



East Haven Public Schools Leader and Educator Evaluation and Support
Plan 2024

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The Professional Development and Evaluation Committee (PDEC)

The EHPS Board of Education	The EHPS PDEC Members
Michele A. DeLucia, EdD Patricia “Tia” DePalma Erika Santiago Thomas Hennessey Jennifer DiLungo John “Jack” Stacey Karyn Putney Lynn Torello Marianne Johnson	Erica Forti, Co-Chair, Superintendent of Schools Emilia Caturano, Co-Chair, Teacher, EHEA Vice President Lisa Veleas, Co-Chair, Assistant Superintendent of Schools Michael Archambault, Teacher, EHEA President Christopher Brown, Principal, Tuttle School Lisa Brown, Teacher, Ferrara School Julie Church, Family Engagement Coordinator Laura DePonte, Teacher, East Haven Adult Education Christina DeCrescenzo, Special Education Coordinator, 6-12 Gennaro Gagliardi. Teacher, Joseph Melillo Middle School Jessica Gaudio, Social Worker, East Haven High School Joe Marangell, EdD, Social Studies Instructional Leader, 6-12 Renee McIntyre Teacher, Tuttle School Dana Palmieri Teacher, East Haven Academy Geralyn Perez Teacher, Momauguin Gina Racino Teacher/Coach, Deer Run Jennifer Sangiovanni Teacher, Deer Run Sarah Santos Teacher, Ferrara Nathaniel Testroet Assistant Principal, JMMS Marissa Velasquez FRC Coordinator, Overbrook Leticia Marreiros, Deer Run, Paraprofessional

Vision

East Haven Public Schools 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 East Haven students experience growth and success.

Guiding Principles

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

- **Allow for differentiation of roles** (for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff).
- **Simplify and reduce the burden** (eliminate technical challenges, paperwork, steps).
- **Focus on things that matter** (identify high leverage goal focus areas).
- **Connect to best practices aimed at the development of the whole child** (including, but not limited to, academic, social, emotional, and physical development).
- **Focus on leader and 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.**

East Haven Public Schools PDEC Theory of Action

If East Haven leaders and educators are afforded and engage in ongoing opportunities for continuous and meaningful learning and feedback, grounded in best practices aimed at the development of the whole child, then EHPS students will experience continuous growth and increased success resulting in achievement of the EHPS Vision of the Graduate.

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 (see examples below).

Other School Personnel	Educator	Leader
<ul style="list-style-type: none"> ● Attendance counselor ● Paraeducator (required) ● Behavior technician ● Parent and family liaison ● Social emotional support staff 	<ul style="list-style-type: none"> ● Classroom teacher ● CTE teacher ● Library media specialist ● Reading interventionist ● Instructional coach ● Special education teacher ● Social worker ● School psychologist ● Speech pathologist 	<ul style="list-style-type: none"> ● Principal ● Assistant principal ● TESOL supervisor ● Special education supervisor ● Assistant superintendent ● Curriculum coordinator ● Talent development supervisor

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.
- provide orientation on the educator and leader evaluation and support processes prior to the start of the process, no later than October 1. 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

Local and State Reporting

The superintendent shall report:

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

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

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 outcomes 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.



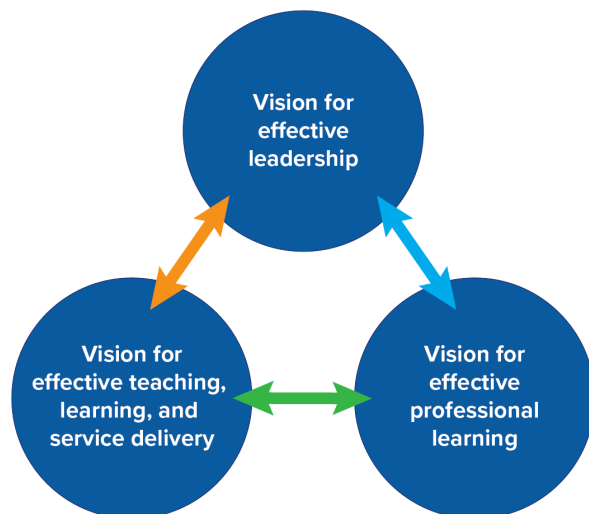
East Haven Public Schools Leaders

References:

1. [Common Core of Leading: Connecticut School Leadership Standards](#)
2. [Learning Forward's Professional Learning Standards \(2022\)](#)
3. [Professional Standards for Educational Leaders](#)

Professional Learning Standards and Structures

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



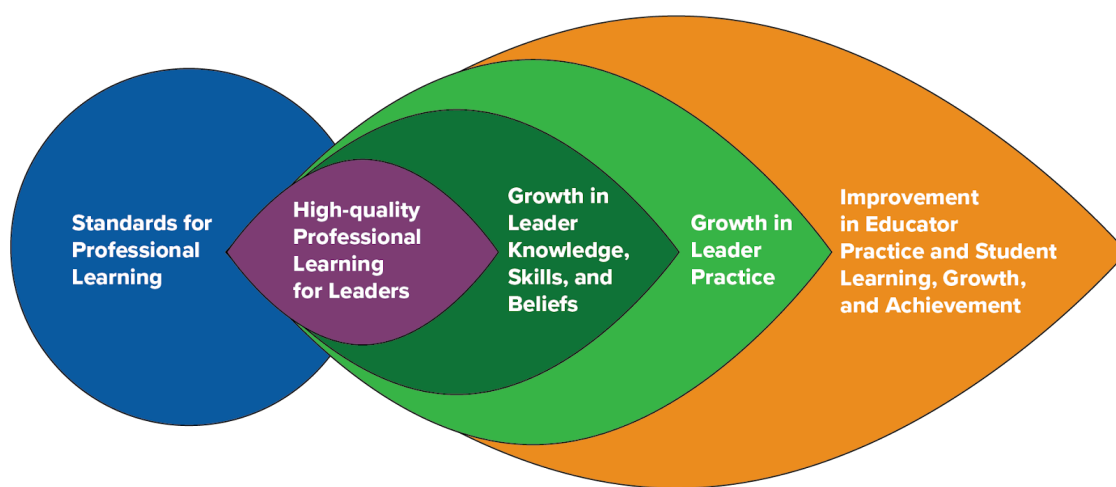
The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement

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

Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice,

and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports – the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/ district. In all their work, educational leaders are driven by the district/school's mission, vision, and portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards). *The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators, and students.*



All leaders are assigned a primary evaluator (092 or 093).

Leader Continuous Learning Process

All leaders and evaluators will complete an evaluation orientation prior to the start of the Continuous Learning Process



<u>Goal Setting</u> Completed by November 1	<u>Mid-year Check-in</u> Completed by March 1	<u>End-of-Year Reflection</u> Completed by June 30
<p>Beginning of the Year Goal(s) and Planning</p> <ul style="list-style-type: none"> • Self-reflect • Review evidence <p>Goal(s), Rationale, Alignment, and Professional Learning Plan</p> <ul style="list-style-type: none"> • Draft goal(s), rationale, alignment, professional learning plan <p>Goal Setting Conference</p> <ul style="list-style-type: none"> • Mutually agree on 1-, 2-, or 3-year goal(s) • Determine individual or group goal(s) • Mutually agree on professional learning needs and support 	<p>Mid-Year Check-in: Reflection, Adjustments, and Next Steps</p> <ul style="list-style-type: none"> • 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 <p>Mid-Year Conference</p> <ul style="list-style-type: none"> • Discuss evidence, reflection, and feedback from evaluator • Adjust and revise as needed 	<p>End-of-Year Reflection and Feedback Process</p> <ul style="list-style-type: none"> • Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement <p>End-of-Year Conference/ Summative Feedback and Growth Criteria</p> <ul style="list-style-type: none"> • Evaluator provides written summative feedback and guides next steps • Annual Summary sign-off

Goal(s) Setting (Completed by November 1)

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

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins

with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

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

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

Mid-year Check-in (Completed by March 1):

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement.

Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

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

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

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

Professional Practice and Leader Growth

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

toward goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement.

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within a reasonable time frame, suggested within five school days.

Site visits are observations of leadership practice that may include but are not limited to professional learning or meeting facilitation, artifact reviews, book clubs, 504/PPT meetings, planning and collaboration meetings.

- **Formal site visits** are scheduled in advance at a mutually agreed-upon time and followed by written feedback within 10 school days. Formal observations are at least 25 minutes and may include a post-observation conference.
- **Informal site visits** are a minimum of 10 minutes and followed by quality feedback within five school days.
- **Administrative reviews of leadership practice** are based on compilations of evidence that may include written feedback provided to teachers, evidence from meetings and site visits, or observations of professional practice. Evidence may be compiled by both the administrator and the evaluator. (A review of leadership practice must include evidence from at least one site visit.)

“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

The site visits listed in the following table reflect the minimum number required per year. Evaluators may add site visits to provide leaders with additional feedback or to provide increased support when an area of concern has been identified.

Definition of Cohorts	
Cohort 1	Cohort 2
<p>Who:</p> <ul style="list-style-type: none"> • Nontenured leaders <p>What:</p> <ul style="list-style-type: none"> • Minimum of 1 formal site visit (by 11/15) • Minimum of 1 informal site visit (by 3/15) • Minimum of 2 reviews of leadership practice (one before the midyear and one after the mid-year) 	<p>Who:</p> <ul style="list-style-type: none"> • Tenured leaders <p>What:</p> <ul style="list-style-type: none"> • Minimum of 1 informal site visit (by 3/15) • Minimum of 2 reviews of leadership practice (one before the midyear and one after the mid-year)

Growth Criteria

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

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

Tiered Support and Corrective Action Planning

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective 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 Action 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 Action Plan. The Corrective Action Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

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. When a non-tenured leader demonstrates a pattern of specific lack of growth, a corrective action plan should then be collaboratively developed by the evaluator, the leader, and their collective bargaining representative. The evaluator must detail the specific areas in need of improvement along with support and resources to assist the leader.

Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed

by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator. Tier 2 supports should be documented through the professional practice and educator growth process (site visits as previously defined). The evaluator must conduct additional site visits (as previously defined) to assess improvement. The leader may invite their union representative if they are a member of a collective bargaining unit to be a part of the process.

Tier 1 and Tier 2 supports may be ongoing throughout a school year.

Tier 3 (Not to exceed 30 school days)

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. If the specific conditions described above (Growth Criteria) are **not met** by the end of year summative conversation and the leader is determined to **not have successfully** completed the *professional learning process*, a leader may be placed on this tier of support. By statute, this decision must involve the collective bargaining unit.

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 Action 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. At this tier, the evaluator, accompanied by a secondary evaluator, must conduct a minimum of two site visits and/or mutually agreed upon meetings to assess improvement. The leader may request post-visit conferences which include a representative from the leader's collective bargaining unit.

Corrective Action Plan

(Not to Exceed 30 school days)

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 Action 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 Action Plan. The Corrective Action Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-15.

The Corrective Action 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 (may include, but are not limited to regular meetings between the evaluator(s), the leader, and union representative to discuss growth, and a request of a new evaluator to conduct site visits or meetings for further assessment of improvement towards the area of concern);
- well defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Action Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative. If the leader does not successfully meet the goals of the corrective action plan, a recommendation for termination may be submitted to the superintendent.

See appendix F for a Corrective Action Plan form and example.

Examples of resources or interventions at any part of the process include, but are not limited to:

- peer-to-peer observations involving a member of the same collective bargaining agreement selected by mutual agreement
- professional development opportunities aligned with the identified area(s)
- additional site visits
- mutually agreed upon planning meetings
- shadowing peer exemplar leaders

Dispute Resolution Process

The leader being evaluated shall be entitled to collective bargaining representation throughout the process. The dispute resolution process is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in the document entitled “East Haven Public Schools Evaluation and Supports Plan 2024-2025.”

1. The leader being evaluated shall articulate the dispute in writing to his/her/their evaluator in a timely manner following the disagreement. The leader 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.
 - **Step 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 subcommittee must include a representative selected by the leader, a representative selected by the evaluator, and a mutually agreed upon neutral third party. A neutral third party is essential to a fair resolution and does not have to be a member of the PDEC or work within the district, but are strongly suggested to be a PDEC member.
 - **Step 2:** Should the process established in Step 1 not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent or their designee. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Confidentiality throughout the resolution process shall be conducted in accordance with the law.



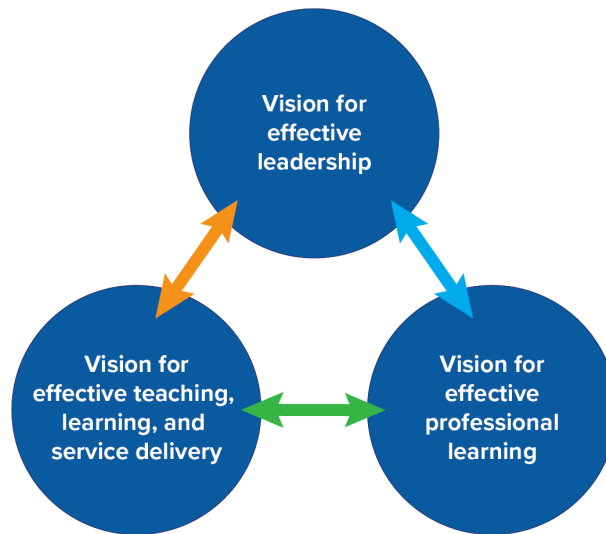
Educator Evaluation and Support Plan

References:

1. [Danielson Framework for Teaching 2022](#)
2. [Danielson Framework for Teaching 2022 Smart Card](#)
3. [CCT Rubric for Effective Service Delivery 2017](#)
4. [Learning Forward's Professional Learning Standards \(2022\)](#)

Professional Learning Standards and Structures

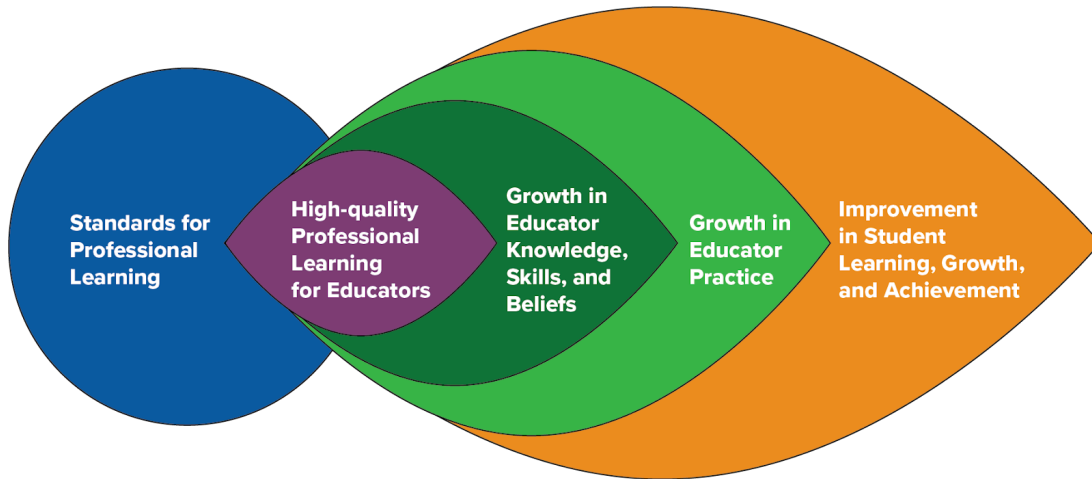
Professional learning is essential to the CT Guidelines 2023 model. [Learning Forward Professional Learning Standards 2022](#), serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional 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

All educators will participate in an evaluation orientation no later than October 1 each year, prior to the start of the Continuous Learning Process.



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

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

Goal(s) Setting (Completed by November 1)

The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. Each teacher and their assigned evaluator must mutually agree on a professional growth goal and at least two associated measures of accomplishment. Measures of accomplishment (or indicators of educator growth) are ways the teacher can demonstrate progress toward their goal and may include, but not be limited to, a sample of lesson plans, a sample of student artifacts, newly developed performance assessments, and educator and/or student self-reflection.

Non-Tenured Teachers (Cohorts 1 and 2)

Teachers who are not tenured are required to set one professional growth goal each year, and, if required to complete TEAM, are encouraged to align their goal with TEAM modules for the year. Teachers may also set collaborative goals if mutually agreed upon with their evaluator. Educators must provide evidence of progress toward their goal at all goal setting meetings with their evaluators.

Tenured Teachers (Cohort 3)

Experienced teachers are required to set one professional growth goal that spans from one (1) to three (3) years in duration. This goal may be collaborative and may be adjusted as needed each year. Educators must provide evidence of progress toward their goal at all goal setting meetings with their

evaluators. Multi-year goals may be renewed in the following year based on evidence presented to the evaluator and agreement to continue for the remaining number of school years.

Mid-year Check-in (Completed by March 1):

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 check-in is a crucial progress conversation. 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 accomplishment.

End-of-Year Reflection/Summative Review (Completed by close of academic 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 summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal.

The 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 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 (see appendix H).

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 or verbal, is provided in a reasonable timeframe, suggested within five school days.

Observations are reviews of professional practice that may include but are not limited to classroom visits, concerts, art shows, professional development facilitation, artifact reviews, book clubs, 504/PPT meetings, planning and collaboration meetings.

- **Formal observations** are scheduled in advance at a mutually agreed-upon time and followed by written feedback within 10 school days. Formal observations are at least 25 minutes and include pre- and post-observation conferences. The teacher will provide lesson materials/artifacts prior to the pre-observation conference and complete a post-observation reflection.
- **Informal observations** are a minimum of 10 minutes and followed by quality feedback within five school days.

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

Quality feedback:

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

The observations listed in the following table reflect the minimum number required per year. Evaluators may add observations to provide educators with additional feedback or to provide increased support when an area of concern has been identified.

Definition of Cohorts		
Cohort 1	Cohort 2	Cohort 3
<p>Who:</p> <ul style="list-style-type: none"> • Teachers new to EHPS (first two years) <p>What:</p> <ul style="list-style-type: none"> • Minimum of 2 formal observations (by 11/15 and 3/15) • Minimum of 2 informal observations (one before the mid-year and one after the mid-year) 	<p>Who:</p> <ul style="list-style-type: none"> • Teachers in years three and four with EHPS • Nontenured teachers <p>What:</p> <ul style="list-style-type: none"> • Minimum of 1 formal observation (in advance of the mid-year check-in) • Minimum of two informal observations (at least one must be after the mid-year check-in) 	<p>Who:</p> <ul style="list-style-type: none"> • Tenured teachers <p>What:</p> <ul style="list-style-type: none"> • Minimum of 3 informal observations (at least 1 informal completed in advance of the mid-year check-in)

Growth Criteria

An educator is determined to have successfully completed the learning process by demonstrating both of the following criteria:

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

Tiered Support and Corrective Action

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

Before a non-tenured educator is non-renewed for performance concerns, an evaluator must meet with the educator to notify them of the concerns and follow up with a written notice. When a non-tenured teacher demonstrates a pattern of specific lack of growth, a corrective action plan should then be collaboratively developed by the evaluator, the educator, and their collective bargaining representative. The evaluator detailing the specific areas in need of improvement along with support and resources to assist the educator.

Tier 1

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

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator. Tier 2 supports should be documented through the professional practice and educator growth process (observations as previously defined on page 19-20). The evaluator must conduct a minimum of three additional observations (as previously defined on page 19-20) to assess improvement. The educator may invite their union representative if they are a member of a collective bargaining unit to be a part of the process.

Tier 1 and Tier 2 supports may be ongoing throughout a school year.

Tier 3 (Not to exceed 30 school days)

If the specific criteria described above (Growth Criteria) are **not met** by the end of year summative conversation and the educator is determined to **not have successfully** completed the *professional learning process*, an educator may be placed on this tier of support. By statute, this decision must involve the collective bargaining unit.

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 Action 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. At this tier, the evaluator, accompanied by a secondary evaluator, must conduct a minimum of two observations and/or mutually agreed upon meetings to assess improvement. If these are observations, they must include post-observation conferences with the educator, both evaluators, and the educator's collective bargaining representative.

Corrective Action Plan

(Not to Exceed 30 school days)

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 Action 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 Action Plan. The Corrective Action Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-15.

The Corrective Action 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 (may include, but are not limited to regular meetings between the evaluator(s), the evaluatee, and union representative to discuss growth, and a request of a new evaluator to conduct observations or meetings for further assessment of improvement towards the area of concern);
- well defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Action Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative. If the educator does not successfully meet the goals of the corrective action plan, a recommendation for termination may be submitted to the superintendent.

See appendix I for a Corrective Action Plan form and example.

Examples of resources interventions at any part of the process include, but are not limited to:

- peer-to-peer observations involving a member of the same collective bargaining agreement selected by mutual agreement
- professional development opportunities aligned with the identified area(s)
- additional observations
- mutually agreed upon planning meetings

- shadowing peer exemplar teachers

Dispute Resolution Process

The educator being evaluated shall be entitled to collective bargaining representation throughout the process. The dispute resolution process is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in the document entitled “East Haven Public Schools Evaluation and Supports Plan 2024-2025.”

1. The educator being evaluated shall articulate the dispute in writing to his/her/their evaluator in a timely manner following the disagreement. The educator 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.
 - **Step 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 subcommittee must include a representative selected by the educator, a representative selected by the evaluator, and a mutually agreed upon neutral third party. A neutral third party is essential to a fair resolution and does not have to be a member of the PDEC or work within the district, but are strongly suggested to be a PDEC member.
 - **Step 2:** Should the process established in Step 1 not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Confidentiality throughout the resolution process shall be conducted in accordance with the law.

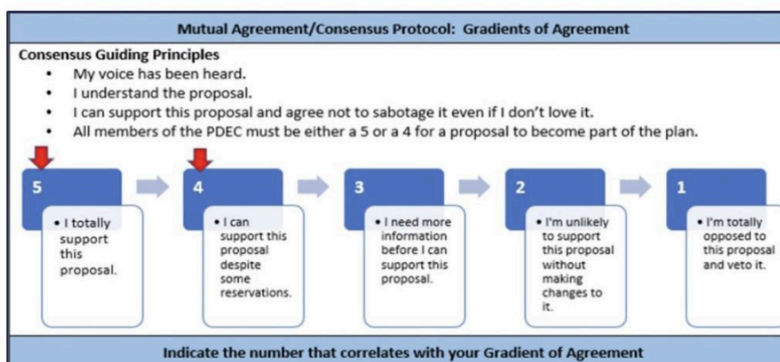


Appendices - General

Appendix A: General Glossary

Consensus Protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.

By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.



From *Consensus decision making*. Seeds for Change.
(n.d.).

<https://www.seedsforchange.org.uk/consensus>

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. 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; supportive actions from the evaluator; and outcomes or further action as determined in consultation with the evaluator, leader, and bargaining unit representative.

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 and 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.

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. There are multiple models of continuous learning including, but not limited to:

- The Supporting Teacher Effectiveness Project (STEP)
- [Massachusetts Department of Elementary and Secondary Education 5-Step Cycle](#) and [Model System for Educator Evaluation](#)
- Ohio Department of Education – [Ohio Teacher Evaluation System \(OTES 2.0\) Framework](#)
- [Tennessee Educator Acceleration Model](#)
- Connecticut TEAM Process (CAPA)

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, site visit feedback, and reflections of the leader impact on organizational health, educator growth, and 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.*

Formal 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 five school days.

Goals and Standards: Should be a high leverage goal based on 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 practice.

Growth Criteria: Successful completion of the Continuous Improvement Process, supported with evidence that includes the impact the leader's new learning had on their practice/goal, along with a reflection on challenges and next steps; and the impact the leader's new learning and practice had on organizational health, educator growth, student learning, growth, and/or achievement, supported by evidence.

High Leverage Goals: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus. They address strategies for development of human capital (people), instruction (knowledge and skills), and organizational management that transcends schools (Grissom, et al., 2021).

Informal 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 five school days.

Leader: A leader is defined as someone in a leadership position who has attained the 092 certification. This may include assistant 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, structures and systems to support educator learning and growth, culture and climate changes, student learning, growth, and achievement as mutually agreed upon during the goal-setting process. 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 on accelerating personal and collective learning and closing the knowing-doing gap for leaders and teachers. 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 E, 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, facilitation of meetings, coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other 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 is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric.

Site Visits: A site visit provides an opportunity for observation and dialogue with the leader that may include but is not limited to leader engagement with educators, families or other partners in the work with a focus on the leader's goal.

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

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

Tier 2

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

Tier 3

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

Appendix B: Glossary of Professional Learning Opportunities

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

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

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

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

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

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

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

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

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

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

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

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

and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.

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

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

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

Walkthroughs: A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.
web-based learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

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

Appendix C: Sample Reflection Questions – Leader

Self-Reflection Question Samples

- 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 D: Growth Criteria and Sources of Evidence – Leader

Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning and Impact on Practice</p> <ul style="list-style-type: none"> 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 <p>Impact on the Organization</p> <ul style="list-style-type: none"> 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 <p>Impact on Community</p> <ul style="list-style-type: none"> The leader can demonstrate how they worked effectively with colleagues/families/community. 	<ul style="list-style-type: none"> Information from site visits Strategic plans Learning walk/instructional rounds Self-reflection (e.g., journals, learning logs) Leader created professional learning materials Operational artifacts (e.g., schedules, procedural revisions) Educator learning outcomes Policy updates Community communications Constituent feedback Program development and implementation Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) Systems and structures

[Sample/Draft Observation Rubrics and Forms](#)

Appendix E: Continuous Learning Process – Leader

Leader Growth Goal Form

Leader:	Evaluator:	Goal Duration: ____ year(s)
I will... (State the action you will take)		
Focus on.... (<i>Your focus area may be aligned with standards, Vision of the Graduate, department, school/district goals, or other important initiatives</i>)		
Measures of Accomplishment (Two Measures Needed): (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)		
Resources/Supports Needed to Accomplish Goal:		
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?		

 Administrator Signature and Date

 Evaluator Signature & Date

Leader Growth Goals Examples

I will... State the action you will take	Focus on... <i>Your focus area may be aligned with standards, TEAM, Vision of the Graduate, department, school/district goals, or other important initiatives.</i>	Support needed/accessed (Materials and Resources)	Measures of Accomplishment 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.
Create an inventory of all supports that are areas of expertise within the staff	Find areas of growth workshop/training models for current staff members to deliver/present	Organization (timelines) Access to colleagues/materials	Success/growth accomplished; improved capacity; catalog of offerings
I will conduct further research on artificial intelligence to enhance and support teacher instruction.	The focus will be on finding and utilizing different AI sites and sources for staff to use and assist in teaching methods.	Professional Development on using AI responsibility Collaborate with educators to see what they are currently using that supports them. .	Staff Reflections and display board of findings.
Develop a schoolwide Mathland community that incorporates elementary math standards throughout the physical space	Teachers work together to create interactive math activities throughout the school focusing on Measurement, Data, and Geometry	Professional development, Materials to create stations and activities, including but not limited to pattern block, base ten blocks, yardsticks, measuring tapes	Mathland activities to share at district PD and Curriculum meetings. Community Mathland night with families.
Increase collaboration and cohesion among regular education and special education teachers	Co-teachers working together on lesson planning and instruction	Prof development focusing on co-teaching	Feedback cycles of improved delivery of instruction, student growth

Leader Growth and Development Mid-year Check-in Reflection

Leader:	Evaluator:
I will...	
Focus on...	
Measures of Accomplishment	
Leader: Reflect on your progress to date on your goal(s), with specific evidence of your new or continued learning and its impact on students, teachers, and the school community. What are your next steps and why?	
Evaluator: Provide feedback regarding the leader's progress on professional learning and their progress toward their goal(s). Include recommendations for tiered supports, if applicable.	

Leader Growth and Development Annual Summative Report

Leader:	Evaluator:	Goal Duration: _____ year (s)
I will... Focus on....		
Measures of Accomplishment:		
Site Visit & Review of Practice Dates:		
Meeting Dates:	Mid-Year:	Summative:
<p>Leader: Reflect on your progress toward your growth goal and discuss its impact on teachers and/or the school community. Include up to one additional page as needed.</p>		
<p>Leader: Reflect on the feedback provided to you by your evaluator following your site visits and reviews of practice this year. What are 2-3 action steps you can take next year to refine your practice and inform or adjust your goal? Include up to one additional page as needed.</p>		
<p>Evaluator: After reviewing the mutually agreed upon measures of accomplishment aligned with the leader’s goal and the feedback you provided following their site visits and reviews of practice, provide two–three commendations on the administrator’s growth and learning.</p>		
<p>Evaluator: Based on your review of the leader’s measures of accomplishment and the feedback you’ve provided this year, what are 1-3 action steps you recommend to help the leader enhance their growth next year? In what ways will you support the leader in completing these steps? Include recommendations for tiered supports, if applicable.</p>		

- Leader successfully completed the growth and support process in accordance with the (document title) growth criteria
- Leader did not successfully complete the growth and support process in accordance with the (document title) growth criteria*

 Leader Signature & Date

 Evaluator Signature & Date

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

Appendix F: Sample Corrective Action Plan – Leader (Sample)

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

Objective:

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

Resources:

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

Timeframes:

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

Supportive Actions:

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

Corrective Support Plan Template

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

Objective:

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

(Possible) Resources:

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

- Mentor
- Coach
- Reading as appropriate

Timeframes:

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

Supportive Actions:

(Suggested supportive actions)

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

Appendix G: Sample Reflection Questions – Educator

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of Success

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

Determine Evidence

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

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix H: Growth Criteria and Sources of Evidence – Educator

Educator Growth Goals Examples

I will... State the action you will take	Focus on... <i>Your focus area may be aligned with standards, TEAM, Vision of a Graduate, or department, school/district goals, or other important initiative.</i>	Support needed/accessed (Materials and Resources)	Measures of Accomplishment 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.
<u>Elementary Teacher</u> I will develop and design questions from DOK 3 or 4 for Math topics	Use them weekly as both instruction and feedback/assessment, focusing on questioning techniques	Work with Instructional Coaches, PLCs, and Professional Development	Sample lesson plans, and samples of student work showing improvement over time.
<u>Physical Education Teacher</u> I will design multiple semi-permanent obstacle courses	Accessing flexibility and coordination for specific age-appropriate activities.	Research materials for design along with support to integrate into regular physical education classes.	Replicable courses to follow, improved student ability to succeed.
<u>6th Grade English/Language Arts</u> I will create four (4) short stories, five (5) pages each.	Illustrating the process of writing, author's craft, word choice, and editing.	Professional development and access to local authors.	Rough to final drafts; impact and change on student writing over time and instructional strategies used to increase student learning.
<u>Grades 6-8 Reading/Social Studies</u> I will analyze data from iReady diagnostics	Students improve their iReady score in analyzing informational text.	Performance matters data BOY Student Data from the previous school year. Instructional strategies to assist students.	Data indicating/showing growth throughout the year and a list of strategies used to promote discourse within the classroom.
<u>Special Education</u> I will design stations in a resource setting.	To improve effective academic interventions	Professional Development and peer Teacher observations	Use of rubrics and samples of lesson plans to support station activities within the class.
<u>8th Grade Guidance Counselors</u> I will implement strategies to assist students with their transition to the next grade (High School)	Create information for alternative high schools and how to apply Coordinate visits from alternate high schools to JMMS Facilitate EHHS staff with JMMS students Meet individually or in groups with students to select classes appropriate to your ability and interests.	Flexibility of teacher schedules to allow for visitations Technical support to distribute high school info via school messenger	Student-created schedule for high school (artifact) Reflection of students - Before and after understanding of expectations and requirements

<p><u>School Psychologist</u></p> <p>I will improve the student's ability to regulate their emotions in the educational setting</p>	<p>Model and teach group or individual lessons focusing on regulating student emotions in a school setting through the use of emotional regulation, emotional identification, and emotional awareness lessons and activities.</p>	<p>Research to ensure that the most up-to-date peer-reviewed strategies and lessons are implemented into lesson plans.</p>	<p>Pre and post-student assessment surveys</p> <p>Work samples - Lesson Plans and Implementation of strategies learned.</p>
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[Sample Observation Rubrics/Forms](#)

Educator Growth Goal Form

Teacher:	Evaluator:	Goal Duration: ____ year (s)
I will...: State the action you will take		
Focus on... <i>Your focus area may be aligned with standards, TEAM, Vision of a Graduate, or department, school/district goals, or other important initiative.</i>		
Measures of Accomplishments (Two Measures Needed): 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.		
Resources/Supports Needed to Accomplish Goal:		
What is your rationale for this particular goal and measures of accomplishments?		
How do you anticipate success towards this goal will impact your students?		

Teacher Signature

Evaluator Signature & Date

Post- Observation Form

Post-Observation Reflection (Formal Observation) <i>Completed by the Educator</i> <i>Review the Danielson Framework Rubric when considering your practice during the observation.</i>	
What worked and how do you know?	
What didn't work and how do you know?	
What have you learned (about your practice and your learners)? What evidence have you considered in reaching these conclusions?	
How will you apply that learning in the future? Please identify 2 concrete next steps.	

Educator Growth and Development Mid-year Check-in Reflection

Educator:	Evaluator:
I will...	
Focus on...	
Educator: Reflect on your progress to date on your progress towards your goal(s), and how do you know? What are your next steps and why?	
Evaluator: Provide feedback regarding the educator's progress on professional learning and their progress toward their goal(s). Include change in tiered supports, if recommended.	

Educator Growth and Development Annual Summative Report

Teacher:	Evaluator:	Goal Duration: _____ year (s)
I will... focus on...		
Measures of Accomplishments (Two Measures Needed):		
Observation Dates:		
Meeting Dates:	Mid-year:	Summative:
Educator: Reflect on your progress toward your growth goal and discuss its impact on your students and/or the school community. Include up to one additional page as needed.		
Educator: Reflect on the feedback provided to you by your evaluator following your observations and conferences this year. What are 2-3 action steps you can take next year to refine your practice and inform or adjust your goal? Include up to one additional page as needed.		
Evaluator: After reviewing the mutually agreed upon growth indicators aligned with the educator’s goal and the feedback you provided the teacher following their observations, provide two–three commendations on the educator’s practice.		
Evaluator: Based on your review of the educator’s growth indicators and the feedback you’ve provided this year, what are 1-3 action steps you recommend to help the educator refine their practice and advance their professional goal next year? In what ways can you support the educator in completing these steps? Include recommendations for tiered supports, if applicable.		

- Educator successfully completed the growth and support process in accordance with “East Haven Public Schools Leader and Educator Evaluation Plan” growth criteria
- Educator did not successfully complete the growth and support process in accordance “East Haven Public Schools Leader and Educator Evaluation Plan” growth criteria*

Teacher Signature & Date

Evaluator Signature & Date

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

Appendix I: 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 thirty school days.
- Improvements in classroom management within this thirty school day 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)

Corrective Support Plan Template

(Educator being evaluated) has consistently struggled 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 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 building, as appropriate.

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