Goodwin University
Magnet School System

Educator Evaluation and Support Plan 2024

Table of Contents:

BOE Members

PDEC Members

Vision

The Purpose of this Model Framework

Guiding Principles

Connecticut Guidelines for Educator Evaluation and Support Components

- **Standards and Criteria**
- **Professional Learning Standards and Structures**
- **The Continuous Learning Cycle: Goal Setting, Professional Practice and Educator Growth, Evaluator/Observer/ Stakeholder Feedback and Engagement.**
- **Success Criteria**
- **Tiered Support**
- **Corrective Support Planning**
- **Dispute Resolution**

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

Technical Assistance and Professional Development

Appendices: Information and Resources to Support Effective Implementation

- **Appendix A Sample Reflection Questions**
- **Appendix B Definition of Cohorts**
- **Appendix C Growth Criteria & Sources of Evidence**
- **Appendix D General Glossary**

Appendix E Glossary of Professional Learning Opportunities

Appendix F Educator Continuous Learing Cycle Forms

Evaluation Orientation Date
Educator Information
Beginning of the Year Goals & Planning
Self Reflection
Goal, Rationale & Alignment
Goal Setting Conference

Mid-Year Check-in, Adjustment, & Next Steps
Mid-Year Conference

End-of-Year Reflection & Feedback Process
End-of-Year Conference
Summative Feedback

Appendix G Observation Forms

Educator Evaluation Observation #1 - Required
Educator Evaluation Observation #2 - Required
Educator Evaluation Observation #3
Educator Evaluation Observation **#4**……

Appendix H Corrective Support Plans

Goodwin University Magnet School System, Inc.

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VISION

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

The Purpose of this Model Guide

The Connecticut (CT) Model Evaluation and Support Plan is designed to support a comprehensive educator and leader evaluation system adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. Connecticut General Statutes 10-151b requires that "the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher."

The CT Model Evaluation and Support Plan includes tools, guidance, and rubrics, to support the evaluation of all educators and leaders. Professional Development and Evaluation Committees (PDECs) can adopt the CT Model Plan, adapt the CT Model Plan, or revise their own evaluation system to align with the CT Guidelines for Educator and Leader Evaluation and Support 2023. It is the intent that this model can serve as a foundation of evaluation and support practice aligned to the 2023 guidelines beginning in the initial year of implementation (2024-2025) allowing for PDEC's to develop an action plan from self-assessment toward best practices and innovation that will evolve over time. This guide will:

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

Guiding Principles

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

- **Allow for differentiation of roles** *(for example for leaders: Assistant Superintendents, Director of Pupil Services, various leaders in Central Office, Principal, Assistant Principal;or for educators: teachers, counselors, instructional coaches, student support staff.)*
- **Simplify and reduce the burden** *(eliminate technical challenges, paperwork, steps)*
- **Focus on things that matter** *(identify high leverage goal focus areas)*

- **Connect to best practices aimed at the development of the whole child** *(including but not limited to, academic, social, emotional, and physical development.)*
- **Focus on educator growth and agency** *(meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus)*
- **Meaningful connections to professional learning** *(provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).*
- **Specific, timely, accurate, actionable, and reciprocal feedback**

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

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

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

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

Standards and Criteria for Educators

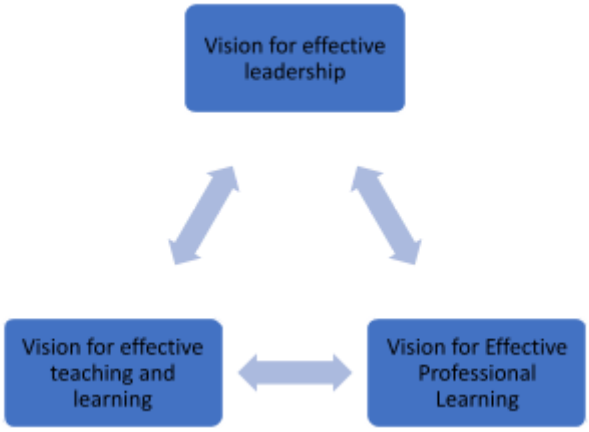
The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. While the rubric serves as a continuum for self-reflection and feedback, engagement will be based on a single point rubric. It is recommended that each PDEC create a process to review the standards and identify the single point to be used as they consider the development of single point competency over time.

Educator
1. CCT Rubric for Effective Teaching 2017 2. CCT Rubric for Effective Service Delivery 2017 3. Learning Forward's Professional Learning Standards (2022) 4. Teacher Leader Model Standards (2008) 5. School Counseling

6. ISTE/CTE teachers
7. School Psychology
8. Social Workers
9. School Administrators

Professional Learning Standards and Structures

Professional learning is essential to the CTEVAL model. Learning Forward Professional Learning Standards 2022, serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student outcomes. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders and professional learning serve as the three visions that work together to lay the foundation for feedback in a continuous learning cycle.



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

The evaluation and support model is designed as a continuous learning cycle. The goal of the continuous learning cycle is to provide educators with continuous opportunities for professional growth through self-directed analysis and reflection, planning, implementation and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning cycle. The cycle provides a process for an educator to address

student learning and performance questions. In this process the educator serves as the learner who actively engages in and directs their learning and feedback. The Evaluator serves as a learning partner who supports the educator/leader through the feedback process. Within the cycle the educator/leader collaborates and serves as reflective practitioners to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

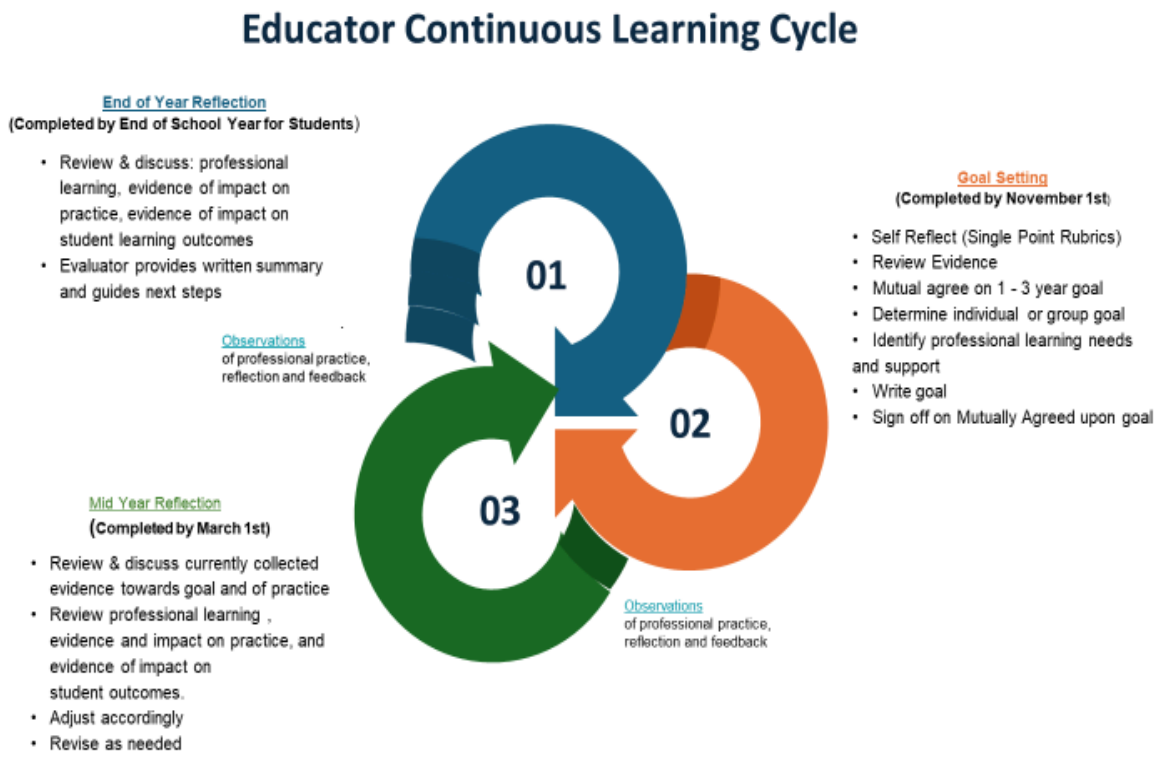
Effective feedback, tied to standards, identifies strengths and areas of focus for advancement.

- PDECs determine clear timelines for both written and verbal feedback.
- PDECs determine a process to gather appropriate feedback from various stakeholders and how best to analyze and use that feedback.

Within the continuous learning cycle a minimum of three check-in's (BOY-goal meeting, Mid-Year and EOY meeting) provide an opportunity for a reciprocal discussion of what is happening in the classroom/school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-in's based on observation as required by the district plan, which must be provided periodically.

The PDEC articulates mutually agreed upon processes for both formal and informal observations as part of the continuous learning cycle. (See Appendix B)

Below is a visual graphic with the associated steps, reflections and linked resources associated with each step of the process to assist educators and evaluators through the process. All educators are assigned a primary evaluator (092).



Goal Setting (within 6 weeks of school start):

Educators and their evaluators mutually agree upon a one-, two- or three-year goal and develop a plan for professional development and support that is consistent with their professional status and goals.

PDECs determine protocols for each level of educator (novice, provisional, professional, transfers to the district, part-time or partial year, educator or leader in need of support, etc. (See Appendix B)

The continuous learning cycle begins with the educator's self-reflection to the identified rubric while collecting and analyzing evidence to identify and support an area for self growth and student growth.

- The educator self-assesses themself using the identified rubric by the PDEC.
- The educator recognizes and collaborates with the school around a learning challenge, **collects** and analyzes evidence to identify a high leverage goal.
- The educator determines if the goal will be an individual goal or a common department/grade level goal with individual accountability.

- The educator plans for professional learning to build knowledge and skill.
- The educator shares the above with their evaluator, evaluators work with the educator to refine proposed goal and professional learning plan as needed, in partnership the educator and evaluator come to mutual agreement on multiple measures of evidence for professional learning and educator growth, student learning, growth and achievement,, and support to drive progress toward goal attainment.
- The educator implements learning and reflects upon outcomes and next steps.

In this model, if the first solution is not effective, the cycle starts over again. The educator recognizes what remains of the identified goal and repeats the steps to collect more evidence and brainstorm new and different solutions as well as strategies that may need to continue or be repeated.

Professional Practice and Educator Growth:

The learning cycle implementation is shared between the educator and evaluator. For the duration of the learning cycle, educators pursue learning and attainment of their goal, collecting evidence of practice related to their high leverage professional learning standard goal. Evaluators will provide educators with feedback from observation and dialogue, ensure timely access to supports and collect evidence of educator performance and practice toward goals through multiple sources, including observation, student, staff or family feedback.

Within the required process structure, the local PDEC may identify a minimum or recommended number of observations aligned with the current professional needs of the educator (novice, provisional, professional).

- The PDEC must create the district's plan for the nature and number of observations and/or reviews of practice and artifacts that are required.

Observation and Feedback:

Observations occur throughout the learning cycle. The identified high leverage goal provides a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, standards and the educator's goal, ensure timely access to planned supports and continue to collect evidence of educator practice and progress toward goals through multiple sources of evidence including observation. Feedback, written and/or verbal, is provided within 5 school days. Teacher reflection will be completed within 5 days.

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

Quality Feedback is:

- Based on multiple and varied quantitative and qualitative indicators of evidence
- Personalized
- Learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expand 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
- Timely, frequent and reciprocal

Plan Implementation/Mid Year Check-in (completed by February 15): The mid-year reflection provides an opportunity for the educator(s) and evaluator to have a reciprocal dialogue, discussing multiple forms of evidence and reflection that have been collected in relation to the educator's goal, professional practice and impact on student outcomes. Evaluators provide educators with specific feedback based on evidence, standards and the educator's goal, ensure timely access to planned supports and *continue* to collect evidence of educator practice and progress toward goals through multiple sources of evidence including observation. It is a time for the educator to make adjustments or revisions to the goal or learning plan and to review support and next steps in the learning process.

End of the Year Reflection/Summative Review (completed by the last day of school):

End of year reflection provides an opportunity for the educator(s) and evaluator, learning partners, to engage in another reciprocal dialogue, discussing multiple forms of evidence and reflection in relation to the educator's goal, professional practice and impact on student outcomes at a particular moment in time. Analyzed evidence from the summative evaluation becomes important information for the educator's next self-assessment and subsequent goal setting adjustments, revisions or new goal.

An appropriate summary of educator growth achieved through the process and the provision of a platform to consider future work will be provided by the evaluator on an annual basis. This summary is tied to the agreed standards and goals upon which the process was based and will make a distinction regarding the educator's successful completion of the evaluative cycle.

Success Criteria

Successful completion of the learning cycle is determined through multiple forms of evidence and reflection that includes:

- Reflection supported with evidence of the impact of the educators' new learning on their practice/goal

- The impact the educators' new learning and practice had on student learning, growth, and or achievement, supported by evidence.
- Next steps

The PDEC agrees upon the orientation, training, and support elements for evaluators and educators on the critical components for success.

See Appendix C for further detail.

Tiered Support:

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators should thoughtfully consider and apply three tiers of support as needed within an evaluation process. The PDEC should plan for ongoing training to ensure all stakeholders understand the tiers, supports, and process.

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

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

Tier 3
In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time and criteria for success or decision to move to a corrective support plan. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a corrective support plan with indicators of success for transitioning out of it. Evaluators may utilize and document all three tiers of support prior to the development of a corrective support plan; however, in some cases, a supportive plan may be initiated by the evaluator prior to completing all three tiers. The corrective support plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

The corrective support plan is separate from the normal educator growth model and must contain:

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

See Appendix G for a corrective support plan form and example.

Dispute Resolution (language in the final model will be language co-created with the unions)

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

Ultimately, should an educator/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.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) work days 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 three school days of articulating the dispute in writing to his/her/their 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 designee within three work days of the meeting with his/her/their evaluator (step 1). The educator/leader being evaluated may choose between two options

    a. **Option 1:**
    The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party*. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.

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

    b. **Option 2:**
    The educator/leader being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and evaluatee) as soon as possible, but no longer than 5 school days from the date of the written communication to the superintendent. The Superintendent will act as arbitrator and make a final decision which shall be binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.

2. Days shall mean work days. 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 work days of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five work days, the educator/leader shall be considered to have waived the right of 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.

The Role of Professional Development & Evaluation Committee (PDEC)

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

Pursuant to Connecticut General Statute 10-220a, 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, and other school 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 (see examples below).

Other School Personnel	Educator	Leader
• Attendance Counselor • Paraeducator • Behavior Technician • Parent & Family Liaison • Social Emotional Support Staff	• Classroom Teacher • CTE Teacher • Library Media Specialist • Reading Interventionist • Instructional Coach • Special Education Teacher • Social Worker • School Psychologist • Speech Pathologist	• Principal • Assistant Principal • TESOL Supervisor • Special Education Supervisor • Assistant Superintendent • Curriculum Coordinator • Talent Development Supervisor

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

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b, and

- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees 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 one of the two model educator and leader evaluation and support programs adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

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

Technical Assistance and Professional Learning

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

Appendices: Information and Resources to Support Effective Implementation

Appendix A

Sample Reflection Questions

Self-Reflection Sample Questions:

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

Professional Learning & Action Questions:

Indicators and Success:

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

Determine Evidence:

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

educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

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

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

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

Appendix B

Definition of Cohorts	
Cohort 1	**Cohort 2**
Who: ● New to Profession (first 4 years) ● New to LEA (first 2 years) What: ● 3 Observations of Professional Practice (minimum 45-60 minutes in length) with pre and post meetings; One can be Review of Practice ● Verbal and written feedback within 5 school days ● Additional observations of professional practice as mutually agreed upon or deemed necessary	Who: ● Educators who have successfully completed Cohort 1 in their current LEA What: ● 2 Observations of Professional Practice (minimum 20 minutes in length) ● Written feedback within 5 school days; verbal is optional or at teacher request ● Additional observations of professional practice as mutually agreed upon or deemed necessary

Appendix C

Growth Criteria & Sources of Evidence	
Growth Criteria	**Possible Sources of Evidence**
Development of New Learning & Impact on Practice ● Educator can demonstrate how they developed new learning within the continuous learning cycle through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning cycle goal/strategy focus. Impact of Students ● Educator can demonstrate how they positively impacted student learning within the continuous learning cycle using example evidence, and can articulate connections/rationale between the improved learning and their own changes in practice.	● Required observational evidence ● Required student learning evidence aligned to high-leverage indicator focus ● Implementation plans/Lesson plan(s) ● Educator learning logs/ impact on practice reflection ● Educator created learning materials ● Evidence from Observation of Educator Practice ● Numeric information about schedule,time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. ● Educator and/or student self-reflection ● Student learning artifacts ● Mastery-based demonstrations of achievement ● Observational evidence of students' words, actions, interactions (including quotations when appropriate)

	● Rubrics, interim or benchmark assessments, other assessments ● Other artifacts/sources…

Appendix D

General Glossary	
Consensus Protocol	Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports – or at least can live with. By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs. From *Consensus decision making*. Seeds for Change. (n.d.). https://www.seedsforchange.org.uk/consensus
Corrective Support Plan	A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.Corrective Support Plans shall include: » clear objectives specific to the well documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; and supportive actions from the evaluator.
Check-Ins	Formal or informal meetings held to discuss what is happening in one's practice. (ie: classroom/school/building or district—identify additional needs which are mutually agreed upon).
Community	A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school. A district community encompasses a broader scope, involving multiple schools

	within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.
Dispute Resolution	A process for resolving disputes in cases where the evaluator and educator/leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional development plan.
Evidence	Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, student feedback, and reflections of the educator on student growth as part of the educator feedback process.
Feedback	"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019). Feedback should: ● Be personalized ● Be learning-focused or growth-oriented ● Increase one's level of performance by refining or revising strategies ● Expand understanding of one's experiences and their implications for future experiences ● Rework, refine, and reorder knowledge, attitudes, skills, and/or practices ● Be timely, frequent and reciprocal From Killion, J. (2019). *The feedback process: Transforming Feedback for Professional Learning*. Learning Forward.
Formal Observations	A formal observation is a structured and planned process of watching, assessing, and evaluating an educator's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within 5 school days.
Goals and Standards	Should be a high leverage goal based on professional practice standards and consistent with the goals of the district. Clear alignment between district,

	school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of practice.
Informal Observations	An informal observation is an unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within 2 school days.
Leader	A leader is defined as someone in a leadership position who has attained the 092 certification. This may include: Superintendent, Principal, Dean of Students, Assistant/Vice Principal, Pupil Services Director, Department Chair. This is not an exhaustive list, rather to illustrate the definition. Superintendents will confirm district leaders with evaluation roles.
Multiple Measures	Can Include but not limited to student learning, educator learning, cultural changes, growth, and achievement as mutually agreed upon during the goal-setting process. Additional evidence relative to one or more competencies.
Mutual Agreement	An agreement or condition that is reciprocal or agreed upon by all parties.
Organizational Health	Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including: leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.
PDEC (Professional Development and Evaluation Committee)	The Professional Development and Evaluation Committee serves as the collaborative decision maker to create, revise, and monitor the evaluation and support program for the district, as well as the professional learning plan for certified employees of the district.
Professional Learning	Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and teachers. This includes co-designing with educators, interactive, sustained and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also: Glossary of Professional Learning Opportunities Appendix E

Review of Practice	
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 criteria 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.
Successful Completion	Successful completion of the The Continuous Improvement Cycle, supported with evidence that includes the impact the educators' new learning had on their practice/goal, along with a reflection on challenges and next steps; and the impact the educators' new learning and practice had on student learning, growth, and or achievement, supported by evidence.
Tiered Support	**Tier 1** It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of but not limited to; collegial professional conversations, classroom visits, available district resources (e.g. books, articles, videos etc), formal professional learning opportunities developed and designed by your district PDEC, and other general support for all educators (e.g. instructional coaching). These resources should be identified through a goal setting process by mutual agreement. **Tier 2** In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency and focus (e.g. attending a workshop, observation of specific classroom practices etc.) that can be either suggested by the educator and/or recommended by an evaluator. **Tier 3** Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of and criteria for success or decision to move to a corrective support plan.

Appendix E

Glossary of Professional Learning Opportunities
High quality professional learning enhances both educator practice and outcomes for each and every student. High quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes.

Advanced Coursework	Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.
Case Study	A team that engages in a case study using information in a students cumulative folder or other documented information with the intention of determining next steps, ie. IEP review, or attendance records.
Coaching	A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.
Examination of Student Work	Individuals or groups of educators review samples of work from various students. . They identify: strengths, areas for improvement and design instructional plans as a result of the examination.
Job-embedded	Any activity that is tied in with authentic classroom practice. May include, but not limited to: ● Examining student data ● Mentoring ● Book study (see below) ● Co-planning ● Investigating print and online resources ● Self-reflection ● Visitations/observations within a school
Lesson Study	Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards

Mentoring	A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.
Peer Observation	An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action; learn a new model of instruction; or analyze classroom processes and procedures.
Personal Professional Reading	Individual, self-driven reading and processing of texts, in order to improve one's own teaching practice.
Practicum	An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action; learning a new model of instruction; or analyze classroom processes and procedures.
Professional Literature Study	Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability to apply new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.
Protocols	A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, casesties,book reviews, and other procedures used its workshops and other learning designs.
School visits	Observation of practice or teaching at a different school or institution, to gain new knowledge, ideas or activities.
Student Shadow	Follow a particular student during the academic day for a designated time, for a particular identified purpose ie. engagement.
Walkthroughs	A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed and next steps are determined as a result of this practice.
Web-based Learning	Use of online resources or learning activities to develop new learning or techniques for the classroom.

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

Appendix F

Evaluation Orientation

Orientation to Educator Evaluation was Completed on:
Date

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

Name:		**Location :**	
Select One: • Cohort 1 **New to Profession (first 4 years) or New to LEA (first 2 years)* • Cohort 2 **Educators who have successfully completed Cycle 1*	**Select One:** • Individual goal (educators within departments can have same goal, but must have individual accountability through individual goal.) ***Decided upon mutual agreement.***	**Select One:** • 1-year goal ***Decided upon mutual agreement.***	**Select One:** • Online

Beginning of the Year Goals & Planning

Self Reflection

Completed by Educator
See Sample Reflection Questions

Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking. *See Examples of Evidence Types*	

Goal, Rationale & Alignment

Completed by Educator

Based on your analysis above, what is your goal? Include a rationale.	

What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal? See professional learning & action questions to guide your plan	
In what ways might this goal contribute to the school and/or district's vision, mission and strategic goals?	

Goal Setting Conference *Completed by Evaluator (Within 6 weeks)* *Date*	
Notes:	**Supports Required/Suggested** • Tier 1 • Tier 2 (Link to Examples of Supports) • Tier 3 (Link to Examples of Supports)
Educator Agreement • Yes • No Educator Signature: _____ Date _____	**Evaluator Agreement** • Yes • No Educator Signature: _____ Date _____

Planned observations of professional practice *Non-negotiable Process Element of the CT Guidelines (2023)*
Observation of Professional Practice #1- Required
Additional Observation of Professional Practice

Mid-Year Reflection, Adjustment(s), & Next Steps

Completed by Educator
Non-negotiable Process Element of the CT Guidelines (2023)
See Sample Reflection Questions & Professional Learning & Action Questions

What has been your progress to-date on your professional learning and how do you know?	**Self-Reflection:**
Links to Evidence:	

Mid-Year Conference *Completed by Evaluator (by February 15)* *Date*
Feedback to Educator (Feedback regarding progress on professional learning and progress toward goal. Include change in tiered supports, if recommended.)**:**

Observation of Professional Practice #2- Required
Additional Observation of Professional Practice

End-of-Year Reflection & Feedback Process

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

Self-Reflection *Completed by Educator* *See Sample Reflection Questions & professional learning & action questions*	
What impact did your new learning have on your practice/goal, and how do you know? What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know? What challenges did you encounter and what are your next steps with your professional learning?	**Self-Reflection:**
Links to Evidence:	

End-of-Year Conference *Completed by Evaluator (by June/last day of school for students)* *Date*		
Summative Feedback & Growth Criteria *Completed by Evaluator* *See appendix for full description*		
Summative Feedback		
Development of new learning & impact on practice related to goal		
Impact on student learning, growth and achievement		
Successful Completion of the Evaluative Cycle	• Yes	No
Supports Required/Suggested ***Are tiered supports required above and beyond tier 1 (included in feedback above)?*** • Not applicable • Tier 2 (Specify below) • Tier 3 (Specify below)	If Tier 2 and/or Tier 3, please specify strategies:	
For multi-year goals only: • *What adjustments are needed to the goal?* • *Why?* • *How might adjustments impact the timing of the goal?*	• Educator will continue multi-year goal. • Educator will adjust multi-year goal. • Educator completed multi-year goal. Notes:	
Educator Signature	**Date:**	
Evaluator Signature	**Date:**	

Appendix G

Observation Forms

Educator Evaluation Observation #1 - Required	
Name:	**Time/Location :**
Grade/Role:	**Discipline/Focus:**
Check boxes: ● Formal (pre/post conference required) ● Informal (post written required) ● Review of Practice (Post-Conference on demand)	
Pre-Observation *Completed by Educator (as needed/required)*	
Lesson Plan/Meeting Plan	*Upload and provide hyperlink here*
Pre-Conference Notes including the identified competency focus for the observation.	
Observation Evidence *Completed by the Evaluator*	
Post-Observation Reflection *Completed by the Educator*	
What worked and how do you know?	
What didn't work and how do you know?	
How did you differentiate for your IEP and ML Learners?	
Post-Observation Conference Feedback *Completed by the Evaluator*	

Post Observation Response (completed by educator)		
Evidence of Strengths	**Single-Point Competencies** *Completed by the Evaluator*	**Evidence for Growth and/or Next Steps**
	Insert competencies	
Educator Signature/Date		
Evaluator Signature/Date		

Educator Evaluation Observation #2 - Required	
Name:	**Location :**
Grade/Role:	**Discipline/Focus:**
• Cycle 1 (Pre-Post- Conference Required) • Cycle 2 (Post-Conference Required) • Additional Observation of Professional Practice (Pre-/Post-Conference Optional)	
Pre-Observation *Completed by Educator (as needed/required)*	
Lesson Plan/Meeting Plan	*Upload and provide hyperlink here*
Pre-Conference Notes including the identified competency focus for the observation	
Observation Evidence *Completed by the Evaluator*	
Post-Observation Reflection *Completed by the Educator*	
What worked and how do you know?	
What didn't work and how do	

you know?	
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?	

Post-Observation Conference Feedback *Completed by the Evaluator*		
Evidence of Strengths	**Single-Point Competencies** *Completed by the Evaluator*	**Evidence for Growth and/or Next Steps**
	Insert competencies	
Educator Signature/Date		
Evaluator Signature/Date		

Educator Evaluation Observation #3	
Name:	**Location :**
Grade/Role:	**Discipline/Focus:**
• Cycle 1 (Pre-Post- Conference Required) • Cycle 2 (Post-Conference Required) • Additional Observation of Professional Practice (Pre-/Post-Conference Optional)	
Pre-Observation *Completed by Educator (as needed/required)*	
Lesson Plan/Meeting Plan	*Upload and provide hyperlink here*
Pre-Conference Notes including the identified competency focus for the observation	

Observation Evidence *Completed by the Evaluator*	
Post-Observation Reflection *Completed by the Educator*	
What worked and how do you know?	
What didn't work and how do you know?	
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?	

Post-Observation Conference Feedback *Completed by the Evaluator*		
Evidence of Strengths	**Single-Point Competencies** *Completed by the Evaluator*	**Evidence for Growth and Next Steps**
	Insert competencies	
Educator Signature/Date		
Evaluator Signature/Date		

Educator Evaluation Observation #4	
Name:	**Location :**
Grade/Role:	**Discipline/Focus:**

- Cycle 1 (Pre-Post- Conference Required)
- Cycle 2 (Post-Conference Required)
- Additional Observation of Professional Practice (Pre-/Post-Conference Optional)

Pre-Observation *Completed by Educator (as needed/required)*	
Lesson Plan/Meeting Plan	*Upload and provide hyperlink here*
Pre-Conference Notes including the identified competency focus for the observation	
Observation Evidence *Completed by the Evaluator*	
Post-Observation Reflection *Completed by the Educator*	
What worked and how do you know?	
What didn't work and how do you know?	
Post-Observation Conference Feedback *Completed by the Evaluator*	

Evidence of Strengths	**Single-Point Competencies** *Completed by the Evaluator*	**Evidence for Growth and/or Next Steps**
	Insert competencies	
Educator Signature/Date		
Evaluator Signature/Date		

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 all 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.

Domain 5: District CORE Values--EAGLE Statement

Educators at the Goodwin Magnet School System will demand **equity** to provide all scholars with a voice and choice toward a high quality education, integrated education.

Educators will provide **access** to unique and once-in-a-lifetime opportunities for our community.

We will all facilitate **growth** and understanding in our community through compassionate and diverse methods of communication and education.

We will encourage **leadership** and accountability amongst our community members to prepare scholars to move forward in the world as active citizens, changemakers, innovators, critical thinkers and problem solvers.

We will expect **excellence** from our community, whether that be academically, professionally, or personally.

We will do this by:

Curriculum/ Instruction	SEL	DEIB
Providing student choice with our Instructional resources and flexible groupings.	Observing student and adult participation and interactions that are positive, warm and constructive.	Providing differentiated assigned seating, and intentional groupings (Kagan practices)
Differentiated our instruction so that all scholars have access to learning.	Participating in restorative circles, check-ins and re-set spaces.	Visual displays of cultures and backgrounds.
Grading practices are equitable, fair and uniform.	Visually displaying classroom norms, reviewing them and adhering to them.	Providing access points through language, audio options to the grade level curriculum.

Appendix H

Corrective Support Plan - Educator
(SAMPLE)

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

OBJECTIVE: To improve classroom management practices in order to improve a positive learning environment (CCT - 1A) to support learning.

(SUGGESTED) RESOURCES:

- **Observe a mutually agreed peer for structures, systems and dispositions that support positive classroom management skills.**

- **Read and discuss "The First Six Weeks of School" - Center for Responsive Classroom with evaluator**
- **Training in Restorative Practices**

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

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

SAMPLE Corrective Support Plan - Leader

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

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

RESOURCES:
- **All communications previewed by the Evaluator for content and timeliness.**
- **Collaboration with other District Leaders for exemplars of communication**

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

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

appropriate.

Corrective Support Plan Template

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

OBJECTIVE: To improve _____ _____
(Indicate specific standard in your objective language))

(POSSIBLE) RESOURCES: A blend of opportunities and resources should be extended to the Evaluatee being supported on the Corrective Support Plan

- **Mentor**
- **Coach**
- **Reading as appropriate**

TIMEFRAMES:

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

SUPPORTIVE ACTIONS:

-

(Suggested supportive actions)

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