Evaluation and Support Plans

May 2024

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Educator Evaluation and Support Plan

May 2024

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Acknowledgements

The Ellington Leader and Educator Evaluation and Support Plan was developed by the Professional Development and Evaluation Committee (PDEC):

The Ellington Board of Education Members:

Guiding Beliefs

The professional growth and evaluation process will increase student achievement and improve professional practices. It is based on the assumption that educators, like students, must be continual learners and are motivated to examine and reflect upon their professional practice in order to improve instruction. To that end, the Ellington Professional Growth and Educator Evaluation Plan is based on the following beliefs about teaching and learning:

We believe that all students:

- should be challenged to reach their highest potential;
- learn differently and at a different pace;
- deserve equal opportunities to learn; and
- deserve a positive, respectful learning environment.

We believe that effective educators are:

- passionate about their work and their students;
- accountable for the success of their students;
- reflective and use performance feedback to improve student learning;
- committed to continuous professional growth and collegial collaboration; and
- contributing members of a positive, respectful professional culture.

Objectives for Professional Growth and Educator Evaluation

1. To enhance the professional skills of the staff so they may more effectively meet the needs of all students.

2. To provide equitable opportunities for focused continuing education and professional development for all educators.

3. To provide feedback that motivates personal and professional growth.

4. To facilitate communication and collaboration among educators to improve teaching and learning.

5. To provide assistance to educators for their continuous improvement.

6. To establish a procedure by which individual and district goals can be translated into performance objectives.

7. To contribute to good morale by demonstrating just and equitable personnel practices.

8. To acknowledge and recognize educators' growth, improvement, and contributions promoting professional growth.

9. To provide differentiated professional growth opportunities that acknowledge and are responsive to differences in skills, experience and learning needs.

Evaluation Procedures and Definitions

This document outlines the model for the evaluation and development of teachers in the Ellington Public Schools. It is based on the CT Guidelines for Educator and Leader Evaluation and Support 2023 (CT Guidelines 2023). The state sample CT Sample Educator Evaluation Plan 2024 provides additional resources, such as reflection questions, that serve as additional, optional resources.

Evaluators

Evaluators are defined as district administrators who hold the intermediate administrative certificate (092). Administrators are the only staff designated to evaluate certified staff.

Certified Teacher

Each certified teacher in the district will participate in the evaluation plan. A certified teacher is any person currently working in a position requiring Connecticut State Teacher Certification below the rank of assistant principal.

Phases of Evaluation

For the purposes of evaluation, teachers will be participate in one of two phases:
- Introductory Phase (Teachers participating in the TEAM program)
- Standard Phase

  The difference between Introductory Phase and Standard Phase is in the Professional Goal Setting and goal reflection process. Introductory Phase educators (IE–Educators participating in TEAM) complete Professional Goals and Goal Reflection via the TEAM process.

Non-Tenured Teachers

The district will provide guidance and support to assist new teachers as they acquire the self-confidence and skills necessary to qualify for tenure in the Ellington Public Schools. As appropriate, beginning teachers will be matched with trained mentors and participate in the Teacher Education and Mentoring (TEAM) program. Non-tenured teachers will participate in common planning, professional learning, collaborative planning and/or peer visits to help them become more familiar with the work of the district.

Achieving Tenure

In Connecticut, school boards do not grant tenure, rather, it is conferred by state statute. Please refer to Connecticut General Statute 10-151 for complete tenure requirements.

Evaluation and Support System Overview

The evaluation and support system is centered on reflection and professional goal setting by the teacher. Goals are aligned with district and school plans and focused on the core responsibilities of the teacher as outlined in the Connecticut Common Core of Teaching. Evaluators meet with teachers to set goals, reflect on practice and progress, observe instruction and professional collaboration, and reflect on the impact on students.

Teacher Evaluation Process and Timeline

The purpose of teacher-evaluator conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful. In this process, the teacher and the evaluator share responsibility for meeting district guidelines for completion of each stage of the process.

Goal Setting and Planning	Mid-Year Check-in	End-of-Year Review
● Orientation on process ● Teacher reflection and goal setting ● Goal setting conference	● Teacher reflection ● Review goals and performance to date ● Mid-year conference	● Teacher self-assessment and reflection ● Summative Rating ● End-of-year conference
By November 1	January/February	By last student day

- Goals and feedback will be based on evidence, observations, and artifacts of professional practice as aligned to CCT Rubric for Effective Teaching or CCT Rubric for Effective Service Delivery 2017
- Educators and their evaluators mutually agree upon a one-, two-, or three-year goal and develop a plan for professional development and support that is consistent with their professional status and goals.
- All educators are assigned a primary evaluator (092).
- There are two levels of educator identified – Introductory and Standard.
- Goal setting should allow for differentiated timelines (one, two, or three years) and differentiated partnerships (such as in teams or in collaboration with another educator), depending on the role of the educator and aligned with a plan for professional learning and growth.
- There should be discussion and exploration of how goals are aligned with district wide and individual professional development, professional learning communities, and other integrated efforts to support the goals, mission, and vision established within the district.
- All new stakeholders will be trained at their orientation. On-going training will be provided annually. Training will include differentiated supports and processes. All stakeholders will be trained in the overall plan in the initial year of adoption of the plan.

Goal-Setting and Planning:

Timeframe: Goal-setting completed by teacher and evaluator by **November 1**

1. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher professional goals, and they will commit to set time aside for the types of collaboration required by the evaluation process.

   Annually, initial orientation programs regarding the teacher evaluation and support programs will be held with newly employed teachers. Additionally, district-wide or building-based orientation programs will be held to update teachers on changes to the process.

2. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and survey results and the CSDE Common Core of Teaching Rubric for Effective Teaching (2017) to draft a professional goal. Note: Teachers who are participating in TEAM will complete goals and plans for required modules. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting   process.

3. G*oal-Setting Conference* – The evaluator and teacher confer in person or via the shared evaluation plan document to discuss the teacher's proposed goals and action plan in order to arrive at a mutually agreed-upon professional goal. The evaluator may request revisions to the proposed goals and action plan. Goal-setting documents are completed.

Mid-Year Check-In:
Timeframe: **January and February;** must be completed by **March 1**

1. *Reflection and Preparation* – The teacher and evaluator reflect on evidence to date about the teacher's practice and student learning in preparation for the Mid-Year Reflection completed by the teacher.

2. *Mid-Year Check-In* – The evaluator and teacher may complete a mid-year check-in during which they review progress on teacher practice goals, student indicators of academic growth (IAGDs) and performance on each to date. Evaluators may deliver mid-year formative feedback on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the action plan.

<u>End-of-Year Summative Review:</u>

Timeframe: **May and June**; must be completed and signed by **the last student day of the school year**

1. *Teacher Self-Assessment* – The teacher self-assesses using information and data collected during the year, completing Summative Reflection for review by the evaluator. The self-assessment is due one week before the scheduled end of year conference, or a date determined by the evaluator. The administrator may request revisions to the teacher self-assessment if sufficient data and/or reflection is not provided.

2. *End-of-Year Conference* – Prior to the conference, the evaluator will complete the summative report to be shared with the teacher at the meeting. Based on the conversation at the meeting, the evaluator may make any needed adjustments to ratings. A final report will be produced within three days and both the evaluator and teacher will sign the final report. A teacher's signature indicates receipt of the final report. A copy of the final report with signatures will be submitted to the Coordinator of Human Resources for inclusion in the teacher's personnel file.

In the event of a teacher absence that lasts 6 weeks or more during the school year, upon return from the absence the administrator and teacher will meet to consider whether adjustments to the teacher's goals are needed, and if timelines for components of the evaluation process need to be adjusted.

If a teacher is hired after October 1 of a school year, the evaluator should consult with the Assistant Superintendent of Curriculum and Instruction to set timelines for the components of the evaluation process.

In rare instances, a teacher's summative evaluation may not be able to be completed within the school year. In such cases, the evaluator should use the goal-setting conference of the next school year to review the teacher's performance during the prior year and use that information in goal-setting.

Teacher Evaluation Process Overview

1. Step One – Teacher Reflection and Goal-setting
   - Teacher Responsibilities:
     - Reflect on practice and set a professional goal (Teachers in TEAM set goals and reflect through the TEAM Process).
     - Professional goal must be related to core of teacher's instruction and practice.
     - Describe anticipated enhancement of professional practice (use CCT as a reference, citing proficient and exemplary examples).
     - Describe anticipated impact on student work or achievement.
     - Goal may be multi-year or group based.
     - Teacher completes Part One of Teval Form, shares with evaluator by November 1.
     - Teacher may request a goal-setting meeting to discuss their professional goal.
   - Evaluator Responsibilities:
     - Orient faculty to any updates in the process and school/district priorities for the year.
     - Review teacher's professional goals in Part One of the TEVAL Form.
     - Schedule a meeting with teacher to discuss goals, if needed (see first bullet in Item 4–Process Notes concerning requirement of at least two meetings per year).
     - Sign off on Part One of the TEVAL form (sign off indicates that the administrator approves the teacher's goals for the year).. If there are concerns, a meeting should be scheduled.

2. Step Two – Teacher Learning, Coaching, and Feedback
   - Teacher Responsibilities:
     - Begins the learning process and implementing new learning in their practice.
     - Completes a mid-year reflection by March 1 in TEVAL form. Teacher may request mid-year conference to review their professional growth related to their goal.
     - May seek feedback from their administrator in relation to their goal (this could include scheduling a meeting or asking for an informal observation).
   - Evaluator Responsibilities:
     - Conducts and provides feedback/input on at least two informal observations. Informal observations should provide feedback related to teacher's work on their professional goal, and will likely provide feedback in relation to broader professional practice and the CCT. An informal observation is defined as an evaluator observation of teaching, planning, collaborating or another core aspect of teacher professional work. (**Previously these were called informal observations and reviews of practice. These terms are now consolidated into "informal observation"**).
     - Formal observations may be required by the evaluators. A formal observation will include a pre-observation meeting and/or form completed by the teacher, the observation, teacher reflection, and written feedback.
     - Evaluator provides coaching and written feedback to teacher in TEVAL form (this can be an observation write-up or a written recap of the coaching and feedback meeting). Evaluator may also provide verbal feedback through a meeting with a teacher. Feedback should be provided within ten school days of the observation.

- An evaluator may add additional informal observations as needed, such as a third informal for non-tenured teachers.
- If an evaluator has concerns regarding a teacher's progress or performance this should be communicated between the teacher and evaluator.

3. Step Three – End of Year Reflection and Summative Form
- Teacher Responsibilities:
  - Completes part 3 of the TEVAL form prior to the end of the school year.
  - May schedule an end of year meeting to review growth.
- Evaluator Responsibilities:
  - Completes the EOY summative form with single-point competency rating (meeting/not-meeting expectations).
  - May schedule an end of year meeting to review EOY evaluation.
- In this process, the end-of-year meeting should be used as a time to reflect on the current year and how it might inform/launch the next evaluation cycle.
- An appropriate summary of the educator/leader growth achieved through the process and the ideas for future work will be provided by the evaluator on an annual basis. This summary should be tied to the agreed on standards and goals upon which the process was based and will make a distinction regarding the educator's/leader's successful completion of the evaluation cycle.

Multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal-setting process:

Educator	
Multiple measures…	… can include, but not be limited to, student learning, cultural changes, etc. Additional evidence relevant to one or more competencies may be part of the process and discussion.
Multiple measures should be adjusted and be appropriate per the role of…	… the educator in the process (educator, counselor, instructional coach, etc.).

Additional Notes on Process:
- There are five meetings referenced in this process (Orientation, Beginning of year, two coaching/feedback meetings after observations, and End of year). At least three of these meetings must be in-person. The evaluator and teacher may agree to confer via documents on either or both of the two other meetings, instead of meeting in-person.
- When necessary, Intervention process continues as currently practiced and described in the next section of this document.

- When necessary, Dispute Resolution Process continues as currently practiced and described on page 15 of this document.
- Non-classroom teachers, such as school psychologists, reference standards from another professionally-recognized rubric instead of the CCT when describing expected components of professional practice enhanced by their learning.

<u>0.   Approximate Timeline:</u>

September–October
> Evaluator meets with faculty to frame the year and school/district goals.
> Teachers complete part 1 of the TEVAL form and share it with evaluators.

October–April
> Evaluator completes informal observations, including in-person discussion and feedback, and written feedback/notes. These interactions form a cycle of check-ins to discuss what is happening in the classroom/school or district – identify additional needs (mutually agreed upon). Dialogue and a balance of written and verbal feedback will be provided periodically.

March
> Teacher completes Mid-year Reflection (in Part 2 of the TEVAL plan).

April-May
> Teacher completes End-of-year Reflection (in Part 3 of TEVAL plan).
> End of year meeting (unless other in-person meetings are chosen/specified above).
> The observations, reflections and feedback will provide opportunities for discussion linking student growth and development with observations of practice and performance.

June
> Evaluator completes end of year summative form, indicating either meeting or not meeting standard.

Support and Development

As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support and opportunities for professional learning, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Professional Learning

In any sector, professionals learn and grow through honest assessment of current performance, clear goal-setting for future performance, and taking action to close the gap. Professional learning opportunities focus on analyzing and refining teaching methods and best practices developed by and shared between and among educators, and address both individual learning needs and collective needs driven by new standards, assessments and school or district initiatives. This approach is intended to enhance collaborative practice and foster collective responsibility for improved student performance. Throughout the professional growth and evaluation process, every teacher will be identifying professional learning goals through mutual agreement with his/her evaluator. These goals serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities for each teacher should address individual strengths and needs that are identified through the evaluation process. A needs assessment process may also reveal areas of common need among teachers, which may be addressed in team or school-wide professional learning opportunities.

Early Intervention

When an evaluator identifies that a teacher is having any type of performance issue related to teaching and professional responsibilities, it is incumbent on the evaluator to communicate clearly with the teacher regarding the concerns. When not documented as part of the observation process, the evaluator will document the concerns in a memo to the teacher, outlining the steps that the evaluator expects the teacher to take to address the concerns and identifying strategies to support the teacher in addressing the areas of concern. Evaluators will schedule additional meetings with the teacher as needed. The teacher may choose to have union representation at any such meeting.

Tiered Support:

Tier 1

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

Tier 2

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

Tier 3 (Professional Assistance)

Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective support Plan. All three tiers must be utilized before assignment to a Corrective Support Plan.

Improvement and Remediation Plans

If a teacher's performance is rated as *not meeting standard*, it signals the need for tiered support and the creation of a corrective support plan. Details of such plans are described in the Intervention Process section of this document. The corrective support plan will be developed in consultation with the teacher and his/her exclusive bargaining representative. Corrective Support Plans must:

- Identify objective(s) specific to the documented area of concern;
- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is created; and
- include indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

Opportunities for career development and professional growth are critical in both building confidence in the evaluation system itself and in building the capacity of all teachers. Examples of such opportunities include, but are not limited to: observing peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is *not meeting standard*; leading Professional Learning Groups/Data Teams; presenting professional development; serving on district-wide committees; and participating in focused professional development based on goals for continuous growth and development.

Ensuring Fairness and Accuracy: Evaluator Training

Ellington administrators responsible for teacher evaluation under this plan will align on instructional leadership through regular meetings, professional learning communities, and learning walks. Additionally, professional development completed by superintendents of schools and administrators, as defined in section 10-144e of the general statutes, shall include at least fifteen hours of training in the evaluation and support of teachers under the teacher and administrator evaluation and support program, pursuant to subdivision (2) of subsection (b) of section 10-151b of the general statutes, during each five-year period.

Definition of Effectiveness and Ineffectiveness

Ellington Public Schools shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from this evaluation system. Ineffectiveness is based on observation or summative ratings of not meeting standard.

Dispute Resolutions Process

Formulation of Professional Growth Plan (or Action Plan in Intervention Process): The following procedures will be used in cases where the evaluator and teacher cannot agree on the areas of focus for the evaluation period:

1. If a disagreement arises concerning the formulation of the Professional Growth Plan (or the Action Plan in the Intervention Process), the teacher shall first discuss the matter with the primary evaluator.
2. If the disagreement cannot be resolved, the teacher will be advised to contact the Personnel Policies Chairperson of the Ellington Education Association. A member of the Personnel Policies committee will attempt to mediate a resolution.
3. If the problem remains unresolved, the teacher shall submit a written formal appeal with the primary evaluator within five school days. A formal written appeal shall include a statement describing the issue and a proposed remedy.
4. If the disagreement is not resolved, the appeal will be forwarded to the superintendent.
5. After reviewing the appeal, the superintendent will prescribe a resolution of the disagreement.
6. The decision of the superintendent will be final.

Summative Evaluation: The following procedures shall be used when teachers disagree with comments and/or the final ratings on the *Summative Evaluation Report*.

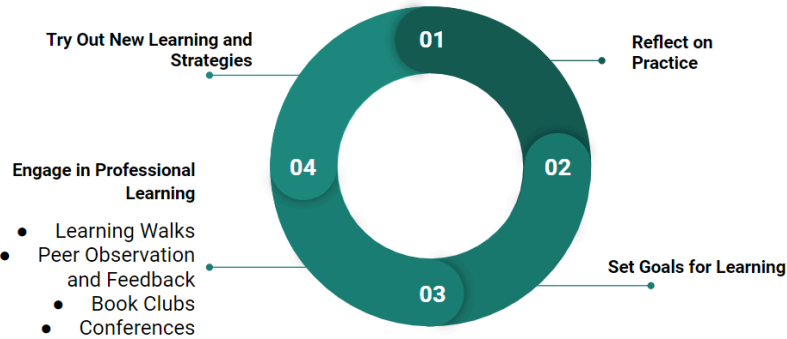1. Disagreements related to ratings and/or administrative comments on the *Summative Evaluation Report* shall be discussed with the evaluator in an attempt to resolve differences.
2. If the issue is not resolved, the teacher may submit in writing the points of disagreement and the reasons. This statement will be attached to the *Summative Evaluation Report* and placed in the teacher's personnel file.

Core Evaluation Document (Shared document between evaluator and teacher)

Teacher Evaluation Template   (Save Under Teacher Last Name, 2023-24)
Note: Teachers in TEAM do not complete part 1 of the goal-setting and reflections in this form. Goal-setting and reflection is articulated in the TEAM dashboard.

Teacher:	Evaluator:	2023-2024

Try Out New Learning and Strategies

01

Reflect on Practice

Engage in Professional Learning

- Learning Walks
- Peer Observation and Feedback
- Book Clubs
- Conferences

04

02

Set Goals for Learning

03

Part One	Teacher Reflection and Goal-setting (Teacher Completes)
Professional Growth Goal: Describe your professional growth goal, what you expect to learn this year, and how it relates to school improvement efforts.	

Action Steps: What will you do to engage in new learning in the Professional Growth Goal? You may include approximate timeline. (*You may include requests for types of observations–ROP, classroom, team meeting, etc.)*

Vision: Describe what you expect your instruction or professional practice to look like with successful implementation of your plan. Please provide any relevant Exemplary and Proficient descriptors from CCT rubric related to your goal.

Impact on Student Outcomes: Describe what you will look for in student data, work samples, etc.

Reviewed and Approved by Evaluator

Note: Teacher or Evaluator may request/schedule a goal-setting meeting to review Part 1 Goal Setting.

Evaluator Name: **Date Approved:**

Part Two	Teacher Learning, Coaching, and Feedback
Informal Observation and Feedback (Evaluator Completes)	
Date of visit: **Date of meeting/feedback to teacher:** **Class or activity:**	
Observations:	
Strengths:	
Feedback/Next steps:	

Mid-Year Reflection (Teacher Completes)	
Describe progress you have made to date on your goal.	

Informal Observation and Feedback (Evaluator Completes)	
Date of visit: **Date of meeting/feedback to teacher:** **Class or activity:**	
Observations:	
Strengths:	
Feedback/Next steps:	

Part Three	End of Year Reflection (Teacher Completes)
Student Impact: What impact have you seen on student learning and achievement?	
Teacher Impact: Describe what you have learned this year. How did your practice change? What worked well in your learning? What would you change it going forward?	

Ellington Holistic Summative Rating - TEACHERS – 2023-24

Teacher:	Evaluator:
Tenured: Yes	**School:** **Position:** **School Year: 2023-24**

<table>
<tr><td colspan="2"><u>Teacher</u>   (Optional comments/reflection on areas of growth, professional goals, next steps, and successes):
Please link in your full TEVAL document HERE</td></tr>
<tr><td colspan="2"><u>Evaluator</u>   (Narrative feedback highlighting leader's achievements/successes, concerns, and next steps for continued professional goals):
Achievements/Successes:
●
●
●
●
Next Steps:
●
●
● </td></tr>
</table>

Successful Completion of Evaluation Cycle	Did Not Complete	Completed Process
	☑	☑

Final Holistic Summative Rating	Does Not Meet Standard	Meets Standard
	☐	☐

☐ Check here if Professional Assistance or Corrective Support Plan has been recommended.

Educator Signature_____**Date** _____

Evaluator Signature_____**Date** _____

Ellington Public Schools

<u>Pre-Observation Plan (when required by evaluator)</u>

Teacher_____ Grade Level_____ Date of lesson_____

School_____ Length of lesson_____

Directions: This plan should be completed and provided to the evaluator at least 24 hours prior to the pre-observation conference. *Each response section is aligned to the CCT Rubric indicators as noted in parentheses.*

<u>**Content Standards (2a):**</u> Identify **ONE or TWO** primary content standards this lesson is designed to help students attain. (These standards should be directly related to the lesson objectives.)

<u>**Objective(s) for Lesson (2a):**</u> Identify specific and measurable learning objectives for this lesson.

<u>**Lesson Context and Rationale (2a):**</u> Explain the context of this lesson in relation to the curriculum and the standards. Think about the following questions: *How does this lesson align to the CCSS and/or the content standards? Where does this lesson take place in the curriculum and in the sequence of lessons within the unit you are teaching? How will the outcomes of this lesson and student learning impact subsequent instruction?*

<u>**Learner Background (2a):**</u> Describe the students' prior knowledge, skills, and needs as they relate to the learning objective(s) and the content of this lesson. Additionally, describe how you have used pre-assessment data, if any, to plan for instruction.

<u>**Assessment (2c):**</u> How will you ask students to demonstrate mastery of the student learning objective(s)? *Upload a copy of any assessment materials you will use, along with assessment criteria.*

<u>**Materials/Resources (2b):**</u> List the materials you will use in each learning activity including any technological resources.

<u>**Learning Activities (2b):**</u> Identify the instructional grouping (whole class, small groups, pairs, individual) you will use in each lesson segment and approximate time frames for each.

> **Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulate to learners what they will know, understand, and be able to do as a result of this lesson, how they will demonstrate learning, and why this is important.)

Lesson Development: Describe how you will develop the lesson, what instructional strategies you will use, and the learning activities students will be engaged in, in order to gain the key knowledge and skills identified in the student learning objective(s).

Closure: Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives.)

Individuals Needing Differentiated Instruction (2a/2b):

Note: Differentiated instruction may not be necessary in every lesson. However, over the course of the year, it is expected that each teacher will demonstrate the ability to differentiate instruction in order to meet the needs of students with learning differences.

Identify several students with learning differences. Students should represent a range of ability and/or achievement levels, including students with IEPs, gifted and talented students, struggling learners, and English language learners.

Which students do you anticipate may struggle with the content/learning objectives of this lesson?		
Student initials or group	Evidence that the student needs differentiated instruction	How will you differentiate instruction **in this lesson** to support student learning?
Which students will need opportunities for enrichment/higher level of challenge?		
Student initials or group	Evidence that the student needs differentiated instruction	How will you differentiate instruction **in this lesson** to support student learning?

Ellington Public Schools

<u>Post-Observation Reflection</u>

Teacher_____ School_____ Date_____

Directions: This reflection should be completed and provided to the evaluator prior to the post-observation conference. *Each question is aligned to the CCT Rubric indicators as noted in parentheses.*

1. (4a) As you think about your lesson and how it progressed, which of your instructional strategies were most effective in helping students learn? In what ways do your teaching practices impact student learning? What evidence supports your conclusions?

2. (3c) If you made changes or adjustments during your lesson, what were they and what led you to make them?

3. (3c) Describe how you assessed student learning, your assessment criteria, and how you used this assessment information. Did the students learn what you intended?   Why or why not? (Bring student work from the lesson to the post-conference.)

4. (3b/3c) In our pre-conference we discussed students requiring differentiated instruction. How did you support students during this lesson, adjust instruction, or provide students with feedback?

5. (4a) What have you learned that will impact your planning for future lessons, either in terms of your own instructional skills or in addressing students' instructional needs?

Intervention Process

Teachers in Ellington who have difficulty consistently demonstrating competence as specified in Connecticut's Common Core of Teaching (CCT) may be assigned to a formal Intervention Process. This designation is reserved exclusively for teachers who have received a summative rating of *developing* or *below standard* or have been identified as having serious needs or deficiencies that must be addressed and corrected; it is not a disciplinary process. Performance deficiencies may include: classroom management difficulties, inability to command respect of the students, inadequate planning, poor lesson implementation, inability to meet the needs of students in a professional area or responsibility, failure to engage students, or failure to demonstrate other teacher competencies. Teachers will be placed in this process by the teacher's primary evaluator. The teacher has the right to union representation in the meetings with the evaluator related to the intervention process. The goal of this process is to address and correct deficiencies or to recommend further action by the district. If these deficiencies are not corrected, there will be a recommendation for termination.

Under the 2012 Connecticut Guidelines for Educator Evaluation, the district shall place teachers into the Intervention Process as follows:

Teacher demonstrates significant performance issues in the first 90 days of employment	Teacher may be terminated in accordance with the provisions of the Connecticut General Statute, Section 10-151d.
A non-tenured teacher demonstrates significant performance issues.	Teacher may be terminated or non-renewed in accordance with the provisions of the Connecticut General Statute, Section 10-151d. The district may, but is not required to, place the teacher into the Intervention Process.
A tenured teacher receives a summative rating of *developing* or *below standard*.	Teacher will be placed into the Intervention Process and a plan for improvement and remediation will be developed.
After receiving a previous summative rating of *proficient* or better, a tenured teacher demonstrates significant performance issues.	Teacher will be placed into the Intervention Process and a plan for improvement and remediation will be developed.

Teacher's Responsibilities

The teacher is an integral part of the improvement process. Teachers assigned to this process will work cooperatively with their evaluators to develop and implement an action plan to help the teacher meet competency standards. Teachers may participate in professional development that will build their competence, will work with individuals and utilize resources provided by the district under the improvement plan, and are expected to show clear evidence of an intensive effort to improve teaching performance.

Intervention Process

Professional Assistance <mark>(Tier 3 Supports)</mark>

1. After receiving a summative rating of *developing* or *below standard*, a teacher will automatically be placed on Professional Assistance for the following school year. The teacher will be advised to contact the Personnel Policies Chairperson of the Ellington Education Association.

2. The *Professional Assistance Action Plan* will be collaboratively developed by the teacher, the exclusive bargaining representative, and the evaluator, written no later than September 30   and shared with the Superintendent. In addition, the action plan will delineate the following:

   a. identification of the documented deficiencies in need of improvement;

   b. plan for improvement with specific actions steps, including timelines, resources, support, and data to be collected;

   c. expectations for improved performance and indicators of success, including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan;

   d. identification of a qualified colleague as a peer support (if applicable) - this person must be tenured and it is desirable for the person to be a TEAM trained mentor - this colleague will serve as a peer support but will have no role in the evaluation process;

   e. a monitoring system that includes a specific number of observations and/or conferences, including a mid-year conference.

3. At the end of the school year, the evaluator will complete the *Professional Assistance Action Plan Evaluation Report*. This report includes :

   a. a teacher-developed summary of what he/she has done to remediate the concern(s);

   b. a summary of the assistance provided;

   c. a record of observations, data and conferences conducted to monitor performance;

   d. an assessment of performance in the area(s) of identified concern or deficiency;

   e. overall summative rating;

   f. a clear statement of the status of the concern:

      i. problem or area of concern is resolved and the teacher has received an overall summative rating of *proficient* or better - the teacher is removed from the Intervention Process and is re-assigned to the Continuous Professional Growth phase.

ii.   problem or area of concern is not resolved and/or the teacher received a summative rating of *developing* or *below standard* - the evaluators will make one of the following recommendations to the Superintendent:

1. recommend that the teacher remain in the Intervention Process on Professional Assistance.

2. recommend that the teacher remain in the Intervention Process and be placed on ==Corrective Support==.

3. recommend that the Superintendent consider the teacher for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10- 151d.

==Corrective Support==

1. Teachers who are identified as having serious needs or deficiencies related to professional competence may be placed directly into ==Corrective Support==. The teacher will receive written notice that a meeting will be conducted by the Superintendent to discuss the teacher's performance. The Superintendent will appoint an administrator to serve as a second evaluator for the teacher. All evaluators involved with the teacher will attend this meeting, and the teacher has the right to have union representation at this meeting, as well as at any subsequent, related meetings. The teacher is encouraged to contact the Personnel Policies Chairperson of the Ellington Education Association to arrange for this representation. The purpose of this meeting is to clearly establish that the concerns previously expressed by the primary evaluator have now become concerns of the school system. These concerns may include: classroom management difficulties, inability to command respect of the students, inadequate planning, poor lesson implementation, inability to meet the needs of students in a professional area or responsibility, failure to engage students, or failure to demonstrate other teacher competencies.

2. The *==Corrective Support== Action Plan* will be collaboratively developed by the teacher, the exclusive bargaining representative, and the evaluators within five (5) school days. The action plan will include:

    a. identification of the documented deficiencies in need of improvement;

    b. plan for improvement with specific actions steps, including timelines, resources, support, and data to be collected;

    c. expectations for improved performance and indicators of success;

    d. identification of a qualified colleague as a peer support (if applicable) - this person must be tenured and it is desirable for the person to be a TEAM trained mentor - this colleague will serve as a peer support but will have no role in the evaluation process;

    e. a monitoring system that includes a specific number of observations and/or conferences;

    f. a specific time period (not less than 45 nor more than 90 school days) for achieving specific outcomes - a review will be completed at the end of the specified time period;

3. At the conclusion of the time period, the evaluators will complete the ==*Corrective Support* == *Action Plan Evaluation Report*. This report includes:

    a. a teacher-developed summary of what he/she has done to remediate the concern(s);

    b. a summary of the assistance provided;

    c. a record of observations, data and conferences conducted to monitor performance;

    d. an assessment of performance in the area(s) of identified concern or deficiency;

    e. a clear statement of the status of the concern:

        i. problem or area of concern is resolved and the teacher is removed from ==Corrective Support==

        ii. problem or area of concern is resolved - the evaluators will make one of the following recommendations to the Superintendent:

            1. recommend that the teacher remain on ==Corrective Support== for an additional period of time, not to exceed 90 school days.

            2. recommend that the Superintendent consider the teacher for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151d

Ellington Public Schools   FORM I

Intervention Process
Professional Assistance Action Plan

Teachers in the Intervention Process Complete Sections B, C, and D of Professional Growth Plan.
This Action Plan replaces Sections A and E.

Teacher:	Date:
School:	School Year:
Evaluator:	Peer support:

Improvement Focus and Objective – Identify the problem(s) or area(s) in need of improvement (state the specific CCT competencies that must be addressed):

Action Steps	Timeline	Support/Professional Development/Resources Needed	Data to be collected

Describe expectations for improved performance and indicators of success:

Monitoring: Identify the dates of observations or required conferences:

Teacher_____Date_____ Evaluator_____Date_____

Copy of PAAP to: Teacher, Evaluator, Superintendent

Ellington Public Schools   FORM J

Intervention Process

Professional Assistance Action Plan Evaluation Report

Teacher: Date:
School: School Year:
Evaluator: Evaluator:

Attach teacher developed summary of what he/she has done to remediate the concern(s).

Evaluator comments (attach additional pages(s) if necessary), including:

- a summary of the assistance provided;
- a record of observations, data and conferences conducted to monitor performance;
- an assessment of performance in the area(s) of identified concern or deficiency;
- a clear statement of the status of the concern.

Decision (check one):

_____ Problem or area of concern is resolved and the teacher has received an overall summative rating of *proficient* or better. The teacher is removed from the Intervention Process and is re-assigned to Continuous Professional Growth phase.

_____ Problem or area of concern is not resolved and/or the teacher received a summative rating of *developing* or *below standard*. The evaluator makes the following recommendation to the Superintendent:

_____ I recommend that the teacher remain in the Intervention Process on Professional Assistance.

_____ I recommend that the teacher remain in the Intervention Process and be placed on ==Corrective Support==.

_____ I recommend that the Superintendent consider the teacher for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151d.

Teacher Signature_____ **Date** _____

Evaluator Signature_____ **Date** _____

Signatures above indicate that a conference between the teacher and evaluator was conducted. The teacher's signature on this form indicates that s/he has seen all comments on the document. The teacher's signature does not necessarily indicate agreement. A response may be attached before placement in the personnel file. Response attached? YES   NO

Intervention Process

<mark>Corrective Support</mark> Action Plan

Teachers in the Intervention Process Complete Sections B, C, and D of Professional Growth Plan.

This Action Plan replaces Sections A and E.

Teacher:	Date:
School:	School Year:
Peer Support:	
Evaluator:	Evaluator:

Improvement Focus and Objective – Identify the problem(s) or area(s) in need of improvement (state the specific CCT competencies that must be addressed):

Action Steps	Timeline	Support/Professional Development/Resources Needed	Data to be collected

Describe expectations for improved performance and indicators of success:

Monitoring: Identify the dates of observations or required conferences:

Teacher _____Date _____ Superintendent _____Date _____

Evaluator _____Date _____ Evaluator _____Date_____

Copy of IAAP to: Teacher, Evaluators, Superintendent

Ellington Public Schools

Intervention Process
==Corrective Support== Action Plan Evaluation Report

Teacher: _____   Date: _____

School: _____   School Year: _____

Evaluator: _____   Evaluator: _____

Attach teacher developed summary of what he/she has done to remediate the concern(s).
Evaluator comments (attach additional pages(s) if necessary), including:
- a summary of the assistance provided;
- a record of observations, data and conferences conducted to monitor performance;
- an assessment of performance in the area(s) of identified concern or deficiency; and
- a clear statement of the status of the concern.

Decision (check one):

_____ Problem or area of concern is resolved. The teacher is removed from the Intervention Process.

_____ Problem or area of concern is not resolved. We recommend that the teacher remain on ==Corrective Support== for an additional period of time, not to exceed 90 school days.

_____ Problem or area of concern is not resolved. We recommend that the Superintendent consider the teacher for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151d.

Teacher Signature_____ Date _____

Evaluator Signature_____ Date _____

Evaluator Signature_____ Date _____

Superintendent Signature_____ Date _____

*Signatures above indicate that a conference between the teacher and evaluator was conducted. The teacher's signature on this form indicates that s/he has seen all comments on the document. The teacher's signature does not necessarily indicate agreement. A response may be attached before placement in the personnel file. Response attached?   YES   NO

Leader Evaluation and Support Plan

May 2024

Table of Contents

The Ellington Leader and Educator Evaluation and Support Plan was developed by the Professional Development and Evaluation Committee (PDEC):

Lori Badger*

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Ashley Caputa   Christine Marshall
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The Ellington Board of Education Members:

Gary Blanchette
Jennifer Dzen, Chair
Marcia Kupferschmid
Angela Moser
Jennifer Mullin,
Secretary
Kerry Socha, Vice-Chair
Miriam Underwood
Steve Viens
Lenora Williams
Michael Young

Guiding Beliefs

The professional growth and evaluation process will increase student achievement and improve professional practices. It is based on the assumption that educators, like students, must be continual learners and are motivated to examine and reflect upon their professional practice in order to improve instruction. To that end, the Ellington <mark>Leader</mark> Evaluation and Support Plan is based on the following beliefs about teaching and learning:

We believe that all students:

- should be challenged to reach their highest potential;

- learn differently and at a different pace;

- deserve equal opportunities to learn; and

- deserve a positive, respectful learning environment.

We believe that effective administrators are:

- passionate about their work, their students and the school community;

- accountable for the success of all students;

- reflective and use performance feedback to improve teacher effectiveness and student learning;

- committed to continuous professional growth, building capacity and collegial collaboration; and

- contributing members of a positive, respectful professional culture.

Introduction

A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for Ellington Public Schools. The Ellington administrator evaluation model defines administrator effectiveness in terms of: professional practice (the actions taken by administrators that have been shown to impact key aspects of school life); the results that come from this leadership (teacher effectiveness and student achievement); and the perceptions of the administrator's leadership among key stakeholders in his or her community.

Objectives for Professional Growth and Administrator Evaluation

1. To enhance the professional skills of the staff so they may more effectively meet the needs of all students.

2. To provide equitable opportunities for focused continuing education and professional development for all educators.

3. To provide feedback that motivates personal and professional growth.

4. To facilitate communication and collaboration among educators to improve teaching and learning.

5. To provide assistance to educators for their continuous improvement.

6. To establish a procedure by which individual and district goals can be translated into performance objectives.

7. To contribute to good morale by demonstrating just and equitable personnel practices.

8. To acknowledge and recognize educators' growth, improvement, and contributions promoting professional growth.

9. To provide differentiated professional learning opportunities that acknowledge and are responsive to differences in skills, experience and learning needs.

Training

1. All new stakeholders will be trained at their orientation. On-going training will be provided annually. Training will include differentiated supports and processes. All stakeholders will be trained in the overall plan in the initial year of adoption of the plan.

OVERVIEW OF ADMINISTRATOR EVALUATION MODEL
Evaluation Procedures and Definitions

This document outlines the model for the evaluation and development of administrators in the Ellington Public Schools. It is based on the CT Guidelines for Educator and Leader Evaluation and Support 2023 (CT Guidelines 2023).   Goal setting, Reflection feedback and support plans (if needed) will be based on CT Leader Evaluation and Support Rubric 2017. The state sample CT Sample Educator Evaluation Plan 2024 provides additional resources, such as reflection questions, that serve as additional, optional resources.

Evaluators
Evaluators are defined as district administrators who hold the intermediate administrative certificate (092). Administrators are the only staff designated to evaluate certified staff.

Phases of Evaluation
<mark>There is one phase or process of evaluation for all administrators.</mark>

Administrator Evaluation Process
Each administrator participates in the evaluation process as a cycle of continuous improvement.

SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION

APRIL - AUGUST	SEPT/OCT	JAN/FEB	JUNE/JULY	JULY/AUGUST
Orientation, Planning for District Goals and Leadership Practice	Goal-Setting and Plan Development	Mid-Year Formative Review	Summative Review and Rating	Reflection for Continuous Improvement

Step 1: August: Orientation, Planning for District Goals and Leadership Practice:
Orientation on Process – To begin the evaluation process, the Superintendent and Assistant Superintendent for Curriculum and Instruction will meet with administrators to discuss the evaluation process and their roles and responsibilities within it. Administrators will receive guidance on the process and critical components of success.

The administrator begins the process by examining:
1. Relevant student data, including but not limited to: state measures of academic learning (currently NGSS Science, Smarter Balanced Assessments, SAT grade 11), P/SAT, AP, ACT, Acadience Learning data, graduation rates, and School Performance Index (SPI) ratings.
2. Stakeholder survey data (parent, teacher, and student data as applicable).

The administrator will participate in a collaborative conversation to develop district goals and to facilitate the development of the district improvement plan, including district level plans for professional learning.

Step 2: September/October:

The administrator and his or her evaluator will meet to establish goals and strategies for continuous improvement as part of the school improvement plan (SIP). Administrators whose core work is not outlined in a school improvement plan will use the SIP format to develop a plan outlining their goals and areas of focus for the year. The administrator will identify the leadership standards most critical for successful implementation of the SIP. All administrators will be assigned a primary evaluator. Goals may be 1-3 years.

Step 3: Plan Implementation and Evidence Collection: As the Administrator implements the plan, s/he and the evaluator both collect evidence about the Administrator's practice and performance. For the evaluator, this must include school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of school leaders. Observations and coaching sessions will occur at least quarterly. The observations, reflections and feedback will provide opportunities for discussions linking organizational growth and development with observations of practice and performance.

Unlike visiting a classroom to observe a teacher, school visits to observe Administrator practice can vary significantly in length and setting and focus. This may include direct observation of the administrator's practice, observations of the day-to-day operations of the school and instructional practice or leadership, and discussing other forms of evidence with the administrator. Evaluators should provide timely feedback (oral or written) after site visits/observations, at a minimum of two times per year. Feedback should be provided within ten school days of the visit. This process relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Observable Evidence

Directly observing an administrator at work

The evaluator is physically present in the school or venue where the administrator is present, leading, and/or managing. This includes but is not limited to leadership team meetings, professional development sessions, parent meetings, and teacher feedback conversations.

Observing the systems established by the administrator

The evaluator is observing systems that operate without the leader present. This includes but is not limited to team meetings or collaboration sessions (where the administrator is not present), observing teacher practice across multiple classrooms, or observing school systems, culture, climate, etc.

Documented Evidence

Collecting artifacts

The evaluator reviews materials that document administrator practice. This includes but is not limited to school improvement plans, school newsletters, communications, professional development agendas and materials, meeting agendas and notes, and other documents.

Reviewing school data

The evaluator reviews teacher performance data, student performance data, and overall school performance data. This includes but not limited to leading indicators of the school or district development plan, direct evidence of student performance, and all stakeholder feedback.

Step 4: January/February: Mid-Year Formative Review: The administrator and evaluator hold a Mid-Year Formative Conference. Feedback will include the indicators highlighted in the goal-setting stage and others deemed informative by the evaluator.

Step 5: By July 15: Summative Review and Ratings: The administrator and evaluator meet to discuss the administrator's self-assessment and all evidence collected over the course of the year. After the meeting, the evaluator assigns a rating, based on all available evidence. The evaluator completes the summative evaluation report, shares it with the administrator, and adds it to the administrator's personnel file, along with any written response from the administrator.

In this process, the end-of-year meeting should be used as a time to reflect on the current year and how it might inform/launch the next evaluation cycle. An appropriate summary of the educator/leader growth achieved through the process and the ideas for future work will be provided by the evaluator on an annual basis. This summary should be tied to the agreed on standards and goals upon which the process was based and will make a distinction regarding the educator's/leader's successful completion of the evaluative cycle.

Reflection and feedback will be based on [CT Leader Evaluation and Support Rubric 2017](). Multiple measures of outcomes can include, but not be limited to, promoting a positive, safe, and equitable learning culture, engaging in instructionally focused interactions, facilitating collaboration and professional learning, as well as managing operations, personnel, and resources strategically. Additional evidence relevant to one or more competencies may be part of the process and discussion. Multiple measures should be adjusted and be appropriate per the role of the leader in the process (assistant superintendent, principal, department chair, etc.).

Multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal-setting process.

Leader	
Multiple measures…	… can include, but not be limited to, promoting a positive, safe, and equitable learning culture, engaging in instructionally focused interactions, facilitating collaboration and professional learning, as well as managing operations, personnel, and resources strategically. Additional evidence relevant to one or more competencies may be part of the process and discussion.
Multiple measures should be adjusted and be appropriate per the role of…	…leader in the process (assistant superintendent, principal, department chair, etc.).

<mark>**Summative ratings** must be completed for all administrators by July 15 following the school year.</mark>

Step 6: July/August: Reflection for Continuous Improvement: Administrators reflect on their practice on the domains of the Connecticut Leader Frameworks. Administrators review their goals, outcomes of Student Learning, and consider feedback from the evaluator in preparation for the year ahead.

SUPPORT AND DEVELOPMENT

As a standalone, evaluation cannot improve leadership practice and student learning. However, when paired with effective, relevant and timely support and opportunities for professional learning, the evaluation process has the potential to help move administrators along the path to exemplary practice.

Professional Learning

In any sector, professionals learn and grow through honest assessment of current performance, clear goal- setting for future performance, and taking action to close the gap. Professional learning opportunities focus on analyzing and refining teaching methods and best practices developed by and shared between and among educators, and address both individual learning needs and collective needs driven by new standards, assessments and school or district initiatives. This approach is intended to enhance collaborative practice and foster collective responsibility for improved student performance. Throughout the professional growth and evaluation process, every administrator will be identifying professional learning goals through mutual agreement with his/her evaluator. Professional learning may be structured through professional learning communities (PLC's) of administrators with common interests and needs, aligned with district improvement efforts. These goals serve as the foundation for ongoing conversations about the administrator's practice and impact on student outcomes. The professional learning opportunities for each administrator should address individual strengths and needs that are identified through the evaluation process. A needs assessment process may also reveal areas of common need among administrators, which may be addressed in district-wide professional learning opportunities.

Tiered Support:

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities, and other general support for all educators (e.g., instructional coaching).

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

Tier 3 (also known as Professional Assistance Plan)

Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a corrective support plan. All three tiers must be utilized prior to movement to a corrective support plan.

Corrective Support Plans

If an administrator's performance is rated as not meeting standard (*developing/below standard)*, it signals the need for the creation of an individual administrator corrective support plan. Details of such plans are described in the Intervention Process section of this document. The corrective support plan will be developed in consultation with the administrator and his/her exclusive bargaining representative. Corrective support plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is created; and
- include indicators of success with a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan

Career Development and Growth

Opportunities for career development and professional growth are critical in both building confidence in the evaluation system itself, and in building the capacity of all administrators. Examples of such opportunities include, but are not limited to: observing peers; mentoring early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is *developing* or *below standard*; facilitating professional learning opportunities; leading district-wide committees; and participating in focused professional development based on goals for continuous growth and development, individually or through PLC's.

Dispute Resolutions Process

Formulation of ==Corrective Support== Plan: The following procedures will be used in cases where the evaluator and administrator cannot agree on the areas of focus for the evaluation period:

1. If a disagreement arises concerning the formulation of the Professional Growth Plan (or the Action Plan in the Intervention Process), the administrator shall first discuss the matter with the primary evaluator.
2. If the disagreement cannot be resolved, the administrator will be advised to contact the President of the Ellington Administrators' Association, who will attempt to mediate a resolution.
3. If the problem remains unresolved, the administrator shall submit a written formal appeal with the primary evaluator within five school days. A formal written appeal shall include a statement describing the issue and a proposed remedy.
4. If the disagreement is not resolved, the appeal will be forwarded to the superintendent.
5. After reviewing the appeal, the superintendent will prescribe a resolution of the disagreement.
6. The decision of the superintendent will be final.
7. Should an administrator's immediate evaluator be the superintendent, and a dispute arises that cannot be resolved, a mutually agreed-upon arbiter will be brought in to mediate the dispute.

Summative Evaluation: The following procedures shall be used when administrators disagree with comments and/or the final ratings on the *Summative Evaluation Report*.

1. Disagreements related to ratings and/or administrative comments on the *Summative Evaluation Report* shall be discussed with the evaluator in an attempt to resolve differences.
2. If the issue is not resolved, the administrator may submit in writing the points of disagreement and the reasons. This statement will be attached to the *Summative Evaluation Report* and placed in the administrator's personnel file.

Intervention Process

Administrators in Ellington who are not meeting the performance expectations specified in [CT Leader Evaluation and Support Rubric 2017](#) may be assigned to a formal Intervention Process. This designation is reserved for administrators who have been identified as having serious needs or deficiencies related to professional competence that must be addressed and corrected and administrators deemed ineffective according to district standards or who have received a summative rating of *developing* or *below standard*; it is not a disciplinary process.

Administrators will be placed in this process by the administrator's primary evaluator. The administrator has the right to association representation in the meetings with the evaluator related to the intervention process. The goal of this process is to address and correct deficiencies or to recommend further action by the district if required. If these deficiencies are not corrected, there will be a recommendation for termination.

The district shall place administrators into the Intervention Process as follows:

SCENARIO	POTENTIAL OUTCOME
An administrator demonstrates significant performance issues in the first 90 days of employment.	Administrator may be terminated in accordance with the provisions of the Connecticut General Statute, Section 10-153b.
A non-tenured administrator demonstrates significant and documented performance issues.	Administrator may be terminated or non-renewed in accordance with the provisions of the Connecticut General Statute, Section 10-153b. The district may, but is not required to, place the administrator into the Intervention Process. Process.
A tenured administrator receives a summative rating of *developing* or *below standard*.	Administrator will be placed into the Intervention Process and a plan for improvement and remediation will be developed.
After receiving a previous summative rating of *proficient* or better, a tenured administrator demonstrates performance issues.	Administrator will be placed into the Intervention Process and a plan for improvement and remediation will be developed.

Administrator's Responsibilities

The administrator is an integral part of the improvement process. Administrators assigned to this process will work cooperatively with their evaluators to develop and implement an action plan to help the administrator meet performance expectations. Administrators may participate in professional learning that will build their competence, will work with individuals and utilize resources provided by the district under the improvement plan, and are expected to show clear evidence of an intensive effort to improve performance.

Intervention Process

<u>Professional Assistance</u> <mark>(Tier 3 Supports)</mark>

1. After receiving a summative rating of *developing / below standard*, an administrator will automatically be placed on Professional Assistance for the following school year. The administrator will be advised to contact the President of the Ellington Administrators Association (EAA). An administrator may be placed on a plan at any time based on performance, as noted below under '<mark>Corrective Support</mark>'.

2. The *Professional Assistance Action Plan* will be collaboratively developed by the administrator, an EAA representative, and the evaluator, written no later than September 30 and shared with the Superintendent, unless the Superintendent is the evaluator. Administrators in the Intervention Process set Student Outcomes Goals. This Action Plan replaces a Leadership Practice Plan and may include a Stakeholder Feedback Goal.
   In addition, the action plan will delineate the following:
   a. identification of the documented deficiencies in need of improvement;
   b. plan for improvement with specific actions steps, including timelines, resources, support, and data to be collected;
   c. expectations for improved performance and indicators of success, including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan;
   d. identification of a qualified colleague as a peer support (if applicable). This colleague will serve as a peer support but will have no role in the evaluation process;
   e. monitoring system that includes a specific number of observations and/or conferences, including a mid-year conference.

3. At the end of the school year, the evaluator will complete the *Professional Assistance Action Plan Evaluation Report*. This report includes :
   a. an administrator-developed summary of what he/she has done to remediate the concern(s);
   b. a summary of the assistance provided;
   c. a record of observations, data and conferences conducted to monitor performance;
   d. an assessment of performance in the area(s) of identified concern or deficiency;
   e. overall summative rating; and
   f. a clear statement of the status of the concern:
      i. Problem or area of concern is resolved and the administrator has received an overall summative rating of *proficient* or better. The administrator is removed from the Intervention Process and is re-assigned to the Continuous Professional Growth phase.

ii. Problem or area of concern is not resolved and/or the administrator received a summative rating of *developing* or *below standard*. The evaluator will make one of the following recommendations:

      1.   recommend that the administrator remain in the Intervention Process on Professional Assistance.

      2.   recommend that the administrator remain in the Intervention Process and be placed on ==Corrective Support==.

      3.   recommend that the administrator be considered for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-153b.

==Corrective Support Plan==

1. Administrators who have significant performance issues related to professional competence may be placed directly into ==Corrective Support==. The administrator will receive written notice that a meeting will be conducted by the Superintendent to discuss the administrator's performance.

2. The ==*Corrective Support*== *Plan* will be collaboratively developed by the administrator, the evaluator, and the Superintendent within ten (10) school days. The action plan will include:

  a. identification of the documented deficiencies in need of improvement;

  b. plan for improvement with specific actions steps, including timelines, resources, support, and data to be collected;

  c. expectations for improved performance and indicators of success

  d. identification of a qualified colleague as a peer support (if applicable). This colleague will serve as a peer support but will have no role in the evaluation process.

  e. a monitoring system that includes a specific number of observations and/or conferences

  f. a specific time period (not less than 90 school days) for achieving specific outcomes; a review will be completed at the end of the specified time period.

3. At the conclusion of the time period, the evaluator(s) will complete the ==*Corrective Support Plan*== *Evaluation Report*. This report includes:

  a. an administrator-developed summary of what he/she has done to remediate the concern(s);

  b. a summary of the assistance provided;

  c. a record of observations, data and conferences conducted to monitor performance;

  d. an assessment of performance in the area(s) of identified concern or deficiency; and

  e. a clear statement of the status of the concern:

    i. Problem or area of concern is resolved and the administrator is removed from ==Corrective Support== and is re-assigned to the Continuous Professional Growth phase.

    ii. Problem or area of concern is not resolved. The evaluator will make one of the following recommendations:

      1.   Recommend that the administrator remain on ==Corrective Support== for an additional period of time, not to exceed 90 school days.

      2.   Recommend that the administrator be considered for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-153b.

Ellington Public Schools

Intervention Process
Professional Assistance Action Plan

Administrators in the Intervention Process set Student Outcomes Goals. This Action Plan replaces
a Leadership Practice Plan and may include a Stakeholder Feedback Goal.

Administrator:	Date:
School:	School Year:
Evaluator:	Peer support:

Improvement Focus – Identify the problem(s) or area(s) in need of improvement (state the specific School Leader Standards that must be addressed):

Action Steps	Timeline	Support/Professional Development/Resources Needed	Data to be collected

Describe expectations for improved performance and indicators of success:

Monitoring: Identify the dates of observations or required conferences:

Administrator_____ Date_____ Evaluator_____ Date_____

Ellington Public Schools
Intervention Process
Professional Assistance Action Plan Evaluation Report

Administrator: Date:
School: School Year:
Evaluator:

Attach the administrator's developed summary of what he/she has done to remediate the concern(s).

Evaluator comments (attach additional pages(s) if necessary), including:

- a summary of the assistance provided;
- a record of observations, data and conferences conducted to monitor performance;
- an assessment of performance in the area(s) of identified concern or deficiency; and
- a clear statement of the status of the concern.

Decision (check one):

_____Problem or area of concern is resolved and the administrator has received an overall summative rating of *proficient* or better. The administrator is removed from the Intervention Process and is re-assigned to the Continuous Professional Growth phase.

_____Problem or area of concern is not resolved and/or the administrator received a summative rating of *developing* or *below standard*. The evaluator makes the following recommendation to the Superintendent:

_____ I recommend that the administrator remain in the Intervention Process on Professional Assistance.

_____ I recommend that the administrator remain in the Intervention Process and be placed on ==Corrective Support==.

_____ I recommend that the Superintendent consider the administrator for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151d.

Administrator's Signature _____   Date _____

Evaluator's Signature _____   Date _____

*Signatures above indicate that a conference between the administrator and evaluator was conducted. The administrator's signature on this form indicates that s/he has seen all comments on the document. The administrator's signature does not necessarily indicate agreement. A response may be attached before placement in the personnel file. Response attached?
_____YES _____NO

Ellington Public Schools
Intervention Process
<mark>**Corrective Support Plan**</mark>

Administrators in the Intervention Process set Student Outcomes Goals. This Action Plan replaces a Leadership Practice Plan and may include a Stakeholder Feedback Goal.

Administrator:	Date:
School:	School Year:
Peer Support:	
Evaluator:	Evaluator:

Improvement Focus – Identify the problem(s) or area(s) in need of improvement (state the specific School Leader Standards that must be addressed):

Action Steps	Timeline	Support/Professional Development/Resources Needed	Data to be collected

Describe expectations for improved performance and indicators of success:

Monitoring: Identify the dates of observations or required conferences:

Administrator _____ Date _____

Evaluator _____ Date _____

Evaluator _____ Date _____

Superintendent _____ Date _____

Ellington Public Schools
Intervention Process
==Corrective Support== Plan Evaluation Report

Administrator: Date:

School: School Year:

Evaluator: Evaluator:

Attach administrator developed summary of what he/she has done to remediate the concern(s).

Evaluator comments (attach additional pages(s) if necessary), including:

- a summary of the assistance provided;
- a record of observations, data and conferences conducted to monitor performance;
- an assessment of performance in the area(s) of identified concern or deficiency; and
- a clear statement of the status of the concern.

Decision (check one):

    _____ Problem or area of concern is resolved. Administrator is removed from the Intervention Process and is re-assigned to the Continuous Professional Growth phase of the evaluation process.

    _____ Problem or area of concern is not resolved. We recommend that the Superintendent consider the administrator for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10- 151d.

Administrator's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Superintendent's Signature _____ Date _____

*Signatures above indicate that a conference between the administrator and evaluator was conducted. The administrator's signature on this form indicates that s/he has seen all comments on the document. The administrator's signature does not necessarily indicate agreement. A response may be attached before placement in the personnel file. Response attached?
_____YES   _____NO

Ellington Holistic Summative Rating - LEADERS – 2023-24

Leader:	Evaluator:
Tenured: Yes	**School:** **Position:** **School Year: 2023-24**

Leader   (Optional comments/reflection on areas of growth, professional goals, next steps, and successes):
Please link in your full TEVAL document HERE

Evaluator   (Narrative feedback highlighting leader's achievements/successes, concerns, and next steps for continued professional goals):
Achievements/Successes:
-
-
-
-

Next Steps:
-
-
-

Completion of Process	Did Not Complete	Completed Process
	☐	☐

Final Holistic Summative Rating	Does Not Meet Standard	Meets Standard
	☐	☐

☐ Check here if Professional Assistance Plan or Corrective Action Plan has been recommended.

Leader Signature_____**Date** _____

Evaluator Signature_____**Date** _____