

# **EAST HAMPTON PUBLIC SCHOOLS**



## **Educator Evaluation and Development Model**

Special thanks and recognition to the East Hampton Educator Evaluation Committee:

### East Hampton Educator Evaluation Plan

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## **Vision**

The East Hampton School District – opening doors to inspire every learner to dream, discover, and achieve.

### **The Mission of East Hampton Public Schools**

We partner with our families and community to prepare confident, compassionate, and collaborative learners who navigate a complex, global society.

We are committed to safe, nurturing environments in which students thrive and explore their personal passions.

Empowering our educators and learners as innovators results in a dynamic pursuit of continuous improvement and excellence.

Our vibrant school system enriches the entire community.

# Introduction

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.

## Purpose and Rationale

The East Hampton Evaluation and Support Plan is designed to support a comprehensive educator and leader evaluation system adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. 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.”

## Core Design Principles

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

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

## Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 Components: Reimagining Educator and Leader Evaluation and Support

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements.

- Standards and criteria
- Goal setting process

- Professional practice and educator growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved learning, growth, and achievement for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system.

## **Standards and Criteria for Educators**

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. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. East Hampton's Educator Evaluation and Development Model is based on the Connecticut Common Core of Teaching 2017 Rubric. The following professional practice standards ground this evaluation plan. It is recommended that each PDEC create a process to review the standards and ensure a rubric accompanies the standards. The rubric serves as support for self evaluation, dialogue, and feedback. While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

## **Professional Learning Standards and Structures**

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. 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 educators, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.

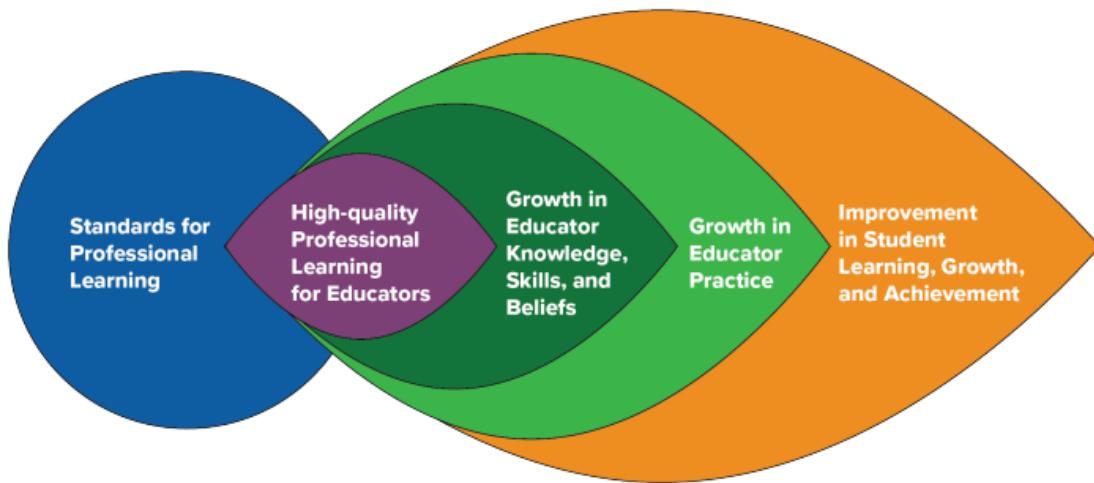


## The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide educators 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. In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

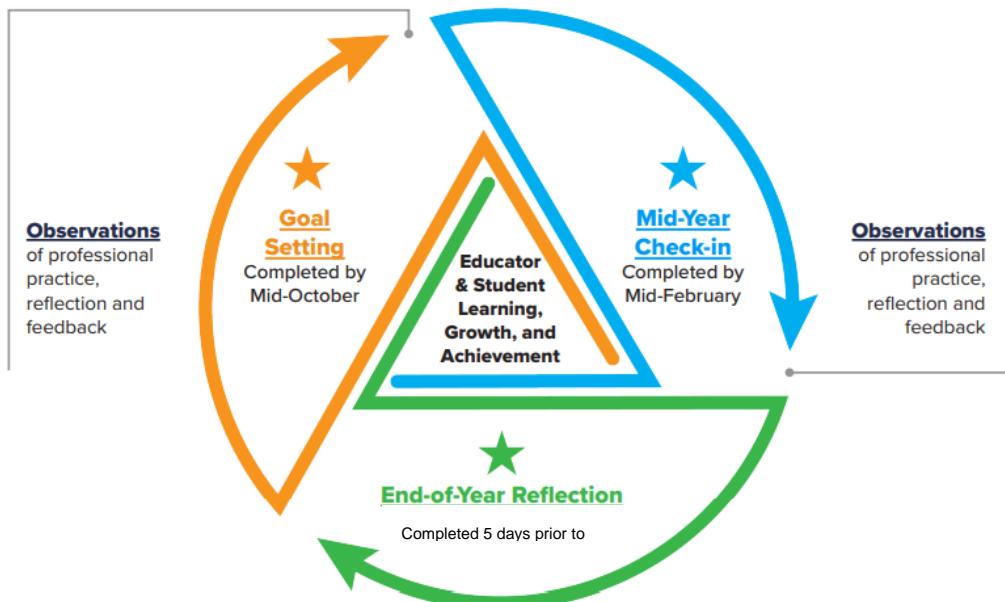
During each school year, a minimum of three check-ins provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings 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 and reviews of practice as required by the district plan.

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



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

### **Educator Continuous Learning Process**



<p><b><u>Goal Setting</u></b> Completed by Mid-October</p>	<p><b><u>Mid-year Check-in</u></b> Completed by Mid-February</p>	<p><b><u>End-of-Year Reflection</u></b> Completed 5 days prior to the end of the school year</p>
<p><b>Beginning of the Year Goal(s) and Planning</b></p> <ul style="list-style-type: none"> <li>• Self reflect</li> <li>• Review evidence</li> </ul> <p><b>Goal(s), Rationale, Alignment, and Professional Learning Plan</b></p> <ul style="list-style-type: none"> <li>• Draft goal(s), rationale, alignment, professional learning plan</li> </ul> <p><b>Goal Setting Conference</b></p> <ul style="list-style-type: none"> <li>• Mutually agree on 1-, 2-, or 3-year goal(s)</li> <li>• Determine individual or group goal(s)</li> <li>• Mutually agree on professional learning needs and support</li> <li>• <b>Mutually agreed upon measures of educator growth, student learning, growth, and achievement.</b></li> </ul>	<p><b>Mid-Year Check-in: Reflection, Adjustments, and Next Steps</b></p> <ul style="list-style-type: none"> <li>• Review and discuss currently collected evidence towards goal(s) and of practice</li> <li>• Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement</li> </ul> <p><b>Mid-Year Conference</b></p> <ul style="list-style-type: none"> <li>• Discuss evidence, reflection, and feedback from evaluator</li> <li>• Adjust and revise as needed</li> </ul>	<p><b>End-of-Year Reflection and Feedback Process</b></p> <ul style="list-style-type: none"> <li>• Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement</li> </ul> <p><b>End-of-Year Conference/ Summative Feedback and Growth Criteria</b></p> <ul style="list-style-type: none"> <li>• Evaluator provides written summative feedback and guides next steps</li> <li>• Annual Summary sign-off</li> </ul>

Orientation on the educator 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/Review of practice
- Tiered supports
- Dispute resolution

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

### **Goal(s) Setting (Completed by mid-October)**

The initial goal setting meeting includes a dialogue between the educator and their evaluator

around the educator's self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures) of mutually agreed upon measures of educator growth, student learning, growth, and achievement, professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment (see [Appendix A](#)).

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

### **Midyear Check-in (Completed by mid-February):**

The midyear check-in consists of reciprocal dialogue between the educator and evaluator and includes an educator self-reflection on their progress toward their goal(s) so far. The reflection shall include an analysis of the impact of their learning on their practice, student learning, growth and achievement and the school community.

- Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the educator's goal.
- Observation feedback and evidence aligned to the single point rubric.
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence. Changes may be made upon mutual agreement.

### **End-of-Year Reflection/Summative Review (Completed 5 days prior to the end of the school year)**

End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence.

A written end-of-year reflection includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year reflection is important for the educator's subsequent self-assessment and goal setting revisions or new goal.

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

## **Professional Practice and Educator Growth**

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

## **Observation of Professional Practice and Feedback**

Observations occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, standards, and the educator's goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Feedback, written and verbal, is provided within seven 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

## Observation Cohorts

For observations, educators are separated into different cohorts depending on their tenure within the district. The table below delineates the different cohorts and their respective observation expectations and schedule.

<b>Definition of Cohorts</b>	
<b><u>Cohort 1</u></b>	
Who:	
	<ul style="list-style-type: none"><li>• New to profession (first four years)</li><li>• New to district (first two years)</li></ul>
What:	<ul style="list-style-type: none"><li>• Three Comprehensive Observations of Professional Practice (minimum 30 minutes in length) with pre and post meetings</li><li>• One Focused Observation of Professional Practice (minimum 20 minutes) with post meeting.</li><li>• One Review of Practice (minimum of 20 minutes)</li><li>• Verbal and written feedback within seven school days</li><li>• Additional observations of professional practice as mutually agreed upon or deemed necessary</li></ul>

### **Cohort 2 Option A:**

Who:

- Educators who have successfully completed Cohort 1 in district
- Educator Choice

What:

- One Comprehensive Observation of Professional Practice (minimum 30 minutes in length) with pre and post meetings.
- One Review of Practice (minimum of 20 minutes)
- Verbal and written feedback within seven school days
- Additional observations of professional practice as mutually agreed upon or deemed necessary

### **Cohort 2 Option B:**

Who:

- Educators who have successfully completed Cohort 1 in district
- Educator Choice

What:

- Two Focused Observations of Professional Practice (minimum 20 minutes in length) with post meetings.
- One Review of Practice (minimum of 20 minutes)
- Verbal and written feedback within seven school days
- Additional observations of professional practice as mutually agreed upon or deemed necessary

### **Cohort 2 Option C:**

Who:

- Educators who have successfully completed Cohort 1 in district
- Educator Choice

What:

- Three Snapshot Observations of Professional Practice (minimum 10 minutes in length) with post meetings.
- One Review of Practice (minimum of 20 minutes)
- Verbal and written feedback within seven school days
- Additional observations of professional practice as mutually agreed upon or deemed necessary

## **Growth Criteria**

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

- Reflection supported with evidence of the impact of the educators' new learning on their practice/goal.
- The impact the educators' new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- Next steps. (See [Appendix A](#))

## Tiered Support

### **Corrective Support Plan**

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

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

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

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

### **Criteria Must be Met Before Placement on a Support Plan**

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

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

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

- A collective bargaining representative should already be aware of concerns before consideration of a formal corrective action plan.
- Before a non-tenured teacher is non-renewed for performance concerns, an evaluator must meet with the teacher to notify them of the concerns and follow up with a written notice by January 15. The three tiers of support would be implemented and documented by the evaluator prior to the corrective action plan implementation.
- A corrective action plan should then be collaboratively developed by the teacher, their collective bargaining representative, and the evaluator detailing the specific areas in need of improvement along with support and resources to assist the teacher.

- Significant lack of improvement toward the plan's criteria of success must be documented before April 1 to recommend contract non-renewal.

### **Tier 1- Universal Professional Learning**

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

### **Tier 2- Targeted Professional Learning and Support**

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

### **Tier 3- Intensive Professional Learning and Support**

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

See [Appendix I](#)- Corrective Support Plan

### **Dispute Resolution**

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

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

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

## Process

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

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.
  - a. **Option 1:**  
The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party\*. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.
  - b. **Option 2:**  
The educator being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

## Time Limits

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

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 bargaining agreements between the local or regional board of education and the relevant bargaining unit.

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

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan. Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups.

East Hampton's PDEC is a comprehensive group of district staff members consisting of the Director of Curriculum and Instruction, administrators from the primary and secondary levels, educators representing each school community, a paraeducator, support services, and an instructional coach.

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

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

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

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

## Appendices

### Appendix A: Growth Criteria and Sources of Evidence

Growth Criteria	Possible Sources of Evidence
<p><b>Development of New Learning and Impact on Practice</b></p> <ul style="list-style-type: none"><li>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.</li></ul> <p><b>Impact on Students</b></p> <ul style="list-style-type: none"><li>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.</li></ul>	<ul style="list-style-type: none"><li>Required observational evidence</li><li>Required student learning evidence aligned to high-leverage indicator focus</li><li>Implementation plans/lesson plan(s)</li><li>Educator learning logs/impact on practice reflection</li><li>Educator created learning materials</li><li>Evidence from Observation of Educator Practice</li><li>Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc.</li><li>Educator and/or student self-reflection</li><li>Student learning artifacts</li><li>Mastery-based demonstrations of achievement</li><li>Observational evidence of students' words, actions, interactions (including quotations when appropriate)</li><li>Rubrics, interim or benchmark assessments, other assessments</li><li>Other artifacts/sources</li></ul>

## Appendix B: Teacher/Educator Growth Goals

- Goals, focus areas, and measures of accomplishment/Indicators of Educator Growth must be mutually agreed upon between teacher and evaluator at the goal setting conference held by mid-October.
- For teachers with provisional or professional certification, goals may be between one-three years in duration, but may be adjusted each year if mutually agreeable. Teachers may also set collaborative goals.
- Teachers with an initial certificate must set a one-year goal, which may be collaborative if mutually agreed upon. Teachers who must complete TEAM may align their annual goal to one of their TEAM modules if this is mutually agreeable.

### Sample Goals and Measures of Accomplishment/Indicators of Growth

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

## Appendix C: Self Reflection Form

These are the questions that will be completed on the Evaluator Electronic Platform.

<b>Beginning of the Year - Self Reflection</b> <i>Completed by Educator</i>
In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
Thinking about the success and challenges you may have encountered last year, or at the start of this year, what new learning might you want to explore about your professional practice? (This could include instructional practices or topics not included on the rubric. For example, you might have a question about an area of instruction - inquiry, small group instruction, differentiation - OR a larger educational topic like parent engagement, SoR, PBIS effectiveness, collegial collaboration, relationship building)
How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate? What strategies can you learn more about to support that focus?

## Appendix D: Beginning of the Year Goal Setting

These are the questions that will be completed on the Evaluator Electronic Platform.

<b>Beginning of the Year Goal</b>	
<b>Select One:</b> <input type="checkbox"/> Individual goal <input type="checkbox"/> Collaborative goal Collaborators: _____  <b><i>Decided upon mutual agreement.</i></b>	<b>Select One:</b> <input type="checkbox"/> 1-year goal <input type="checkbox"/> 2-year goal <input type="checkbox"/> 3-year goal  <b><i>Decided upon mutual agreement.</i></b>
<b>Goal, Rationale, Alignment and Professional Learning Plan</b> <i>Completed by Educator (by mid-October)</i>	
<b>Domain you are focusing on (related to rubric):</b> select one <ul style="list-style-type: none"><li>• Domain 1: Positive Learning Environment, Student Engagement, and Commitment to Learning</li><li>• Domain 2: Planning for Active Learning</li><li>• Domain 3: Instruction for Active Learning</li><li>• Domain 4: Professional Responsibilities and Teacher Leadership</li></ul>	
Based on your self reflection, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year). For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	
<b>Indicators of Success:</b> How are you going to show success in your goal? Use the following questions as a guide to reflect on your goal. You do not need to answer all questions. <ul style="list-style-type: none"><li>• What specific professional learning might you need to achieve your goal?</li><li>• What support might you need from your colleagues, supervisor, others? How frequently?</li><li>• How might you apply your learning to practice? How often?</li><li>• What research/professional readings might you explore to support your professional learning and achieve your goal?</li></ul>	
<b>Determine and Analyze Evidence:</b> How are you going to show your success in your goal? Use the following questions as a guide to reflect on your goal. You do not need to answer all questions. <ul style="list-style-type: none"><li>• How do you plan to collect and analyze evidence to assess progress toward your goals? Quantitative or qualitative or both?</li><li>• What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal?</li><li>• How will the data help us to analyze your practice?</li></ul>	

- What are the anticipated challenges or obstacles, and how do you plan to address them?

### **Goal Setting Conference**

*Completed by Evaluator (By November 1)*

#### Supports Required/Suggested

- Tier 1 - Universal Professional Learning
- Tier 2 - Targeted Professional Learning
- Tier 3 - Intensive Professional Learning

## Appendix E: Mid-Year Conference Forms

These are the questions that will be completed on the Evaluator Electronic Platform.

<b>Mid-Year Check-in: Reflection, Adjustment(s), &amp; Next Steps</b> <b><i>Completed by Educator (by mid-February)</i></b>
What has been your progress to-date on your goal? Do you need to adjust your goal or goal process? What support(s) do you feel that you still need?
Link/attach any resources (including Learning Log) to support your progress towards your goal.

<b>Mid-Year Conference</b> <b><i>Completed by Evaluator (by March 1)</i></b>
<b>Evaluator Feedback</b> (Feedback regarding progress on professional learning and progress toward goal(s). Include change in tiered supports, if recommended.):
Have any goals been changed since the Beginning of the Year Goal-Setting Conference? <ul style="list-style-type: none"><li>● Yes</li><li>● No</li></ul>
If so, please summarize changes:

## Appendix F: End of Year Summative Reflection Form

These are the questions that will be completed on the Evaluator Electronic Platform.

### End-of-Year Reflection & Feedback Process

#### Self-Reflection

***Completed by Educator (by end of May)***

What impact did your new learning have on your practice/goal(s)?

What impact did your new learning and practice have on your students' learning, growth, and or achievement, and how do you know?

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

Link/attach any resources (including Learning Log) to support your progress towards your goal.

## Appendix G: End of Year Conference- Evaluator Form

These are the questions that will be completed on the Evaluator Electronic Platform.

<b>End-of-Year Conference</b> <i>Completed by Evaluator (5 days prior to the end of the school year)</i>		
<i>Summative Feedback</i>		
<i>Development of new learning &amp; impact on practice related to goal</i>		
<i>Impact on student learning, growth, and achievement</i>		
<b>Successful Completion of the Evaluative Cycle</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Supports Required/Suggested <b>Are tiered supports required above and beyond tier 1 (included in feedback above)?</b>	If Tier 2 and/or Tier 3, please specify strategies:  <input type="checkbox"/> Not applicable <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	
<b>For multi-year goals only:</b> <ul style="list-style-type: none"><li>• <i>What adjustments are needed to the goal(s)?</i></li><li>• <i>Why?</i></li><li>• <i>How might adjustments impact the timing of the goal(s)?</i></li></ul>	<input type="checkbox"/> Educator will continue multi-year goal. <input type="checkbox"/> Educator will adjust multi-year goal. <input type="checkbox"/> Educator completed multi-year goal.  Notes:	

## Appendix H: Observation Form

These are the questions that will be completed on the Evaluator Electronic Platform.

<b>Cohort 1</b> <b>Educator Evaluation Observation</b>	
<b>Pre-Observation</b> <i>Completed by Educator (as needed/required)</i>	
Lesson Plan/Instructional Plan Attach the lesson plan below.	
Focus of your lesson:	
<b>Observation Notes</b> <i>Completed by the Evaluator</i>	
Areas of Strength:	
Possible Next Steps:	
<b>Post-Observation Reflection</b> <i>Completed by the Educator</i>	
As you think about your lesson and how it progressed, which of your instructional strategies were most effective in helping students learn?	
If you made changes or adjustments during your lesson, what were they, and what led you to make them?	
If you were to teach this lesson again, would you do anything differently?	
As you reflect on your overall lesson, are there additional supports that you may need for continued success? If so, explain.	
<b>Post-Observation Conference Feedback</b> <i>Completed by the Evaluator</i>	

**Cohort 2**  
**Educator Evaluation Observation**

**Pre-Observation**

*Completed by Educator (as needed/required)*

Optional: Lesson Plan/Instructional Plan

Could be a discussion in pre observation, rather than completing a lesson plan.

Focus of your lesson:

**Observation Notes**

*Completed by the Evaluator*

Areas of Strength:

Possible Next Steps:

**Post-Observation Reflection**

*Completed by the Educator*

As you think about your lesson and how it progressed, which of your instructional strategies were most effective in helping students learn?

If you made changes or adjustments during your lesson, what were they, and what led you to make them?

If you were to teach this lesson again, would you do anything differently?

As you reflect on your overall lesson, are there additional supports that you may need for continued success? If so, explain.

**Post-Observation Conference Feedback**

*Completed by the Evaluator*

## Appendix I: Corrective Support Plan

### Corrective Support Plan Template

(Educator being evaluated) has consistently struggled with *(describe what educator is struggling with)*.

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

**Objective:** To improve *(Indicate specific standard(s) in your objective language)*.

**(Possible) Resources:** A blend of opportunities and resources should be extended to the Educator being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

#### Timeframes:

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

#### Supportive Actions: (Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Educator A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)

Management of access to learning opportunities in and out of the building, as appropriate.

#### Sample Corrective Support Plan – Educator (Sample)

Educator A has consistently struggled with classroom management. Tiered supports have been provided by the evaluator throughout the year. Educator A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

**Objective:** To improve classroom management practices in order to improve a positive learning environment (CCT – 1A) to support learning.

#### (Suggested) Resources:

- Observe a mutually agreed peer for structures, systems, and dispositions that support positive classroom management skills.
- Read and discuss “The First Six Weeks of School” - Center for Responsive Classroom with evaluator.
- Training in Restorative Practices.

**Timeframes:**

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

**Supportive Actions:**

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

## Appendix J: Educator Learning Log

Use Educator Log to record specific and detailed information and examples related to your work. Your log could include descriptions of such things as:

- How you have developed new learning, e.g., readings, conversations with other colleagues or professional development activities.
- How you applied your new learning and what happened as a result, e.g., how your practice changed, the impact on students.
- Your ongoing analysis and reflection related to successes and continued challenges, cause and effect thinking, insights and/or concerns.
- Specific examples/evidence from your log could help you determine if your professional growth plan is working or if it needs to be modified.

Goal:	
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Date:	Observations / Notes:

To create your own Educator Learning Log, [click here](#).

## Appendix K: Single Point Competency Rubric- Educator

<b>Domain 1: Positive Learning Environment, Student Engagement, and Commitment to Learning</b>		
<b>Areas of Strength</b>	<i>Effective Practice</i> Adapted from the <a href="#">CCT Rubric for Effective Teaching 2017</a>	<i>Possible Next Steps</i>
	<p>The teacher establishes a positive learning environment in which:</p> <ul style="list-style-type: none"> <li>● Positive and respectful interactions between teacher and students are evident and consistent.</li> <li>● Positive social interactions among students are evident and consistent.</li> <li>● Recognizes and incorporates students' cultural, social, and developmental diversity to enrich learning opportunities.</li> <li>● Appropriate standards of behavior are well established and consistently maintained.</li> <li>● Routines and transitions are effectively managed to maximize instructional time.</li> <li>● Students are encouraged to self-regulate and take responsibility for their actions.</li> <li>● Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways.</li> <li>● Creates a learning environment in which most students are willing to take risks and feel safe to make and learn from mistakes.</li> <li>● Other observed indicators</li> </ul> <hr/> <p>*Not all indicators must be observed in a single lesson.</p>	

## Domain 3: Instruction for Active Learning

<b>Areas of Strength</b>	<i>Effective Practice</i> Adapted from the <a href="#">CCT Rubric for Effective Teaching 2017</a>	<i>Possible next steps</i>
	<p>The teacher implements effective instruction for active learning which:</p> <ul style="list-style-type: none"> <li>● Communicates clear learning expectations</li> <li>● Clearly presents instructional content in a logical and purposeful progression at the appropriate level of challenge to advance the learning of all students.</li> <li>● Employs differentiated strategies, tasks, and questions that cognitively engage all students.</li> <li>● Utilizes resources and flexible groupings that encourage students to demonstrate new learning in multiple ways.</li> <li>● Fosters students' autonomy by providing appropriate choices</li> </ul>	

	<p>for students.</p> <ul style="list-style-type: none"> <li>• Provides multiple opportunities for students to develop independence as learners.</li> <li>• Encourages critical thinking, creative problem-solving, discourse, and inquiry.</li> <li>• Adjusts instruction as needed in response to individual and group performance.</li> <li>• Provides individualized, descriptive feedback that is accurate, actionable, and helps students advance their learning.</li> <li>• Other observed indicators</li> </ul> <hr/> <p>*Not all indicators must be observed in a single lesson.</p>	
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<b>Domain 2: Planning for Active Learning</b>		
<i>Areas of Strength</i>	<i>Effective Practice</i> <i>Adapted from the <a href="#">CCT Rubric for Effective Teaching 2017</a></i>	<i>Possible next steps</i>
	<p>The teacher plans instruction to engage students by:</p> <ul style="list-style-type: none"> <li>• Planning content using Connecticut Core Standards or other appropriate content standards</li> <li>• Plans lessons that are logically sequenced and appropriately challenged and possibly to extend learning</li> <li>• Using multiple sources of appropriate data to determine prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.</li> <li>• Planning instruction that integrates literacy strategies and academic vocabulary.</li> <li>• Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement.</li> <li>• Selects or designs resources and/or flexible groups that cognitively engage students and support connections between concepts.</li> <li>• Identifies observable and measurable criteria for student success</li> <li>• Plans assessment strategies to elicit specific evidence of student learning of tended instructional outcomes at critical points throughout the lesson. Students may be able to monitor and reflect on their own progress.</li> <li>• Other observed indicators</li> </ul> <hr/> <p>*Not all indicators must be observed in a single lesson.</p>	

<b>Domain 4: Professional Responsibilities and Teacher Leadership</b>		
<i>Areas of Strength</i>	<i>Effective Practice</i> <i>Adapted from the <a href="#">CCT Rubric for Effective Teaching 2017</a></i>	<i>Possible next steps</i>

The teacher develops and demonstrates professionalism, collaboration, and leadership by:

- Self-evaluates and reflects on individual practice and student learning
- Identifies areas of improvement and takes action to improve professional practice
- Response to feedback and makes changes in practice based on feedback and may proactively seek feedback
- Engages in relevant professional learning and applies new learning to practice
- Taking a lead in and/or initiates opportunities for professional learning with colleagues
- Collaborates with colleagues to improve teaching and learning
- Consistently exhibits professional responsibility and ethical practices in accordance with *the Connecticut Code of Professional Responsibility for Teachers*.
- Actively engages with colleagues, students, and families to develop and/or sustain a positive school climate
- Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relations with families to promote student success.
- Interacts with students, families, and the community in a culturally respectful manner.
- Other observed indicators

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

## Appendix L: Single Point Competency Rubric- Service Providers

Domain 1: Positive Learning Environment		
Areas of Strength	Effective Practice <i>Adapted from the <a href="#">CCT Rubric for Effective Service Delivery 2017</a></i>	Possible Next Steps
	<p>The service provider establishes a positive learning environment in which:</p> <ul style="list-style-type: none"> <li>• Positive and respectful interactions between the service provider and learners are consistently maintained.</li> <li>• Positive social interactions among learners are consistently fostered.</li> <li>• The service provider is responsive to and respectful of the needs of all learners.</li> <li>• The cultural, social, and/or developmental differences of learners is respected and enriches the learning environment.</li> <li>• High but realistic expectations for learning and growth are maintained.</li> <li>• Appropriate standards of behavior are well established and consistently maintained.</li> <li>• Establishes clear routines.</li> <li>• Communicates and reinforces clear expectations.</li> <li>• Other observed indicators.</li> </ul>	

\*Not all indicators must be observed in single observation/review of practice.

<b>Domain 3: Cognitive Engagement within Service Delivery</b>		
<b>Areas of Strength</b>	<i>Effective Practice</i> <i>Adapted from the <a href="#">CCT Rubric for Effective Service Delivery 2017</a></i>	<b>Possible Next Steps</b>
	<p>The service provider implements effective instruction for active learning which:</p> <ul style="list-style-type: none"> <li>• Uses differentiated strategies, tasks, and questions that result in new and meaningful learning, creative problem-solving, critical thinking, discourse, and inquiry.</li> <li>• Uses resources and flexible groupings that cognitively engage learners in new learning</li> <li>• Fosters learners' ownership, self-direction and choice.</li> <li>• Provides multiple opportunities for learners to develop independence and take responsibility for learning</li> <li>• Selects appropriate assessment strategies to monitor learners' progress.</li> <li>• Provides timely and constructive feedback to learners.</li> <li>• Challenges learners to extend their understanding.</li> <li>• Provides opportunities to approach learning tasks in ways that will be effective for learners as individuals.</li> <li>• Fosters autonomy, ownership, self-direction, and choice.</li> <li>• Other observed indicators</li> </ul>	
<p>*Not all indicators must be observed in single observation/review of practice.</p>		

<b>Domain 2: Planning for Active Learning</b>		
<b>Areas of Strength</b>	<i>Effective Practice</i> <i>Adapted from the <a href="#">CCT Rubric for Effective Service Delivery 2017</a></i>	<b>Possible Next Steps</b>
	<p>The service provider implements effective instruction for active learning which:</p> <ul style="list-style-type: none"> <li>• Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.</li> <li>• Designs plans using evidence-based practice.</li> <li>• Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge.</li> <li>• Develops objectives that are targeted and specific to the needs of learners.</li> <li>• Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.</li> <li>• Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating</li> </ul>	

	<p>new learning.</p> <ul style="list-style-type: none"> <li>• Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.</li> <li>• Identifies objective and measurable criteria for assessing learner success.</li> <li>• Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery.</li> <li>• Other observed indicators:</li> </ul> <hr/> <p>*Not all indicators must be observed in single observation/review of practice.</p>	
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Domain 4: Professional Responsibilities and Leadership		
Areas of Strength	<p><i>Effective Practice</i>  <i>Adapted from the CCT Rubric for Effective Service Delivery 2017</i></p>	Possible Next Steps
	<p>The service provider implements effective instruction for active learning which:</p> <ul style="list-style-type: none"> <li>• Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional practice.</li> <li>• Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice.</li> <li>• Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.</li> <li>• Collaborates with colleagues to improve service delivery and learning.</li> <li>• Consistently exhibits professional responsibilities and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.</li> <li>• Records/data are complete, organized and accurate. Confidential information is stored in a secured location.</li> <li>• Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.</li> <li>• Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success.</li> <li>• Interacts with stakeholders in a culturally responsive manner</li> <li>• Other observed indicators:</li> </ul> <hr/> <p>*Not all indicators must be observed in single observation/review of practice.</p>	

## Appendix M: General Glossary

- **continuous learning process:** The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence.
- **Corrective Support Plan (CSP):** 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 educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Corrective Support Plans shall include 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.
- **check-ins:** Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence of learning, and next steps in one's learning.
- **community:** A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school. A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.
- **dispute resolution:** A process for resolving disputes in cases where the evaluator and educator being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional learning plan or other outcomes of the evaluation process.
- **evidence:** Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, student feedback, and reflections of the educator on student learning, growth, and achievement as part of the educator feedback process.
- **feedback:** “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

From Killion, J. (2019). The feedback process: Transforming Feedback for Professional Learning. Learning Forward.

- **comprehensive observations:** A formal observation is a structured and planned process of watching, assessing, and evaluating an educator's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within seven school days.
- **goals and standards:** Goals and standards should be based on an evidence based, high leverage strategy or practice aligned with professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of professional practice.
- **growth criteria:** Successful completion of the Continuous Learning Process, supported with evidence that includes the impact the educators' new learning had on their practice/goal, along with a reflection on challenges and next steps, and the impact the educators' new learning and practice had on student learning, growth, and or achievement, supported by evidence.
- **high leverage goal:** High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus (i.e., a portrait of a graduate). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).
- **snapshot observations:** An informal observation is an unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within seven school days.
- **leader:** A leader is defined as someone in a leadership position who has attained the 092 certification. This may include superintendent, principal, dean of students, assistant/vice principal, pupil services director, department chair. This is not an exhaustive list, rather to illustrate the definition. Superintendents will confirm district leaders with evaluation roles.
- **multiple measures:** Can include, but is not limited to, student learning, educator learning, cultural changes, growth, and achievement as mutually agreed upon during the goal-setting process and may include additional evidence relative to one or more competencies.
- **mutual agreement:** An agreement or condition that is reciprocal or agreed upon by all parties.
- **organizational health:** Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.
- **PDEC (Professional Development and Evaluation Committee):** The Professional Development and Evaluation Committee serves as the collaborative decision maker to create, revise, and monitor the evaluation and support program for the district, as well as

the professional learning plan for certified employees of the district.

- **professional learning:** Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also appendix N, Glossary of Professional Learning Opportunities.
- **review of practice:** Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, data team meetings, observations of coaching/ mentoring sessions, review of educator work and student work, or review of other educators' artifacts.
- **rubric:** A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of educators based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.
- **single point competency:** A description of a standard of behavior or performance that represents the enduring understanding of content and skill from a specific domain that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance.
- **student outcomes:** Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal setting process.
- **tiered support:**
  - Tier 1- Universal Professional Learning: 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 your district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.
  - Tier 2- Targeted Professional Learning: In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency and focus (e.g., attending a workshop, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.
  - Tier 3- Intensive Professional Learning: Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

## Appendix N: Glossary of Professional Learning Opportunities

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

- **advanced coursework:** Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.
- **case study:** A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining next steps, i.e., IEP review or attendance records.
- **coaching:** A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.
- **educator learning log:** When researching/learning new strategies, techniques, or implementation, educators may take notes of new learning to reflect upon. Educators may record responses to the educational material they are learning. This type of log helps educators reflect more deeply on the material they are learning.
- **examination of student work:** Individuals or groups of educators review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.
- **job-embedded:** Any activity that is tied in with authentic classroom practice. May include, but is not limited to:
  - Examining student data
  - Mentoring
  - Book study (see below)
  - Co-planning
  - Investigating print and online resources
  - Self-reflection
  - Visitations/observations within a school
- **lesson study:** Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards.
- **mentoring:** A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.
- **peer observation:** An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.
- **personal professional reading:** Individual, self-driven reading and processing of texts, in order to improve one's own teaching practice.
- **professional literature study:** Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability to apply new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.
- **protocols:** A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and

other procedures used in its workshops and other learning designs.

- **school visits:** Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities.
- **student shadow:** Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.
- **walkthroughs:** A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.
- **web-based learning:** Use of online resources or learning activities to develop new learning or techniques for the classroom.
- **workshops:** Meetings where participants are involved in group discussions or learning experiences and are normally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. May take place at school or outside.

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# **EAST HAMPTON PUBLIC SCHOOLS**



## **Leader Evaluation and Development Model**

Special thanks and recognition to the East Hampton Leader Evaluation Committee:

**East Hampton Leader Evaluation Plan**

**East Hampton Evaluation Committee Members**

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Carrie Benigni – Center School  
Mary Clark – Director of Cur. Ins.  
Kate Cote – Center School  
Regina DellaVolpe – High School  
Eileen Erlandson – Center School  
Deb Field – Paraeducator High School  
Beth Haydu – Memorial School  
Camilla Lewis – Middle School

Keri Parsons – Middle School  
Pamela Penn – Middle School  
Liz Pezzi – Memorial School  
Melissa Reynolds – High School  
Kerri Senerchia – Memorial School  
Chris Sullivan – Center School  
Eric Verner – High School

Mary Clark – Director of Cur. Ins.  
Eric Verner, EHHS Principal  
Chris Sullivan, Center Principal  
Mary Clark, Dir. of Curriculum  
Timothy Van Tasel, Ed.D., Superintendent

**East Hampton Board of Education Members**

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## 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

“**Leader**” 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.

## Introduction

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

The East Hampton 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 and leader practice and student outcomes.

## Vision

The East Hampton School District – Opening doors to inspire every learner to dream, discover, and achieve.

## The Mission of the East Hampton Public Schools

We partner with our families and community to prepare confident, compassionate, and collaborative learners who navigate a complex, global society.

We are committed to safe, nurturing environments in which students thrive and explore their personal passions.

Empowering our leaders and learners as innovators results in a dynamic pursuit of continuous improvement and excellence.

Our vibrant school system enriches the entire community.

## Purpose and Rationale

The East Hampton Evaluation and Support Plan is designed to support a comprehensive leader evaluation system adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to leader evaluation regulations. 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.”

## Guiding Principles

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

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

## **CT Guidelines for Educator Evaluation and Support 2023 – Reimagining Educator Evaluation and Support**

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements.

- Standards and criteria
- Goal setting process
- Professional practice and leader growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

The combined vision, guiding principles, and overall framework for leader evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved learning, growth, and achievement for students. While components are similar for leaders, there are components specific to leaders, resulting in two sections with similar processes within a district's evaluation and support system.

### **Standards and Criteria for Leaders**

The primary goal of the leader evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Leader practice discussions are based on a set of state performance standards known as the Connecticut Core of Leading (CCL) set forth by the State of Connecticut and mutually agreed upon by the PDEC. The following professional practice standards ground this evaluation plan. It is recommended that each PDEC create a process to review the standards and ensure a single-point rubric accompanies the standards. The single-point rubric of the CCL serves as support for self evaluation, dialogue, and feedback. While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

### **Professional Learning Standards and Structures**

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help leaders and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.

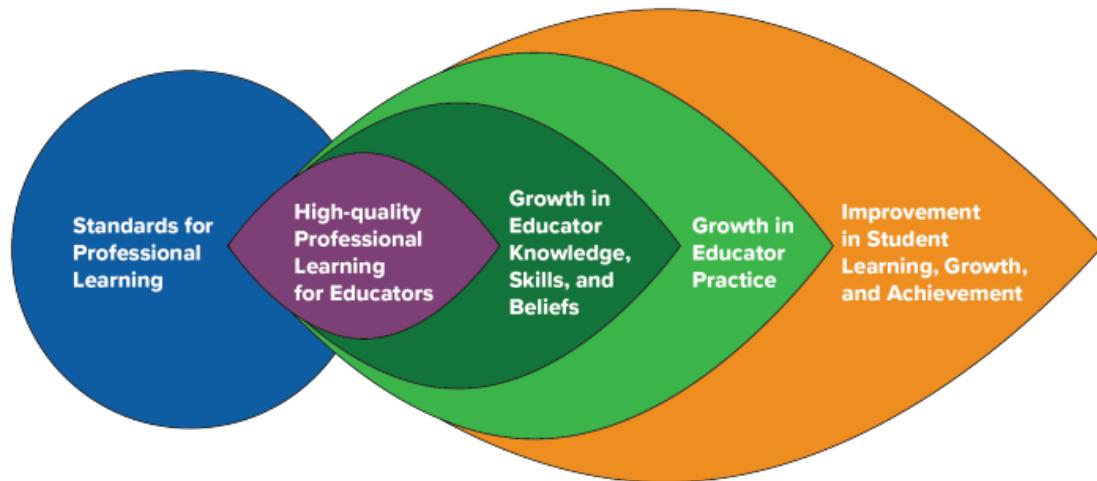


## The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goals, professional practice and leader growth, and observation and feedback focus.

During each school year, a minimum of three check-ins provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, 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 and reviews of practice as required by the district plan.

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



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 (093 or 092) who has completed comprehensive orientation on this model and relevant rubrics.

## Leader Continuous Learning Process

### Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



<u><b>Goal Setting</b></u> <b>Completed by Mid-October</b>	<u><b>Mid-year Check-in</b></u> <b>Completed by Mid-February</b>	<u><b>End-of-Year Reflection</b></u> <b>Completed 5 days prior to the end of the school year</b>
<p><b>Beginning of the Year Goal(s) and Planning</b></p> <ul style="list-style-type: none"> <li>• Self reflect</li> <li>• Review evidence</li> </ul> <p><b>Goal(s), Rationale, Alignment, and Professional Learning Plan</b></p> <ul style="list-style-type: none"> <li>• Draft goal(s), rationale, alignment, professional learning plan</li> </ul> <p><b>Goal Setting Conference</b></p> <ul style="list-style-type: none"> <li>• Mutually agree on 1-, 2-, or 3-year goal(s)</li> <li>• Determine individual or group goal(s)</li> <li>• Mutually agree on professional learning needs and support</li> <li>• Multiple measures of organizational health, leader and educator growth and impact on student learning, growth, and achievement</li> </ul>	<p><b>Mid-Year Check-in: Reflection, Adjustments, and Next Steps</b></p> <ul style="list-style-type: none"> <li>• Review and discuss currently collected evidence towards goal(s) and of practice</li> <li>• Review professional learning, evidence, and impact on leader practice, student learning, growth, and achievement</li> </ul> <p><b>Mid-Year Conference</b></p> <ul style="list-style-type: none"> <li>• Discuss evidence, reflection, and feedback from evaluator</li> <li>• Adjust and revise as needed</li> </ul>	<p><b>End-of-Year Reflection and Feedback Process</b></p> <ul style="list-style-type: none"> <li>• Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement</li> </ul> <p><b>End-of-Year Conference/ Summative Feedback and Growth Criteria</b></p> <ul style="list-style-type: none"> <li>• Evaluator provides written summative feedback and guides next steps</li> <li>• Annual Summary sign-off</li> </ul>

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 aligned with the CT Common Core of Leading
- Observation of practice/Review of practice
- Tiered supports
- Dispute resolution

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

### **Goal(s) Setting (Completed by mid-October)**

The initial goal setting meeting includes a dialogue between the leader and their evaluator around the leader's self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for leader practice and growth from the Common Core of Leading, and student learning, growth, and achievement. The leader and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two

measures) of student and educator growth, professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment.

### **Midyear Check-in (Completed by mid-February):**

The midyear check-in consists of reciprocal dialogue between the leader and evaluator and includes an leader self-reflection on their progress toward their goal(s) so far. The reflection shall include an analysis of the impact of their learning on their practice, student learning, growth and achievement and the school community.

- Leaders self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on leader's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the leader's goal.
- Observation feedback and evidence aligned to the single-point rubric based on the CCL.
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the leader's goal(s) may be considered based on multiple measures of evidence. Changes may be made upon mutual agreement.

### **End-of-Year Reflection/Summative Review (Completed 5 days prior to the end of the school year)**

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 reflection includes the impact of new learning on leader practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year reflection is important for the leader's subsequent self-assessment and goal setting revisions or new goal.

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

### **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 observation and dialogue, ensure timely access to supports, and collect evidence of leader performance and practice toward goal(s) through multiple sources, which include observation and may include student, staff, or family feedback.

### **Observation of Professional Practice and Feedback**

Observations occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with specific feedback based on evidence, standards, and the leader's goal; ensure timely access to planned support(s); and continue to collect evidence of leader practice and progress toward goal(s) through multiple sources of

evidence, including observation. Feedback, written and verbal, is provided within seven 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 aligned to the CT Common Core of Leading
- 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

## **Observation Cohorts**

For observations, leaders are separated into different cohorts depending on their tenure within the district. The table below delineates the different cohorts and their respective observation expectations and schedule.

<b>Cohort 1</b>	<b>Cohort 2</b>
<p><b>Who:</b></p> <ul style="list-style-type: none"><li>• New to leadership role (e.g., principal from assistant principal etc.; first year)</li><li>• New to EHSA (first year)</li><li>• New to EHSA, previously tenured (first year)</li></ul> <p><b>What:</b></p> <ul style="list-style-type: none"><li>• Three observations of professional practice and/or site visits, First observation should be completed by December 1st,</li><li>• Feedback written and verbal within five school days,</li><li>• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</li></ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"><li>• Leaders who have successfully completed Cohort 1</li></ul> <p><b>What:</b></p> <ul style="list-style-type: none"><li>• Two observations of professional practice and/or site visits</li><li>• Feedback written or verbal within five school days</li><li>• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</li></ul>

## **Growth Criteria**

A leader is determined to have successfully completed the learning process by demonstrating:

- Reflection supported with evidence of the impact of the leaders’ new learning on their practice/goal.

- The impact the leaders' new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- Next steps.

## **Corrective Support Plan with Tiered Supports**

### **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 leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

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

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

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader, and bargaining unit representative. 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, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan.

### **Criteria Must be Met Before Placement on a Support Plan**

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

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

- A collective bargaining representative should already be aware of concerns before consideration of a formal corrective action plan.
- Before a non-tenured leader is non-renewed for performance concerns, an evaluator must meet with the leader to notify them of the concerns and follow up with a written notice by January 15. The 3-Tiered Support would be implemented and exhausted by the evaluator prior to the corrective action plan implementation.
- A corrective action plan should then be collaboratively developed by the leader, their collective bargaining representative, and the evaluator detailing the specific areas in need of improvement along with support and resources to assist the leader.

- Significant lack of improvement toward the plan's criteria of success must be documented before April 1 to recommend contract non-renewal.

### **Tier 1- Universal Professional Learning**

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 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 leaders (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

### **Tier 2- Targeted Professional Learning and Support**

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 leader and/or recommended by an evaluator.

### **Tier 3- Intensive Professional Learning and Support**

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

## Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional leaders, leaders/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 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 and the respective collective bargaining unit for the district may each select one representative from the PDEC (administrator representatives) 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.

b. **Option 2:**

The leader being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent.

The superintendent will act as arbitrator and make a final decision, which shall be binding.

## Time Limits

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

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 bargaining agreements between the local or regional board of education and the relevant bargaining unit.

## **The Role of the Professional Development and Evaluation Committee**

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan. Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one leader and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, leaders, and other school personnel are representative of the various classifications within the groups.

East Hampton's PDEC is a comprehensive group of district staff members consisting of the Director of Curriculum and Instruction, administrators from the primary and secondary levels, educators representing each school community, a paraeducator, support services, and an instructional coach.

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

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

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

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

## Appendix A: Glossary of Growth and Development Plan

- **Continuous learning process:** The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence.
- **Corrective Support Plan (CSP):** 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 leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. Corrective Support Plans shall include 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.
- **Check-ins:** Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence of learning, and next steps in one's learning.
- **Community:** A school community typically refers to the localized group of students, leaders, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school. A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, leaders, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.
- **Dispute resolution:** A process for resolving disputes in cases where the evaluator and leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional learning plan or other outcomes of the evaluation process.
- **Evidence:** Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, student feedback, and reflections of the leader on student learning, growth, and achievement as part of the leader feedback process.
- **Feedback:** "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

From Killion, J. (2019). The feedback process: Transforming Feedback for Professional Learning. Learning Forward.

- **Comprehensive observations:** A formal observation is a structured and planned process of watching, assessing, and evaluating a leader's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within seven school days.
- **Goals and standards:** Goals and standards should be based on an evidence based, high leverage strategy or practice aligned with professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of professional practice.
- **Growth criteria:** Successful completion of the Continuous Learning Process, supported with evidence that includes the impact the leaders' new learning had on their practice/goal, along with a reflection on challenges and next steps, and the impact the leaders' new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- **High leverage goal:** High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus (i.e., a portrait of a graduate). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).
- **Snapshot observations:** An informal observation is an unplanned visit intended to evaluate leader performance. This typically includes either verbal or written feedback provided to the leader within five school days.
- **Leader:** A leader is defined as someone in a leadership position who has attained the 092 certification. This may include superintendent, principal, dean of students, assistant/vice principal, pupil services director, department chair. This is not an exhaustive list, rather to illustrate the definition. Superintendents will confirm district leaders with evaluation roles.
- **Multiple measures:** Can include, but is not limited to, student learning, leader learning, cultural changes, growth, and achievement as mutually agreed upon during the goal-setting process and may include additional evidence relative to one or more competencies.
- **Mutual agreement:** An agreement or condition that is reciprocal or agreed upon by all parties.
- **Organizational health:** Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.
- **PDEC (Professional Development and Evaluation Committee):** The Professional Development and Evaluation Committee serves as the collaborative decision maker to create, revise, and monitor the evaluation and support program for the district, as well as the professional learning plan for certified employees of the district.

- **Professional learning:** Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and leaders. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also appendix N, Glossary of Professional Learning Opportunities.
- **Review of practice:** Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, data team meetings, observations of coaching/ mentoring sessions, review of leader work and student work, or review of other leaders' artifacts.
- **Rubric:** A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of leaders based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.
- **Single point competency:** A description of a Common Core of Leading standard of behavior or performance that represents the enduring understanding of content and skill from a specific domain that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance.
- **Student outcomes:** Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal setting process.
- **Tiered support:**
  - Tier 1- Universal Professional Learning: 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 professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by your district PDEC, and other general support for all leaders (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.
  - Tier 2- Targeted Professional Learning: In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency and focus (e.g., attending a workshop, observation of specific classroom practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.
  - Tier 3- Intensive Professional Learning: Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

## Appendix B: Glossary of Professional Learning Opportunities

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

- **Advanced coursework:** Courses offered at a college, university, or other institution, in person or online, which further leader skills and/or provide professional training.
- **Case study:** A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining next steps, i.e., IEP review or attendance records.
- **Coaching:** A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.
- **Leader learning log:** When researching/learning new strategies, techniques, or implementation, leaders may take notes of new learning to reflect upon. Leaders may record responses to the educational material they are learning. This type of log helps leaders reflect more deeply on the material they are learning.
- **Examination of student work:** Individuals or groups of leaders review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.
- **Job-embedded:** Any activity that is tied in with authentic classroom practice. May include, but is not limited to:
  - Examining student data
  - Mentoring
  - Book study (see below)
  - Co-planning
  - Investigating print and online resources
  - Self-reflection
  - Visitations/observations within a school
- **Lesson study:** Groups of leaders planning a lesson, observing one present the lesson, and then reflecting on it afterwards.
- **Mentoring:** A relationship between a less experienced leader and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.
- **Peer observation:** An opportunity for leaders to observe each other during classroom instruction. Leaders may want to observe peers to see a new teaching strategy in action, learn a new model of

instruction, or analyze classroom processes and procedures.

- **Personal professional reading:** Individual, self-driven reading and processing of texts, in order to improve one's own teaching practice.
- **professional literature study:** Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability to apply new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.
- **Protocols:** A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.
- **School visits:** Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities.
- **Student shadow:** Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.
- **Walkthroughs:** A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.
- **Web-based learning:** Use of online resources or learning activities to develop new learning or techniques for the classroom.
- **Workshops:** Meetings where participants are involved in group discussions or learning experiences and are normally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. May take place at school or outside.

## Appendix C: Evaluation Process and Timeline

### 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 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, educator and student learning, growth and achievement

#### Mid-Year Conference

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

### End-of-Year Reflection

Completed by June 30

#### End-of-Year Reflection and Feedback Process

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

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

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

## Appendix D: Sample Leader Reflection Questions

### Self-Reflection Sample Questions

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

### Professional Learning and Action Questions & Indicators of success

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

### Determine Evidence

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

### Analysis of Evidence

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

success?

- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

### **Learning Reflection and Next Steps**

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

### **Reflect on the Feedback Process**

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

## Appendix E: Leader Growth Criteria and Sources of Evidence

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

## Appendix F: Professional Growth and Development Forms

### PART I – BEGINNING OF YEAR GOAL SETTING

Administrator:	Evaluator:	Goal Duration: _____ year (s)
One (1) CCL Leadership Practice Goal:		
Two (2) Measures of Accomplishment:		
Collaborative partner(s):		
What is your rationale for this particular goal?		
How do you anticipate success towards this goal will impact teachers, students, and the school community?		
Evaluator: Based on your review of the administrator's measures of accomplishment and the feedback you've provided this year, what are 1-3 action steps you recommend to help the administrator enhance their growth next year? In what ways can you support the administrator in completing these steps?		

## **PART II – MID YEAR PROGRESS REPORT**

### **Leadership Practice Goal**

**I. Mid-year Update:**

**II. Action Steps:**

**III. Supports:**

### **Student Learning Measures/Outcomes**

**IV. Mid-Year Update**

**Measure 1:**

**Measure 2:**

**V. Action Steps:**

**VI. Supports:**

## PART III – SUMMATIVE SUMMARY (Self-Reflection)

<b>End-of-Year Reflection &amp; Feedback Process</b>  <i>Non-negotiable Process Element of the CT Guidelines (2023)</i>	
<b>Name:</b>	<b>Location:</b>
<b>Self-Reflection</b> <i>Completed by Leader</i>  <u><a href="#">See Sample Reflection Questions</a></u> & <u><a href="#">Professional Learning &amp; Action Questions</a></u>	
What impact did your new learning have on your practice/goal(s), and how do you know?   What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know?   What challenges did you encounter and what are your next steps with your professional learning?	<b>Self-Reflection:</b>
<b>Links to Evidence:</b>  .	

## PART III – End of Year Summative – Conference Summary

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

## Appendix G: Leader Single Point Competency Rubric

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

<b>Domain 1: Instructional Leadership</b>		
<b>1.1 Shared Vision, Mission and Goals</b>		
<i>Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.</i>		
<b>Evidence</b>	<b>Effective Practices</b>	<b>Opportunities for Growth and Next Steps</b>
	Develops, implements and sustains shared vision, mission and goals that articulate high expectations, including life skills and/ or college- and career-readiness, for all students.	
	Ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.	
	Engages relevant stakeholders to develop, implement and sustain the shared school or district vision, mission and goals. Identifies and addresses barriers to achieving the vision, mission and goals	

## **1.2 Curriculum, Instruction and Assessment**

*Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment*

<b>Evidence</b>	<b>Effective Practices</b>	<b>Opportunities for Growth and Next Steps</b>
	Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.	
	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.	
	Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.	

### ***1.3 Continuous Improvement***

*Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.*

<b>Evidence</b>	<b>Effective Practices</b>	<b>Opportunities for Growth and Next Steps</b>
	Analyzes varied sources of data about current practices and outcomes to guide ongoing decision making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals.	
	Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students.	
	Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.	

## Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

### 2.1 Recruitment, Selection and Retention

*Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.*

Evidence	Effective Practices	Opportunities for Growth and Next Steps
	Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures.	
	Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions.	
	Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.	
	Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	

## ***2.2 Professional Learning***

*Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.*

<b>Evidence</b>	<b>Effective Practices</b>	<b>Opportunities for Growth and Next Steps</b>
	Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school or district's vision, mission and goals.	
	Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities.	
	Provides multiple conditions, including support, time or resources for professional learning, that lead to improved practice.	

### **2.3 Observation and Performance Evaluation**

*Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.*

<b>Evidence</b>	<b>Effective Practices</b>	<b>Opportunities for Growth and Next Steps</b>
	Evaluates staff using sources of evidence such as observation, review of artifacts, collegial dialogue and student-learning data that is clearly aligned to educator performance standards, which result in improved teaching and learning.	
	Regularly provides clear, timely and actionable feedback based on evidence.	
	Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.	

### Domain 3: Organizational Systems

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

#### ***3.1 Operational Management***

*Strategically aligns organizational systems and resources to support student achievement and school improvement.*

Evidence	Effective Practices	Opportunities for Growth and Next Steps
	Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district.	
	Designs and implements a comprehensive school site safety and security plan.	
	Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.	
	Develops or implements communication and data systems that assure the accurate and timely exchange of information.	
	Develops capacity of staff to document and access student learning progress over time.	

### **3.2 Resource Management**

*Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.*

<b>Evidence</b>	<b>Effective Practices</b>	<b>Opportunities for Growth and Next Steps</b>
	Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible.	
	Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals.	
	Allocates resources to ensure educational equity for all diverse student, family and staff needs.	

## Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

### 4.1 Family, Community and Stakeholder Engagement

*Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.*

Evidence	Effective Practices	Opportunities for Growth and Next Steps
	Communicates and advocates for the vision, mission and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students.	
	Promotes and provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning.	
	Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.	
	Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.	

## **4.2 School Culture and Climate**

*Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.*

<b>Evidence</b>	<b>Effective Practices</b>	<b>Opportunities for Growth and Next Steps</b>
	Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations.	
	Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators.	
	Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.	

### **4.3 Equitable and Ethical Practice**

*Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community.*

<b>Evidence</b>	<b>Effective Practices</b>	<b>Opportunities for Growth and Next Steps</b>
	Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	
	Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate.	
	Allocates resources to ensure educational equity for all diverse student, family and staff needs.	
	Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals.	
	Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community.	

## Appendix H: Corrective Support Plan

(Leader being evaluated) has consistently struggled with *(describe what leader is struggling with)*.

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

**Objective:** To improve *(Indicate specific standard(s) in your objective language)*.

**(Possible) Resources:** A blend of opportunities and resources should be extended to the Leader being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Readings as appropriate

### Timeframes:

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

### Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)

Management of access to learning opportunities in and out of the building, as appropriate.

### Sample Corrective Support Plan – Leader (Sample)

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

**Objective:** Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals. (CCL – 2.2) to support professional learning.

**(Suggested) Resources:**

- Observe a mutually agreed peer for structures, systems, and dispositions that support positive leadership curriculum, instruction, and assessment skills.
- Read and discuss Learner Focused Feedback (Tepper and Flynn, 2020) or Feedback to Feed Forward (Tepper and Flynn, 2018)
- Training in systems of professional growth.

**Timeframes:**

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

**Supportive Actions:**

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