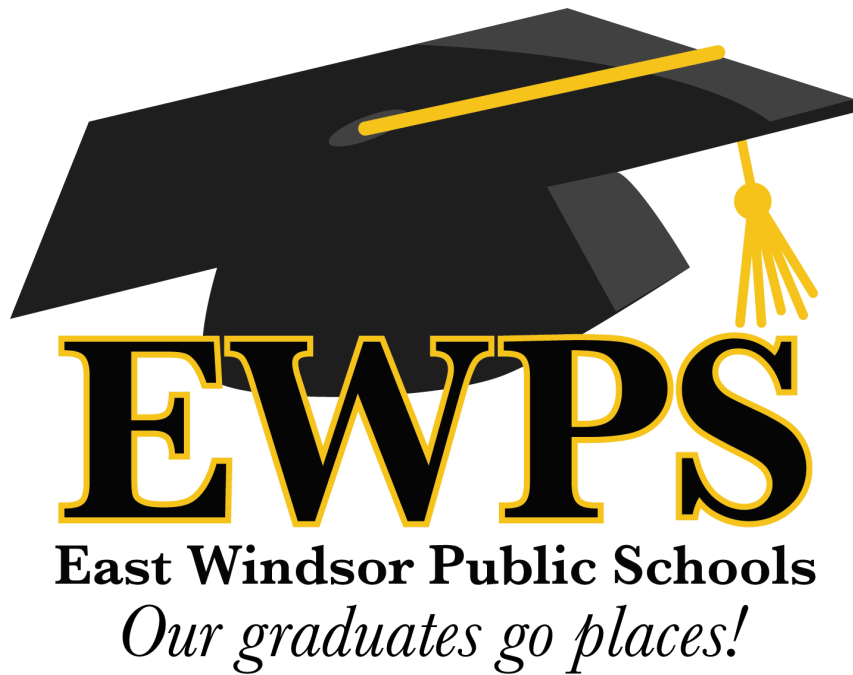


**East Windsor Public Schools
Annual Educator and Leadership Evaluation
Guidelines**



**Developed by the East Windsor Professional Development and Evaluation
Committee in collaboration with Tepper and Flynn**

Contents

Connecticut General Statutes Requirements	3
Introduction	3
Statement of Purpose	3
Educator and Leader Evaluation and Support Overview	4
Reflection of Mutual Agreement	4
The Evaluation Cycle	5
Goal-Setting Process	5
Observation Cycle	6
Formal Observation:	7
Informal Observation:	7
Peer Observation:	7
Review of Practice:	7
Mid-Year Review	8
End of Year Review	8
Levels of Support Systems	8
Tier 1	8
Tier 2	9
Tier 3	9
Corrective Support Plan (Tier 4)	10
Dispute Resolution	10
Local and State Reporting	11
Appendix	11
References	12

Connecticut General Statutes Requirements

Connecticut General Statutes 10-151b requires that “the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher.”

Introduction

The East Windsor Public School District is committed to promoting a culture of learning for students and staff alike. East Windsor is a professional learning community comprised of educators who are supported with the necessary training to implement effective teaching strategies, have a deep knowledge of their content area, and guide students in becoming responsible, self-aware, lifelong learners.

Professional evaluation includes the use of student performance data to support building, district, and state goals, while aligning with state and national standards. Using data, professional development is designed with the learning needs of both the educator and student in mind. As a result, students will be explicitly taught the necessary skills outlined in the East Windsor Public Schools “Portrait of the Graduate” in order to become productive global citizens.

This evaluation instrument places student learning first. It is designed to encourage reflective, inquiry-based decision making, allowing for collaboration with supervisors and colleagues alike who serve as a system of support and growth through observation and feedback.

Statement of Purpose

The East Windsor Professional Evaluation and Professional Development plan is built on the objective of improving current teaching practices in order to maximize learning for all students in the East Windsor community. We believe that learning differs among individual students and that it is the educators’ responsibility to accommodate the diversity of learning styles, strengths, and needs among our students. Our Professional Learning Community believes that educators must make instructional decisions based on current research and a thorough, collaborative examination of student performance data from a variety of assessment sources.

This evaluation plan seeks to put into practice the standards of the Common Core of Teaching (CCT). It identifies educator strengths and learning opportunities that are directly related to improving student achievement. The plan’s aim is to help all educators increase their impact on student learning through their collaborative work within our support system focused on observation, feedback, and growth.

The Connecticut Code of Professional Responsibility for Teachers governs all of our activities and all educators will comply with the high standards of the professional code.

Educator and Leader Evaluation and Support Overview

All educators and leaders will be assigned a primary evaluator (092). The educator / leader and evaluator will participate in scheduled meetings and observations throughout the school year with the purpose of setting and achieving goals pertaining to student learning and professional growth. Educators / leaders will also schedule non-evaluative peer observations in order to gain formative feedback. All such observations from evaluators and peers will be feedback-focused so that educators receive frequent written feedback on strengths and areas of growth.

The evaluation process focuses on written feedback and actionable steps for continuous professional growth rather than a definitive numerical score. This process will culminate in a final narrative that synthesizes educator progress towards their annual goal(s) throughout the evaluation cycle as evidenced by student achievement, written feedback from observations, educator and evaluator reflection, and evidence of professional growth.

This evaluation process is designed based upon guidance from research based best practices outlined in the Connecticut Leader and Educator and Support Plan (2024) document provided by the Connecticut State Department of Education.

Reflection of Mutual Agreement

This Annual Educator Leadership and Educator Evaluation Plan was developed as a collaborative effort between the following district and building leaders, as well as educators serving various roles including representation of the local bargaining unit.

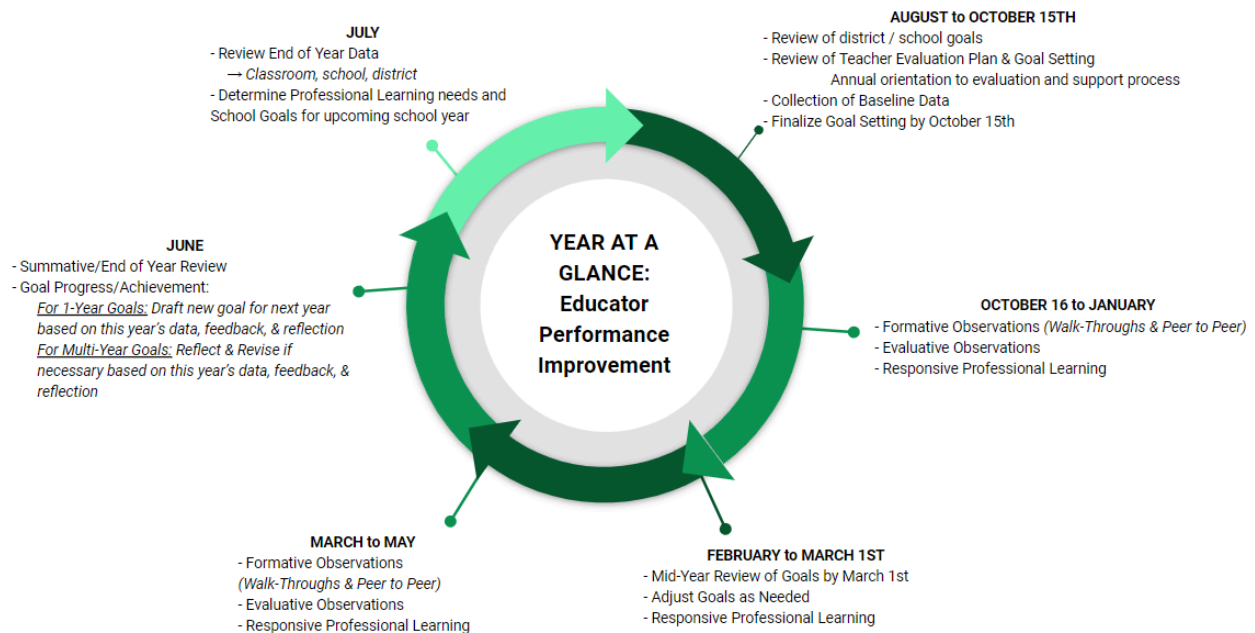
Professional Development and Evaluation Committee

Peter Aikins - Special Education Teacher
Lynda Daitch - Middle School Assistant Principal
Ally Duguay - Special Education Teacher
Cheryl Gustafson - School Climate & Equity Coordinator
Maria Huxley - Speech Pathologist
Eliza Johnson - High School Science Teacher
Barbara Kaminski - High School Assistant Principal
Tara Prochorena - High School English teacher
Darryl Rouillard - Assistant Superintendent
Matthew Ryan - Elementary School Assistant Principal
Marissa Tassinari - High School Library/Media Specialist

Board of Education

Kate Carey-Trull, *Chair*
Heather Spencer, *Vice Chair*
Frances Neill, *Secretary*
Noreen Farmer
Elizabeth LeBorious
Denise Menard
Courtney Sevarino
Kari Betancourt
Gabriela Resto

The Evaluation Cycle



To ensure continual growth, all educators and leaders will participate in an annual orientation on the teacher and leader evaluation and support plan. In addition, educators will meet with their primary evaluator a minimum of three times per school year: fall goal-setting, mid-year review, and end of year review. See the [Evaluation Process Timeline](#).

Educator practice discussions will be based on a set of single point competencies developed by East Windsor's Professional Development and Evaluation Committee and adapted from Marzano's Teacher Evaluation Framework and the Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching. **Leader** practice discussions will be based on a set of single point competencies developed by East Windsor's Professional Development and Evaluation Committee and adapted from the Professional Standards for Educational Leaders. **Paraeducator and non-classroom staff** practice discussions will be based on a set of single point competencies developed by East Windsor's Professional Development and Evaluation Committee and adapted from the Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Module for paraeducators and non-classroom staff. Single point competencies are a single set of desired outcomes. Single point competency rubrics were developed for classroom teachers and non-classroom Instructional Support Personnel (see [Administrator: Single Point Competency Rubric](#), [Classroom Teachers: Single Point Competency Rubric](#), or [Non-Classroom Teachers: Single Point Competency Rubric](#)).

Goal-Setting Process

The goal-setting process ensures that the evaluation of the educator and leader will be an on-going, cyclical, documented process between the primary evaluator and educator or leader to ensure growth, feedback, and professional support.

Goals can be based on a 1, 2, or 3 year timeline and should be mutually agreed upon during the

goal-setting process and should include multiple measures of student learning, growth, and achievement such as:

- Evidence of student learning
- Evidence of educator / leader learning
- The goals of the district and school
- Impact on cultural changes (school, classroom, and community)
- Additional evidence relevant to one or more competencies may be part of the process and discussion

Educators and leaders will draft goals with their evaluator at the previous cycle's end-of-year review in collaboration with their evaluator based upon student performance data and educator / leader needs observed throughout that cycle. This will ensure that goals are drafted during the summative reflection process when the most current qualitative and quantitative data is fresh in the minds of the educator / leader and their evaluator.

By October 15th, educators / leaders must meet with their evaluators to finalize goals based upon updated data, including school and district goals, and to review evaluation cycle requirements. For new educators / leaders, this meeting must occur by September 15th.

During this meeting:

- Educators / leaders and evaluators will review the evaluation cycle, including the single-point competency rubric and requirements based upon professional status, including number of observations (formal, informal, peer-to-peer)
- Educators / leaders and evaluators will agree upon which rubric (classroom teacher, non-classroom teacher, or administrator) will be utilized for evaluation
- Educators / leaders and evaluators will develop a professional growth plan through the [Professional Goal Setting Form](#). This plan will include:
 - Educator goals (Measures of Student Accomplishment, Professional Learning, Parent Engagement)
 - Processes and methods to achieve the goal
 - Measures of accomplishment
 - Anticipated impact on student growth
 - Resources, supports, and learning opportunities needed for educator growth

Observation Cycle

The observation cycle exists to provide educators and leaders with ongoing feedback and support for professional and student growth. Educators and leaders will be observed throughout the school year following a timeline as outlined in the [Evaluation Process Timeline](#). Depending on the educator's or leader's role, evaluators will utilize the [Administrator: Single Point Competency Rubric](#), [Classroom Teachers: Single Point Competency Rubric](#), or [Non-Classroom Teachers: Single Point Competency Rubric](#). Non-tenured educators or leaders will have a minimum of three observations (formal or informal, at the discretion of the evaluator) and one review of practice per evaluation cycle. Newly hired educators or leaders must have at least one formal observation within the first 70 school days, which includes a pre- and post-conference. Tenured educators or leaders will have a minimum of two informal observations, however, formal observations can be requested by the educator/leader and can be held at the discretion of the evaluator, as well as one review of practice. Pre- and post-conferences may be used as a review of practice per evaluation cycle. Evaluators will provide feedback following these observations that includes areas of strength and opportunities for improvement based upon the East

Windsor Public Schools single-point competencies and the professional goals of the educator.

Formal Observation:

- Newly hired educators or leaders must have at least one within the first 70 school days
- Includes a scheduled pre-observation conference, observation, and post-observation conference
- [Pre-observation paperwork](#) must be completed by the educator or leader in advance of the pre-observation meeting.
- Must involve direct teaching with students (classroom teachers)
- Can include direct teaching with students, coaching cycles, presentations or development of programs (non-classroom teachers)
- Must include the duration of full lesson structure; opening/body/closure (if observation is interrupted, evaluator may reschedule whole observation or a part)
- A post-observation conference must occur within 5 school days following the observation
 - [Post-observation paperwork](#) must be completed by the educator or leader prior to this meeting
- Written feedback must be provided by the evaluator within 10 school days following the observation

Informal Observation:

- Scheduled or unscheduled at the discretion of the educator / leader or evaluator
- No requirement of pre-conference
- Must involve direct teaching with students (classroom teachers)
- Must be a minimum of 15 minutes in duration
- A post-observation conference must occur within 5 school days following the observation
- Written feedback must be provided by the evaluator within 10 school days following the observation
- May be conducted by an alternate evaluator and used for feedback and evaluation in collaboration with the assigned evaluator for the specific staff member

Peer Observation:

- Two required per evaluation cycle for all educators, non-tenured and tenured educators
- Educators may opt to observe a colleague or be observed by another educator
- Resources to support the peer observation process are available on the [Peer Observation Resource List](#).
- Written evidence of peer observation and reflections about the observation process will be documented on the [Professional Goal Setting Form](#). Here are some optional resources to support the peer observation process: [Pre Observation Form](#) [Post Observation Form](#)

Review of Practice:

- One required per evaluation cycle for all educators and leaders, non-tenured and tenured
- Observations of practice may include but are not limited to:
 - Review of artifacts
 - Coaching cycles
 - Presentations
 - Development of programs
 - Participation in PLC or other meetings
 - Parent meetings
 - Community engagement

Mid-Year Review

The mid-year review meeting is an opportunity for the educator / leader and evaluator to reflect on the progress toward the established goals in order to make necessary revisions and determine next steps. This review must be held no later than February 28th. The educator / leader must complete the mid-year review section of the [Professional Goal Setting Form](#) and submit to their evaluator at least 24 hours prior to the meeting.

End of Year Review

The end of year review meeting will be held each year between the evaluator and educator / leader prior to the last day of school. The end of year meeting should be used as a time to reflect on the current year; progress towards goals; student achievement data; areas of strength and opportunities for growth based on observation feedback; and how all of this can inform and launch the next evaluation cycle. The educator / leader must complete the end of year review column of the [Professional Goal Setting Form](#) and submit to their evaluator at least 24 hours prior to the meeting. Following a collaborative discussion of the educator / leader's end-of-year reflection and any provided evidence of professional growth, evaluators must submit a written narrative report summarizing the educator / leader's performance, including areas of growth and next steps for the following year. This narrative report must be submitted prior to the last day of school. As part of this report, the evaluator will also check a box indicating the status of completion of the evaluation process. The successful and unsuccessful boxes do not indicate "pass" or "fail," but rather indicate that all steps of the growth and support process were completed with fidelity.

Levels of Support Systems

Educators and leaders may, from time to time, require more support than can be provided in the regular growth and support process, and, if the specific conditions described below are met, may need to be placed on an Tiered Support System. Performance issues should be addressed with additional support and documented over time through feedback.

If an educator is marked as unsuccessful in completing the evaluation process for one cycle, the educator and their evaluator will establish a Tiered Support System.

When an educator and supervisor cannot agree on any aspect of these Support Systems, the Dispute Resolution Process will be initiated.

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 and as outlined in the East Windsor Annual Educator and Leader Evaluation Guidelines.

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.

Based on formal or informal observation feedback, check-ins, reflection, and evidence toward achievement of goals, an educator / leader and evaluator can identify the need for increased, individualized types of support.

This should not be viewed as remediation, but rather an opportunity for growth. The Tier 2 supports listed below should be planned collaboratively between the educator / leader and evaluator. All supports and resources must be documented in the Professional Goal Setting Form.

This may include, but is not limited to:

- More frequent peer observations and time for reflection based on identified need
- More frequent evaluator observations with conferences for feedback and reflection
- Professional Development focused on specific areas of need
- Mentoring and/or collaboration with other staff members to gain new strategies and ideas
- Additional learning resources

If increased support from Tier 2 does not result in improved performance within an agreed upon timeframe, the educator / leader will be moved to a Tier 3 support plan.

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 documented.

Based on formal or informal observation feedback, Tier 2 supports, check-ins, reflection, and evidence toward achievement of goals, the evaluator will identify the need for increased, individualized types of support depending on the identified needs of the educator / leader.

Supports may include, but are not limited to:

- More frequent peer observations and time for reflection based on identified need
- More frequent evaluator observations with conferences for feedback and reflection
- Professional Development focused on specific areas of need
- Mentoring and/or collaboration with other staff members to gain new strategies and ideas
- Additional learning resources

All supports, timelines, duration, and criteria for success should be documented in the [Goal Setting Form](#).

Corrective Support Plan (Tier 4)

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:

- Meeting with evaluator and Union Representative
- A mutually agreed-upon, measurable goal for improvement
- Mutually agreed-upon indicators of growth
- A mutually agreed-upon timeline, including checkpoints for progress review
- Supports needed, such as mentoring, resources, professional development, reflections, etc.
- End of Timeline Review to determine success status of Formal Support Plan

Must be identified in evaluative data and summative reports that show a need for improvement with time, strategies, and support for growth. If growth progress and completion of evaluation cycles are consistently unsuccessful, despite documented implementation of a Tiered Support System, a staff member would move to a Corrective [Support Plan](#).

Before an educator can be placed on a Corrective Support Plan (Tier 4), the following conditions should be met*:

- A summative report from the previous year indicating unsuccessful completion of the evaluation cycle
- Documentation of the proper implementation of the Tiered Support System (Tiers 1-3) following an unsuccessful evaluation cycle
- A pattern of specific, ongoing concerns previously documented in the feedback to the educator
- Communication with a collective bargaining representative about concerns during Tier 3, before a Corrective Support Plan (Tier 4) is implemented

**The Superintendent, EWEA Leadership, and Administration may bypass these steps of the corrective action process based on extenuating circumstances.*

If all aspects of the Formal Support Plan are implemented and the mutually agreed-upon goal for improvement is not met at the End of Timeline Review, the educator may face termination.

Dispute Resolution

Tenured educators who cannot reach a mutual agreement with their supervisors on any element of the Educator Evaluation can submit their concerns to the Assistant Superintendent, who will institute the Dispute Resolution process.

Educator Dispute Resolution

A panel, composed of the superintendent (or designee), the educator union president, and a neutral third person, shall resolve disputes where the educator and administrator cannot agree on goals or feedback on performance and practice. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Administrator Dispute Resolution

A panel, composed of the superintendent (or designee), the administrator union president, and a neutral third person, shall resolve disputes where the administrator and supervisor cannot agree on goals or feedback on performance and practice. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Local and State Reporting

The superintendent shall report:

1. The status of educator evaluations to the local or regional board of education on or before June 30th of each year; and
2. The status of the implementation of the educator evaluation and support program, including the frequency of evaluations, the number of educators who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15th of each year.

Appendix

- [Evaluation Process Timeline](#)
- Single Point Competency Rubrics:
 - [Classroom Teachers](#)
 - [Non-Classroom Teachers](#)
 - [Administrators](#)
- [Professional Goal Setting Form](#)
- [Pre-Observation Form](#) (for formal observations)
- [Post-Observation Form](#) (for formal observations)
- [Peer Observation Resource List](#)
- Optional Peer Observation Forms:
 - [Environment](#)
 - [Instruction](#)
- [Formal Support Plan](#)
- Exemplars of Completed Professional Goal Setting Form:
 - [High School](#)
 - [Middle School](#)
 - [Elementary School](#)
 - [Non-Classroom Teacher](#)

References

- [Common Core of Leading: CT School Leadership Standards \(2012\)](#)
- [Professional Standards for Educational Leaders \(2015\)](#)
- [Connecticut's Common Core of Leading: A Guide for Professional Growth \(2009\)](#)
- [Connecticut Guidelines for Educator Evaluation 2017](#)
- [Marzano Teacher Evaluation Model and the Marzano Focused Teacher Evaluation Model \(2017\)](#)
- Connecticut Rubrics for Educator and Leader Practice:
 - [CCT Rubric for Effective Teaching 2017](#)
 - [CCT Rubric for Effective Service Delivery 2017](#)
 - [CT Leader Evaluation and Support Rubric 2017](#)
- Nondisclosure of Records of Teacher Performance and Evaluation: [Connecticut General Statutes 10-151 \(c\)](#)
- Performance Evaluation and Advisory Council (PEAC): [Connecticut General Statutes 10-151d](#)
- Professional Development and Evaluation Committee (PDEC): [Connecticut General Statute 10-220a](#)
- Standards for Professional Learning:
 - [CT's Professional Learning Standards \(2015\)](#)
 - [Learning Forward's Professional Learning Standards \(2022\)](#)
- Teacher Evaluation Legislation - [Connecticut General Statutes 10-151b](#)
- Teacher Leader Model Standards (2008) - [Teacher Leader Model Standards \(2008\)](#)
- Tepper, A., & Flynn, P. (2019). *Feedback to Feed Forward: 31 Strategies to Lead Learning*. Corwin.
- Tepper, A., & Flynn, P. (2020). *Learner-Focused Feedback: 19 Strategies to Observe for Impact*. Corwin.