

# East Lyme Public Schools Administrator Evaluation and Support Plan



## **SUPERINTENDENT**

Mr. Jeffrey Newton

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## Table of Contents

<b>INTRODUCTION.....</b>	<b>4</b>
<u>Purpose and Rationale of the Evaluation System.....</u>	4
<u>Core Design Principles.....</u>	4
<u>Orientation to Administrator Evaluation &amp; Support Plan.....</u>	4
 <b>ADMINISTRATOR EVALUATION SYSTEM .....</b>	<b>5</b>
<u>Standards &amp; Criteria for Leaders.....</u>	5
<u>Goal Setting, Professional Practice, and Feedback.....</u>	5
<u>Growth Criteria.....</u>	8
<u>Tiered Support &amp; Corrective Support Planning.....</u>	9
<u>Dispute Resolution .....</u>	10
 <b>THE ROLE OF PROFESSIONAL DEVELOPMENT AND EVALUATION COMMITTEE (PDEC) .....</b>	<b>11</b>
<u>Local and State Reporting.....</u>	11
 <b>APPENDICES .....</b>	<b>12</b>
<u>Appendix A: Administrators Beginning of Year Goal Setting .....</u>	13
<u>Appendix B: Administrators Middle of the Year Check In .....</u>	14
<u>Appendix C: Administrator End of Year Reflection .....</u>	15
<u>Appendix D: Site Visit Planning &amp; Feedback Form .....</u>	16
<u>Appendix E: Tiered Support Plan .....</u>	17
<u>Appendix F: Single Point competency Reflection &amp; Feedback Form .....</u>	18
<u>Appendix G: Dispute Resolution Forms .....</u>	21
<u>Appendix E: Glossary of Professional Learning Opportunities.....</u>	23

## MISSION STATEMENT FOR EAST LYME PUBLIC SCHOOLS

*East Lyme Public Schools (ELPS) will inspire, engage, and educate each student to become a contributing citizen and a responsible, independent, and critical thinker.*

### Introduction

The East Lyme Public School's administrator evaluation and support plan is designed to help each administrator strengthen his/her practice to improve student learning. The emphasis of this plan is on reflection and growth for all members of our learning community.

### Purpose and Rationale of the Administrator Evaluation & Support Plan

When administrators succeed, schools thrive. Research has proven that effective leadership is critical to the success of a school. To support our administrators, we need to:

- Clearly define excellent leadership practices and outcomes;
- Provide accurate, useful information about administrators' strengths and areas for development; and
- Offer opportunities for professional growth and recognition.

### Guiding Principles

The design of this administrator evaluation model is based on the following State of Connecticut guidelines and principles:

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

## CT Guidelines for 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

### Orientation to the Administrator Evaluation & Support Process

Orientation on the administrator evaluation and support process shall take place prior to the start of the process, no later than October 1<sup>st</sup>. The orientation shall include:

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

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

### Standards and Criteria for Administrators

The primary goal of the administrator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. East Lyme Public Schools will utilize the [National Professional Standards for School Leaders](#). The ELPS PDEC has a process to review the standards and ensure a single point competency rubric (appendix f) accompanies the standards. The rubric serves as support for self-evaluation, dialogue, and feedback.

### Goal Setting, Professional Practice and Evaluator 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 administrators 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 administrator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the administrator through the learning and growth process. Within the process, the administrator collaborates and serves as a reflective practitioner to determine mutually agreed upon administrator goals, professional practice and administrator growth, and observation and feedback focus.

During each school year, an administrator will have a minimum of two opportunities 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 and site visits as required by the district plan.

Below is an outline with the associated steps, reflections, and linked resources associated with each step of the process to assist administrators and evaluators through the process. All administrators are assigned a primary evaluator (092 or 093) who has completed comprehensive orientation on this model and relevant rubric.

## Goal Setting & Conferences Overview

### *Beginning of the Year Goal Setting & Planning*

- Self-Reflect utilizing the single point competency rubric and/or professional standards
- Review School-Based Evidence/Data
- Determine if you are working individually or with a group

### *Goals/Rational, Alignment, & Action Plans*

- Set one student learning goal (can be 1, 2 or 3 year goal)
- Set one professional growth goal (can be 1-, or 2, or 3-year goal)
- Develop action steps for each goal

### *Goal Setting Conferences*

- *Beginning of the Year Conference:*
  - Must be completed by mid-November
  - Can be done individually or as a group
- *Mid-Year Conference:*
  - Must be completed by end of March
  - Can be done individually or as a group
  - Review and discuss currently collected evidence towards student goal and professional learning goal
  - Discuss evidence, reflection, and feedback from evaluator
  - Adjust and revise as needed
  - This conference is optional for educators in the professional cohort; however, mid-year reflections and feedback must be submitted via our electronic portal.
- *End of Year Conference:*
  - Must be completed by end of June
  - Must be done individually
  - Review and discuss currently collected evidence towards student goal and professional learning goal
  - Discuss evidence, reflection, and feedback from evaluator
  - Evaluator provides written summative feedback, and guides next steps
  - Annual Summary Sign-Off

## Goal Setting (Completed by mid-November)

The initial goal setting meeting includes a dialogue between the administrator and their evaluator around the administrator's initial self-reflection, which is based on a review of evidence and an analysis of their classroom/caseload and their own practice. Administrators are required to set two goals:

1. Student Learning Goal: This goal should be made as it relates to the needs of students within the building/department and can be a 1, 3 or 3 year goal..
2. Professional Growth Goal: This goal can be a 1, or 2 or 3-year goal related to an administrator's

individualized professional learning needs.

The administrator and evaluator come to mutual agreement on high leverage professional practice, multiple measures of evidence (at least two measures), and action steps. Goal setting includes mutual agreement on high leverage professional practice goals, including multiple measures of organizational health, administrator and educator growth, and achievement. Self-reflection and annual summary are based on agreed upon standards and goals between the administrator and the evaluator. Goals and feedback are based on evidence, site visits, and artifacts of professional practice aligned to agreed upon standards.

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

The midyear check-in consists of reciprocal dialogue between the administrator and evaluator and includes an administrator's 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.

- Administrators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on administrator's goals: student learning & professional growth
- The evaluator provides specific, standards-based feedback based on evidence, site visits, and artifacts of professional practice aligned to agreed upon standards on the single point rubric.
- The midyear conversation is a progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the administrator's goal(s) may be considered based on multiple measures of evidence.
- Administrators in the professional cohort can choose to have an in person mid-year meeting, or simply submit their reflections via our electronic portal. This would be mutually determined by both the administrator and evaluator.

### **End-of-Year Reflection/Summative Review (Completed by June 1)**

End-of-year reflection provides an opportunity for the administrator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the administrator's goals. A written end-of-year summary includes the impact of new learning on administrator 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 administrator'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 administrator goal(s) and identified standards and will make a distinction regarding the administrator's successful completion of the professional learning process. The evaluator provides specific, standards-based feedback based on evidence, site visits, and artifacts of professional practice aligned to agreed upon standards on the single point rubric.

### **Observation of Professional Practice 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 administrators with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of administrator practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days

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

Quality feedback:

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

Definition of Cohorts	
<p><b><u>Initial/Provisional</u></b></p> <p><b>Who:</b></p> <ul style="list-style-type: none"><li>• New to leadership role (e.g., principal from assistant principal etc.; first four years)</li><li>• New to LEA (first two years)</li></ul> <p><b>What:</b></p> <ul style="list-style-type: none"><li>• Two observations of targeted professional practice and/or site visits (at least one with a pre-conference)</li><li>• Feedback written and verbal within five school days</li><li>• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</li></ul>	<p><b><u>Professional</u></b></p> <p><b>Who:</b></p> <ul style="list-style-type: none"><li>• Leaders who have successfully completed the initial/provisional phase in current LEA</li></ul> <p><b>What:</b></p> <ul style="list-style-type: none"><li>• Two observations of targeted professional practice and/or site visits</li><li>• Feedback written and verbal within five school days</li><li>• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</li></ul>

Growth Criteria

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

- Reflection supported with evidence of the impact of the administrator’s new learning on their practice/goal
- The impact the administrator’s new learning and practice had on the administrator’s practice, organizational growth, educator growth, and student outcomes.
- Next steps moving forward

Tiered Support

All administrators require access to high-quality, targeted professional learning support to improve practice over time. Administrators 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 developing a corrective plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an administrator on a Corrective Support



Plan with indicators of success for transitioning out of it. Evaluators must use and document all three tiers of support before developing a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, administrator, and their exclusive bargaining representative if applicable.

### **Tier 1**

It is the expectation that all administrators 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 administrator 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 administrator and/or recommended by an evaluator.

### **Tier 3**

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Structured Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, administrator and their exclusive bargaining representative for certified administrators 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.

## **Structured 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 Structured Support Plan with indicators of success for transitioning out of it. Evaluators must use and document all three tiers of support before developing a Structured Support Plan. The Structured Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified administrators chosen pursuant to C.G.S. §10-153b. The structured support plan is separate from the normal administrator growth model. The corrective support plan must include:

- Clear objectives specific to the well documented area of concern;
- Resources, support, and interventions to address areas of concern;
- Timeframes for implementing the resources, support and interventions; and
- Supportive actions from the evaluator

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

## **Dispute Resolution**

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is

designed to ensure continuous, constructive, and cooperative processes among professional administrators, educators/administrators and their evaluators are encouraged to resolve disagreements informally.

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

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

### **Process**

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated, and the evaluator will meet with the objective of resolving the matter informally.

#### **Level One – Evaluator:**

If a sincere effort has been made between the administrator and evaluator to settle the disagreement on an informal basis and the disagreement has not been resolved, the administrator shall present written notification to his/her supervisor that the Conflict Resolution Procedure is being implemented. This notification should specify the nature of the disagreement and the results of previous discussions. The Conflict Resolution Form is available for this purpose.

If the matter is not resolved within three (3) school days, the evaluator shall make a statement on the Conflict Resolution Form for use on Level Two.

#### **Level Two – Assistant Superintendent (If not Evaluator)/Superintendent (If Evaluator is Assistant Superintendent)**

The assistant superintendent shall confer with the evaluator and administrator. The assistant superintendent shall attempt to resolve the matter as quickly as possible by meeting with the administrator and evaluator within a period not to exceed three (3) school days. The administrator may request a change in evaluator. If the disagreement is not resolved to the administrator's satisfaction, the assistant superintendent shall make a statement on the Conflict Resolution Form for use on Level Three.

#### **Level Three - Superintendent of Schools and/or Designee:**

If the administrator is not satisfied with the decision at Level Two, or if no decision has been rendered according to the plan, the administrator may request in writing a review of concerns, documentation or process. This request shall be sent to the Office of the Superintendent and the President of the ELAA within 10 school days of the Level 2 meeting. The Superintendent and the President of the ELAA will meet with the administrator requesting review and the evaluator within 15 school days of the written request of the administrator. The Superintendent and the ELAA president will attempt to resolve the conflict by discussing options with the evaluator and the administrator. This process must be resolved by June 30th of the academic year the process was initiated.

10

If a resolution is not achieved through this process, the Superintendent of Schools and/or designee shall make the final decision. An evaluation is not subject to the grievance procedure in the Collective Bargaining Agreement.

## **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.

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

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

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

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

## **Local and State Reporting**

The superintendent shall report:

1. The status of administrator 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 administrator evaluation and support program, including the frequency of evaluations, the number of administrators 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 "administrator" 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.

## **APPENDICES**

## APPENDIX A: ADMINISTRATORS BEGINNING OF YEAR GOAL SETTING

### Goal #1 Student Learning Goal

Analysis	What does your building-based data indicate in terms of student learning needs? What does the faculty in your building/department need to support student learning?	
Goal	Student Learning Goal	
Action Plan	What steps will you take to achieve this goal?	
Improvement Plan(s)	How does this goal tie to the school/district improvement plan?	

### Goal #2 Professional Learning Goal

Analysis	What professional learning do you need to support your growth as an administrator?	
Goal	Professional Growth Goal	
Action Plan	What steps will you take to achieve this goal? (Year 1, Year 2)	
Improvement Plan(s)	How does this goal tie to the school/district improvement plan?	

### Goal Setting Conference

Goal Approved	Yes      No
Evaluator Comments	
Administrator Signature	
Evaluator Signature	
Date	

## APPENDIX B: MIDYEAR REFLECTION

### Goal #1

Reflection	Reflect on your progress towards this goal.	
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### Goal #2

Reflection	Reflect on your progress towards this goal.	
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### Mid-Year Conference

		Tiered Support	Tier 1, Tier 2, Tier 3
Mid-Year Feedback-Completed by Evaluator			
Commendations	Single-Point Competency	Recommendations	
Administrator Signature			
Evaluator Signature			
Date			

## APPENDIX C: END OF YEAR REFLECTION

### Goal #1

Reflection	Reflect on your progress towards this goal.	
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### Goal #2

Reflection	Reflect on your progress towards this goal.	
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### End of Year Goal Conference

			Tiered Support	Tier 1, Tier 2, Tier 3
Mid-Year Feedback-Completed by Evaluator				
Commendations	Single-Point Competency		Recommendations	
Administrator Signature				
Evaluator Signature				
Date				

## APPENDIX D: SITE VISIT FEEDBACK FORM

Administrator Evaluation Site Visit Feedback & Reflection Form		
Name:		Location:
Administrator Role:		Administrator Goal/Observation Focus:
All Administrators: (Post-Conference Required) Additional Site Visit (Pre-/Post-Conference Optional)		
Pre-Site Visit Form-Completed by the Administrator		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Questions		
What are your goals/intended outcomes for the activity or visit you are leading?		
What do you anticipate as potential challenges?		
What, in particular, are you looking to focus on?		
Post-Observation/Visit Reflection Completed by the Administrator		
What aspects of the visit/observation do you feel went well?		
What areas do you think could be improved or approached differently next time?		
What are your next steps based on our visit today?		
Post-Observation/Visit Conference Feedback Completed by the Evaluator		
Commendations	Single-Point Competency Completed by the Evaluator	Recommendations

## APPENDIX E: CORRECTIVE ACTION SUPPORT PLAN TEMPLATE

16

Evidence for the need for a Corrective Support Plan	
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Objective of the Corrective Support Plan		
Suggested Resources		
Timeframes Length of Corrective Support Plan (typically 6-8 weeks) How will success be measured?		
Supportive Actions	Administrator Will:	Evaluator Will:
End of Plan Check-In	Was the administrator successful in meeting the outcomes? Y                  N	Next Steps:

## APPENDIX F: SINGLE POINT COMPETENCY RUBRIC & FEEDBACK FORM

STANDARD 1. MISSION, VISION, AND CORE VALUES	
Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	
Self-Reflection:	
Evaluation Commendations:	Evaluator Recommendations:

STANDARD 2. ETHICS AND PROFESSIONAL NORMS	
Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being	
Self-Reflection:	
Evaluation Commendations:	Evaluator Recommendations:

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS	
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being	
Self-Reflection:	
Evaluation Commendations:	Evaluator Recommendations:

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT	
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	
Self-Reflection:	
Evaluation Commendations:	Evaluator Recommendations:

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS	
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	
Self-Reflection:	
Evaluation Commendations:	Evaluator Recommendations:

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STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL	
Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being	
Self-Reflection:	
Evaluation Commendations:	Evaluator Recommendations:

  

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF	
Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	
Self-Reflection:	
Evaluation Commendations:	Evaluator Recommendations:

  

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY	
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	
Self-Reflection:	
Evaluation Commendations:	Evaluator Recommendations:

  

STANDARD 9. OPERATIONS AND MANAGEMENT	
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	
Self-Reflection:	
Evaluation Commendations:	Evaluator Recommendations:

  

STANDARD 10. SCHOOL IMPROVEMENT	
Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	
Self-Reflection:	
Evaluation Commendations:	Evaluator Recommendations:

**APPENDIX G: DISPUTE RESOLUTION FORM****Level One:**

<b>Administrator Name:</b>			
<b>Evaluator Name:</b>			
<b>Date:</b>			
In the space below, please specify the nature of the disagreement and the results of previous discussions to resolve this issue			
Meeting Date			
Conflict Resolved?		Yes	No
Statement by evaluator of the outcome of the meeting:			
Signatures attest that the conflict has been read by the following and discussed:			
Administrator's Signature			
Supervisor's Signature			

**Level Two:**

**Must be filed with a level two representative within 3 days of the level one meeting.**

<b>Administrator Name:</b>			
<b>Evaluator Name:</b>			
<b>Level Two Representative Name:</b>			
<b>Date:</b>			
In the space below, please specify the nature of the disagreement and the results of previous discussions to resolve this issue			
Meeting Date:			
Conflict Resolved?		Yes	No
Statement by Level 2 Representative:			
Signatures attest that the conflict has been read by the following and discussed:			
Administrator's Signature			
Supervisor's Signature			
Level Two Signature			

**Level Three:**

**Must be filed with the Superintendent and/or Designee within 15 school days of the level one meeting.**

20

<b>Administrator Name:</b>			
<b>Evaluator Name:</b>			
<b>Superintendent and/or Designee Name:</b>			

<b>Date:</b>			
In the space below, please specify the nature of the disagreement and the results of previous discussions to resolve this issue			
Meeting Date:			
Conflict Resolved?		Yes	No
Statement by Superintendent and/or Designee:			
Signatures attest that the conflict has been read by the following and discussed:			
Administrator's Signature			
Supervisor's Signature			
Superintendent and/or Designee			
Union Representation			
Other			

## Appendix E: Glossary of Professional Learning Opportunities – Leader

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

**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 administrators to observe each other during classroom instruction. Administrators 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 administrators 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.





# East Lyme Public Schools Educator Evaluation and Support Plan



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Adopted by the EL BOE on

## SUPERINTENDENT

Mr. Jeffrey Newton

<b>ELPS BOE MEMBERS</b>	<b>ELPS PDEC MEMBERS</b>
<p>Eric Bauman (Chairperson)</p> <p>Jaime Barr Shelburn (Secretary)</p> <p>Alisa Bradley</p> <p>Jill Carini</p> <p>William Derry</p> <p>Olivia Fairchild</p> <p>Esteban Garcia</p> <p>Leigh Gianakos</p> <p>Vivek Purohit</p> <p>Catherine Steel</p>	<p>Shayne Anderson- Assistant Principal</p> <p>Laura Ashburn- High School Teacher</p> <p>Amy Bogert- Elementary Paraeducator</p> <p>Lauren Ennis- Middle School Teacher</p> <p>Kimberly Davis- Director of Student Services</p> <p>Grace DeGrooth- Elementary Teacher</p> <p>Heather Delouchry- Elementary Teacher</p> <p>Timothy Dowd- High School Teacher</p> <p>Gil Gallant- Elementary Instructional Coach</p> <p>Keryl Hallissey-Occupational Therapist</p> <p>Laura Hanley- High School Teacher</p> <p>Mariah Jeffry-Meehan-High School Paraeducator</p> <p>Pietra McNamara- Middle School Paraeducator</p> <p>Michelle Palumbo-Elementary Special Education Teacher</p> <p>Shannon Saglio- Middle School Instructional Coach</p> <p>Danielle Schoman- Elementary Principal</p> <p>Julie Shvetz- High School Assistant Principal</p> <p>Annaliese Spaziano-Assistant Superintendent</p> <p>Diane Swan-Elementary Teacher</p>

Table of Contents

**INTRODUCTION..... 4**

Purpose and Rationale of the Evaluation System..... 4

Core Design Principles..... 4

Orientation to Administrator Evaluation & Support Plan..... 4

**ADMINISTRATOR EVALUATION SYSTEM ..... 5**

Standards & Criteria for Leaders..... 5

Goal Setting, Professional Practice, and Feedback..... 5

Growth Criteria..... 8

Tiered Support & Corrective Support Planning..... 9

Dispute Resolution ..... 10

**THE ROLE OF PROFESSIONAL DEVELOPMENT AND EVALUATION COMMITTEE (PDEC) ..... 11**

Local and State Reporting..... 11

**Appendices ..... 12**

Appendix A: Educator Beginning of Year Goal Setting ..... 13

Appendix B: Educator Middle of the Year Check In..... 14

Appendix C: Educator End of Year Reflection..... 15

Appendix D: Observation Planning, Reflection & Feedback Form..... 16

Appendix E: Lesson Plan Template..... 17

Appendix F: Structured Support Plan..... 17

Appendix G: Dispute Resolution Forms ..... 21

Appendix H: Glossary of Professional Learning Opportunities ..... 23

Appendix I: SINGLE POINT COMPETENCY RUBRIC-TEACHER ..... 25

Appendix J: SINGLE POINT COMPETENCY RUBRIC-SPEECH & SOCIAL WORKER ..... 28

Appendix K: SINGLE POINT COMPETENCY RUBRIC-SCHOOL PSYCHOLOGIST ..... 31

Appendix L: SINGLE POINT COMPETENCY RUBRIC-SCHOOL COUNSELOR ..... 32

## MISSION STATEMENT FOR EAST LYME PUBLIC SCHOOLS

*East Lyme Public Schools (ELPS) will inspire, engage, and educate each student to become a contributing citizen and a responsible, independent, and critical thinker.*

### Introduction

The East Lyme Public School's educator evaluation and support plan is designed to help each teacher strengthen his/her practice in order to improve student learning. The emphasis of this plan is on reflection and growth for all members of our learning community.

### Purpose and Rationale of the Educator Evaluation and Support Plan

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers, we need to:

- clearly define excellent practice and results;
- give accurate, useful information about teachers' strengths and development areas; and
- provide opportunities for growth and recognition.

### Guiding Principles

The design of this teacher evaluation model is based on the following State of Connecticut guidelines and principles:

- **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 growth and agency** (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).
- **Meaningful connections to professional learning** (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- **Specific, timely, accurate, actionable, and reciprocal feedback.**

## CT Guidelines for 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

## Orientation to the Educator Evaluation & Support Process

Orientation on the educator evaluation and support process shall take place prior to the start of the process, no later than October 1<sup>st</sup>. The orientation shall include:

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

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

## Standards and Criteria for Educators

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. The ELPS PDEC has a process to review the standards and ensure a single point competency rubric accompanies the standards. The rubric serves as support for self-evaluation, dialogue, and feedback. Self-Reflection and Annual Summary are based on agreed upon standards and goals.

[NASP Professional Standards](#)

[NSWS Professional Standards](#)

[OTR Standards](#)

[ASCA School Counseling Standards](#)

[CCT Rubric for Effective Teaching 2017](#)

[CCT Rubric for Effective Service Delivery 2017](#)

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

## The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator 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 ongoing learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. 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 two 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.

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 rubric.

### Goal Setting & Conferences Overview

#### *Beginning of the Year Goal Setting & Planning*

- Self-Reflect utilizing the single point competency rubric and/or professional standards
- Review Classroom Evidence
- Determine if you are working individually or with a group

#### *Goals/Rational, Alignment, & Action Plans*

- Set one student learning goal ( can be 1, 2 or 3-year goal)
- Set one professional development goal (can be 1, 2, or 3 year goal)
- Develop action steps for each goal

#### *Goal Setting Conferences*

- *Beginning of the Year Conference:*
  - Must be completed by mid-November
  - Can be done individually or as a group
- *Mid-Year Conference:*
  - Must be completed by end of February
  - Can be done individually or as a group
  - Option for teachers in professional cohort upon mutual agreement between teacher and administrator
  - Review and discuss currently collected evidence towards student goal and professional learning goal
  - Discuss evidence, reflection, and feedback from evaluator

- Adjust and revise as needed
- This conference is optional for educators in the professional cohort; however, mid-year reflections and feedback must be submitted via our electronic portal.
- *End of Year Conference:*
  - Must be completed by first week in June
  - Must be done individually
  - Review and discuss currently collected evidence towards student goal and professional learning goal
  - Discuss evidence, reflection, and feedback from evaluator
  - Evaluator provides written summative feedback, and guides next steps
  - Annual Summary Sign-Off

## Goal Setting (Completed by mid-November)

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 classroom/caseload and their own practice. Educators are required to set two goals. These goals need to be mutually agreed upon and can be one-, two-, or three-year goals:

3. Student Learning Goal: This goal should relate to the needs of our student population.
4. Professional Learning Goal: This goal should be related to a teacher's individualized professional learning needs. The purpose of this goal is to identify and support an area for educator practice and growth and student learning, growth, and achievement.

The educator and evaluator come to mutual agreement on high leverage professional practice, multiple measures of evidence (at least two measures), and action steps. Goal setting includes mutual agreement on high leverage professional practice goals, including multiple measures of student learning, growth & achievement. Goals and feedback are based on evidence, observations, and artifacts of professional practice aligned to agreed upon standards.

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

## Midyear Check-in (Completed by end of February):

The midyear check-in consists of reciprocal dialogue between the educator and evaluator and includes an educator's 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 goals: student learning & professional growth
- The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence aligned to the single point rubric.
- The midyear conversation is a progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

- Educators in the professional cohort can choose to have an in person mid-year meeting, or simply submit their reflections via our electronic portal. This would be mutually determined by both the educator and evaluator.

## **End-of-Year Reflection/Summative Review (May 1<sup>st</sup> through the last day of school)**

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 agreed upon educator's standards and goals. 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 professional learning process. Feedback will be provided on the single point competency rubric specific to that educators' role and responsibilities.

## **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 within five school days.

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

Quality feedback:

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



## Definition of Cohorts

<b><u>Initial/Provisional</u></b>	<b><u>Professional</u></b>
<p>Who:</p> <ul style="list-style-type: none"> <li>• New to profession (first 4 years)</li> <li>• New to LEA/Fast Track (tenured in former district/first 2 years)</li> </ul> <p>What:</p> <ul style="list-style-type: none"> <li>• Two formal observations* of Professional Practice (minimum 45 minutes in length) with pre and post meetings. Verbal and written feedback within five school days.</li> <li>• Additional observations of professional practice as mutually agreed upon or deemed necessary by evaluator.</li> </ul> <p>*One formal observation of professional practice may be substituted for an information observation upon mutual agreement</p>	<p>Who:</p> <ul style="list-style-type: none"> <li>• Educators who have successfully completed initial/provisional in their current LEA</li> </ul> <p>What:</p> <ul style="list-style-type: none"> <li>• Two informal observations of Professional Practice (minimum 30 minutes in length) with written feedback within five school days. Post conferences may be requested by either party for any observation.</li> <li>• Additional observations of professional practice as mutually agreed upon or deemed necessary by evaluator.</li> </ul>

## Growth Criteria

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

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

## Tiered Support

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 developing a Structured Support Plan.

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

### Tier 1

All educators should consistently access opportunities for professional growth in 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 3**

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

## **Structured 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 Structured Support Plan with indicators of success for transitioning out of it. Evaluators must use and document all three tiers of support before developing a Structured Support Plan. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. The structured support plan is separate from the normal educator growth model. The corrective support plan must include:

- Clear objectives specific to the well documented area of concern;
- Resources, support, and interventions to address areas of concern;
- Timeframes for implementing the resources, support and interventions; and
- Supportive actions from the evaluator

## **Dispute Resolution**

Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.

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

This process provides a method of impartial adjudication for:

- Disagreements regarding mutual goal setting
- Evaluator feedback on performance and/or practice

- Final summative report
- Interpretation of the supervision/evaluation document and/or articulated timelines

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

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

## **Process**

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated, and the evaluator will meet with the objective of resolving the matter informally.

### **Level One – Evaluator:**

If a sincere effort has been made between the teacher and evaluator to settle the disagreement on an informal basis and the disagreement has not been resolved, the teacher shall present written notification to his/her supervisor that the Conflict Resolution Procedure is being implemented. This notification should specify the nature of the disagreement and the results of previous discussions. The Conflict Resolution Form is available for this purpose.

If the matter is not resolved within three (3) school days, the evaluator shall make a statement on the Conflict Resolution Form for use on Level Two.

### **Level Two – Principal (If not Evaluator)/Assistant Superintendent (If Evaluator is Principal)**

The principal shall confer with the evaluator and teacher. The principal shall attempt to resolve the matter as quickly as possible by meeting with the teacher and evaluator within a period not to exceed three (3) school days. The teacher may request a change in evaluator. If the disagreement is not resolved to the teacher's satisfaction, the principal shall make a statement on the Conflict Resolution Form for use on Level Three.

### **Level Three - Superintendent of Schools:**

If the teacher is not satisfied with the decision at Level Two, or if no decision has been rendered according to the plan, the teacher may request in writing a review of concerns, documentation or process. This request shall be sent to the Office of the Superintendent and the President of the ELTA within 10 school days of the Level 2 meeting. The Superintendent and the President of the ELTA will meet with the teacher requesting review and the evaluator within 15 school days of the written request of the teacher. The Superintendent and the ELTA president will attempt to resolve the conflict by discussing options with the evaluator and the teacher. This process must be resolved by June 30th of the academic year the process was initiated.

If a resolution is not achieved through this process, the Superintendent of Schools shall make the final decision. An evaluation is not subject to the grievance procedure in the Collective Bargaining Agreement.

## **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.

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

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

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

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

## **Local and State Reporting**

The superintendent shall report:

3. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
4. 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.

## **APPENDICES**

## APPENDIX A: EDUCATOR BEGINNING OF YEAR GOAL SETTING

### Goal #1 Student Learning Goal

Analysis	Describe your class/students/classroom learning community. Set the context for what you chose to work on this year and why. What do you see as the needs of your learners and/or families that you want to meet? Reflect on your initial data and collection of evidence to support your goal.	
Goal	Student Learning Goal	
Action Plan	What steps will you take to achieve this goal?	
Improvement Plan(s)	How does this goal tie to the school/district improvement plan?	

### Goal #2 Professional Learning Goal

Analysis	What professional learning do you need to support your growth as an educator? Refer to your professional standards to support self-reflection.	
Goal	Professional Learning Goal	
Action Plan	What steps will you take to achieve this goal? (Year 1, Year 2)	
Improvement Plan(s)	How does this goal tie to the school/district improvement plan?	

### Goal Setting Conference

Goal Approved	Yes	No	Tiered Support	Tier 1, Tier 2, Tier 3
Evaluator Comments				
Educator Signature				
Evaluator Signature				
Date				

**APPENDIX B: MIDYEAR REFLECTION**

Goal #1 Student Learning Goal

Reflection	Reflect on your progress towards this goal.	
------------	---	--

Goal #2 Professional Learning Goal

Reflection	Reflect on your progress towards this goal.	
------------	---	--

Mid-Year Conference

		Tiered Support	Tier 1, Tier 2, Tier 3
Mid-Year Feedback			
Evidence of Strengths	Single-Point Competencies Completed by the Evaluator	Evidence for Growth and/or Next Steps	
Educator Signature			
Evaluator Signature			
Date			

APPENDIX C: END OF YEAR REFLECTION

Goal #1 Student Learning Goal

Reflection	Reflect on your progress towards this goal.	
------------	---	--

Goal #2 Professional Learning Goal

Reflection	Reflect on your progress towards this goal.	
------------	---	--

End of Year Conference

		Tiered Support	Tier 1, Tier 2, Tier 3
Mid-Year Feedback			
Evidence of Strengths	Single-Point Competencies Completed by the Evaluator	Evidence for Growth and/or Next Steps	
Educator Signature			
Evaluator Signature			
Date			



## APPENDIX D: OBSERVATION PLANNING, REFLECTION & FEEDBACK FORMS

Educator Evaluation Formal Observation Feedback Form		
Name:		Time/Location:
Grade/Role:		Discipline/Focus:
Initial/Provisional (Pre-/Post-Conference Required) Additional Observation of Professional Practice (Pre-/Post-Conference Optional)		
Pre-Observation Completed by the Educator (as needed/required)		
Lesson Plan/Meeting Plan	Upload and provide hyperlink here	
Pre-Conference Notes including the identified competency focus for the observation		
Post-Observation Reflection Completed by the Leader		
What worked and how do you know?		
What didn't work and how do you know? What might be some shifts you make moving forward?		
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?		
Post-Observation Conference Feedback		
Evidence of Strengths	Single-Point Competencies Completed by the Evaluator	Evidence for Growth and/or Next Steps

## Educator Evaluation Informal Observation Feedback Form

Name:		Time/Location:	
Grade/Role:		Discipline/Focus:	
Post-Observation Reflection Completed by the Educator			
What worked and how do you know?			
What didn't work and how do you know? What shifts might you make moving forward?			
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?			
Post-Observation Conference Feedback			
Evidence of Strengths	Single-Point Competencies Completed by the Evaluator	Evidence for Growth and/or Next Steps	

## APPENDIX E: LESSON PLAN TEMPLATE

### LESSON PLAN TEMPLATE Explicit Instruction Lesson Template

Content Area/Topic(s): \_\_\_\_\_

Date: \_\_\_\_\_

<p><b>Clear Objective</b> State lesson's goal and your expectations clearly. Review prior skills and knowledge before instruction. Focus instruction on critical content.  What Tier 2-3 vocabulary should I explicitly teach?</p>	
<p><b>Modeling</b> Provide step-by-step demonstrations. Use clear, concise language. Use consistently. Provide a range of examples and non-examples.  Teacher: Student(s):</p>	
<p><b>Guided Practice</b> Provide guided and supported practice (group/1:1). Provide distributed and cumulative practice.  Teacher: Student(s):</p>	
<p><b>Supporting Practices</b> Require frequent responses. Monitor student performance closely. Provide immediate, corrective feedback.  Teacher: Student(s):</p>	
<p><b>Independent Practice</b> (rotations, centers, skill practice to include ...)</p>	
<p><b>Formative Assessment</b> Anecdotal Notes Individual Item(s) from Independent Practice Exit Slip</p>	
<p><b>Closing/Extensions</b></p>	

## APPENDIX F: STRUCTURED SUPPORT PLAN TEMPLATE

### Tier 2 / Tier 3

Evidence for the need for a Corrective Support Plan		
Objective of the Corrective Support Plan		
Suggested Resources		
Timeframes Length of Corrective Support Plan (typically 6-8 weeks) How will success be measured?		
Supportive Actions	Educator Will:	Evaluator Will:
End of Plan Check-In	Was the educator successful in meeting the outcomes? Y                  N	Next Steps:

## APPENDIX G: DISPUTE RESOLUTION FORM

### Level One:

<b>Educator Name:</b>	
<b>Evaluator Name:</b>	
<b>Date:</b>	

In the space below, please specify the nature of the disagreement and the results of previous discussions to resolve this issue			
Meeting Date			
Conflict Resolved?		Yes	No
Statement by evaluator of the outcome of the meeting:			
Signatures attest that the conflict has been read by the following and discussed:			
Educator's Signature			
Supervisor's Signature			

**Level Two:**

**Must be filed with a level two representative within 3 days of the level one meeting.**

Educator Name:			
Evaluator Name:			
Level Two Representative Name:			
Date:			
In the space below, please specify the nature of the disagreement and the results of previous discussions to resolve this issue			
Meeting Date:			
Conflict Resolved?		Yes	No
Statement by Level 2 Representative:			
Signatures attest that the conflict has been read by the following and discussed:			
Educator's Signature			
Supervisor's Signature			
Level Two Signature			

**Level Three:**

**Must be filed with the Superintendent and/or Designee within 15 school days of the level one meeting.**

Administrator Name:			
Evaluator Name:			
Superintendent and/or Designee Name:			
Date:			

In the space below, please specify the nature of the disagreement and the results of previous discussions to resolve this issue			
Meeting Date:			
Conflict Resolved?		Yes	No
Statement by Superintendent and/or Designee:			
Signatures attest that the conflict has been read by the following and discussed:			
Administrator's Signature			
Supervisor's Signature			
Superintendent and/or Designee			
Union Representation			
Other			

## Appendix H: Glossary of Professional Learning Opportunities – Teacher

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

**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 I: SINGLE POINT COMPETENCY RUBRIC-TEACHER**

<b>Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</b>		
<b>Recommendations</b>	<b>Competency</b>	<b>Commendations</b>
	Establishes and manages routines and transitions resulting in maximized instructional time and classroom management.	
	Uses room arrangement, materials, and displays to create an inviting climate and maximize student learning.	
	Interactions between teacher and students are positive and respectful and the teacher regularly promotes positive social interactions among students.	
	Establishes a learning environment that is respectful of students' cultural, social and/or developmental differences.	
	Creates a learning environment in which most students are willing to take risks and respond to questions and challenges and feel safe to make and learn from mistakes.	
	Establishes and reinforces appropriate expectations for learning for all students, which are reinforced, resulting in little to no interference with student learning.	
	Teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions.	
<b>Domain 2: Planning for Active Learning</b>		
	Plans content that directly addresses Connecticut Core Standards and/or other appropriate content standards and curriculum.	
	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	
	Plans instruction that integrates literacy strategies that incorporate academic vocabulary.	
	Plans for a high level of student-teacher interaction via the use of questioning (i.e., oral responses, written responses, or action responses) that helps students focus on the lesson content, provides opportunities for student elaboration, assists in checking for understanding, and keeps students active and attentive.	
	Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement.	
	Plans lessons that are logically sequenced and support an appropriate level of challenge using differentiated instruction.	
	Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.	
	Plan assessment strategies to check for understanding throughout the lesson.	

	Anticipates misconceptions, ambiguities, or challenges and plans ways to address these.	
	Plans strategies to engage students in using assessment criteria to self-monitor and/or reflect upon their own progress.	
	Identifies opportunities for students to be involved in developing or interpreting criteria for student success.	
<b>Domain 3: Instruction for Active Learning</b>		
	Begins the lesson with a clear statement of the lesson's goals and expectations. Clearly explains what is to be learned and why it is important.	
	Communicates specific observable and measurable criteria for student success.	
	Reviews prior skills and knowledge before beginning instruction. Provides a review of relevant information. Verifies that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson.	
	Focuses instruction on critical content. Teaches skills, strategies, academic vocabulary terms, concepts and rules that will support student learning in the future and match the students' instructional needs.	
	Uses explicit instruction strategies to model skills to support lesson outcomes.	
	Uses clear and concise language that meets the needs of the students. (i.e. ELL, SpEd)	
	Provides an adequate range of examples and/or non-examples to establish when and when not to apply a skill, strategy, concept, or rule.	
	Provides guided and supported practice.	
	Implements instruction that provides multiple opportunities for students to develop independence as learners.	
	Employs differentiated strategies, that cognitively engage students in constructing new and meaningful learning.	
	Provides opportunities for students to generate their own questions and problem-solving strategies.	
	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways.	
	Delivers instruction at an appropriate pace to optimize instructional time. Use a rate of presentation that is at an appropriate pace and includes a reasonable amount of time for students' thinking/processing, especially when they are learning new material.	
	Carefully monitors and listens to students' responses, to verify student mastery as well as make timely adjustments in instruction.	
	Promotes students' self-monitoring and self-assessment to improve their learning to plan for and check for understanding.	
	Provides immediate affirmative and corrective feedback that is accurate, actionable and helps students advance their learning.	

	Adjusts instruction as necessary in response to individual and group performance.	
	Provides opportunities for students to independently select strategies that will be effective for them as individuals.	
<b>Domain 4: Professional Responsibilities and Teacher Leadership</b>		
	Uses ongoing reflective practices to initiate professional dialogue with colleagues.	
	Engages in collective practices to address learning, school and professional needs.	
	Uses supervisor or peer feedback to improve professional practices.	
	Engages in relevant professional learning and applies new learning to practice.	
	Collaborates with colleagues to improve teaching and learning.	
	Consistently exhibits professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers and Board of Education Policies.	
	Shares responsibility for grade level and schoolwide activities.	
	Contributes ideas, expertise, or leadership to the overall mission of the school.	
	Is accurate with documentation in a timely manner.	
	Performs designated duties and assignments.	
<b>Domain 5: Family &amp; Community Outreach</b>		
	Proactively communicates with families about learning expectations and student academic or behavioral performance.	
	Develops positive relationships with families to promote student success while being respectful of family and community culture, values, and beliefs.	
	Responds promptly to parent concerns and makes parents feel welcome in the school.	
	Uses conferences and report cards to give parents feedback on their children's progress.	

*Adapted from the Connecticut Common Core of Teaching, 2017*

**Appendix J: SINGLE POINT COMPETENCY RUBRIC-SOCIAL WORKER & SPEECH**

<b>Domain 1: ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING</b>		
Commendations	Competency	Recommendations
	Interactions between service provider and students are consistently positive and respectful and the provider regularly promotes positive social interactions among students.	
	Maintains a learning environment that is consistently respectful of all students' cultural, social and/ or developmental differences.	
	Maintains a learning environment that is consistently respectful of all students' cultural, social and/ or developmental differences.	
	Creates and/or promotes a learning environment in which most students are willing to take intellectual risks.	
	Establishes and consistently reinforces high expectations for learning for all students.	
	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	
	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self- regulate and take responsibility for their actions.	
	Establishes routines and effectively manages transitions resulting in maximized service delivery	
<b>Domain 2: PLANNING FOR ACTIVE LEARNING</b>		
	Plans prevention/intervention that directly aligns with appropriate Connecticut content standards and/or discipline-specific state and national guidelines.	
	Plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge.	
	Uses multiple sources of data to determine individual students' prior knowledge and skills to plan targeted, purposeful prevention/ intervention that advances the learning of students.	
	Plans prevention/intervention that includes multiple opportunities for students to connect to school setting and larger world.	
	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or	

	inquiry-based learning and/or application to other situations.	
	Selects or designs resources and/or flexible groupings that actively engage students in real world, global and/or career connections that support new learning	
	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	
	Plans assessment strategies to elicit specific evidence of intended prevention/ intervention outcomes at critical points throughout the prevention/intervention plan.	
<b>Domain 3: SERVICE DELIVERY</b>		
	Clearly communicates learning expectations to students and sets a specific purpose for prevention/intervention and helps students to see how the learning is aligned with CT Core Standards, and/or discipline specific state and national guidelines.	
	Prevention/intervention delivery demonstrates flexibility and sensitivity to targeted outcomes	
	Clearly delivers prevention/intervention in a logical and purposeful progression, is evidence-based, attentive to student needs and at an appropriate level of challenge to advance learning of all students.	
	Delivers prevention/intervention that consistently integrates into the school setting and larger worlds.	
	Employs differentiated strategies, tasks and questions that actively engage students in constructing new and meaningful learning through appropriately integrated disciplines specific tools that promote problem solving, critical and creative thinking, purposeful discourse and/or inquiry.	
	Uses resources and flexible groupings that actively engage students in demonstrating new learning in multiple ways, including application of new learning to make real world, career or global connections.	
	Implements prevention/intervention that provides multiple opportunities for students to develop independence as learners and share resp	
	Communicates specific criteria for success and provides multiple opportunities for students to self-asses	
	Assesses student learning with focus on progress towards the prevention/intervention in order to monitor individual and group progress toward achievement of the intended prevention/intervention outcomes.	

	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	
	Adjusts delivery of prevention/intervention strategies as necessary in response to individual and group performance.	
<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND LEADERSHIP</b>		
	Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional practice.	
	Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice.	
	Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.	
	Collaborates with colleagues to improve service delivery and learning.	
	Consistently exhibits professional responsibilities and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.	
	Records/data are complete, organized and accurate. Confidential information is stored in a secured location.	
	Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.	
	Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success.	
	Interacts with stakeholders in a culturally responsive manner	
<b>DOMAIN 5: FAMILY &amp; COMMUNITY OUTREACH</b>		
	Proactively communicates with families about learning expectations and student academic or behavioral performance.	
	Develops positive relationships with families to promote student success while being respectful of family and community culture, values, and beliefs.	
	Responds promptly to parent concerns and makes parents feel welcome in the school.	
	Uses conferences and report cards to give parents feedback on their children's progress.	

Adapted from [\*The Connecticut Core of Teacher, Rubric for Effective Service Delivery 2017\*](#)

**Appendix L: SINGLE POINT COMPETENCY RUBRIC-SCHOOL PSYCHOLOGIST**

Commendations	Competency	Recommendations
<b>Domain 1: ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING</b>		
	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions.	
	Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences.	
	Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes.	
	Establishes and consistently reinforces high and realistic expectations for learning/growth and development.	
	Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment.	
	Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.	
	Implements and manages effective routines and transitions that maximize service delivery time.	
<b>Domain 2: PLANNING FOR ACTIVE LEARNING</b>		
	Facilitates design of curricula and/or programs to help students develop effective behaviors, such as self-regulation and self-monitoring, planning/organization, empathy, and healthy decision-making.	
	Plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge.	
	Presents key, relevant assessment findings to students and families in a clear, concise, non-technical, respectful manner, and engages them in constructive conversation to promote student learning and development.	
	Seeks and uses data to inform planning and delivery of services. The school psychologist shares the data with others as appropriate to enhance the services provided to students and stakeholders.	
	Strategically selects from a variety of assessment methods to assess student learning, behavior, and development to account for student differences in culture, language, level of functioning, and referral concerns.	
	Facilitates or assists with data collection to determine the effectiveness of interventions devised in collaboration with colleagues and/or of recommendations proposed in assessment of students.	

	Plans prevention/intervention that includes multiple opportunities for students to connect to school setting and larger world.	
	Develops objectives that are targeted and specific to the needs of learners.	
	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.	
	Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning.	
	Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.	
	Identifies objective and measurable criteria for assessing learner success.	
	Consistently uses a problem-solving process to effectively collaborate and consult with colleagues through shared planning, implementation and evaluation of appropriate and targeted academic, behavioral and social/emotional interventions at the individual, classroom, or school level.	
<b>Domain 3: SERVICE DELIVERY</b>		
	Facilitates delivery of curricula and/or programs to help students develop effective behaviors, such as self-regulation and self-monitoring, planning/ organization, empathy, and healthy decision-making.	
	Employs systematic decision-making to address the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization.	
	Works with others to implement evidence-based routines and interventions that maintain a safe physical, social and intellectual environment where students take academic and pro-social risks and most behaviors that interfere with learning are addressed.	
	Uses a variety of strategies to participate actively and appropriately in the school community through effective communication, collaboration and information sharing with students	
	Delivers prevention/ intervention that consistently integrates into the school setting and larger worlds.	
	Uses multiple resources to actively engage learners in new learning and facilitate connections between concepts and/or across settings.	
	Employs differentiated strategies, tasks and questions that actively engage students in constructing new and meaningful learning through appropriately integrated discipline-specific	



	tools that promote problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.	
	In collaboration with others, consistently implements learning experiences for groups, classrooms and individuals that guide students to identify their strengths, interests, and needs; supports the development of their mental and physical health; and challenges them to succeed.	
	Communicates specific observable and measurable criteria for learner success.	
	Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective	
	Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes.	
	Adjusts to service delivery in response to learners' performance or engagement in tasks.	
<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND LEADERSHIP</b>		
	Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional practice.	
	Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice.	
	Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.	
	Collaborates with colleagues to improve service delivery and learning.	
	Consistently exhibits professional responsibilities and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.	
	Records/data are complete, organized and accurate. Confidential information is stored in a secured location.	
	Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.	
	Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success.	
	Interacts with stakeholders in a culturally responsive manner	
<b>DOMAIN 5: FAMILY &amp; COMMUNITY OUTREACH</b>		
	Proactively communicates with families about learning expectations and student academic or behavioral performance.	
	Develops positive relationships with families to promote student success while being respectful of family and community culture, values, and beliefs.	

	Responds promptly to parent concerns and makes parents feel welcome in the school.	
	Uses conferences and report cards to give parents feedback on their children's progress.	

Adapted from [\*The Connecticut Core of Teaching, Rubric for Effective Service Delivery 2017 and The Connecticut Core of Teaching, Evidence Guide Illustrative Examples of School Psychologists, 204\*](#)

**APPENDIX M: SINGLE POINT COMPETENCY RUBRIC- SCHOOL COUNSELOR**

Commendations	Competency	Recommendations
<b>Domain 1: Planning and Assessment</b>		
	Create school counseling program beliefs, vision and mission statements aligned with the school and district	
	Identify gaps in achievement, attendance, discipline, opportunity and resources	
	Develop annual student outcome goals based on student data	
	Develop and implement action plans aligned with annual student outcome goals and student data	
	Assess and report program results to the school community	
	Use time appropriately according to national recommendations and student/school data	
	Establish agreement with the principal and other administrators about the school counseling program	
	Establish and convene an advisory council for the school counseling	

	program	
	Use appropriate school counselor performance appraisal process	
<b>Domain 2: Direct and Indirect Student Services</b>		
	Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings	
	Provide appraisal and advisement in large-group, classroom, small group and individual settings	
	Provide short-term counseling in small-group and individual settings	
	Make referrals to appropriate school and community resources	
	Consult to support student achievement and success	
<b>Domain 4: Professional Responsibilities and Teacher Leadership</b>		
	Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional	

	practice.	
	Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice.	
	Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.	
	Collaborates with colleagues to improve service delivery and learning.	
	Consistently exhibits professional responsibilities and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.	
	Records/data are complete, organized and accurate. Confidential information is stored in a secured location.	
	Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.	
	Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success.	
	Interacts with stakeholders in a culturally responsive manner	
<b>Domain 4: Family &amp; Community Outreach</b>		
	Proactively communicates with families about learning expectations and student academic or behavioral performance.	

	Develops positive relationships with families to promote student success while being respectful of family and community culture, values, and beliefs.	
	Responds promptly to parent concerns and makes parents feel welcome in the school.	

*[Adapted from ASCA School Counselor Professional Standards & Competencies & The Connecticut Core of Teaching, Rubric for Effective Service Delivery 2017](#)*