective Plan. Unless mutually agreed to, a Corrective Plan shall be implemented within thirty (30) calendar days from the date of this first meeting.

The evaluator, in consultation with the teacher will develop the Corrective Plan to include the following:

- Desired Outcomes that are aligned to the Teacher Evaluation Rubrics by Kim Marshall, CSDE approved guidelines for educator practice, and/or the Connecticut Code of Professional Responsibilities for Teachers.
- Actions or short term objectives necessary to meet the desired outcome.
- Resources needed for the teacher to improve their knowledge and practice related to the teacher actions and/or desired outcomes. Such resources may include, professional learning opportunities, collegial and administrative assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.

- Evaluation procedure to determine how the teacher is progressing toward the desired outcomes.
- Timelines for the completion of actions, strategies and/or the implementation of resources or supports.
- Outline who is responsible for the developed actions or resources.
- Establish frequency of meetings to review progress toward plan completion. The evaluator and teacher shall meet at least three times prior to the expected date of plan completion.
- Establish a length for plan completion, not to exceed ninety (90) days.

The teacher may request to be assigned a mentor who may be from within the district or from outside the district with whom they will meet at least weekly. The teacher is highly encouraged to request a mentor. This mentor will be knowledgeable in the areas necessary for improvement.

At the conclusion of the Corrective Plan, the evaluator and teacher will meet to review the teacher's progress toward the goals of the plan. Within 5 days of this meeting, the evaluator will provide the teacher a formal letter, with a copy to the Superintendent, summarizing the meeting and determine one of the following outcomes:

- Met - Teacher has met or substantially met the goals of the plan and the plan is no longer necessary.
- Partially Met - Teacher has made significant growth and has implemented or interacted with identified resources as outlined within the plan, and additional time on the current plan (up to 30 days) would likely lead to completion of the goal.
- Not Met - The teacher has made insufficient growth/did not meet expectations.

DISPUTE RESOLUTION PROCESS -- TEACHER

The purpose of the appeals process is to secure at the lowest possible administrative level, equitable solutions or disagreements which may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As the evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and evaluatees.

The appeals process may be implemented when there is a question as to whether or not:

1. Process and Procedures as outlined within this document have been appropriately followed; and
2. Adequate data has been gathered to support fair and accurate decisions.

The supervisor's judgment shall not be the focus of an appeal. The appeal process shall be conducted in accordance with the laws governing confidentiality.

The teacher shall be entitled to Association representation at all levels of the process.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean teacher work days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. If an evaluatee does not initiate the appeals procedure within five (5) days of receipt of evaluation materials, or the outcome of the Level 1 appeal, the evaluatee shall be considered to have waived the right of appeal.
4. Within three (3) days of submitting the appeal to the teacher's evaluator, a meeting will be held between the evaluator and teacher.
5. Failure of the evaluatee at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

Procedures

Level 1:

The teacher will submit a dispute in writing that documents the following:

- Identify why they are disputing.
- Explain why they believe the process or procedure outlined within this document was not appropriately followed and/or adequate data has not been gathered to support fair and accurate decisions.
- Provide evidence to support the reasoning. The same evidence evaluated in the level 1 process will be the evidence submitted and reviewed in a possible level 2 dispute.
- If the dispute is not resolved in the Level 1 process, no new evidence can be provided or reviewed during subsequent steps in the resolution process.

At the initial meeting between the teacher and evaluators, the matter will be discussed with the objective of resolving the matter at the lowest level. The two parties have the option of choosing a facilitator whose responsibility it will be to mediate the differences and facilitate conversation.

Level 2:

If the teacher is not satisfied with the outcome of the previous step, they may refer the dispute for resolution to a subcommittee of the professional development and teacher evaluation committee (PDTE). The superintendent and association may each select one representative from the PDTE to constitute this subcommittee, as well as a neutral party mutually agreed upon between the superintendent and association.

This subcommittee will investigate the dispute. This investigation shall include reviewing the submitted dispute and supporting evidence, meeting with the teacher and evaluator (together or separate), and reviewing the East Haddam Teacher Evaluation Program. Given that the purpose of the initial step was to resolve the matter at the lowest level, any evidence submitted must have been available to both the teacher and evaluator at the Level 1 meeting.

Within three (3) days of completing the investigation, the subcommittee will submit their decision to the evaluator and teacher, and provide a copy to the Superintendent.

Level 3:

In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.

Failure to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the collective bargaining agreement.



Administrator Evaluation Program

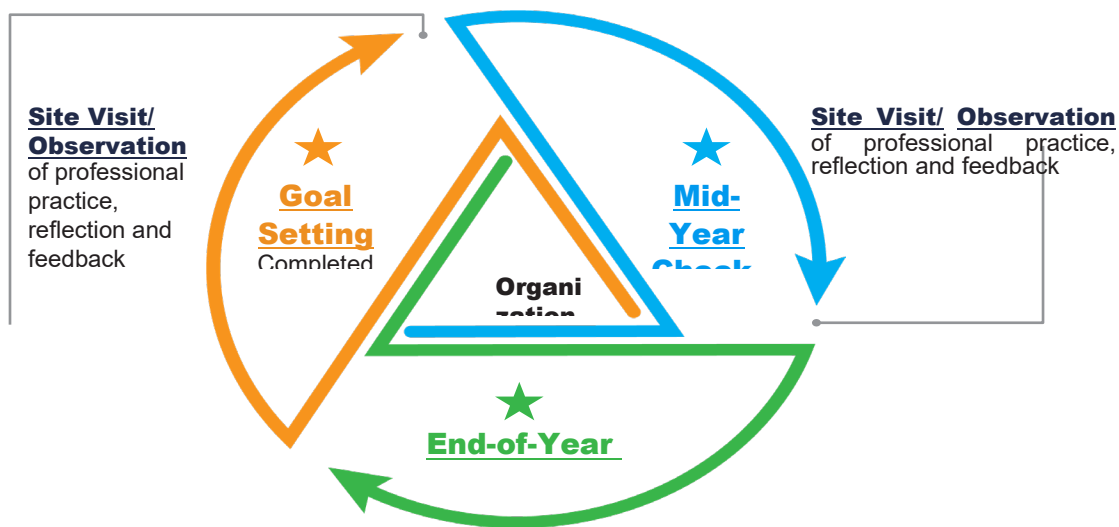
East Haddam Administrator's Evaluation Program

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

Leader Continuous Learning Process

Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



Goal Setting

Completed by November 1

Beginning of the Year Goal(s) and Planning

- Self-reflect
- Review evidence

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

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

Goal Setting Conference

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

Mid-year Check-in

Completed by March 1

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

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

Mid-Year Conference

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

End-of-Year Reflection

Completed by June 30

End-of-Year Reflection and Feedback Process

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

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

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

COMPONENTS OF THE ADMINISTRATOR EVALUATION PROGRAM

ORIENTATION -- LEADER:

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

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

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

Goal(s) Setting (Completed by November 1)

Leaders and their evaluators mutually agree upon one or two high leverage professional practice goals with a duration of one-, two-, or three-years 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 Principal Evaluation Rubric by Kim Marshall (2024), the approved standards.

As the approved standard is focused on building level administration, central office administrators and their evaluator shall collaboratively review the Principal Evaluation Rubric by Kim Marshall (2024) to identify criteria that does not apply to the role of a central office administrator and criteria where a shared understanding of the expectations must be clarified. These decisions will be mutually agreed to and the evaluator will document the agreed upon changes.

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, leader 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, leader and student outcomes, and organizational growth.

The leader will:

- Self-assess using the Principal Evaluation Rubric by Kim Marshall (2024)
- Identify a high leverage goal that impacts leadership practice and leader and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

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

Midyear Check-in (Completed by March 1):

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; leader 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 including timeline for completion, direction to tiered support, and next steps are documented.

End-of-Year Reflection/Summative Review (Completed between the conclusion of the school year and June 30)

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary (Appendix E: Leader End-of-Year Self Reflection form) 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 leader, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s).

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

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

Professional Practice and Leader Growth

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

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 announced site visits, feedback, written and verbal, that is provided within five school days.

“Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is

learning that guides change” (Killion, 2019).

Quality feedback:

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

DEFINITION OF COHORTS -- LEADER	
<u>Cohort 1</u> Who: <ul style="list-style-type: none">• New to leadership role (e.g., principal from assistant principal etc.; first two years)• New to LEA (first two years) What: <ul style="list-style-type: none">• Two announced observations of professional practice and/or site visits.• Two mini observations of professional practice and/or site visits.• Verbal feedback within 2 school days and written feedback within five school days.• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	<u>Cohort 2</u> Who: <ul style="list-style-type: none">• Leaders who have successfully completed Cohort 1 in their current LEA. What: <ul style="list-style-type: none">• Four mini observations of professional practice and/or site visits.• Verbal feedback within 2 school days and written feedback within five school days.• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary.

Growth Criteria

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

- Reflection supported with evidence of the 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, leader growth, and/or student outcomes.

[See appendix B for further detail.](#)

TIERED SUPPORT AND CORRECTIVE SUPPORT PLANNING -- LEADER

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

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

Tier 1

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

Tier 2

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

Tier 3

Leaders will be placed on a Tier 3 Support Plan when the educator continues to demonstrate a lack of growth and reflection or resistance to growth-oriented feedback even after the provisions of Tier I and Tier II supports. An evaluator will notify a Leader through a formal letter that outlines their concerns. The Superintendent will receive a copy of this letter.

Procedure

Within a timely manner, the evaluator and leader will meet in order to develop the Support Plan once a formal letter has been provided to the leader. The leader may invite an EHAA representative to this and any subsequent meetings associated with the development, implementation, or evaluations of the Support Plan. Unless otherwise mutually agreed upon, a Tier 3 Plan shall be implemented within thirty (30) calendar days from the date of this first meeting.

The evaluator, in consultation with the leader, will develop the Tier 3 Plan to include the following:

- Desired Outcomes that are aligned to the Principal Evaluation Rubrics by Kim Marshall, CSDE approved guidelines for leader practice, and/or the Connecticut Code of Professional Responsibilities for leaders.
- Actions or short term objectives necessary to meet the desired outcome.
- Resources needed for the teacher to improve their knowledge and practice related to the teacher actions and/or desired outcomes. Such resources may include, professional learning opportunities, collegial and administrative assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Evaluation procedure to determine how the leader is progressing toward the desired outcomes.
- Timelines for the completion of actions, strategies and/or the implementation of resources or supports.
- Outline who is responsible for the developed actions or resources.
- Establish frequency of meetings to review progress toward plan completion. The evaluator

- and leader shall meet at least once prior to the expected date of completion.
- Establish a length for plan completion, not to exceed ninety (90) days.

At the conclusion of the Tier 3 Plan, the evaluator and leader will meet to review the leader's progress toward the goals of the plan. Within 5 days of this meeting, the evaluator will provide the leader a formal letter, with a copy to the Superintendent, summarizing the meeting and determine one of the following outcomes:

- Met - Leader has met or substantially met the goals of the plan and the plan is no longer necessary.
- Partially Met - Leader has made significant growth and has implemented or interacted with identified resources as outlined within the plan, and additional time on the current plan (up to 30 days) would likely lead to completion of the goal.
- Not Met - The leader has made limited to no growth, and requires more remediation in order to meet the expected outcomes and will be moving to a Corrective Support Plan. In such a case, the letter will also advise the teacher that failure to meet expectations of the Corrective Support Plan may lead to termination of employment.

Corrective Support Plan

Corrective Support Plans will be developed and implemented if a leader has not met expected outcomes of the Tier 3 Plan.

A leader will be notified of placement on the Corrective plan. Notification shall also advise the leader that failure to meet expectations of the Corrective Plan may lead to termination of employment. Within five (5) days of notification that a leader will be placed on a Corrective Plan, the evaluator and leader will meet to develop the Corrective Plan. The leader may invite an EHAA representative to this and any subsequent meetings associated with the development, implementation, or evaluations of the Corrective Plan. Unless mutually agreed to, a Corrective Plan shall be implemented within thirty (30) calendar days from the date of this first meeting.

The evaluator, in consultation with the leader will develop the Corrective Plan to include the following:

- Desired Outcomes that are aligned to the Principal Evaluation Rubrics by Kim Marshall, CSDE approved guidelines for educator practice, and/or the Connecticut Code of Professional Responsibilities for School Leaders.
- Actions or short term objectives necessary to meet the desired outcome.
- Resources needed for the leader to improve their knowledge and practice related to the teacher actions and/or desired outcomes. Such resources may include, professional learning opportunities, collegial and administrative assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Evaluation procedure to determine how the leader is progressing toward the desired outcomes.
- Timelines for the completion of actions, strategies and/or the implementation of resources or supports.
- Outline who is responsible for the developed actions or resources.
- Establish frequency of meetings to review progress toward plan completion. The evaluator and leader shall meet at least three times prior to the expected date of plan completion.
- Establish a length for plan completion, not to exceed ninety (90) days.

The leader may request to be assigned a mentor who may be from within the district or from outside the district with whom they will meet at least weekly. The teacher is highly encouraged to request a mentor. This mentor shall be knowledgeable in the areas necessary for improvement.

At the conclusion of the Corrective Plan, the evaluator and leader will meet to review the leader's progress toward the goals of the plan. Within 5 days of this meeting, the evaluator will provide the leader a formal letter, with a copy to the Superintendent, summarizing the meeting and determine one of the following outcomes:

- Met - Leader has met or substantially met the goals of the plan and the plan is no longer necessary.
- Partially Met - Leader has made significant growth and has implemented or interacted with identified resources as outlined within the plan, and additional time on the current plan (up to 30 days) would likely lead to completion of the goal.
- Not Met - The leader has made insufficient growth/did not meet expectations.

DISPUTE RESOLUTION PROCESS - LEADER

The purpose of the appeals process is to secure at the lowest possible administrative level, equitable solutions or disagreements which may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As the evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and evaluatees.

The appeals process may be implemented when there is a question as to whether or not:

3. Process and Procedures as outlined within this document have been appropriately followed; and
4. Adequate data has been gathered to support fair and accurate decisions.

The supervisor's judgment shall not be the focus of an appeal. The appeal process shall be conducted in accordance with the laws governing confidentiality.

The leader shall be entitled to Association representation at all levels of the process.

Time Limits

6. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
7. Days shall mean leader work days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
8. If an evaluatee does not initiate the appeals procedure within five (5) days of receipt of evaluation materials, or the outcome of the Level 1 appeal, the evaluatee shall be considered to have waived the right of appeal.
9. Within three (3) days of submitting the appeal to the leader's evaluator, a meeting will be

- held between the evaluator and teacher.
10. Failure of the evaluatee at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

Procedures

Level 1:

The leader will submit a dispute in writing that documents the following:

- Identify why they are disputing.
- Explain why they believe the process or procedure outlined within this document was not appropriately followed and/or adequate data has not been gathered to support fair and accurate decisions.
- Provide evidence to support the reasoning. The same evidence evaluated in the level 1 process will be the evidence submitted and reviewed in a possible level 2 dispute.
- If the dispute is not resolved in the Level 1 process, no new evidence can be provided or reviewed during subsequent steps in the resolution process.

At the initial meeting between the leader and evaluators, the matter will be discussed with the objective of resolving the matter at the lowest level. The two parties have the option of choosing a facilitator whose responsibility will be to mediate the differences and facilitate conversation.

Level 2:

If the leader is not satisfied with the outcome of the previous step, they may refer the dispute for resolution to a subcommittee of the professional development and teacher evaluation committee (PDTE). The superintendent and association may each select one representative from the PDTE to constitute this subcommittee, as well as a neutral party mutually agreed upon between the superintendent and association.

This subcommittee will investigate the dispute. This investigation shall include reviewing the submitted dispute and supporting evidence, meeting with the leader and evaluator (together or separate), and reviewing the East Haddam Teacher Evaluation Program. Given that the purpose of the initial step was to resolve the matter at the lowest level, any evidence submitted must have been available to both the leader and evaluator at the Level 1 meeting.

Within three (3) days of completing the investigation, the subcommittee will submit their decision to the evaluator and leader, and provide a copy to the Superintendent.

Failure to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the collective bargaining agreement.

Appendix A: Sample Reflection Questions – Leader

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of success

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

Determine Evidence

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

Analysis of Evidence

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

- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix B: Growth Criteria and Sources of Evidence – Leader

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice <ul style="list-style-type: none"> The leader can demonstrate how they developed new learning within the continuous learning process through sources and they use their new learning to improve practice. 	<ul style="list-style-type: none"> Information from site visits Strategic plans Learning walk/instructional rounds Self-reflection (e.g., journals, learning logs) Leader created professional learning Operational artifacts (e.g., schedules, how they used their new learning to improve practice. procedural revisions)
Impact on the Organization <ul style="list-style-type: none"> The leader can demonstrate how they positively impact organizational health and can articulate connections/rationale between the improved learning and their own changes in practice. 	<ul style="list-style-type: none"> leader learning outcomes Policy updates Community communications Constituent feedback
Impact on the Community <ul style="list-style-type: none"> The leader can demonstrate how they worked effectively with colleagues/family/community. 	<ul style="list-style-type: none"> Program development and implementation Quantitative measures of whole child development (including but not limited to academic, social, emotional, and physical development) Systems and structures.

Appendix E: Continuous Learning Process – Leader

Evaluation Orientation

Orientation to Leader Evaluation was Completed on:

Date

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

Download these forms:

↓ [Leader Goal-Setting Form](#)

↓ [Leader/Site Visit Form](#)

↓ [Leader Mid-Year Check-In Form](#)

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