Fairfield Public Schools

Leader and Educator Evaluation and Support Plan

School Year 2024-2025 (Edition 1)

Professional Development and Evaluation Council (PDEC) approval: April 22, 2024

Board of Education approval: May 28, 2024

Fairfield Public Schools
Professional Development and Evaluation Council Membership

The following staff were members of the PDEC committee and worked collaboratively to develop and strengthen the teacher and leader plan. The Fairfield Public Schools thanks each member for their dedication to the process and devising this plan.

PDEC Membership – 2023-2024

Member	School	Position
Kristen Alfano	McKinley Elementary School	Teacher – Special Education
Ian Banner, Ed.D.	Roger Sherman Elementary School	Principal
Jason Bluestein	Burr Elementary School	Principal
Kristen Bruno	Early Childhood Center	Program Director
Nicola Callahan	Roger Sherman Elementary School	Assistant Principal
Sean Colley	Fairfield Ludlowe High School	House Principal
Trudi Durrell	North Stratfield Elementary School	Teacher - English Language Learners
Mary Rose Dymond	Riverfield Elementary School	Principal
Molly Farrell	Holland Hill Elementary School	Principal
Sara Goepfrich	Fairfield Ludlowe High School	Teacher – Social Studies
David Hudspeth	Osborn Hill Elementary School	Principal
Justine LaSala	Central Office	Program Director – Science
Leslie Mackenzie	Burr Elementary School	Math Science Teacher
Kristen Macoy	Holland Hill Elementary School	Teacher – Grade 4
Mimi Maniscalco	Timothy Dwight Elementary School	Principal
Karin Martel	Roger Ludlowe Middle School	Teacher – World Languages
Michael McGarry	Fairfield Warde High School	FEA President
Elizabeth McGoey	Stratfield Elementary School	Principal
Deborah McGuigan	Fairfield Ludlowe High School	Teacher – Business
Jacquelyn McManus	Roger Ludlowe Middle School	SRBI Coordinator
Colleen Morello	Osborn Hill Elementary School	Language Arts Specialist
Elisabeth Muller	Fairfield Ward High School	Teacher – Social Studies
Lisa Olivere	Central Office	Program Director – Social Studies
Zakia Parrish, Ph.D.	Central Office	Deputy Superintendent
Gregg Pugliese, Ed.D.	Fairfield Ludlowe High School	House Principal
Nayla Seara	Fairfield Warde High School	Teacher – World Languages
Kenneth Seltzer	Fairfield Woods Middle School	Assistant Principal
Kurt Simonsen	Fairfield Warde High School	House Principal
Megan Tiley	Roger Ludlowe Middle School	Principal
Christpher Varcoe	Roger Ludlowe Middle School	Teacher – Science
Anthony Vuolo	Jennings Elementary School	Principal
Sania Werner	Fairfield Warde High School	Department Leader – Science
James Zavodjancik, Ed.D.	Central Office	Chief Academic Officer

Contents

Introduction

Leader and educator evaluations were re-imagined during the 2022-2023 Connecticut Legislative session. These changes were codified in statute and later regulated through the Connecticut State Department of Education. This document contains the certified educator and leader plan for evaluation and professional growth. This plan aligns with the Connecticut legislation and Connecticut Department of Education guidance.

Amended single-point competencies serve as the standards for performance for all certified staff. These single-point competencies were amended from *The Connecticut Common Core of Teaching Rubric for Effective Teaching (2017)*, *The Connecticut Common Core of Teaching Rubric for Effective Service Delivery (2017)*, and *The Connecticut Leader Evaluation and Support Rubric (2017)*. If the rubrics should be altered, renewed, or changed, the Professional Development and Evaluation Committee (PDEC) will determine the next steps on their adoption in this plan and resubmit it to the Fairfield Board of Education for approval. If changes occur legislatively, this plan will be updated accordingly and resubmitted for approval.

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." This document articulates how Fairfield Public Schools evaluates professional staff. This plan has adapted the foundational *Connecticut Leader and Educator Evaluation Support Plan 2024* and demonstrates how Fairfield Public Schools will evaluate certified staff.

Fairfield Public Schools educators and leaders developed this document through the State's guidance documents, model plan, and internal research, dialog, and feedback. Their names are listed on page three of this document. The district thanks this team for their ongoing work over the 2023-2024 school year and for bringing this document to fruition.

Fairfield Public Schools Mission and Educational Goals

The mission of the Fairfield Public Schools, in partnership with family and community, is to ensure that every student acquires the knowledge and skills to be a lifelong learner, responsible citizen, and successful participant in an ever-changing global society through a comprehensive educational program. Fairfield Public Schools will ensure that every student is engaged in a rigorous learning experience that recognizes and values the individual and challenges each student to achieve academic progress, including expressive, personal, physical, civic, and social development. Students will be respectful, ethical, and responsible citizens with an appreciation and understanding of global issues. Student achievement and performance shall rank among the best in the state and the nation.

Educational Goals

Fairfield Public Schools will:

- achieve and exemplify mastery of the FPS academic expectations.
- perform at high levels in regard to social and civic expectations.
- develop into reasonable citizens who exhibit ethical behavior.
- acknowledge, explore, and value the importance of diversity.
- develop a healthy personal identity and self-reliance.
- demonstrate strong motivational persistence to learn.
- exhibit an inquisitive attitude, open-mind, and curiosity.
- acquire an understanding and appreciation of other cultures.
- understand international issues and demonstrate the skills needed to participate in a global society.
- acquire knowledge of the following areas of study: science; technology; mathematics; language arts; social studies; literary, visual, and performing arts; world language; unified arts; health; and physical education.

Vision of a Graduate

The fulfillment of the mission for all students, PK-12+, demands our ongoing commitment to realize the Vision of a Graduate.

All students will be:
- Innovators
- Communicators
- Collaborators
- Critical Thinkers
- Responsible Citizens
- Goal Directed – Resilient Learners
- Guided by Learning Principles

Fairfield Public Schools Learning Principles

In order to achieve the Mission of the Fairfield Public Schools and fulfill for every student the Vision of the Graduate, the educators are committed to the following learning principles:

- Learning involves teachers and students who are passionate learners.
- Learning celebrates the belief that all learners are capable of success and growth.
- When learners develop this mindset of belief in their own capacity and in the significance and value of their work, then they are more able to overcome challenges, solve problems, thrive, and celebrate growth.
- Learning explores the creation of meaning and the extension of knowledge through its application to relatable real-world conditions.
- Learning encourages academic and social risk taking and open communication in a safe community.
- Learning inspires self-assessment, reflection, and continuous adjustment and adaptation.

When learners develop this mindset of belief in their own capacity and in the significance and value of their work, then they are more able to overcome challenges, support problems, thrive, and celebrate growth.

FPS/SDOE Related Documents and Links

Connecticut Leader and Educator Evaluation and Support Plans 2024 – Adopted 2/14/23 SBOE
Connecticut Guidelines for Educator and Leader Evaluation and Support – 2023
State Department of Education Memo Regarding Certified Evaluation - 2023

Connecticut Common Core of Teaching – 2017
Connecticut Common Core of Teaching – Effective Service Delivery – 2017
Connecticut Leader Evaluation and Support Rubric – 2017

The Role of the Professional Development and Evaluation Committee (PDEC)[1]

The PDEC serves as the collaborative decision maker using a protocol to create, revise, and monitor the evaluation and support model, and the professional learning plan.

Pursuant to Connecticut General Statutes 10-220a and Public Act 23-159 Section 11(b)(3), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups.

The duties of PDEC 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;

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[1] This section was taken from the *Connecticut Leader and Educator Evaluation and Support Plans 2024.*

- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

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

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, the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Local and State Reporting[2]

Each year, the superintendent shall report:

- the status of teacher evaluation to the local or regional board of education; and
- the status of the teacher evaluation and support program implementation, 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.

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

Data Management System

The Fairfield Public Schools will utilize a data management system as part of the educator and leader evaluation and support system to be efficient and ensure confidentiality and security.

The following guidance is presented regarding how data is managed that assists in reducing paperwork and documentation while maintaining the plan's integrity:

- Entry of data is limited to artifacts, information, and data identified explicitly in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by the teacher/administrator and evaluator.
- The SDE is prohibited from accessing identifiable student data in the educator evaluation data management system/platform, except to conduct audits mandated by C.G.S. 10-151b(c) and 10-151i, and third-party organizations will keep all identifiable student data confidential.
- The sharing or transference of individual educator or leader data from one district to another or any other entity is prohibited without the teacher's or administrator's consent, as prohibited by law.
- Access to the educator or administrator data is limited to the primary evaluator(s), superintendent, or his/her designee(s), and to other designated professionals directly involved with evaluation and

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[2] This section was taken from the *Connecticut Leader and Educator Evaluation and Support Plans 2024.*

professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the SDE's data collection authority.

Training and Orientation

Orientation on the educator and leader evaluation and support process shall occur before the evaluation process starts and no later than October 15. The orientation shall include:

- The goal-setting process and professional learning plans
- Use of the rubrics and performance standards
- Observations of practice and site visits
- Tiered supports
- Dispute resolution

As required by Connecticut General Statutes 10-151b, annual training for evaluators will engage participants in providing feedback tied to standards and evidence of professional practice.

Educator and Leader Categories by Role and Status

CT Leader Evaluation Rubric	CT Common Core of Teaching	CT Common Core of Teaching - Service Delivery
Certified administrator working under a #092 certificate	Certified teacher working under any valid teaching certificate and not included in the CT Common Core of Teaching Service Delivery Model	Assistive Technology Board Certified Behavior Analyst Dean of Students (MS/HS) Initial Evaluation Team (HS) Instructional Technology Teacher Language Arts Specialist Library/Media Specialist Math Resource Teacher Math Science Teacher School Counselor School Psychologist School Social Worker Speech/Language Pathologist SRBI Coordinator (MS) Teacher of the hearing-impaired Teacher of the visually impaired

If a position is split, the majority of the position will determine if the teacher is placed in the CT Common Core of Teaching *or* the CT Common Core of Teaching Service Delivery.

Educator and Leader Categories by Status

Cohort I	Cohort II	Cohort III
New to the Profession	New to Fairfield Public Schools	Tenured in Fairfield Public Schools
Educator has: • 4 or fewer years in FPS • not achieved tenure in another CT district	Educator has: • 2 or fewer years in FPS • achieved tenure in a previous CT district	Educator has: • achieved tenure in FPS
Leader is: • new to leadership with 2 or fewer years of leadership requiring an #092	Leader is: • new to FPS leadership position • formerly in a leadership position requiring a #092 for a minimum of 2 successful years	Leader has: • 2 or more school years of successful leadership in the FPS

Additional Qualifiers
- If an educator/leader is assigned to a position after November 1 of any school year, the educator/leader will begin in the appropriate cohort for the following school year. For example, if the educator starts in January of the school year in Cohort 1, s/he will remain in Cohort 1 for two years following the initial half-year of service.
- If an educator/leader is assigned after the start of the school year, the educator/leader will have a proportional number of observations, goals, and timeline procedures indicated by the cohort. For example, if an educator begins at day 90, s/he will complete half of the total processes (e.g., 2 of 4 observations; ½ year timeline for goal setting).

Goal Setting Process and Procedures

Educators and leaders will engage in a yearly goal-setting process with their evaluator. At a minimum, each certified staff member will have a beginning, middle, and end-of-year goal conference as outlined below.

Professional Practice and Educator Growth[3]

Implementing the continuous learning process is shared between the educator/leader and evaluator. For the duration of the learning process, educators/leaders 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 support, and collect evidence of educator/leader performance and practice toward the goal(s) through multiple sources, which include observation and may include student, staff, and family feedback.

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[3] This section was taken from the *Connecticut Leader and Educator Evaluation and Support Plans 2024.*

Goal Setting - Teacher Process

Goal Setting	Mid-Year Check-in	End-of-Year Reflection
Completion by November 1	Completion by March 1	Completion by the last day of school
Objectives: • Self-reflection • Evidence review • Goal determination • Goal rationale • Alignment to DIP/SIP • Professional learning plan • Supportive sections • Multiple measures	Objectives: • Review and discuss evidence • Review and discuss Professional learning • Review and discuss impact • Determination of support levels • Adjustments as necessary • Evaluator feedback	Objectives: • Self-reflection • Review and discuss Professional learning • Review and discuss impact • Evaluator feedback • Next steps and determination of support levels • Annual sign-off and standard met/not met criteria

Beginning of the Year - Educators[4]
The initial goal-setting meeting includes a dialogue between the educator and the evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their practice to identify and support an area for educator practice and growth and student learning, growth, and achievement. The educator and evaluator come to a mutual agreement on a high-leverage professional practice goal(s), multiple measures of evidence, a professional learning plan, and support consistent with the professional goals.

Beginning teachers in the TEAM program will use the TEAM goal-setting process in lieu of the professional goals outlined here.

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

- Educators self-reflect and review with their evaluator varied/multiple qualitative and quantitative indicators of evidence of impact on the educator's growth and professional practice, as well as and impact on student learning, growth, and achievement.
- The evaluator provides specific, standards-based feedback on the educator's goal. Observation feedback and evidence are aligned with the single-point rubric/competency.
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. At this point, revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

This is an overview of where the educator is in the process and what steps must 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.

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[4] This section was taken from the *Connecticut Leader and Educator Evaluation and Support Plans 2024.*

End-of-Year Reflection/ Summative Review - Educators
End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice, and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written summary includes the impact of new learning on educator practice, student learning, and the school community. This summary also identifies strengths, concerns, and possible next steps. Analysis of evidence from the end-of-year summary is essential 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.

Goal Setting - Leader Process

Goal Setting	Midyear Check-in	End-of-Year Reflection
Completion by October 1	Completion by March 1	Completion by June 30
Objectives: • Self-reflection • Evidence review • Goal determination • Goal rationale • Alignment to DIP/SIP • Professional learning plan • Supportive actions • Multiple measures	Objectives: • Review and discuss evidence • Review and discuss Professional learning • Review and discuss impact • Determination of support levels • Adjustments as necessary • Evaluator feedback	Objectives: • Self-reflection • Review and discuss Professional learning • Review and discuss impact • Evaluator feedback • Next steps and determination of supportive actions • Annual sign-off and standard met/not met criteria

Beginning of the Year - Leaders[5]
Leaders and their evaluators mutually agree upon a high-leverage professional practice goal(s) and develop a plan for professional learning and support consistent with their professional status and goals. Goals should always be connected to standards recommended by 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 success, learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with the evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on a review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for professional practice, educator and student outcomes, and organizational growth.

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[5] This section was taken from the *Connecticut Leader and Educator Evaluation and Support Plans 2024.*

The leader will:
- Self-assess using the identified rubric.
- Identify a high-leverage goal impacting leadership practice, educator, and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skills.

The leader shares the above with their evaluator during an initial goal-setting conference involving 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 a mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

Midyear Check-in - Leaders
The midyear check-in allows the leader to self-reflect and review multiple and varied qualitative and quantitative indicators 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 must 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 - Leaders
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 quantitative and qualitative 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 the current goal(s) or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is essential 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.

Timelines and Goal-Setting Practices

Educators and leaders will adhere to the following timelines for yearly goal setting. The date indicated is the completion date. If the date indicated is a non-work day, the following school business day will replace the day indicated in the chart.

	Teacher	**Leader**
Beginning of Year	By November 1	By October 1
Middle of Year	By March 1	By March 1
End of Year	By the last day of school	By June 30

Educators will adhere to the following goal-setting practices:

- A yearly process for Cohorts I and II.
- A multi-year process option for Cohort III.
    - If a multi-year process is selected, the yearly goal process updates (i.e., beginning, middle, end) will be adhered to on a yearly basis.
- Each educator and leader will have a yearly goal in alignment with the *Goal Setting Guidelines and Principles* section below.
- Educators new to the profession and included in the State of Connecticut's TEAM program will utilize the TEAM process for goal setting as their goals in this educator evaluation plan. Successful completion of the TEAM program's modules and district criteria each year will indicate that the standards for goal performance have been met. It is the teacher's responsibility, with mentor support, to engage in the goal-setting process with his/her evaluator, attend district TEAM meetings, and adhere to district timelines in the TEAM process. Teachers who enter the district with TEAM modules completed will follow TEAM goal setting until the modules are completed and then continue with typical goal-setting practices.
    - Year 1 - Professional Responsibilities, Classroom Environment, Instruction
    - Year 2 - Planning, Assessment

Goal Setting Guidelines and Principles

Each mutually agreed upon goal shall:

- be connected to the district and school improvement plans.
- be connected to the single-point rubric/ competencies.
- connect to the professional learning community in which the teacher is involved (e.g., PLT, Department, PIRR, GLM).
- include action steps as an explicit feature of the goal's direction and focus.
- include evidence and progress monitoring of goals to determine the continuum of impact on practice and may have multiple measures of success.
- include written self-reflection (beginning/end-of-year), reflection on goals (middle/end-of-year), and determination of each goal's progress on the district's forms.
- include a written rationale for goal selection.

Sources of Evidence
The following are examples of multiple sources of evidence:

- Required observational evidence
- Student learning evidence
- Lesson plans
- Implementation plans
- Impacts of practice reflections
- Created learning materials
- Student participation
- Resource usage
- Classroom environment
- Communications
- Learning artifacts
- Mastery-based demonstrations of learning
- Student reflections and surveys
- Parent Feedback/Communication
- Rubrics
- Benchmark assessments
- Universal screeners
- Interim assessments
- Other artifacts and sources as related to the role and level of the educator/leader.

Observation Process and Procedures[6]

Observations of professional practice or site visits occur throughout the continuous learning process. The identified high-leverage goal(s) focuses on strategic evidence collection and feedback. Evaluators provide educators/leaders with feedback based on evidence, standards, and the educator's/leader's goal(s); ensure timely access to planned support(s); and collect evidence of educator/leader practice and progress toward goal(s) through multiple sources of evidence including observation, site visits, and feedback, written or verbal, that is provided within ten 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" (Killon, 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 further experiences.
- provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices.
- is timely, frequent, and reciprocal.

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[6] This section was taken from the *Connecticut Leader and Educator Evaluation and Support Plans 2024.*

Definitions

Formal Observation - Thirty-minute minimum classroom or site observation with written feedback. The observation includes pre- and post-conference educator/leader evaluative forms for the first two observations. Written feedback is provided within ten business days.

Informal Observation - Ten to twenty minutes minimum classroom observation with written feedback. The individual who was evaluated or the evaluator may request or require a post-observation conference at his/her discretion. The observation may or may not be pre-scheduled or announced. Informal observations include reviews of practice. Written feedback is provided within ten business days.

Progress Updates - A self/group-directed scheduled meeting/review with written feedback. The individual or group who is/are evaluated, or the evaluator, may request or require a post-observation conference at his/her discretion. This definition is connected to the action-research cycle only. Written feedback is provided within ten business days.

Professional Learning Action Research Cycle
A two-year integrated process including individual or collaborative cycles of improvement including research and two progress updates. Each educator is responsible for their forms, observations, and data collection if a collective process is initiated.

Other Observation Opportunities
Other forms of observation include, but not limited to PPTs, parent conferences, social skills groups, PLCs, professional development sessions, etc., for roles without typical units of study.

Group	Observation Protocol
Cohort I	2 formal and 2 informal for the academic year, with 1 formal and 1 informal by mid-January (total of 4 per school year) *Preference for 2 to be completed within one unit of study/ planning session*
Cohort II	1 formal and 3 informal observations per year *The formal observation shall occur before mid-January, whereas the other 3 informal observations may occur at any point during the school year.*
Cohort III A cohort III option shall be chosen at the prior year's end-of-year conference or by September 15.	Option 1: Teacher/Leader: Professional Learning Action Research Cycle (2-year process with 2 progress updates per year) Option 2: CCT or CCT- service delivery: Minimum of 5 informal observations occurring at any point during the school year CCL - #092: 2 site-based visits (formal) Option 3: CCT/ CCT- service delivery: Unit-based observations include 1 formal and 2 informal observations in one study/planning session unit. *Include timeline/unit in goal-setting action steps at the beginning of the year conference/form.*

*formal and/or informal observations may be added at any time at the evaluator's discretion or per any supportive or corrective action plan.

Supportive Planning[7]

All educators and leaders require access to high-quality, targeted professional learning support to improve practice over time. Educators/leaders 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.

Tier 1
It is the expectation that all educators/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 professional conversations, classroom visits, available district resources (e.g., books, articles, videos, etc.), typical professional learning opportunities developed and designed by administration, faculty, and PDEC, and other general support for all educators/leaders (e.g., instructional coaching). These resources should be identified through a mutual agreement-based goal-setting process.

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[7] This section was taken from the *Connecticut Leader and Educator Evaluation and Support Plans 2024.*

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 practices, etc.) that can be either suggested by the educator/leader and/or recommended by the evaluator.

Tier 3

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

Corrective Support Plan[8]

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/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 educator/leader and their exclusive bargaining representative for certified teachers/leaders chosen pursuant to C.G.S. § 10-153b. The Corrective Support Plan will include resolution data in the form processing (e.g., remain on plan, return to Tier 1, etc.)

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

- clear 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.

Dispute Resolution[9]

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

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[8] This section was taken from the *Connecticut Leader and Educator Evaluation and Support Plans 2024.*
[9] This section was taken from the *Connecticut Leader and Educator Evaluation and Support Plans 2024.*

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 educator/leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process
The educator/leader being evaluated shall be entitled to collective bargaining representation at all levels of the process.
1. Within five school days of articulating the dispute in writing to his/her evaluator, the educator/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 his/her designee within three workdays of the meeting with his/her evaluator (step 1). The educator/leader being evaluated may choose between two options:

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 subcommittee's role to determine the resolution of the dispute, identify any actions to be taken moving forward, and notify the superintendent of the decision.

Option 2:
The leader being evaluated requests that the superintendent or his/her designee solely arbitrate the issue in dispute. In this case, the superintendent or his or her designee will review all applicable documentation and meet with both parties (evaluator and educator/leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent or his/her designee. The superintendent or his/her designee will act as arbitrator and make a final decision, which shall be binding.

Time Limits
1. Since it is important that the 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 except in the case of any part of the evaluation process submitted within five days from the last day of school of which the written appeal must be submitted to the evaluator by the last day of school. Both parties may agree, however, to meet during breaks at mutually agreed-upon times.
3. The educator/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 (see number 2 for clarification), the educator/leader shall be considered to have waived the right to appeal.
4. The educator/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.

Any claim that the district has failed to follow established procedures of the teacher and leader evaluation and support plan shall be subject to the grievance procedure set forth in the collective bargaining agreement between the local board of education and the collective bargaining unit.

Connecticut Common Core of Teaching Single Point Competencies[10]

CCT *At a Glance* (2017) – p. 5 of the CCT

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-classroom/Reviews of Practice
Domain 1: Classroom Environment, Student Engagement, and Commitment to Learning	Domain 2: Planning for Active Learning
Teachers promote student engagement, independence, and interdependence in learning and facilitate a positive learning community by: 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. 1c. Maximizing instructional time by effectively managing routines and transitions.	*Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:* 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for students. 2b. Planning instruction to cognitively engage students in the content. 2c. Selecting appropriate assessment strategies to monitor student progress.
Domain 3: Instruction for Active Learning	Domain 4: Professional Responsibilities and Teacher Leadership
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: 3a. Implementing instructional content for learning. 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing student learning, providing feedback to students, and adjusting instruction.	*Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration, and leadership by:* 4a. Engaging in continuous professional learning to impact instruction and student learning. 4b. Collaborating to develop and sustain a professional learning environment to support student learning. 4c. Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.

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[10] Adapted from Connecticut Common Core of Teaching – 2017

Domain 1: Classroom Environment, Student Engagement, and Commitment to Learning
Teachers promote student engagement, independence, and interdependence in learning and facilitate a positive learning community by:

Areas of Strength	Effective Practice *Adapted from the Connecticut Common Core of Teaching 2017*	Opportunities for Growth and Next Steps
	1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. • Interactions between the teacher and students are consistently positive and respectful, and the teacher regularly promotes positive social interactions among students. • Establishes an inclusive learning environment that is consistently respectful of student diversity. • Creates a learning environment where students are encouraged to take risks, learn from mistakes, and respectfully question or challenge ideas. • Establishes and consistently reinforces appropriate expectations for learning for all students.	
Areas of Strength	**Effective Practice** *Adapted from the Connecticut Common Core of Teaching 2017*	**Opportunities for Growth and Next Steps**
	1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. • Establishes and consistently reinforces appropriate standards of behavior resulting in a productive learning environment. • Students are taught and encouraged to self-regulate and take responsibility for their actions.	

Areas of Strength	Effective Practice *Adapted from the Connecticut Common Core of Teaching 2017*	Opportunities for Growth and Next Steps
	1c. Maximizing instructional time by effectively managing routines and transitions. • Establishes and manages routines and transitions to maximize instructional time.	

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Areas of Strength	Effective Practice *Adapted from the Connecticut Common Core of Teaching 2017*	Opportunities for Growth and Next Steps
	2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for students. • Plans content that directly aligns with Fairfield Public Schools approved curriculum and implementation guides. • Plans lessons that are logically sequenced to achieve established learning outcomes and support an appropriate level of challenge. • Uses appropriate data to plan purposeful instruction to advance students' learning. • Plans instruction that integrates content-area literacy strategies and academic vocabulary.	
Areas of Strength	Effective Practice *Adapted from the Connecticut Common Core of Teaching 2017*	Opportunities for Growth and Next Steps
	2b. Planning instruction to cognitively engage students in the content. • Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement. • Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts. Plans instruction that provides multiple opportunities for students to develop independence as learners.	

Areas of Strength	Effective Practice *Adapted from the Connecticut Common Core of Teaching 2017*	Opportunities for Growth and Next Steps
	2c. Selecting appropriate assessment strategies to monitor student progress. • Identifies observable and measurable criteria for student success. • Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson. • Plans opportunities for students' self-monitoring and self-assessment to improve their learning.	

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Areas of Strength	Effective Practice *Adapted from the Connecticut Common Core of Teaching 2017*	Opportunities for Growth and Next Steps
	3a. Implementing instructional content for learning. • Clearly communicates learning expectations that directly align with Fairfield Public Schools approved curriculum and implementation guides, including opportunities for students to demonstrate their understanding of the lesson's purpose. • Presents content accurately using content-specific language that promotes student understanding. • Clearly presents grade-level content in a logical and purposeful progression to advance learning of all students. • Integrates literacy strategies and academic vocabulary within the lesson content.	
Areas of Strength	**Effective Practice** *Adapted from the Connecticut Common Core of Teaching 2017*	**Opportunities for Growth and Next Steps**
	3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. • Employs strategies, tasks, and questions that cognitively engage all students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse, generating questions, and/or inquiry. Fosters student ownership, self-direction, and appropriate choice of resources and/or flexible groupings to develop their learning.	

Areas of Strength	Effective Practice *Adapted from the Connecticut Common Core of Teaching 2017*	Opportunities for Growth and Next Steps
	3c. Assessing and monitoring student learning, providing feedback to students, and adjusting instruction. • Communicates specific observable and/or measurable criteria for student success. • Monitors student learning with a focus on students making their thinking visible at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes. • Provides individualized, descriptive feedback that is accurate, actionable, and helps students advance their learning. • Provides students with opportunities for self-reflection and self-assessment. • Adjusts instruction as necessary in response to individual and group performance.	

Domain 4: Professional Responsibilities and Teacher Leadership
Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration, and leadership by:

Areas of Strength	Effective Practice *Adapted from the Connecticut Common Core of Teaching 2017*	Opportunities for Growth and Next Steps
	4a. Engaging in continuous professional learning to impact instruction and student learning. • Self-evaluates and reflects on individual practices and their impact on student learning, identifies areas for improvement, and takes action to improve professional practice. • Proactively seeks and responds to supervisor or peer feedback and makes changes in order to improve a range of professional practices. • Engages in professional learning and applies new learning to practice.	
Areas of Strength	Effective Practice *Adapted from the Connecticut Common Core of Teaching 2017*	Opportunities for Growth and Next Steps
	4b. Collaborating to develop and sustain a professional learning environment to support student learning. • Supports and/or assists colleagues to adapt planning and instructional practices to improve teaching and learning. • Consistently exhibits professional responsibility and ethical practices in accordance with the *Connecticut Code of Professional Responsibility for Teachers.* Records/ data are complete, organized, timely, and accurate. Confidential information is stored in a secured location.	

Areas of Strength	Effective Practice *Adapted from the Connecticut Common Core of Teaching 2017*	Opportunities for Growth and Next Steps
	4c. Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning. • Actively engages with colleagues, students, and families to develop, and/or sustain a positive school climate. • Proactively communicates with families about learning expectations and student academic or behavioral performance and develops positive relationships with families to promote student success. • Interacts with students, families, and the community in a culturally responsive manner.	

Connecticut Common Core of Teaching *Service Delivery* Single Point Competencies[11]

CCT – Service Delivery- *At a Glance* (2017) – p. 5 of the CCT

Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Reviews of Practice
Domain 1: Learning Environment, Engagement, and Commitment to learning.	Domain 2: Planning for Active Learning
Service providers promote student/adult learner engagement, independence, and interdependence in learning and facilitate a positive learning community by: 1a. Promoting a positive learning environment that is respectful and equitable. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment. 1c. Maximizing service delivery by effectively managing routines and transitions.	*Service providers design academic, social/behavioral, therapeutic, crisis, or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:* 2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. 2b. Developing plans to actively engage learners in service delivery. 2c. Selecting appropriate assessment strategies to identify and plan learning targets.
Domain 3: Service Delivery	Domain 4: Professional Responsibilities and Teacher Leadership
Service providers implement academic, social/behavioral, therapeutic, crisis, or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by: 3a. Implementing service delivery for learning. 3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of evidence-based learning strategies. 3c. Assessing learning, providing feedback, and adjusting service delivery.	*Service providers maximize support for learning by developing and demonstrating professionalism, collaboration, and leadership by:* 4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning. 4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning. 4c. Working with colleagues, students, and families to develop and sustain a positive school climate that supports student/adult learning.

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[11] Taken and adapted from: Connecticut Common Core of Teaching – Effective Service Delivery – 2017

Domain 1: Learning Environment, Engagement, and Commitment to Learning
Service providers promote student/adult learner engagement, independence, and interdependence in learning and facilitate a positive learning community by:

Area of Strength	Effective Practice *Adapted from the CCT Rubric for Effective Service Delivery 2017*	Opportunities for Growth and Next Steps
	1a: Promoting a positive learning environment that is responsive to and respectful of the learning needs of students. • Interactions between the service provider and learners are consistently positive and respectful, and the provider regularly promotes positive social interactions. • Establishes an inclusive learning environment that is consistently respectful of learners' diversity. • Creates an environment where learners are encouraged to take risks, learn from mistakes, and respectfully question or challenge ideas. • Establishes and consistently reinforces high and realistic expectations for learning/growth and development.	
Area of Strength	**Effective Practice** *Adapted from the CCT Rubric for Effective Service Delivery 2017*	**Opportunities for Growth and Next Steps**
	1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment. • Establishes and consistently reinforces appropriate standards of behavior, resulting in a productive learning environment. • Learners are taught and encouraged to self-regulate and take responsibility for their actions.	

Area of Strength	Effective Practice *Adapted from the CCT Rubric for Effective Service Delivery 2017*	Opportunities for Growth and Next Steps
	1c. Maximizing service delivery by effectively managing routines and transitions. • Implements and manages effective routines and transitions that maximize service delivery time.	

Domain 2: Planning for Active Learning

Service providers design academic, social/behavioral, therapeutic, crisis, or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

Area of Strength	Effective Practice *Adapted from the CCT Rubric for Effective Service Delivery 2017*	Opportunities for Growth and Next Steps
	2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. - Designs plans that directly align with relevant Connecticut content standards, discipline-specific state and national guidelines, or Fairfield Public Schools approved curriculum and implementation guides. - Designs plans using evidence-informed practice. - Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge to advance learning. - Develops goals and objectives that are targeted and specific to the needs of learners.	
Area of Strength	**Effective Practice** *Adapted from the CCT Rubric for Effective Service Delivery 2017*	**Opportunities for Growth and Next Steps**
	2b. Developing plans to cognitively engage learners in service delivery. - Selects or designs plans that include strategies, tasks, and questions that promote opportunities for cognitive engagement. - Selects or designs resources and/or flexible groupings that actively engage learners in demonstrating new learning. - Designs instruction that provides multiple opportunities for learners to develop independence.	

Area of Strength	Effective Practice *Adapted from the CCT Rubric for Effective Service Delivery 2017*	Opportunities for Growth and Next Steps
	2c. Selects appropriate assessment strategies to identify and plan learning targets. • Uses knowledge of learners' abilities, developmental level, cultural, linguistic, and/or experiential background to select and interpret assessment information. • Identifies objective and measurable criteria for assessing learner success. • Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery.	

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis, or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

Area of Strength	Effective Practice *Adapted from the CCT Rubric for Effective Service Delivery 2017*	Opportunities for Growth and Next Steps
	3a. Implementing service delivery for learning. • Clearly communicates to learners the academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards. • Effectively delivers services that promote student learning. • Delivers services in a logical and purposeful progression that meets the needs of learners.	
Area of Strength	**Effective Practice** *Adapted from the CCT Rubric for Effective Service Delivery 2017*	**Opportunities for Growth and Next Steps**
	3b. Leading a student/adult learner to construct meaning and apply new learning through the use of a variety of evidence-based learning strategies. • Uses strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical and creative thinking, purposeful discourse, generating questions, and/or inquiry. • Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings. • Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.	

Area of Strength	Effective Practice *Adapted from the CCT Rubric for Effective Service Delivery 2017*	Opportunities for Growth and Next Steps
	3c. Assessing learning, providing feedback, and adjusting service delivery. • Communicates specific observable and/or measurable criteria for learner success. • Monitors learning with a focus on learners making their thinking visible at critical points in order to assess progress toward achievement of the intended purpose/outcome. • Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes. • Adjusts service delivery in response to learners' performance or engagement in tasks.	

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration, and leadership by:

Area of Strength	Effective Practice *Adapted from the CCT Rubric for Effective Service Delivery 2017*	Opportunities for Growth and Next Steps
	4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning. • Self-evaluates and reflects on practice and the impact of learners; identifies areas for improvement and takes effective action to improve professional practice. • Proactively seeks and responds to supervisor or peer feedback and recommendations and makes changes in order to improve a range of professional practices. • Engages in professional learning and seeks opportunities to strengthen skills and apply new learning to practice.	
Area of Strength	**Effective Practice** *Adapted from the CCT Rubric for Effective Service Delivery 2017*	**Opportunities for Growth and Next Steps**
	4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning. • Supports and/or assists colleagues to adapt planning and instructional practices to improve teaching and learning. • Consistently exhibits professional responsibilities and ethical practices in accordance with the *Connecticut Code of Professional Responsibility for Teachers*. • Records/ data are complete, organized, timely, and accurate. Confidential information is stored in a secured location.	

Area of Strength	Effective Practice *Adapted from the CCT Rubric for Effective Service Delivery 2017*	Opportunities for Growth and Next Steps
	4c. Working with colleagues, students, and families to develop and sustain a positive school climate that supports student/adult learning. • Actively engages with colleagues, learners, or families to develop and/or sustain a positive school climate. • Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success. • Interacts with stakeholders in a culturally responsive manner.	

Connecticut Leadership Rubric Single Point Competencies[12]

Connecticut Leader Evaluation and Support Rubric- *At a Glance* **(2017) – p. 5**

Domain 1: Instructional Leadership	Domain 2: Talent Management
Education leaders ensure the success and achievement of all students by developing a shared vision, mission, and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction, and assessment. 1.1 Share Vision, Mission, and Goals – Leaders collaboratively develop, implement, and sustain the vision, mission, and goals to support high expectations for all students and staff. 1.2 Curriculum, Instruction, and Assessment – Leaders develop a shared understanding of standards-based best practices in curriculum, instruction, and assessment. 1.3 Continuous Improvement – Leaders use assessments, data systems, and accountability strategies to monitor and evaluate progress and close achievement gaps.	*Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support, and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.* 2.1 Recruitment, Selection, and Retention – Recruits, selects, supports, and retains effective educators needed to implement the school or district's vision, mission, and goals. 2.2 Professional Learning – Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission, and goals. 2.3. Observation and Performance Evaluation – Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.
Domain 3: Organizational Systems	Domain 4: Culture and Climate
Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment. 3.1 Operations Management – Strategically aligns organizational systems and resources to support student achievement and school improvement. 3.2 Resource Management – Establishes a system for fiscal, educational, and technological resources that operate in support of teaching and learning.	*Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.* 4.1 Family, Community, and Stakeholder Engagement – Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners, and other stakeholders to support the vision, mission, and goals of the school and district. 4.2 School Culture and Climate – Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct. 4.3. Equitable and Ethical Practice – Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school/district community.

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[12] Taken and adapted from: Connecticut Leader Evaluation and Support Rubric – 2017

Domain 1: Instructional Leadership
Education leaders ensure the success and achievement of all students by developing a shared vision, mission, and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction, and assessment.

Area of Strength	Effective Practice *Adapted from the Connecticut Leader Evaluation and Support Rubric 2017*	Opportunities for Growth and Next Steps
	1.1: *Shared Vision, Mission, and Goals* – Leaders collaborate to develop, implement, and sustain the vision, mission, and goals to support high expectations for all students and staff. • Develops, implements, and sustains shared vision, mission, and goals that articulate high expectations, including life skills and/or college- and career-readiness for all students. • Creates and implements cohesive school and district goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction. • Engages relevant stakeholders to develop, implement, and sustain the shared school or district vision, mission, and goals. • Identifies and addresses barriers to achieving the vision, mission, and goals.	

Area of Strength	Effective Practice *Adapted from the Connecticut Leader Evaluation and Support Rubric 2017*	Opportunities for Growth and Next Steps
	1.2: *Curriculum, Instruction, and Assessment* – Leaders develop a shared understanding of standards-based best practices in curriculum, instruction, and assessment. • Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings. • Promotes and models evidence-informed instructional strategies and practices that address the diverse needs of students. • Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.	

Area of Strength	Effective Practice *Adapted from the Connecticut Leader Evaluation and Support Rubric 2017*	Opportunities for Growth and Next Steps
	1.3: *Continuous Improvement* – Leaders use assessments, data systems, and accountability strategies to monitor and evaluate progress and close achievement gaps. • Analyzes multiple sources of data about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission, and goals. • Develops collaborative processes for staff to analyze student work, monitor student progress, and examine and adjust instruction to meet the diverse needs of students. • Persists and engages staff in addressing schoolwide or districtwide challenges related to student success and achievement.	

Domain 2: Talent Management
Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support, and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

Area of Strength	Effective Practice *Adapted from the Connecticut Leader Evaluation and Support Rubric 2017*	Opportunities for Growth and Next Steps
	2.1: *Recruitment, Selection, and Retention* – Recruits, selects, supports, and retains effective educators needed to implement the school's or district's vision, mission, and goals. (Possible changes based on HR DEI group) - Develops and implements a coherent recruitment, selection, and retention strategy or provides support for retention in alignment with the school's or district's vision, mission, and goals, and according to district policies and procedures. - Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factor in making recruitment, selection and/or retention decisions. - Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff. - Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	

Area of Strength	Effective Practice *Adapted from the Connecticut Leader Evaluation and Support Rubric 2017*	Opportunities for Growth and Next Steps
	2.2 *Professional Learning* - Establishes collaborative professional learning that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school's or district's vision, mission, and goals. • Establishes, implements, and monitors the impact of high-quality professional learning to improve practice and advance the school's or district's vision, mission, and goals. • Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities. • Provides multiple conditions, including support, time, or resources for professional learning, that lead to improved practice.	

Area of Strength	Effective Practice *Adapted from the Connecticut Leader Evaluation and Support Rubric 2017*	Opportunities for Growth and Next Steps
	2.3: *Observation and Performance Evaluation* – Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning. • Evaluates staff using sources of evidence such as observation, review of artifacts, collegial dialogue, and student-learning data that is clearly aligned to educator performance standards, which result in improved teaching and learning. • Regularly provides clear, timely, and actionable feedback based on evidence. • Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.	

Domain 3: Organizational Systems
Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Area of Strength	Effective Practice *Adapted from the Connecticut Leader Evaluation and Support Rubric 2017*	Opportunities for Growth and Next Steps
	3.1: *Operational Management* – Strategically aligns organizational systems and resources to support student achievement and school improvement. • Builds staff capacity to make or inform decisions about the establishment, implementation, and monitoring of organizational systems to consistently support the vision, mission, and goals, and orderly operation of the school or district. • Designs and implements a comprehensive school site safety and security plan. • Ensures safe operations and proactively identifies and addresses issues and concerns to support a positive learning environment. Advocates for maintenance of physical plant. • Develops or implements communication and data systems that assure the accurate and timely exchange of information. • Develops capacity of staff to document and access student learning progress over time.	

Area of Strength	Effective Practice *Adapted from the Connecticut Leader Evaluation and Support Rubric 2017*	Opportunities for Growth and Next Steps
	3.2: *Resource Management* – Establishes a system for fiscal, educational, and technological resources that operate in support of teaching and learning. • Develops, implements, and monitors a budget aligned to the school and district improvement plans and district, state, and federal regulations. The budget is transparent and fiscally responsible. • Advocates for and works to secure school or program financial/educational resources that support achievement of the school's/district's vision, mission, and goals. • Allocates resources to ensure educational equity for all diverse student, family, and staff needs.	

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive climate and culture, and by modeling ethical behavior and integrity.

Area of Strength	Effective Practice *Adapted from the Connecticut Leader Evaluation and Support Rubric 2017*	Opportunities for Growth and Next Steps
	4.1: *Family, Community, and Stakeholder Engagement* – Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners, and other stakeholders to support the vision, mission, and goals of the school and district. • Communicates and advocates for the vision, mission, and SIP/DIP and goals so that the families, community partners, and other stakeholders understand and support equitable and effective learning opportunities for all students. • Promotes and provides opportunities for families and members of the community to be actively engaged to inform decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning. • Maintains and promotes culturally responsive relationships with a wide range of families, community partners, and other stakeholders to discuss, respond to, and influence educational issues and strengthen education.	

Area of Strength	Effective Practice *Adapted from the Connecticut Leader Evaluation and Support Rubric 2017*	Opportunities for Growth and Next Steps
	4.2: *School Culture and Climate* – Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct. • Establishes, implements, and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations. • Communicates and holds all adults accountable for behaviors in alignment with the *Connecticut Code of Professional Responsibilities for Administrators.* • Supports ongoing collaboration with staff and community to promote a caring and inclusive school or district climate focused on learning, high expectations, and the personal well-being of students and staff.	

Area of Strength	Effective Practice *Adapted from the Connecticut Leader Evaluation and Support Rubric 2017*	Opportunities for Growth and Next Steps
	4.3: *Equitable and Ethical Practice – Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school or district community.* • Exhibits, models, and promotes professional responsibility and ethical practices in accordance with the *Connecticut Code of Professional Responsibility for School Administrators*. • Uses professional influence to foster educational equity, dignity, and social justice to improve culture and climate. • Holds self and others accountable for ethical use of technology, including social media, to support the school or district's vision, mission, and goals. • Promotes understanding of the legal, social, and ethical use of technology among members of the school or district community.	

Glossary of Terms[13]

Academic Achievement: Defined as meeting a uniform and pre-determined level of mastery on subject or grade-level standards. Achievement is a set point or "bar" that is the same for all students, regardless of where they begin.

CCT: The Connecticut Common Core of Teaching (CCT - 2017) articulates essential knowledge, skills, and qualities Connecticut teachers need to prepare students to meet the challenges of the 21st century. These foundational skills are grouped into four domains: (a) Classroom Environment, Student Engagement, and Commitment to Learning; (b) Planning for Active Learning; (c) Instruction for Active Learning; and (d) Professional Responsibilities and Teacher Leadership. The CCT was designed as a guide to help build teacher competence, beginning with pre-service and continuing throughout a teacher's career.

Classroom Assessment: a teacher-developed assessment used by a single teacher for a particular course or group of students. A classroom assessment does not refer to an assessment created by and administered by groups of teachers.

Common Assessment: Assessments developed by groups of teachers that are mandated or optional for use district or school-wide (e.g., end-of-year course assessments written by science teachers and used in all Chemistry courses in the school.). Common assessments are identical and standardized (i.e., given under the same circumstances).

Content Mastery Standards: A score on an assessment that a student must obtain in order to be considered as having achieved mastery. A content mastery standard is typically established somewhere between a passing score and 100 percent.

End-of-year Conference: The annual evaluation process between a teacher/administrator and the evaluator (administrator or designee) is anchored in performance conversations that occur throughout the year. An end-of-year conference will occur at the end of the year, typically in May or June, but no later than June 30th. During the end-of-year conference, the teacher and administrator will present their self-assessment and related documentation for discussion, and the evaluator will present his or her evaluation of the teacher's or administrator's performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher or administrator in order to be productive and meaningful.

Goal-setting Conference: The annual evaluation process between a teacher or administrator and the individual's evaluator is anchored in performance conversations that occur, at minimum, three times per year. Process dates are set forth within this document. A portion of the conference may include a brief orientation to the new teacher or administrator evaluation process. The main purpose of this conference is for the teacher or administrator and the evaluator to discuss school and district priorities and the teacher's or administrator's objectives and goals to ensure they are related to school and district priorities.

Growth: Improving skills required to achieve mastery of a subject or grade level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.

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[13] Glossary of Terms are directly copied from the CCT; CCT-SDM; Common Core of Leadership; and the CT Leader and Educator Evaluation and Support Plan 2024.

SMART Goal: Smart goals are: (S) Specific, (M) Measurable, (A) Aligned and Attainable, (R) Results-Oriented, and (T) Time-bound. All SMART goals have a clear link to student achievement and school/district priorities and goals.

Single Point Competency: A single-point competency is not a pass/fail. It is used to guide the conversation between the teacher and the 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.

Connecticut Common Core of Teaching - Glossary

The following definitions are taken directly from the CCT's rubric footnotes incorporated into the single-point competencies. Any added language is in italicized font.

<u>Assessment Strategies:</u> are used to evaluate student learning during and after instruction. (Domain 2c)

> Formative Assessment – is part of the instructional process, used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

> Summative Assessments – are used to evaluate student learning at the end of an instructional period. Summative assessment helps determine to what extent the instructional and learning goals have been met.

<u>Cognitive Engagement:</u> Problem-solving, critical or creative writing, discourse, or inquiry-based learning and application to other situations. (Domain 2b)

<u>Connecticut Code of Professional Responsibility for Teachers:</u> A set of principles which the teaching profession expects its members to honor and follow; and serves as a basis for decisions on issues pertaining to licensure and employment. (Regulations of Connecticut State Agencies Section 10-145d-400a). (Domain 4b)

<u>Content:</u> Discipline-specific knowledge, skills, and deep understandings as described by relevant state and national professional standards. (Domain 3a)

<u>Content Standards:</u> Standards developed for all content areas including Early Learning and Developmental Standards (ELDS) for early childhood educators. *This language was changed in Domain 2a to include Fairfield Public Schools Approved Curriculum and Implementation Guides which adhere to Connecticut Core Standards and other specific discipline and domain standards as approved by the CT SDOE.* (Domain 2a)

<u>Culturally Responsive:</u> Using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experiences. (Domain 4c)

<u>Discourse:</u> is defined as the purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated, and challenged, to create greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings, or images that represent student and teacher thinking/reasoning), or dialogue through technological or digital resources. (Domain 2b)

<u>Feedback:</u> Effective feedback provided by the teacher is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate, and specific suggestions to help students to improve their performance. (Domain 3c)

<u>Flexible Grouping:</u> Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time. (Domain 2b)

<u>Instructional Adjustment</u>: Based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations. (Domain 3b)

Instructional Resources: Includes, but is not limited to, available textbooks, books, supplemental reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies, and lists of references issued by professional personnel, speakers (human resources), and all other instructional resources needed for educational purposes. (Domain 2b; 3b)

Inquiry-Based Learning: Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution for a particular community-based, school-based, or region or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge. (Domain 2b)

Learning Needs of All Students: Includes an understanding of typical and atypical growth and development of PK12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomics, and environment on the learning needs of students. (Domain 1a)

Lesson Plan: A purposeful planned learning experience. (Domain 2a attributes)

Level of Challenge: The range of challenges a learner can progress because the task is neither too challenging nor too easy. **Bloom's taxonomy** – provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking, to facilitate complex reasoning. **Webb's Depth of Knowledge (DOK)** – a scale of cognitive demand identified as four distinct levels [1. Basic recall of facts, concepts, information, or procedures; 2. Skills and concepts such as the use of information (graphs) or require two or more steps with decision points along the way; 3. Strategic thinking that requires reasoning and is abstract and complex; and 4. Extended thinking, such as an investigation or application to real work.]. **Hess's Cognitive Rigor Matrix** – aligns with Bloom's taxonomy level and Webb's Depth-of-Knowledge levels. (Domain 2a)

Literacy Strategies: To convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, speaking/listening); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning. (Domain 3a)

Literacy through the Content Areas: Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning. (Domain 2a)

Routines and Transitions: Routines are non-instructional organizational activities such as taking attendance or distributing materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task, or context to another. (Domain 1c)

Student Diversity: Recognizing individual differences including, but not limited to, race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, *linguistics,* political beliefs, or other ideologies. (Domain 1a attributes)

Take Risks: Fostering a classroom environment that promotes risk-taking involves building trust; students' trust in the teacher and other students in the class. Students who trust their teachers believe that teachers will turn their failures into learning opportunities. (Domain 1a)

Connecticut Common Core of Teaching – Service Delivery – Glossary

The following definitions are taken directly from the CCT's – service delivery rubric footnotes incorporated into the single-point competencies. Any added language is in italicized font.

Adjustments to Service Delivery: are based on information gained from progress monitoring. Service providers make purposeful decisions about changes necessary to help learners achieve service delivery outcomes. (Domain 3c)

Assessment Strategies: are used to evaluate learners before, during, and after service delivery. Entry assessments are often diagnostic and used to determine eligibility for services. Formative assessment is part of the process used by service providers during service delivery, which provides feedback to monitor or adjust ongoing services. Summative assessments are used to evaluate learners at the end of a service delivery plan to determine learner success. (Domain 2c)

Connecticut Code of Professional Responsibility for Teachers: A set of principles which the teaching profession expects its members to honor and follow; and serves as a basis for decisions on issues pertaining to licensure and employment. (Regulations of Connecticut State Agencies Section 10-145d-400a). (Domain 4b)

Culturally Responsive Communication: Uses the cultural knowledge, prior experiences, and performance styles of diverse learners to make learning more appropriate and effective and support connectedness between home and school experiences. (Domain 4c)

Content Standards: Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators. (Domain 2a)

Effective Feedback: is descriptive and immediate and helps learners to improve their performance by telling them what they are doing well while providing meaningful, appropriate, and specific suggestions for improvement, as appropriate. (Domain 3c)

Flexible Grouping: Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time. (Domain 2b)

Proactive Strategies: includes self-regulation strategies, problem-solving strategies, conflict resolution processes, interpersonal communication, and responsible decision-making. (Domain 1b)

Resources: Includes, but is not limited to, available: textbooks, books, supplemental reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies, and lists of references issued by professional personnel, speakers (human resources), and all other instructional resources needed for educational purposes. (Domain 2b)

Respectful and Equitable Environment: Supports whole-child development and the understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students, but also offer opportunities for equitable access, survivability, outputs, and outcomes. *Branson, C. & Goss, S. (Eds.). (2014). Handbook of Ethical Educational Leadership. New York: Routledge*. (Domain 1a)

Respect for Learner Diversity: means recognizing individual differences, including but not limited to, race, ethnicity, *linguistics,* gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies. (Domain 1a)

Routines: can be instructional or non-instructional activities. (Domain 1b)

Service Delivery: is derived from a framework of principles and best practices used to guide the design and implementation of service as described by state and national professional standards. (Domain 3a)

Social Competence: is exhibiting self-awareness, self-management, social awareness, and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis et al., 2000). (Domain 1b)

Sources of Data: may include existing data or data to be collected (progress monitoring). Data may be formal (standardized tests) or informal (survey responses, interviews, anecdotal records, grades) and may be formative or summative. (Domain 2a)

Stakeholders: can include student/adult learners, families, colleagues, community members, etc., and are determined by the role and delineated responsibilities of the service provider. (Domain 4c)

Take Risks: Fostering a classroom environment that promotes risk-taking involves building trust; students' trust in the teacher and other students in the class. Students who trust their teachers believe that teachers will turn their failures into learning opportunities. (Domain 1a)

Transitions: are non-instructional activities such as moving from one grouping, task, or context to another. (Domain 1b)

Connecticut Leaders Evaluation and Support Rubric – Glossary

The following definitions are taken directly from the Connecticut Leader Evaluation and Support Rubric footnotes incorporated into the single-point competencies. Any added language is in italicized font.

Cultural Competence: in school communities enhances the teaching and learning process and helps ensure equitable opportunities and supports for each and every student. Cultural competence encompasses:

- An understanding of one's own cultural identity, biases, prejudices, and experiences of both privilege and marginalization;
- The continuous pursuit of skills, knowledge, and personal growth needed to establish a meaningful connection with people from various cultural backgrounds; and
- A lifelong commitment to action that supports equity within each school community. (Domain 4.1)

Data Sources: may include, but are not limited to, formative and summative student learning data, observation of instruction or other school processes, survey data, school climate or discipline data, graduation rates, *and* attendance data. (Domain 1.2)

Diverse Student Needs: students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socioeconomic backgrounds, varied school readiness, or other factors affecting learning. (Domain 1.2)

Educational Equity: providing equitable resources to meet diverse student, family, and staff needs. (Domain 3.2)

Recruitment, Selection, and Retention Practices (attribute 2.1). If responsibilities do not include directly recruiting and selecting, then emphasize support for retention. (Domain 2.1)

Connecticut Guidelines for Educator and Leader Evaluation and Support – Glossary of Terms

The following definitions are taken directly from the Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 Guidelines and Connecticut Leader and Educator Evaluation and Support Plans 2024.

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 or leader 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/leader and their exclusive bargaining representative for certified teachers or leaders chosen pursuant to CGS 10-153b. Corrective support plans shall include clear objectives specific to the well-documented areas of concern; resources, support, and interventions to address areas of concern; timeframes for implementing the resources, support, and interventions; and supportive actions from the evaluator.

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

Educator: Includes teacher and student and educator support specialists who provide instruction and support services to students and staff. Educators serving in a teaching role or serving in a role of providing support services hold a valid certificate or permit issued by the State Board of Education.

Evidence: Evidence collected and presented as part of the evaluation system may include, but is not limited to, artifacts, observations of practice, student feedback, and reflections of the educator/leader on student learning, growth, and achievement as part of the 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 the construction of knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2029).
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 observation: A formal observation is a structured and planned process of watching, assessing, and evaluating an educator's/leader's performance. This typically includes a pre-conference and post-conference and results in a written evaluation. *The characteristics of this attribute have been altered in this plan.*

Goals and standards: Goals and standards should be based on an evidence-based, high-leverage strategy or practice that is aligned with professional practice standards and consistent with the district's goals. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of professional practice.

Growth criteria: Successful completion of the continuous learning process, supported by evidence that includes the impact the educator's new learning had on their practice/goal, along with a reflection on challenges and next steps, and the impact the educator's new learning and practice had on student learning, growth, and/or achievement, supported by evidence.

High leverage goal: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus (i.e., Portrait of a Graduate). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie, 2009).

Informal Observation: An informal observation is an unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator. *The characteristics of this attribute have been altered in this plan.*

Leader: Includes school and district administrators responsible for providing instructional leadership and developing, implementing, and evaluating systems and policies within the school or district. Leaders serving in an administrative position hold a valid certification endorsement for Intermediate Administration or Supervision (#092) issued by the State Board of Education.

Multiple measures: can include, but is not limited to, student learning, educator learning, cultural changes, growth, and achievement as mutually agreed upon during the goal-setting process and may include additional evidence relative to one or more competencies.

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.

Professional Development and Evaluation Committee (PDEC): The PDEC 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 around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in evidence that is most needed and most effective.

Review of Practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observations of the delivery of professional learning, data team meetings, observations of coaching/mentoring sessions, reviews of educator work and student work, or reviews of other educator artifacts. *The characteristics of this attribute have been altered in this plan.*

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.

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

Tiered Support
Tier 1: It is the expectation that all 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, formal professional learning opportunities developed and designed by your district's PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

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

Tier 3: Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 support has 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 A: Sample Reflection Questions[14]

The following questions come from the Connecticut Leader and Educator Evaluation and Support Plan's Appendix and can be used as a protocol for observation and goal-setting conferences.

Self-Reflection Sample Questions

- Thinking about your 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 our 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 questions will you focus on to address your goal(s)?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goal(s)?
- What research/professional readings might you explore to support your professional learning and achieve your goal(s)?
- What specific professional learning might you need to achieve your goal(s)?
- 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 with your colleagues or families?
- What opportunities for professional learning do you believe would benefit your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

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[14] This section was taken from the *Connecticut Leader and Educator Evaluation and Support Plans 2024.*

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 aspects do you want to continue to grow or refine your knowledge, skill, or 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 circumstances might this conclusion not be true?
- What are the ways you continue to refine your 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: Teacher Leader Evaluation

Teachers serving in a contracted leadership role will be evaluated annually. The teacher leader's direct supervisor will conduct the evaluation. If two direct supervisors support the teacher leader, the evaluators will collaborate on the ratings and qualitative information, and one supervisor will conduct the annual evaluation. This evaluation is in addition to the teacher's regular evaluation and support processes as articulated in this plan.

Teacher:	
Role:	
Supervisor(s):	
Date:	

Leadership Capacities

Ratings:
4– Exemplary
3– Effective
2 - Needs Improvement
1 – Unsatisfactory
N/A - Not Applicable

1.) Assists in developing and implementing school and/or department improvement plans.
2.) Plans, presents, and facilitates professional development activities and/or department meetings with staff.
3.) Facilitates analysis of common assessments and standardized test data to create action plans.
4.) Leads and participates in non-evaluative peer observations, learning walks, instructional rounds visits, and other collaborative learning activities designed to continually improve instructional practice.
5.) Supports teachers' understanding of curricular goals through collaboration.
6.) Models research-based instructional strategies for diverse learners.
7.) Takes initiative to lead and collaborate in curriculum development, evaluation, and revision.
8.) Supports teachers in the creation and implementation of authentic assessments that are in alignment with national and state standards.
9.) Supports district selection, purchase of textbooks, and other instructional materials and resources.
10.) Coordinates purchase of any instructional materials needed in the building based on changes in enrollment and/or replacement needs.
11.) Communicates with all department members in the building (e.g., seeks feedback, and represents the needs and interests inclusive of all department members).
12.) Follows through on activities and projects in a timely manner.
13.) Models forward thinking, reflective practices, and demonstrates knowledge of current research and best practices.
14.) Prepares and presents information, data, and other information to stakeholder groups including, but not limited to, the Board of Education, administrators, and teachers.
15.) Takes feedback from supervisors and implements it.

Strengths / Areas of Commendation:	
Recommendations for Improvement:	

Appendix C: Educator Evaluation Forms

The following pages include the forms and protocols for the teacher evaluation process, including:

- Beginning of the Year Goal Setting Form
- Middle of the Year Goal Setting Form and Progress Update Forms
- End of the Year Goal Setting Form
- Educator Evaluation Form – Formal
- Educator Evaluation Form – Informal
- Educator Corrective Support Plan

Beginning-of-Year Goal Form
Completed by the Educator or Leader

Connecticut Common Core of Teaching Single Point Competencies
Connecticut Common Core of Teaching – Service Delivery – Single Point Competencies
Connecticut Leader Evaluation and Support Rubric – Single Point Competencies

Employee Name	
Employee Title	
Employee Location	
Employee ID	
Supervisor Name	
Date	

Self-Reflection and Rationale
In thinking about your past goals, student data, school years, and professional development, what areas have you identified for growth?
How would these areas of growth have an instructional impact on student learning?

Goal
Based on your analysis above, what is your goal?

Alignment to District/School Improvement Plans
How does this goal align with the district/school improvement plans and the single-point competency?

Evidence
What evidence of educator learning and student progress will you use to reflect on, monitor, and adjust your goal?

Action Steps and Timeline
What specific steps and timeline will you take to achieve your goal?

Evaluator Notes
Completed by Evaluator

Supports Required/Suggested
Completed by Evaluator
• Tier 1 • Tier 2 • Tier 3 Supports Include (Tier 2 and Tier 3):

<h1 style="text-align:center">Middle-of-Year Goal Form</h1>
Completed by the Educator or Leader

Connecticut Common Core of Teaching Single Point Competencies
Connecticut Common Core of Teaching – Service Delivery – Single Point Competencies
Connecticut Leader Evaluation and Support Rubric – Single Point Competencies

Employee Name	
Employee Title	
Employee Location	
Employee ID	
Supervisor Name	
Date	

Mid-Year Check-In: Reflection, Adjustments, and Next Steps
What has been your progress to date on your goal and action steps?
How do you know? (Include information on your professional learning and student progress.)

Sources of Evidence
Attached files can be added to artifacts.

Evaluator Feedback
Completed by Evaluator
Feedback regarding progress to date on the goal, action steps, and evidence.

Supports Required/Suggested
Completed by Evaluator

- Tier 1
- Tier 2
- Tier 3

Supports Include (Tier 2 and Tier 3):

End-of-Year Goal Form
Completed by the Educator or Leader

Connecticut Common Core of Teaching Single Point Competencies
Connecticut Common Core of Teaching – Service Delivery – Single Point Competencies
Connecticut Leader Evaluation and Support Rubric – Single Point Competencies

Employee Name	
Employee Title	
Employee Location	
Employee ID	
Supervisor Name	
Date	

Self-Reflection
What has been the impact of your goal on your professional learning and student progress?
What challenges did you encounter and what are your next steps with your professional learning?

Sources of Evidence
Attached files can be added to artifacts.

Accomplishments and Celebrations
What other accomplishments and/or celebrations would you like to share?

End of Year Evaluation Form
Completed by the Evaluator

Employee Name	
Employee Title	
Employee Location	
Employee ID	
Supervisor Name	
Date	

End of Year Feedback
Development of new learning and impact on practice related to the goal.
Impact on student learning, growth, and achievement.

Successful Completion of the Evaluation Cycle

- Yes
- No

Supports Required/Suggested
Completed by Evaluator

Are tiered supports required above and beyond Tier 1 (included in the feedback above)?

- Not Applicable
- Tier 2
- Tier 3

Supports Include (Tier 2 and Tier 3):

Educator's Signature: _____
Evaluator's Signature: _____

Educator Evaluation *Progress Update*/Mid-Year/End-of-Year
Completed by the Educator/Leader and the Evaluator

Employee Name	
Employee Title	
Employee Location	
Employee ID	
Supervisor Name	
Date of Progress Update:	

Progress Update Evidence
Completed by the Educator/Leader

Progress Update Reflection	
What have you learned and what are your next steps in the process?	
How does this learning impact your professional practice and students?	
Are there any adjustments or modifications in the process?	
What are your strengths and next steps in relation to the single-point competency?	
What support may be necessary moving forward?	

Progress Update Evidence
Completed by the Evaluator

Progress Update Evidence
What is the educator's current progress? What evidence of growth or progress has the educator made? What are the educator's next steps? What are the educator's strengths and next steps in relation to the single-point competencies?

Supports Required/Suggested
Completed by Evaluator
- Tier 1   - Tier 2   - Tier 3   Supports Include (Tier 2 and Tier 3):

Educator's Signature: _____

Evaluator's Signature: _____

Educator Evaluation Formal Observation Form
Completed by the Educator/Leader and the Evaluator

Connecticut Common Core of Teaching Single Point Competencies
Connecticut Common Core of Teaching – Service Delivery – Single Point Competencies
Connecticut Leader Evaluation and Support Rubric – Single Point Competencies

Employee Name	
Employee Title	
Employee Location	
Employee ID	
Supervisor Name	
Date of Observation:	
Date of Pre-observation Conference:	

Pre-Observation Conference Information
Completed by the Educator

Learning Expectations and Purpose for Instruction (Learning Goal(s))
What is/are the lesson's learning objective(s)?   How do the lesson objectives connect to the unit's essential questions and enduring understandings?

Instructional Strategies and Teacher Evidence of Learning
Please indicate which instructional strategies you will employ in this lesson.   What evidence will you seek from the students?

Identified Focus and Connection to Educator Goal(s)
In which area are you seeking specific feedback?   How does this area align with and achieve your broader educator and school goal(s)?

Observation Evidence
Completed by the Evaluator

Observation Evidence	
Single-Point Competency	
Evidence of Strength(s)	
Evidence for Growth and/or Next Steps	

Post-Observation Evidence
Completed by the Educator / Leader

Post-Observation Reflection	
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?	

Supports Required/Suggested
Completed by Evaluator
- Tier 1   - Tier 2   - Tier 3   Supports Include (Tier 2 and Tier 3):

Educator's Signature: _____
Evaluator's Signature: _____

Educator/ Leader Evaluation Informal Observation Form
Completed by the Educator and the Evaluator (Collaborative Form)

Connecticut Common Core of Teaching Single Point Competencies
Connecticut Common Core of Teaching – Service Delivery – Single Point Competencies
Connecticut Leader Evaluation and Support Rubric – Single Point Competencies

Employee Name	
Employee Title	
Employee Location	
Employee ID	
Supervisor Name	
Date of Observation:	
Announced / Unannounced:	

Observation Evidence
Completed by the Evaluator

Observation Evidence	
Single-Point Competency	
Evidence of Strength(s)	
Evidence for Growth and/or Next Steps	

Supports Required/Suggested Completed by Evaluator
• Tier 1 • Tier 2 • Tier 3 Supports Include (Tier 2 and Tier 3):

Educator's Signature: _____
Evaluator's Signature: _____

Corrective Support Plan

Employee Name	
Employee Title	
Employee Location	
Employee ID	
Supervisor Name	
Date	

Area(s) of Concern

Tiered supports have been provided by the evaluator throughout the year. The teacher/leader has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Indicate the areas in which the individual has consistently struggled below and include those supportive actions that were implemented in each support tier.

Objective

Indicate the objective(s) for educator/leader improvement:

Resources

A blend of resources and opportunities should be extended to the educator/leader being evaluated and supported on this Corrective Action Plan.

Timeframe

Indicate the timeframe in which the educator/leader will improve his/her practice on the above objectives.

Supportive Actions

Indicate the supportive actions within this Corrective Support Plan that will be available.

Responsible Party
Indicate the role(s) of each party involved in this Corrective Support Plan.

| **Resolution** |
|---|
| At the conclusion of the plan's timeframe, indicate the resolution below: |
| • Remain on the Corrective Support Plan
• Return to the Tier 1 FPS Teacher and Leader Evaluation Plan
• Recommend Termination |

Educator's Signature: _____

Evaluator's Signature: _____

Appendix D: Action-Research Process and Procedures

Cohort III teachers and leaders who commit to an action-research cycle (2 years) will follow the practices and protocols from John Spencer (2017). The process indicated within this document is taken directly from John Spencer's Action Research Practices. Educators and leaders will commit to a minimum of two cycles during the process.

ACTION RESEARCH CYCLE
VISUAL BY JOHN SPENCER

PLANNING

ACTION

ANALYSIS

CONCLUSION
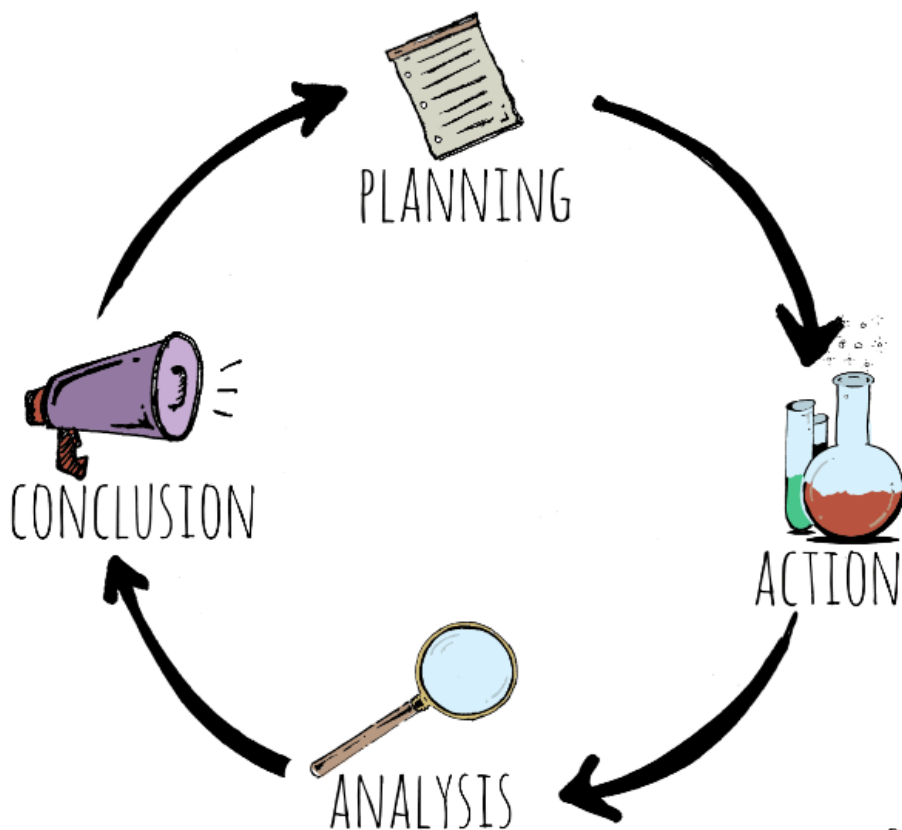
SPENCERAUTHOR.COM

"Phase One: Planning for Research: It starts with an inquiry process, where you define a specific research question. It needs to be something you can actually test. Next, you conduct a literature review to gain a deeper understanding of the related research." Finally, you move into the design process, where you determine your data methods, consider ethical issues, get required permissions, create deadlines, and set up systems.

Phase Two: Action: This is where you engage in multiple cycles of experimentation and data collection. Your data collection might include qualitative data, like observations, artifacts, and interviews, or qualitative data like rubric scores, surveys, or achievement data.

Part Three: Analysis: You will often start by organizing data with charts or graphs and looking for trends. You might also discuss it with peers, free write in journals, or create a cluster map eventually writing out your results.

Part Four: Conclusion: This is often where you share your research with the world and reflect on your own practice. This will ultimately lead to new questions…and the cycle will continue again as you refine your craft as a better, more creative teacher."