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Leader and Educator Professional Growth & Evaluation Plan

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The following document provides information relative to the policies and procedures associated with the 2023 – 2024 revision of the educator evaluation program for the Enfield Public Schools. Procedures have been designed through the collective efforts of the Enfield Professional Development and Evaluation Committee (PDEC), formerly known as the Teacher Evaluation Committee, which included educators, related service professionals, union representation, building administrators and central office curriculum staff. The committee was charged with revising the professional growth *Educator Performance, Practice, and Professional Growth Standards* for Enfield educators.

ACKNOWLEDGEMENTS

Special thanks and recognition to the Enfield Public School's Professional Development and Evaluation Committee (PDEC) convened initially in April of 2013 to develop the *EPS Educator Professional Growth and Evaluation Standards* and policy manual. The EPS PDEC has met multiple times every year to maintain the district's evaluation standards.

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Historical Context

The primary goal of the educator evaluation and support system is to strengthen individual and collective practices to increase student learning, growth, and achievement. To consider how the existing system did or did not align with this purpose and to provide suggestions for how to improve it, in fall 2022, the CSDE reconvened the Educator Evaluation and Support (EES) Council, codified in Connecticut General Statutes 10-151b as the Performance Evaluation and Advisory Council. In addition to the CSDE, the EES Council stakeholder organizations include:

- American Association of Colleges for Teacher Education of Connecticut (AACTE-CT)
- American Federation of Teachers of Connecticut (AFT-CT)
- Connecticut Association of Boards of Education (CABE)
- Connecticut Association of Public School Superintendents (CAPSS)
- Connecticut Association of Schools (CAS)
- Connecticut Education Association (CEA)
- Connecticut Association of School Administrators (CASA)
- Connecticut Federation of School Administrators (CFSA)
- Minority Teacher Recruitment (MTR) Policy Oversight Council
- Regional Educational Service Center (RESC) Alliance

A liaison from the State Board of Education participated in EES Council meetings. During their initial meetings, EES Council members reached consensus that the reimagined guidelines for educator evaluation and support will need to:

- be consistent with emerging research and best practices in the field of education;
- include a renewed focus on professional learning to develop systems of continuous improvement for educator practice and student outcomes; and
- address the continued impact of the COVID-19 pandemic on students, teachers, administrators, families, and school communities.

With that as a foundation, the council then conducted an in-depth review of research-based best practices and the data on the effectiveness of the current system both here in Connecticut and in other jurisdictions across the country. After much consideration and debate, the EES Council has developed the following vision and guiding principles for the next generation of educator and leader evaluation and support in Connecticut:

EES Vision

All Connecticut educators and leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator and leader evaluation and support system so that all Connecticut students experience growth and success.

EES Guiding Principles

The EES Council engaged in a collaborative process to reach consensus on the principles that would most impact the design of a transformative educator and leader evaluation and support system that uses high-quality professional learning to improve educator and leader practice and student outcomes. These include:

- Allow for differentiation of educators and service providers.
- Simplify and reduce the burden (for example, eliminate the technical challenge; reduce the number of steps, paperwork).
- Focus on items that matter (identify high-leverage, mainstream goal focus areas).
- Connect to best practices aimed at the development of the whole child (including, but not limited to, academic, social, emotional, and physical development).
- Focus on educator growth and agency (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus—see above, focus on things that matter).
- 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.

The design elements of the Connecticut Guidelines for Educator Evaluation (2023) (CT Guidelines 2023) represent several shifts from what has become common practice when implementing the Connecticut Guidelines for Educator Evaluation (2017). These shifts are based on research and best practices from Connecticut educators and from other states, and represent changes in the following areas for both educators and leaders:

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

Purpose of Educator Evaluation in Enfield

The Enfield Public Schools Professional Growth and Evaluation Standards is a comprehensive approach that will ensure the attainment of the vision, mission, and goals of our unique learning community. We recognize that in order for our students to experience a high level of academic, emotional, and social growth, we need educators delivering the highest quality of instruction and support services at all times.

This revised evaluation model will serve as the catalyst through which our educators will grow professionally, meet the needs of their students, and develop an even greater appreciation for the impact they will have on students in the Enfield Public Schools. To do so, we identified four domains that we believe must be continuously demonstrated to successfully meet the needs of our diverse learning community:

<i>Domain I</i>	<i>Learning Environment</i>
<i>Domain II</i>	<i>Planning and Preparation</i>
<i>Domain III</i>	<i>Instruction</i>
<i>Domain IV</i>	<i>Professional Responsibilities</i>

These domains are aligned with the Connecticut Common Core of Teaching (CCT) and reflect the most current research in the realms of teacher evaluation and professional growth.

Through the implementation of our revised evaluation system, we will create opportunities for educators to work collaboratively to improve the quality of teaching and learning in the Enfield Public Schools. A means of accomplishing this is through the expectation we have set for open and continuous dialogue that will include specific feedback as it relates to pedagogy and instructional practices. In addition to collaboration, feedback, and self-evaluation, the professional growth of our staff plays an integral part in the development of our educators. Educators will be engaged in professional development opportunities informed by data and learning from this process.

The revised system explained in this manual marks a significant shift in approach and thinking to the dialogue about teaching and learning between educator and evaluator. Those fundamental shifts include:

- More open-ended feedback without a summative score.
- Focus on teacher development and the impact it has on students.
- Increasing and defining supports available to educators and service providers.
- Encouraging innovation and risk-taking that will positively impact students.
- Focusing on relevant indicators to enable meaningful dialogue on teacher practice between educator and evaluator.
- Evidence collection is not required for every indicator.

Overview of Educator Evaluation Process

Enfield Public Schools Educator Professional Growth Standards

These EPS Educator Evaluation System is a process through which an educator will reflect on performance and receive meaningful feedback. Educators will be provided the opportunity for continuous learning and feedback. Evaluation of educator performance will be assessed through evidence collected relative to the competencies identified in the *EPS Educator Evaluation System*. Orientation on the educator evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:

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

Please see the figure on the next page for a year-long snapshot of the evaluation process.

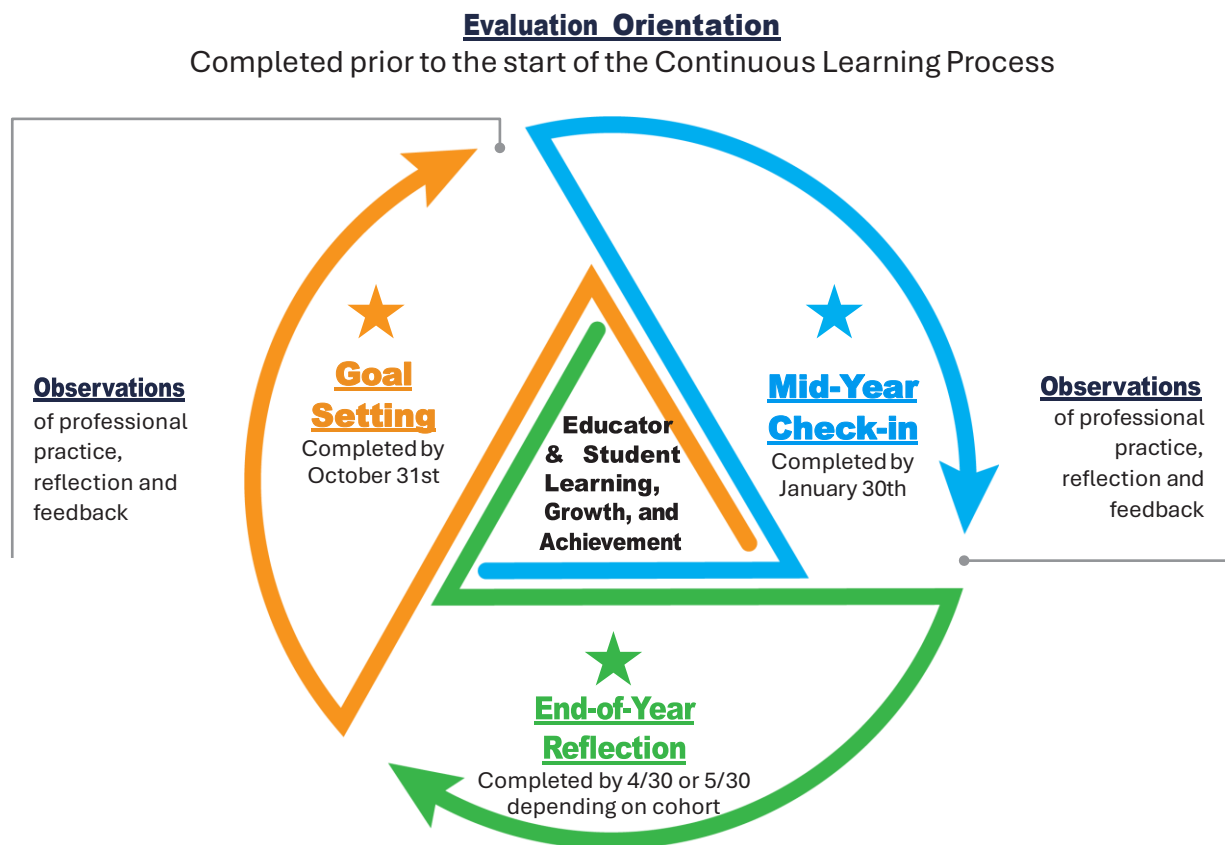
Figure 1.

Educator Evaluation Plan Year-Long Snapshot

Step of Process	Cohort 1	Cohort 2	Cohort 3
Complete Self-Evaluation Form	By September 30 th	By September 30 th	By September 30 th
Develop Goal and Attend Goal-Setting Meeting	By October 31st	By October 31st	By October 31st
Gather Evidence	Ongoing	Ongoing	Ongoing
Attend Mid-Year Meeting	By February 15th	By February 15th	By February 15th
Complete Self-Reflection	By April 30 th	By May 30th	By May 15th
Attend End-of-Year Meeting	By April 30 th	By May 30 th	By May 30th

*Definitions of each cohort are found on page 16

Educator Continuous Learning Process Overview



- All educators are assigned a primary evaluator (092) who has completed comprehensive orientation on this model and relevant rubric.
- Educator develops high-leverage goals with their evaluator.
- Evaluator observes professional practice.

Educator positions that will use the service provider rubric include:

- School Psychologists
- School Social Workers
- Speech and Language Pathologists
- School Counselors

-Occupational Therapists / Physical Therapists

Educator positions that will use the Classroom Educator rubric include:

-All other positions not listed above

(Professional Practice Rubrics can be found in Appendix K)

Components of Evaluation

The ongoing dialogue between educator and evaluator are primarily based on two components:

1. Development and pursuit of high-leverage goals
2. Observation of professional practice

These two components can be independent of each other. However, these two components may be connected and complement one another. For example, an educator goal may be focused on Planning (Domain 2) but an evaluator may observe and provide feedback on Learning Environment (Domain 1) and Planning (Domain 2) during an observation. How these two components will be applied and used for the purposes of evaluation will be explained on the following pages.

<u>Goal Setting</u> Completed by October 31st	<u>Mid-Year Check-In</u> Completed by January 30th	<u>End-of-Year Reflection</u> Completion date depends on cohort group
<p>Beginning-of-Year Goal(s) and Planning</p> <ul style="list-style-type: none"> Self-reflect Review evidence <p>Goal(s), Rationale, Alignment, and Professional Learning Plan</p> <ul style="list-style-type: none"> Draft goal(s), rationale, alignment, professional learning plan <p>Goal-Setting Conference</p> <ul style="list-style-type: none"> Mutually agree on 1-, 2-, or 3-year goal(s) Determine individual or group goal(s) Mutually agree on professional learning needs and support 	<p>Mid-Year Check-in: Reflection, Adjustments, and Next Steps</p> <ul style="list-style-type: none"> Review and discuss currently collected evidence towards goal(s) and of practice Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement <p>Mid-Year Conference</p> <ul style="list-style-type: none"> Discuss evidence, reflection, and feedback from evaluator Adjust and revise as needed 	<p>End-of-Year Reflection and Feedback Process</p> <ul style="list-style-type: none"> Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement <p>End-of-Year Conference/ Summative Feedback and Growth Criteria</p> <ul style="list-style-type: none"> Evaluator provides written summative feedback and guides next steps Annual Summary sign-off

Goal(s) Setting (Completed by October 31st)

The initial goal-setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), individual or group goal, multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment. Goals should be consistent with the goals of the district, school, and certified staff professional goals (department, grade-level, or collaborative team).

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.

[Please see Appendix B for the goal-setting form]

Mid-year Check-in (Completed by January 30th):

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

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

[Please see Appendix C for the mid-year conference form]

End-of-Year Reflection/Summative Review (Completion date depends on cohort group)

End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the mid-year check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement. 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 Measures of Success (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.

[Please see Appendices D & E for the end of the year forms]

Professional Practice and Educator Growth

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

Component 1: Development and Pursuit of High-Leverage Goals

One of the largest changes to the EPS Teacher Evaluation System will be the development and pursuit of what are called High Leverage Goals. These high-leverage goals:

- Focus on teacher practice and is reflective of the impact that goal has on both students and teacher practice.
- Focus on a specific aspect of a “whole student approach”. Examples would include social, emotional, academic achievement, pedagogy, etc.
- Are based on process and reflection of process.
- Are supported by at least two measures of success that are used as evidence to support the goal. The goal setting meeting shall include mutual agreement as to what evidence will be used to support the goal.
- Inspire innovation and risk for the educator as the evaluation system is shifting from a rating scale to a holistic approach.

High-leverage goals are meant to be ambitious and should not necessarily be viewed as “passed” or “failed”. Instead, goals should inspire innovation and risk that encourage a teacher to keep reflecting and attempting the goal throughout the identified period [1, 2, or 3 year(s)]. An educator may not be able to reach their goal, but as long as there is a continued effort, reflection, and adjustment, there is not a “failure” of a goal. The basis of the reflection and feedback on high-leverage goals should be based on both the measures of success (evidence) for the goal that is mutually agreed upon and evidence of professional practice. However, there are circumstances that can lead to an educator being placed on a tiered-assistance program related to goals. These circumstances are outlined further in the tiered-support section of this manual.

Examples of High-Leverage Goals:

High-Leverage Goal Example #1: I will learn and implement strategies to systematically foster student autonomy in my classes.

Measures of Success (evidence):

1. Sample of four lesson plans that build student agency and autonomy over time;
2. One classroom observation during a performance assessment showcasing students acting autonomously (at a mutually agreed upon time); and
3. A sample of student reflections on the growth of their agency and autonomy

High-Leverage Goal Example #2: I will monitor student growth over 3 years on the impact of implementing the NGSS style assessments. (multi-year goal)

Measures of Success (Evidence):

1. Sample of lessons and activities that include inquiry-based science tasks
2. Student achievement data on assessments
3. Tracking student growth over 3 years

High-Leverage Goal Example #3: I will learn to strategically integrate technological and digital resources into my classroom. As a result, students will be able to use technology in a responsible and efficient manner to improve their learning.

Measures of Success (evidence):

1. Sample of lessons and activities that incorporate the use of technology and digital resources.
2. Samples of student work that demonstrate responsible use of technology
3. Formative and summative assessment data that demonstrates the impact of the goal on learning.

Other High Leverage Goals (without measures of success):

-I will learn about and apply strategies for maximizing the amount of time spent on learning by effectively managing routines and transitions, and as a result, students will transition more independently and effectively.

- I will learn strategies to incorporate and reinforce social skills, self-regulation, and responsible behavior during Morning Meeting, so that students actively participate in activities that promote positive social interactions.

- I will learn to develop assessment criteria that will provide students with specific, descriptive feedback regarding a musical performance. As a result, students will be able to accurately assess their own musical performances and show growth in their musical abilities.

- I will use benchmark assessments to collect a comprehensive set of data corresponding to students' understanding of the scientific method. I will analyze this data and use it to drive subsequent planning and instruction so lessons will be focused on areas of difficulty. I expect to see an improvement in the students' application of the scientific method over time.

- I will research new formative assessment techniques and integrate them into the planning of the unit on atomic structure, electron configuration and light so that my students will be able to self-assess and reflect on their own progress and knowledge.

Resource for Establishing Goals and Measures of Success:

Teacher/Educator Growth Goals:

- Goals, focus areas, and measures of success be mutually agreed upon between teacher and evaluator at the goal setting conference held by mid-October.
- For educators in cohorts two and three, goals may be between one-three years in duration but may be adjusted each year or at the mid-year conference if mutually agreeable. Teachers may also set collaborative goals. If a multi-year goal is selected, the same requirements for annual tasks remain.
- Educators in cohort one must set a one-year goal, which may be collaborative if mutually agreed upon. Teachers who must complete TEAM may align their annual goal to one of their TEAM modules if this is mutually agreeable.

Establishing Goals and Measures of Success

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

Component 2: Observation of professional practice

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). Feedback, written or verbal, is provided within seven school days.

Definition of Cohorts

Cohort 1	Cohort 2	Cohort 3
<p>Who: Certified Educators in years 1 -4 in district.</p> <p>DSAP Educators see below*</p> <p>What: -Three observations of Professional Practice (minimum of twenty minutes) -Two Announced (with a pre and post conference.), One unannounced. -Verbal and written feedback within seven school days. -Additional observations of Professional Practice as mutually agreed upon or deemed necessary. - One observation of practice may be mutually agreed upon and substituted for a review of practice</p> <p>*DSAP educators will follow the requirement of cohort 1 until certified. Progression</p>	<p>Who: Educators in years 5 – 8 in district who have successfully completed Cohort 1 in Enfield.</p> <p>What: -Two observations of Professional Practice (minimum of twenty minutes) -One announced (with a conference), One unannounced. -Verbal and written feedback within seven school days. -Additional observations of Professional Practice as mutually agreed upon or deemed necessary. -One observation of practice may be mutually agreed upon and substituted for a review of practice</p>	<p>Who: Educators in year 9 + in district that have successfully completed cohort 2 in district</p> <p>What: -One announced observation of Professional Practice (minimum of twenty minutes) with a conference. -Verbal and written feedback within seven school days. -Additional observations of Professional Practice as mutually agreed upon or deemed necessary. -For service providers, one observation of practice may be mutually agreed upon and substituted for a review of practice</p>

through cohort 1 will begin upon certification.		
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Educator positions that will use the service provider rubric include:

- School Psychologists
- School Social Workers
- Speech and Language Pathologists
- School Counselors
- Occupational Therapists / Physical Therapists

Educator positions that will use the Classroom Educator rubric include:

- All other positions not listed above

Rubrics Associated with Observation of Professional Practice

For the purposes of streamlining the process of observation, the four domains of the rubric have been combined and narrowed in focus. [See Appendix K for both of the single-point competency rubrics.] Due to the 2024 revision, there have been two separate rubrics developed to assist with feedback to educators. A rubric was developed for classroom educators and for service providers depending on the position an educator works.

Classroom Educator Domains:

- | | |
|-------------------|--------------------------------------|
| <i>Domain I</i> | <i>Learning Environment</i> |
| <i>Domain II</i> | <i>Planning and Preparation</i> |
| <i>Domain III</i> | <i>Instruction</i> |
| <i>Domain IV</i> | <i>Professional Responsibilities</i> |

Service Provider Domains:

- | | |
|-------------------|--------------------------------------|
| <i>Domain I</i> | <i>Support Environment</i> |
| <i>Domain II</i> | <i>Planning and Preparation</i> |
| <i>Domain III</i> | <i>Implementation</i> |
| <i>Domain IV</i> | <i>Professional Responsibilities</i> |

The purpose of the single-point competency rubric is to have a starting point for the ongoing dialogue about practice between educator and evaluator. The feedback given can be related to specific portions of certain domains or can be more general in nature. The focus of the rubrics is to both discuss what the educator is skilled at and what suggestions can be made to improve the educator's practice. A few other important concepts related to the use and application of the single-point competency rubric for the purposes of observing professional practice include:

- Not all indicators of the rubric need to be observed.

- The purpose of feedback of observations is to enhance educator practice.
- For the purposes of reducing the burden of excessive evidence collection and review, two to three pieces of evidence per domain is appropriate.
- Any concerns within the single-point competency should be addressed in the post-observation conference. Concerns should be documented by the evaluator and suggestions and assistance to improve the concern must be provided.
- A tiered support system explained later in this document will be used to guide the assistance of educators who, over several observations, demonstrates no improvement based on specific and achievable feedback.

Observation of Professional Practice

By the end-of-year conference, an educator and evaluator will have completed three conferences about goals and professional practice. At each of the meetings (Goal Setting, Mid-Year Conference, End-of-Year Conference) there is required reflection on both the part of the educator and evaluator (See Appendices A - E). These meetings should serve as the basis to discuss both goals, what has been observed, and any connection between them. At each conference, there will be a summary to inform the next steps based on the dialogue. These steps should not be overwhelming for either educator or evaluator but should inform possible new goals or adjustments to a multi-year goal. Evaluators will give commendations and recommendations on Professional Practice. The overarching goal of educator and evaluator dialogue is to reflect upon Professional Practice and how to improve moving forward.

Growth Criteria and Successful Completion for Observation of Professional Practice and High Leverage Goals:

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.
- Continuous reflection and adjustment during evaluation.

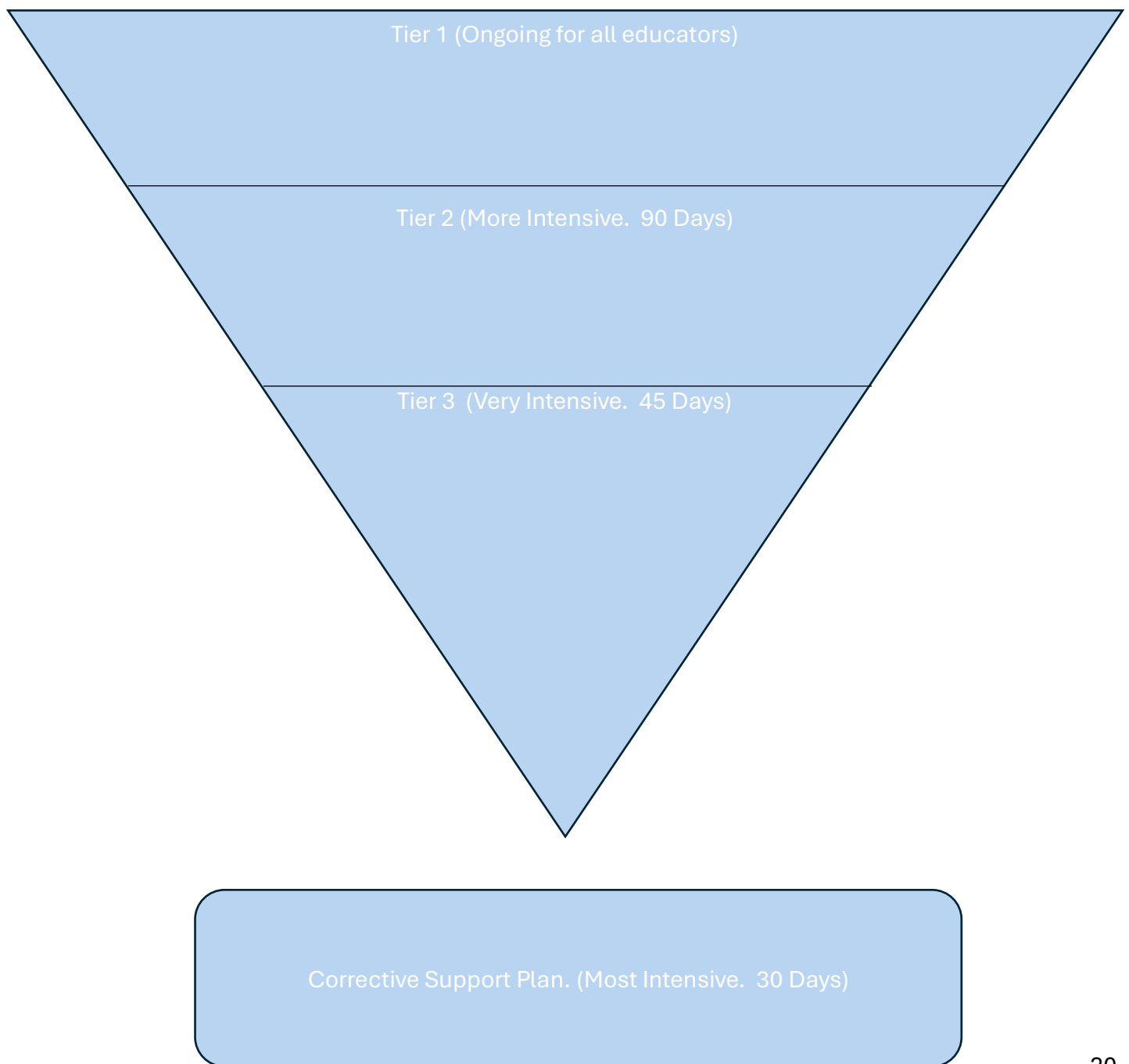
Tiered Support Plans and Corrective Support Plan

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

The new evaluation model moves from a weighted system to a holistic one. While this new approach is about process, an educator may advance to a more intensive tiered support plan if certain criteria are apparent. These criteria include but are not limited to;

- Willfully not following the evaluation process.
- Willfully resisting feedback.
- Persistent, ongoing problems despite assistance.
- Persistent, ongoing problems despite detailed and substantive feedback.

There are 3 tiers of support available before an educator can be placed on a corrective support plan. These tiers are illustrated and explained below:



A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Tier 3 Support Plan and Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their ETA representative (ETA representation can be requested by the teacher in Tier 2).

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC or district administration, Professional Learning Communities, and other general support for all educators (e.g., instructional coaching). These resources are identified and informed through the observation and goal setting process by mutual agreement. These supports are intended to enhance educator practice. Tier 1 supports are applicable to all educators and do not have a timeline as the supports are ongoing.

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. These supports are building based strategies for some minor concerns that are not harmful to students based on ongoing, documented concerns. Generally, the supports in this tier are put into place at the start of a new school year based on documented concerns from the previous year. Educators have the right to request ETA representation to craft the plan and be in attendance for all conferences related to the plan should an evaluator deem it necessary to place an educator on Tier 2. The Tier 2 support can last no longer than 90 school days at which point an educator successfully completes Tier 2 support plan and transitions back to Tier 1. Conversely, if an educator is not successful in meeting the plan, the educator can be moved to Tier 3 at any point during the Tier 2 process.

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 are to be used to address continuing and serious concerns that have been clearly documented and supported by previous interventions. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their ETA representative for certified educators who are members of the ETA 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, but the overall process shall be no longer than 45 school days at which point an educator successfully completes Tier 3 support plan and

transitions back to Tier 1 or 2. Conversely, if an educator is not successful in meeting the plan, the educator can be moved to the Corrective Support Plan at any point during the Tier 3 process.

See Appendix J for Tiered support plan form and examples.

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the educator and their ETA representative for certified teachers who are members of the ETA pursuant to C.G.S. §10-153b. The corrective support plan can last no longer than 30 school days.

When the educator has shown a lack of growth/improvement through tiered support plans, the educator will then be assigned to a Corrective Support Plan. The objective of this support plan is to provide a blend of opportunities and resources so that the educator will gain the necessary support to be successful. Timely feedback in person and in writing (weekly/bi-weekly meetings dependent of the plan) from the evaluator is essential so that the educator is provided with informative feedback necessary for growth.

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

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

At the conclusion of the Corrective Support Plan period, several outcomes are possible as determined in consultation with the evaluator, educator, and ETA representative.

1. An assessment of performance in the area(s) of concern or deficiency as of the date of the report, and
2. A statement that any areas of concern or deficiency have been resolved or a recommendation for further administrative action which, depending upon the seriousness of the concerns or deficiencies shall include, as appropriate, one of the following:
 - a. An extension of the terms and limits of the assistance plan,
 - b. Revision of the assistance plan to include other suggestions for improvement and additional help and an extension of the time limits,
 - c. Staff member moves from structured to Tiered support or removed from any Tiered support
 - d. Other administrative actions up to and including recommendation for termination of employment.

A copy of any written report will be given to the teacher; one will be kept by the evaluator, and one will be forwarded to Central Office for inclusion in the Personnel files. The teacher has the right to review the written report before it is filed and may submit written comments to be filed alongside the form. The teacher shall have ETA representation at all conferences. The Superintendent may assign other evaluators to assist in this process.

Educator Evaluation Appeal Procedure

If an educator has received a recommendation to move from a Tier 3 Support Plan to a Corrective Support Plan, the teacher has the right to appeal. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation process. The current Co-Chairpersons of the TEVAL Committee will serve as the Co-Chairpersons of the Appeal Committee. The Co-Chairpersons do not serve on the Hearing Committee.

To initiate an appeal, either party must submit Form A to both Appeal Committee Co- Chairpersons.

Within three (3) school days of receipt of the appeal, the Appeal Committee Co- Chairpersons will send copies of the appeal to the other party. Using Form K, the Appeal Committee Co-Chairpersons will schedule a joint meeting of the parties involved within seven (7) school days of the original receipt of the appeal. Any documents that will be used as evidence during the appeal must be submitted to the Appeal Committee Co-Chairpersons four (4) school days before the date of the hearing.

Appeal Committee Composition and Guidelines

1. The Appeal Committee is comprised of the two Co-Chairpersons of the TEVAL Committee and two members of the TEVAL Committee, one from each bargaining unit. The role of this committee is to organize the hearing procedures.
2. The Appeal Committee will be responsible for appointing members of the district's Hearing Committee from each bargaining unit.
3. Appeal Committee members shall be teachers and administrators who received ratings of proficient or higher on their own evaluations of the year preceding their appointment to the Committee.

Hearing Committee Composition and Guidelines

1. The Hearing Committee shall consist of six (6) members: three (3) teachers and three (3) administrators to be appointed by the Appeal Committee.
2. The Hearing Committee will meet prior to the hearing to disseminate evidentiary materials and elect a Chairperson. The Appeal Committee Co-Chairpersons will not participate in the selection of the Hearing Committee Chairperson.
3. Training in hearing processes will be provided by the Appeal Committee to the Hearing Committee members prior to the hearing.
4. The primary and supplementary evaluators of the educator initiating the appeal cannot sit on the Hearing Committee to which the person brings his/her appeal. Evaluators may sit on other Hearing Committees.
5. Whenever possible, members of the Hearing Committee should be comprised of teachers or administrators who teach or supervise the same school level(s) or subject area(s) as the person initiating the hearing.
6. Hearing Committee members shall be granted release time to hear appeals that occur during the scheduled school day. If an appeal hearing is scheduled outside work hours (as determined by the Collective Bargaining Agreement for the committee members' respective associations), Hearing Committee members shall be compensated at the curriculum writing hourly rate.
7. Hearing Committee members shall not discuss appeals or appeal hearings with those not on the Hearing Committee, exception made for the Superintendent and/or Deputy Superintendent, if a decision cannot be made by the Hearing Committee.
8. Appeal hearing timelines may be extended by mutual agreement of both parties involved.

Appeal Hearing Procedure

1. The Appeal Committee Co-Chairpersons and the Hearing Committee will meet with both parties simultaneously. The Appeal Committee Co-Chairpersons are facilitators of the hearing and non-voting members of the Hearing Committee.
2. The hearing will commence as follows:
 - Appeal Committee Co-Chairpersons will convene the Appeal.
 - Appeal Committee Co-Chairpersons will introduce all participants.
 - Appeal Committee Co-Chairpersons will explain purpose of the appeal (facilitate resolution of conflict and guarantees to the rights of due process in resolving conflicts).
 - Appeal Committee Co-Chairpersons will review procedures to be followed and turn the proceedings to the Hearing Committee Chairperson.
 - The Hearing Committee Chairperson will conduct the meeting. All statements or requests must be addressed to the chair.
 - The initiator of the appeal will cite the relevant area, section, process, or procedure within the evaluation program and state the nature of the Appeal.
 - The initiator of the appeal will present his/her position(s).
 - The members of the Hearing Committee will address any clarifying questions to the initiator of the appeal.
 - The primary evaluator in the appeal procedure will present his/her position(s).
 - The members of the Hearing Committee will address any clarifying questions to the primary evaluator.
 - The Hearing Committee Chairperson will allow each party to make a concluding statement.
 - The Hearing Committee will recess to formulate a resolution.
 - The Hearing Committee must decide on a resolution by a majority of the Hearing Committee.
 - A written document by the Appeal Committee Co-Chairpersons outlining the resolution will be delivered to both parties within five (5) school days of the appeal hearing.
 - Both parties involved in the hearing may be accompanied by their respective bargaining units.
3. When the Hearing Committee has reached a resolution, the Hearing Committee Chairperson will prepare the written resolution on Form B. The resolution will be sent to the Appeal Committee Co-Chairpersons who will deliver the decision to the teacher, the evaluator, the Superintendent within three (3) school days.

Resolutions to Appeals

All resolutions will be considered valid if a majority of the Hearing Committee agrees on a decision.

1. If the Hearing Committee determines that the evaluation is accurate and requires no further review, then:

- Teacher will be placed in the Corrective Support Plan
- Superintendent will be notified of the outcome of the appeal process

2. If the decision of the Hearing Committee has determined that the evaluation is not accurate then:

- The educator will be placed in the proper Tier of assistance.
- Superintendent will be notified of the outcome of the appeal process

3. If the Hearing Committee has determined that a teachers' evaluation would be augmented by incorporating a 3rd party evaluator, this person will be assigned by the Superintendent or Deputy Superintendent. This 3rd party will participate in all goal setting conferences and observations during the following school year.

4. If the Hearing Committee does not achieve a decision by majority of the committee membership the appeal will be moved to the Superintendent, with related information available to render a final decision.

Dispute Resolution Process

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

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

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

Process

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

1. Within three school days of articulating the dispute in writing to his/her/their evaluator,

the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.

2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.

a. Option 1:

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.

b. Option 2:

The educator being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

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

Appendices

Appendix A

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of Success

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

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?

- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices.

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

APPENDIX B

Beginning-of-the-Year Goals and Planning	
<p align="center">Self-Reflection <i>Completed by Educator</i></p>	
<p>Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking.</p>	
<p align="center">Goal, Rationale, Alignment and Professional Learning Plan <i>Completed by Educator</i></p>	
<p>Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).</p>	
<p>What evidence of leader learning, educator and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?</p>	
<p>For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be re-visited and revised annually and as needed throughout the learning process)?</p>	
<p>In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?</p>	
<p align="center">Goal Setting Conference <i>Completed by Evaluator (By November 1)</i></p> <p align="center"><u>Date</u></p>	

Notes:	Supports Required/Suggested <ul style="list-style-type: none"> • Tier 1 • Tier 2 • Tier 3
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APPENDIX C

Midyear Check-in: Reflection, Adjustment(s), and Next Steps

Completed by Educator

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

What has been your progress to date on your professional learning and how do you know?

Self-Reflection:

Links to Evidence:

Midyear Conference

Completed by Evaluator (by February 15)

Date

Feedback to Educator (Feedback regarding progress on professional learning and progress toward goal(s). Include change in tiered supports, if recommended.):

End-of-Year Reflection and Feedback Process	
Non-negotiable Process Element of the CT Guidelines (2023)	
Self-Reflection	
Completed by Educator	
What impact did your new learning have on your practice/goal(s), and how do you know?	Self-Reflection:
What impact did your new learning and practice have on your student learning, growth, and/or achievement, and how do you know?	
What challenges did you encounter and what are your next steps with your professional learning?	
Links to Evidence:	

APPENDIX E

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

APPENDIX F

Educator Evaluation Observation #1 – Required		
Name:		Time/Location:
Grade/Role:		Discipline/Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Observation of Professional Practice (Pre-/Post-Conference Optional) 		
Pre-Observation <i>Completed by the Educator (as needed/required)</i>		
Lesson Plan/Meeting Plan	Upload and provide hyperlink here	
Pre-Conference Notes including the identified competency focus for the observation		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Leader</i>		
What worked and how do you know?		
What didn't work and how do you know?		
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		
Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps
	Insert competencies	

APPENDIX G

Educator Evaluation Observation #2 – Required		
Name:		Location:
Grade/Role:		Discipline/Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Observation of Professional Practice (Pre-/Post-Conference Optional) 		
Pre-Observation <i>Completed by Educator (as needed/required)</i>		
Lesson Plan/Meeting Plan	Upload and provide hyperlink here	
Pre-Conference Notes including the identified competency focus for the observation		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Leader</i>		
What worked and how do you know?		
What didn't work and how do you know?		
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		
Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps
	Insert competencies	

APPENDIX H

Educator Evaluation Observation #3		
Name:		Location:
Grade/Role:		Discipline/Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Observation of Professional Practice (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <i>Completed by Educator (as needed/required)</i>		
Lesson Plan/Meeting Plan	Upload and provide hyperlink here	
Pre-Conference Notes including the identified competency focus for the observation		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i>		
What worked and how do you know?		
What didn't work and how do you know?		
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		
Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps
	Insert competencies	

APPENDIX I

Educator Evaluation Observation #4		
Name:		Location:
Grade/Role:		Discipline/Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Observation of Professional Practice (Pre-/Post-Conference Optional) 		
Pre-Observation <i>Completed by Leader (as needed/required)</i>		
Lesson Plan/Meeting Plan	<i>Upload and provide hyperlink here, as appropriate</i>	
Pre-Conference Notes including the identified competency focus for the observation		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i>		
What worked and how do you know?		
What didn't work and how do you know?		
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps
	<i>Insert competencies</i>	

Appendix J: Sample Corrective Support Plan – Educator

(Sample Tiers 2 and 3)

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

Objective:

To improve classroom management practices to improve a positive learning environment (CCT – 1A) to support learning.

(Suggested) Resources:

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

Timeframes:

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

Supportive Actions:

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

Corrective Support Plan Template

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

Objective:

To improve _____.

(Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Educator being evaluated

being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

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

Supportive Actions:

(Suggested supportive actions)

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

How to Create a Meaningful Corrective Action Plan for Teacher Growth

A support plan may be developed and implemented for:

- Any teacher with an ongoing pattern of performance concerns that have been documented over time in the feedback to the teacher and summarized in their end-of-year summative report, which should indicate an unsuccessful completion of the annual process.
- There should also be documentation that shows the evaluator previously provided support to try to help the teacher improve prior to considering a support plan.

NOTE: Support plans must be created in consultation with the teacher and their collective bargaining representative per CGS 10-152B.

The following steps should be followed:

- The teacher, collective bargaining representative, principal, and evaluator meet to develop the support plan at a mutually agreed upon time. In addition to a collective bargaining representative, the teacher may choose to include another trusted individual(s) with knowledge of their practice such as a TEAM mentor, curriculum specialist, or department chairperson.
- Teachers should enter the corrective action process on a tier 1 initial support plan.
- Make sure expectations are focused, specific, and aligned to the district observation rubrics.
- The plan should focus on **performance issues** identified and documented through the evaluation process, not on compliance issues, such as entering grades or completing paperwork in a timely manner. This should be handled through the district's disciplinary procedure, not through the evaluation process.
- The plan should not be overwhelming in scope and should focus narrowly on achievable goals.
- The supports provided should be aligned with expectations with feedback provided at every step.

The support plan must include:

- **Area of Need:** Identify an area(s) of need as perceived by the teacher and the evaluator (suggestion = no more than three based on evidence from observation rubrics)
- **Activities:** Determine the **specific** activities to be carried out to meet the specific needs identified.
- **Evaluator Responsibility:** Identify the specific task(s) the evaluator is responsible for implementing in the plan to ensure the teacher is supported.
- **Teacher Responsibility:** Identify a reasonable number of task(s) for which the teacher is responsible.
- **Resources to be provided by the district:** mentor, coach, customized PD, release time, etc.
- **Timeline:** Teacher, evaluator, and collective bargaining rep jointly develop the time frame in which the activities are to be implemented/completed.
- **Identify specific criteria the teacher will need to meet to be considered successful.**
- **Align the support plan to the observation rubrics used in your district.**
- Two review meetings should be held to determine progress or to make necessary adjustments. Each review meeting will be held during the school day after a maximum interval of three weeks and include collective bargaining representation.

Sample Tier 2 Corrective Action Plan for Teacher Growth

Teacher: Jane Doe	Date: 9/12/24
	Timeline
Area(s) of Need: <ol style="list-style-type: none"> 1. Student engagement 2. Classroom procedures and routines 3. Effective lesson planning <p>Ms. Doe will demonstrate improvement in each of the three areas of need identified above. Improvement will be determined by:</p> <ul style="list-style-type: none"> • Feedback based on the observation rubric shows an overall trend of steady improvement. • Artifacts (student work, posted classroom routines, lesson plans, etc) reflecting incorporation of higher order thinking skills. 	35 days
Goals: <ol style="list-style-type: none"> 1. Ensure students are cognitively engaged in lessons. 2. Implement clear routines and structures to maximize classroom instructional time, maintain order, and ensure smooth transitions between activities. 3. Lesson plan goals, activities and assessments are aligned. 	Oct 1-15
Evaluator Responsibility:	<ul style="list-style-type: none"> • Mentor assigned by September 20th

<ul style="list-style-type: none"> • Evaluator will arrange for a mentor for Ms. Doe who is skilled at using classroom routines and questioning strategies. Choice of mentor will be mutually agreed to. • Evaluator will ensure Ms. Doe has 1 hour of release time every other week to observe her mentor teaching in order to discover new questioning strategies and classroom routines that she can implement in her classroom. • Evaluator will ensure the mentor has 1 hour release time every other week to observe Ms. Doe and meet with her to provide instructional coaching. • Evaluator will officially observe Ms. Doe 3 times, 2 of which will include a pre and post conference and all will include a preconference. • Evaluator will meet with Ms. Doe every Friday afternoon to review the previous week's lesson plans and will discuss what worked and what did not, with the purpose of informing the following week's lessons. • Evaluator will have two check-in days during the 45 day period to provide progress reports to Ms. Doe • Evaluator will provide Ms. Doe resources such as books, videos, and targeted PD related to the above areas in need of improvement. 	<ul style="list-style-type: none"> • 1 hour release time every week for 6 weeks. • Meeting with evaluator every Friday for duration of plan. • One informal observation every other week for duration of plan. • Two progress reports, first by Oct. 1 & second by Oct. 22. • Resources provided to teacher by Sept. 20.
<p>Teacher Responsibility:</p> <ul style="list-style-type: none"> • Teacher will meet with her mentor for at least one hour every other week. • Teacher will observe mentor teaching and provide evidence that the strategies observed are being implemented in her class. • Teacher will post classroom routines, rules, and norms on the wall and refer to it often. • Teacher will meet with her evaluator every Friday afternoon to discuss what worked and what did not in the previous week's lesson plans. • Teacher will keep a small sample of artifacts, examples of student work, and other evidence of improvement. 	<ul style="list-style-type: none"> • Meet with a mentor every other week for 1 hour. • Observe mentor once every other week for six weeks. • Post routines by Oct 1. • Meet w/ evaluator every Friday • Bring one lesson plan & one example of student work to Friday meetings with evaluator.

Criteria to Exit Support Plan: Teacher meets at least two of the following three **specific** requirements

- Feedback based on district rubrics demonstrate an overall trend of growth over the course of the plan.
- Formal observation at the end of 45 days demonstrates improved student engagement and clear classroom routines.

- A review practice of a sample of Ms. Doe’s lesson plans show clear alignment between objectives, activities, and assessments.

An unsatisfactory outcome may result in a plan extension or movement to the Tier 2: Targeted Support level of the corrective action process (out of three levels).

Teacher Signature _____

Collective Bargaining Representative Signature _____

Evaluator Signature _____

Tier 1 Action Plan for Teacher Growth

Progress Reports

Review Meeting #1 Date _____	Review Meeting #2 Date _____
Topics Discussed:	Topics Discussed:
Positive Growth Areas:	Positive Growth Areas:
Teacher Comment:	Teacher Comment:
Evaluator Comment:	Evaluator Comment:
Next Steps (if any):	Next Steps (if any):
Signatures:	Signatures:



Form A: Educator Evaluation Appeals Process Description of Dispute Form

Educator Name: _____

Assignment: _____ Building: _____

Date: _____ A conflict exists
between _____ and _____ with regard to the following issue(s):

(Please cite specific area, section, process, or procedure with the evaluation program that is under appeal. Please be as explicit as possible.)

(Date) _____ (Signature of Appeal Initiator)

(Date received) _____ (Signature of Co-Chairperson)



Form B: Educator Evaluation Appeal Process Notification of Appeal Hearing Form

To: _____

From: _____, Appeal Committee Co-Chairperson

Date: _____

Re: Appeal – Procedure

This will acknowledge receipt of the Description of Dispute. The Hearing Committee chosen to hear this appeal is:

1. _____, Chairperson

2. _____

3. _____

4. _____

5. _____

6. _____

The hearing of the appeal is scheduled as follows:

Day: _____

Date: _____ Time: _____

Location: _____ Room #: _____



Form C: Educator Evaluation Appeal Process Notification of Resolution Form

To: _____

(Disputants in Appeal Process)

From: _____

(Appeal Committee Co-Chairperson)

Date: _____

In response to your appeal of _____, regarding _____

_____, the

following resolution has been formulated:

Single Point Competency Rubric for Classroom Educators: Domains 1&3

Classroom Educators - Learning Environment (Domain 1) and Instruction (Domain 3)		
<i>Areas of Strength</i>	<i>Effective Practice Indicators</i>	<i>Possible Next Steps</i>
	<p>D1. A: Promotes a positive class climate that is responsive and respectful: * Teacher creates and sustains a classroom environment in which students are treated with respect and consideration of cultural differences, interests, and skill levels. Establishes positive rapport with students and builds a trusting and supportive relationship.</p> <p>D1. B: Promotes student engagement and shared responsibility for the learning process: * Teacher shows evidence of student participation in classroom activities, decision-making and/or goal setting.</p> <p>D1. C: Establishes and upholds appropriate standards of behavior for students: * Teacher actively monitors and establishes behavior that supports the learning environment and the social emotional needs of all students.</p> <p>D1. D: Promotes efficient routines and transitions: * Teacher provides classroom routines and procedures that are clear and evident to maximize instructional time and student engagement.</p> <p>D1. E: Communicates expectations to all students:</p>	

	<p>* Teacher clearly communicates the purpose of the lesson, the learning expectations, directions, and procedures to students.</p> <p>D3. F: Uses purposeful instructional strategies: * Teacher selects instructional materials and strategies that are suitable for the instructional purpose that to meet the diverse needs of students.</p> <p>D3. E: Uses high quality questions: * Teacher engages students with an appropriate variety of open-ended questions that are cognitively challenging and allows for appropriate think time.</p> <p>D3. F: Engages all students in higher-order thinking learning tasks: * Teacher’s instruction provides opportunities for the development of higher-order thinking skills.</p> <p>D3. G: Promotes active learning: * Teacher uses learning tasks and materials that are student - centered and/or inquiry- based. The learning consists of the application of content material.</p> <p>D3. H: Engages all students in discourse: * Teacher provides opportunities for discourse among students and uses techniques to promote meaningful student-to- student dialogue.</p>	
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NOTE: Single-point competency rubrics are not “pass/fail.” They should be used to guide the conversation between teacher and evaluator and maintain a common, standards-based vision of what effective practice looks like. Rubrics should be used to identify areas of strength as well as help identify growth opportunities and supports that could help support the educator’s ongoing growth.

Single Point Competency Rubric for Classroom Educators: Domains 4 & 2

Classroom Educators - Professional Responsibilities (Domain 4) and Planning and Preparation (Domain 2)

<i>Areas of Strength</i>	<i>Effective Practice</i>	<i>Possible Next Steps</i>
	<p>D4. A: Conducts self as professional in accordance with CT Code of Professional Responsibility for Educators: * Teacher complies with administrative, school, district, and state rules, policies, and regulations.</p> <p>D4. B: Engages in continuous professional growth to impact instruction and student learning: * Teacher applies professional learning to improve instruction, engage students, and self-evaluate.</p> <p>D4. C: Complies with all legal requirements regarding individual student needs and rights: * Teacher reads, reviews and follows a student's IEP, BIP, 504 plan, or other accommodation plan. Teacher maintains the confidentiality of information concerning students.</p> <p>D4. D: Collaborates with colleagues to impact student learning: * Teacher develops collaborative relationships to the professional community in order to impact student learning.</p> <p>D4. E. Participates in school-wide initiatives to promote a positive school culture: * Teacher participates in school-wide initiatives.</p> <p>D4. F. Communicates with families:</p>	

	<p>* Teacher meets the district and school expectations for communicating with families on student progress.</p> <p>D4. G. Ensures a safe physical environment: *Teacher complies with and communicates a clear understanding of district/school/classroom emergency policies and procedures, and supervision responsibilities to ensure a safe physical environment</p> <p>D2. H: Demonstrates grade level and/or content area knowledge: * Teacher plans for instruction that reflects knowledge of the grade level and/or content area and effective strategies for the discipline.</p> <p>D2. I: Plans for levels of challenge and differentiation: * Teacher uses data, prior knowledge, and student needs to plan for differentiated instruction.</p> <p>D2. J: Clearly defines objectives for all students that are aligned with the curriculum and district learning standards: * Teacher establishes clear and measurable objectives which reflect high expectations and rigor as defined by the EPS curriculum.</p> <p>D2. K: Develops and organizes coherent units, lessons, and tasks:</p>	
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	<p>* Teacher develops plans for student learning that are based on prior learning, sequential, logical and are aligned with the EPS curriculum and pacing/assessment calendar.</p> <p>D2. L: Ensures ongoing assessment of student learning: * Teacher uses formative and summative assessments to inform instruction.</p> <p>*Not all indicators must be observed in a single lesson.</p>	
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<i>Service Providers – Learning/Support Environment (Domain 1) and Implementation (Domain 3)</i>		
<i>Areas of Strength</i>	<i>Effective Practice Indicators</i>	<i>Possible Next Steps</i>
	<p>D1. A: Promotes a positive environment that is responsive and respectful. *Provider creates and sustains an environment in which students are treated with respect and consideration of cultural differences, interests, and skill levels. Establishes positive rapport with students and builds a trusting and supportive relationship.</p> <p>D1. B: Promotes student engagement and shared responsibility for the learning process. * Provider assists students with strategies and opportunities to set and monitor goals.</p> <p>D1. C: Establishes and upholds appropriate standards of behavior for students. * Provider actively monitors and establishes behavior that supports the learning environment and the social emotional needs of all students.</p> <p>D3. D: Engages in consultation and collaboration with school staff. *Provider engages in consultation and collaboration with school staff to improve student outcomes.</p> <p>D3. E: Engages in consultation and collaboration with parent/guardian and families. *Provider develops collaborative relationships and engages in consultation with parents and families utilizing a variety of communication methods.</p>	

	<p>D3. F: Responds to school/parent/guardian concerns. *Provider responds in a timely manner to school/parent/guardian concerns, inquiries, and referrals, including observations.</p> <p>D1. G: Organizes physical space for effective delivery of services. *Provider maintains a work area that is well organized, welcoming, conducive to providing professional services, and is respectful of students' privacy. Work area is supportive of a professional work environment and is always an age-appropriate and welcoming space for students.</p> <p>*Not all indicators must be observed in a single lesson.</p>	
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<i>Service Providers – Professional Responsibilities (Domain 4) and Planning and Preparation (Domain 2)</i>		
<i>Areas of Strength</i>	<i>Effective Practice Indicators</i>	<i>Possible Next Steps</i>
	<p>D4. A: Adheres to state and professional organization standards/ethics. *Provider complies with administrative, school, district, and state rules, policies, regulations, and discipline-specific ethical standards.</p> <p>D4. B: Engages in continuous professional learning to impact service delivery and student growth.</p>	

	<p>* Provider participates in professional development based on individual assessment of learning needs and on new ideas/research to the continuous improvement of professional practice.</p> <p>D4. C: Complies with all legal requirements regarding individual student needs and rights. * Provider reads, reviews, and follows district, state, and federal regulations and guidelines as they apply support service practices including IDEA, FERPA, laws related to Truancy and Child Abuse, etc.</p> <p>D4. D: Collaborates with colleagues, to develop and sustain a positive school climate in order to support student growth. *Provider develops collaborative relationships and makes a contribution to the professional community.</p> <p>D4. E: Organizes and maintains records and submits them in a timely manner. *Provider maintains information that is accurate and timely.</p> <p>D4. F: Understand classroom/school/district emergency policies and procedures. *Provider complies with and communicates a clear understanding of classroom/school/district emergency policies and procedures.</p> <p>D2. G: Demonstrates knowledge and understanding of child and adolescent development * Demonstrates thorough knowledge of child and adolescent development in order to establish goals for age and grade appropriate interventions. Provider establishes goals for age and grade-appropriate interventions.</p>	
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	<p>D2. H: Communicates with school staff and parents/guardians regarding current levels of performance based on assessment data. *Provider communicates with appropriate school staff and parents/guardians regarding students' current levels of performance while meeting timelines.</p> <p>D2. I: Organizes time effectively and manages routines and procedures efficiently. *Provider exercises good judgement in setting priorities, resulting in accomplishing professional responsibilities in a timely manner.</p> <p>D2. J: Demonstrates knowledge of resources within and beyond the school and district. *Provider informs and/or connects students and parents/guardians with resources available through the school or district, and some familiarity with resources external to the school.</p> <p>*Not all indicators must be observed in a single lesson.</p>	
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Leader Evaluation and Support Plan

Vision

All Connecticut educators and leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator and leader evaluation and support system so that all Connecticut students experience growth and success.

The Purpose of this Model Plan

The Connecticut (CT) Model Evaluation and Support Plan is designed to support a comprehensive educator and leader evaluation system adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. Connecticut General Statutes 10-151b requires that “the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher.” The CT Model Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all educators and leaders. Professional Development and Evaluation Committees (PDECs) can adopt the model plan, adapt the model plan, or revise their own evaluation system to align with the CT Guidelines for Educator and Leader Evaluation and Support 2023. It is the intent that this model can serve as a foundation of evaluation and support practice aligned to the 2023 guidelines beginning in the initial year of implementation (2024-2025) allowing for PDECs to develop an action plan from self-assessment toward best practices and innovation that will evolve over time. This plan will:

- Introduce key components of leader evaluation framework and the requirements set forth in the regulations;
- Outline specific action steps, forms, and tools from the Model Evaluation and Support Plan specific to the evaluation of leaders; and
- Highlight considerations, conditions, and systems necessary for effective implementation at the school/district level.

Guiding Principles

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

- **Allow for differentiation of roles** (*for example for leaders: assistant superintendents, direct 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 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.**

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

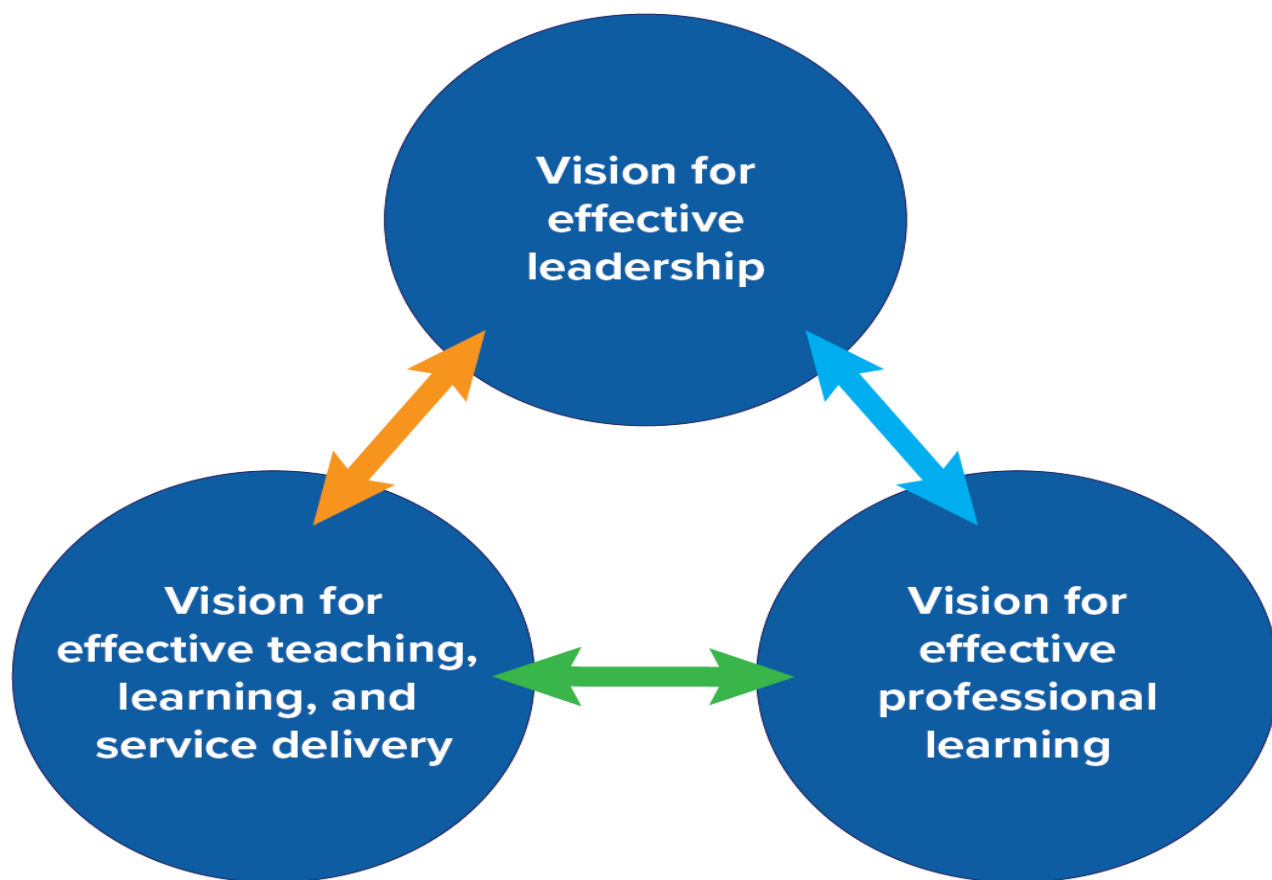
The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements.

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

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

Professional Learning Standards and Structures

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



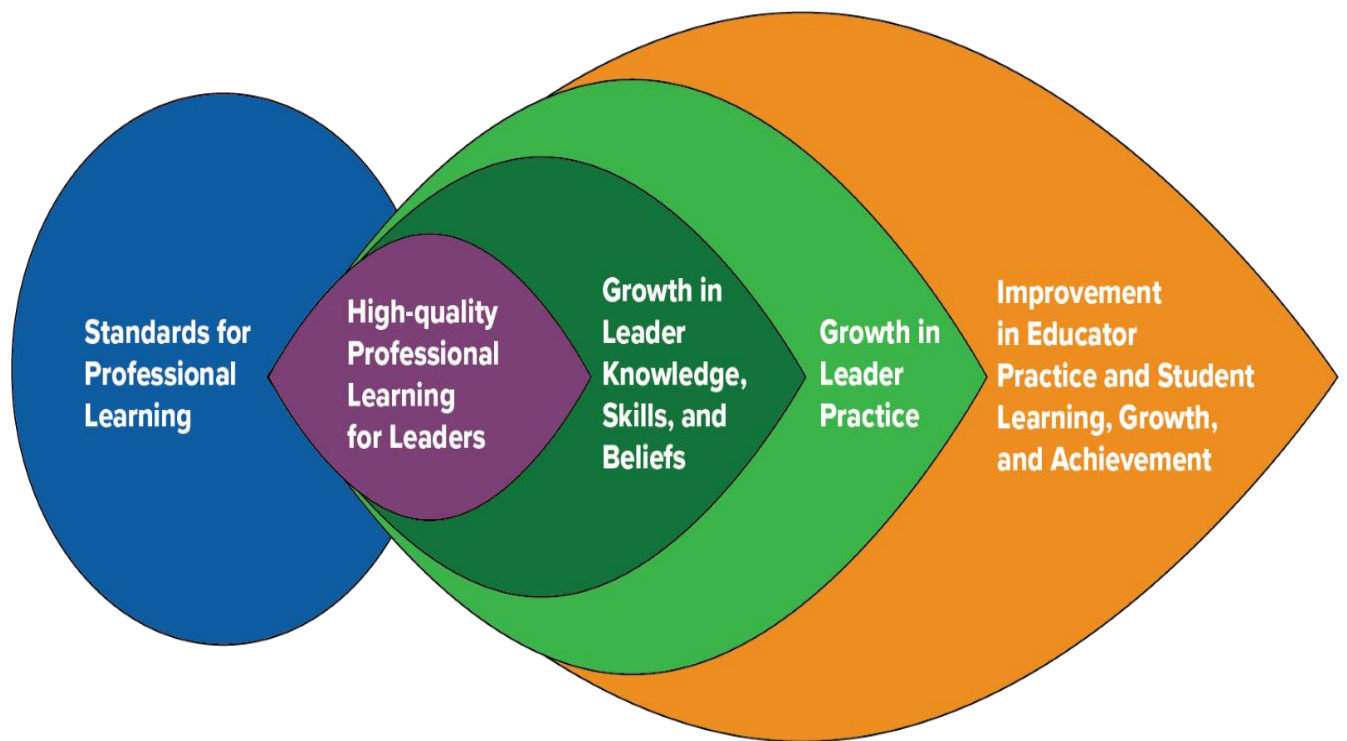
The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus. Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on

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

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

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



Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist leaders and

evaluators through the process. All leaders are assigned a primary evaluator (092 or 093).

Leader Continuous Learning Process

Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



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

<ul style="list-style-type: none"> • Mutually agree on professional learning needs and support 	<ul style="list-style-type: none"> • Adjust and revise as needed 	
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Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:

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

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

Goal(s) Setting (Completed by November 1)

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals. Goals should always be connected to standards recommended by the PDEC and approved by the local board of education. This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

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

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

Midyear Check-in (Completed by March 1):

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on

professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement.

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

End-of-Year Reflection/Summative Review (Completed by the Last Day of School)

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

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

Professional Practice and Leader Growth

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

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within 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	
Cohort 1	Cohort 2
Who: New to leadership role (e.g., principal from assistant principal etc.; first three years) New to LEA (first three years) What: Three observations of professional practice and/or site visits Feedback written and verbal within five school days Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	Who: Leaders who have successfully completed Cohort 1 in their current LEA What: Two observations of professional practice and/or site visits Feedback written and verbal within five school days Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Growth Criteria

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

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

Tiered Support and Corrective Support Planning

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

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must

utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

Tier 1

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

Tier 2

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

Tier 3

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 have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10- 153b. The start date and duration of time an educator is receiving this level of support should be clearly document.

Corrective Support Plan

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

The Corrective Support Plan must contain:

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

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

Dispute Resolution

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

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

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

Process

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

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.

- a. Option 1:

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.* The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision.

**In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and leader may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified leader and may or may not be from within the district.*

- b. Option 2:

The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

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

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 to propose to the local board of education for mutual agreement.

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 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, paraeducators, and other school personnel are representative of the various classifications within the groups (see examples below).

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

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

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

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 state model evaluation and support plan 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 guidelines adopted by the State Board of Education.

Local and State Reporting

The superintendent shall report:

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

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

Technical Assistance and Professional Learning

The CSDE works closely with schools and districts to learn what support is most needed for effective implementation of the CT Guidelines 2023 framework. To that end, the CSDE continues to develop resources in partnership with the six regional educational service centers, ACES, CES, CREC, EASTCONN, EdAdvance, and LEARN along with CAS and feedback from districts. You are encouraged to reach out for technical assistance and professional support during the transition to this new framework.

Appendices — Leader:
**Information and Resources to Support Effective
Implementation**

Appendix A: Sample Reflection Questions – Leader

Self-Reflection Sample Questions

Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about leadership and organizational well-being? What new learning might you want to explore to inform your understanding of these questions and professional leadership practice?

- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current organization's strengths and needs, and/or knowledge of district/school/ program goals, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?

- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of success

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

Determine Evidence

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

Analysis of Evidence

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

Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?

- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

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

Appendix B: Growth Criteria and Sources of Evidence – Leader

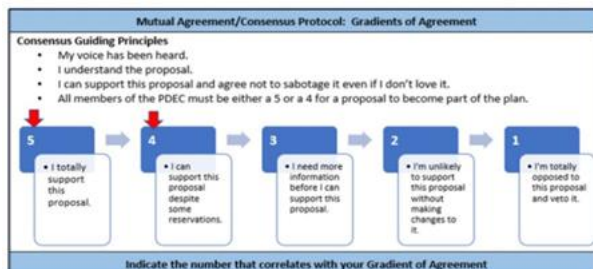
Growth Criteria	Possible Sources of Evidence
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<p>Development of New Learning and Impact on Practice</p> <ul style="list-style-type: none"> • Strategic plans • The leader can demonstrate how they developed new learning within the continuous learning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

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the

majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with. By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.



From *Consensus decision making. Seeds for Change.* (n.d.).
<https://www.seedsforchange.org.uk/consensus>

Corrective Support Plan: A pattern of persistent lack of growth and reflection or resistance to growth- oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Corrective Support Plans shall include clear objectives specific to the well documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; supportive actions from the evaluator; and outcomes or further action as determined in consultation with the evaluator, leader, and bargaining unit representative.

check-ins: Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence and learning, and next steps in one's learning.

community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school.

A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from

observations (peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:

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

dispute resolution: A process for resolving disputes in cases where the evaluator and leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional learning plan or other outcomes of the evaluation process.

evidence: Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, site visit feedback, and reflections of the leader impact on organizational health, educator growth, and student learning, growth, and achievement as part of the leader feedback process.

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

Quality feedback:

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

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

formal observations: A formal observation is a structured and planned process of watching, assessing, and evaluating a leader’s performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

goals and standards: Should be a high leverage goal based on professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of practice.

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

high leverage goals: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus. They address strategies for development of human capital

(people), instruction (knowledge and skills), and organizational management that transcends schools (Grissom, et al., 2021).

informal observations: An informal observation is an unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within five school days.

leader: A leader is defined as someone in a leadership position who has attained the 092 certification. This may include assistant superintendent, principal, dean of students, assistant/vice principal, pupil services director, department chair. This is not an exhaustive list, rather to illustrate the definition.

Superintendents will confirm district leaders with evaluation roles.

multiple measures: Can include, but is not limited to, structures and systems to support educator learning and growth, culture and climate changes, student learning, growth, and achievement as mutually agreed upon during the goal-setting process. Additional evidence relative to one or more competencies.

mutual agreement: An agreement or condition that is reciprocal or agreed upon by all parties.

organizational health: Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

PDEC (Professional Development and Evaluation Committee): The Professional Development and Evaluation Committee serves as the collaborative decision maker to create, revise, and monitor the evaluation and support program for the district, as well as the professional learning plan for certified employees of the district.

professional learning: Professional learning and growth are centered on accelerating personal and collective learning and closing the knowing-doing gap for leaders and teachers. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also appendix E, Glossary of Professional Learning Opportunities.

review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other leader artifacts.

rubric: A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of educators based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.

single point competency: A description of a standard of behavior or performance that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric.

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

student outcomes: Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal setting process.

Tier 1

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

Tier 2

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

Tier 3

Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

Appendix D: 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

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

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

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

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

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

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

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

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

walkthroughs: A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.

web-based learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

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

Appendix E: Evaluation Orientation – Leader

Evaluation Orientation

Orientation to Leader Evaluation was Completed on:

Date

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

Leader Information

Name:	Location:
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Select One: <ul style="list-style-type: none"> • Cohort 1 *New to leader role or first three years in LEA • Cohort 2 *Years 4 (in LEA) 	Select One: <ul style="list-style-type: none"> • Individual goal • Collaborative goal <p><i>Decided upon mutual agreement.</i></p>	Select One: <ul style="list-style-type: none"> • 1-year goal • 2-year goal • 3-year goal <p><i>Decided upon mutual agreement.</i></p>	Select One: <ul style="list-style-type: none"> • PSEL Rubric
<h2 style="text-align: center;">Beginning-of-the-Year Goals and Planning</h2>			
<h3 style="text-align: center;">Self-Reflection</h3> <p style="text-align: center;">Completed by Leader See Sample Reflection Questions</p>			
<p>Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking. See Examples of Evidence Types</p>			
<h3 style="text-align: center;">Goal, Rationale, Alignment and Professional Learning Plan</h3> <p style="text-align: center;">Completed by Leader</p>			
<p>Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).</p>			
<p>What evidence of leader learning, educator learning, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal? See professional learning and action questions to guide your plan.</p>			
<p>For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?</p>			
<p>In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?</p>			
<h3 style="text-align: center;">Goal Setting Conference</h3> <p style="text-align: center;">Completed by Evaluator (By November 1) <u>Date</u></p>			

Notes:	Supports Required/Suggested <ul style="list-style-type: none"> • Tier 1 • Tier 2 (Link to Examples of Supports) • Tier 3 (Link to Examples of Supports)
<i>Planned Site Visit/Observation of Professional Practice</i> <i>Non-negotiable Process Element of the CT Guidelines (2023)</i>	
<u>Observation of Professional Practice/Site Visit #1 - Required</u>	
<u>Additional Observation of Professional Practice/Site Visit</u>	

Midyear Check-in: Reflection, Adjustment(s), and Next Steps <i>Completed by Leader</i> <i>Non-negotiable Process Element of the CT Guidelines (2023)</i> <u>See Sample Reflection Questions</u> and <u>Professional Learning and Action Questions</u>	
What has been your progress to date on your professional learning plan and your goal(s), and how do you know? What are your next steps and why?	Self-Reflection:
Links to Evidence:	
Midyear Conference Completed by Evaluator (by March 1) Date	
Feedback to Leader (Feedback regarding progress on professional learning and progress toward goal(s). Include change in tiered supports, if recommended.):	

End-of-Year Reflection and Feedback Process <i>Non-negotiable Process Element of the CT Guidelines (2023)</i>

Self-Reflection <i>Completed by Leader</i> See Sample Reflection Questions and Professional Learning and Action Questions	
What impact did your new learning have on your practice/goal(s), and how do you know? What impact did your new learning have on your leadership practice, on educator and/or student learning, growth, and/or achievement, and/or on organizational health, and how do you know? What challenges did you encounter and what are your next steps with your professional learning?	Self-Reflection:
Links to Evidence:	

End-of-Year Conference <i>Completed by Evaluator (by June 30)</i> <u>Date</u>	
Summative Feedback and Growth Criteria <i>Completed by Evaluator</i> See appendix for full description	
Summative Feedback	
Development of new learning and impact on leadership practice related to goal(s).	

Impact of new learning and leadership practice on key partners and or organizational outcomes.	
Impact of new learning on greater community.	
Successful Completion of the Evaluative Cycle	<ul style="list-style-type: none"> • Yes • No
Supports Required/Suggested <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> <ul style="list-style-type: none"> • Not applicable • Tier 2 (Specify below) • Tier 3 (Specify below) 	If Tier 2 and/or Tier 3, please specify strategies:
For multi-year goals only: <ul style="list-style-type: none"> • What adjustments are needed to the goal(s)? • Why? • How might adjustments impact the timing of the goal(s)? 	<ul style="list-style-type: none"> • Leader will continue multi-year goal. • Leader will adjust multi-year goal. • Leader completed multi-year goal. Notes:
Leader Signature	Date:
Evaluator Signature	Date:
Leader Evaluation Observation/Site Visit #1 – Required	
Name:	Location:
Administrator Role:	Leader Goal/Observation Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 	
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>	
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate
Pre-Conference Notes	
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>	

Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i> <i>Insert competencies</i>	Areas for Growth and/or Next Steps

Leader Evaluation Observation/Site Visit #2 – Required	
Name:	Location:
Leadership Role:	Leader Goal/Observation Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 	
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>	
Meeting Plan and/or Context	<i>Upload and provide hyperlink here, as appropriate</i>

Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	<i>Insert competencies</i>	

Leader Evaluation Observation/Site Visit #3	
Name:	Location:
Leadership Role:	Leader Goal/Observation Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 	
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>	

Meeting Plan and/or Context	<i>Upload and provide hyperlink here, as appropriate</i>	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
<i>How will our collaborative reflection help you move forward and apply your learning in your next steps?</i>		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	<i>Insert competencies</i>	

Leader Evaluation Observation/Site Visit #4	
Name:	Location:
Leadership Role:	Leader Goal/Observation Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 	

Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are their patterns, trends or outliers		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i> <i>Insert competencies</i>	Areas for Growth and/or Next Steps

Appendix H: Sample Corrective Support Plan – Leader

(Sample)

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

Objective:

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

Resources:

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

Timeframes:

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

Supportive Actions:

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

Corrective Support Plan Template

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

Objective:

To improve

(Indicate specific standard in your

objective language)

(Possible) Resources:

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

- Mentor
- Coach
- Reading as appropriate

Timeframes:

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

Supportive Actions:

(Suggested supportive actions)

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