

State Non-Negotiables		Greenwich Manual
Standards and Criteria	<p>Educator and leader practice discussions are based on a set of national or state performance standards set by professional organizations agreed upon by the PDEC. A representative PDEC works to mutually agree upon a standard-based best practice observation model.</p> <p>The teacher 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 teacher evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model teacher evaluation and support program.</p> <p>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 a teacher evaluation and support program developed by such board, provided that the program is consistent with the guidelines adopted by the State Board of Education.</p> <p>While a district may create their own rubrics for use in this process, the district must demonstrate that those rubrics are aligned with or tied to an externally referenced standard.</p> <p>Educators and leaders will meet with their supervisor three times a year (at minimum, fall goal setting, midyear review, end of year reflection).</p> <p>The first meeting will be focused on goal setting, which can be completed either as an individual or as a collaborative group depending on the goal.</p> <p>. . . the end-of-year meeting should be used as a time to reflect on the current year and how it might inform/launch the next evaluation cycle.</p> <p>An appropriate summary of the educator/leader growth achieved through the process and the provision of a platform to consider future work will be</p>	<p>Standards and Criteria</p> <p>Standards and Criteria</p> <p>Action Plans: Proposed Meeting Dates Timeline</p> <p>Action Plan Step 1</p> <p>Timeline</p> <p>Timeline Tiers for Success</p> <p>Observation/Planning Form</p>

	<p>provided by the evaluator on an annual basis. This summary should be tied to the agreed on standards and goals upon which the process was based and will make a distinction regarding the educator's/leader's successful completion of the evaluative cycle.</p>	
<p>Goal Setting Process Educators</p>	<p>Goal-setting process must follow the timelines and frameworks created by the PDEC consistent with the standards established during this process.</p> <p>Goals and feedback will be based on evidence, observations, and artifacts of professional practice as aligned to the lens of the agreed upon standards.</p> <p>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.</p> <p>All educators are assigned a primary evaluator (092).</p> <p>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.)</p>	<p>Action Plan Timelines</p> <p>Action Plan Step 1 and Step 4</p> <p>Observation/Planning Form</p> <p>Tenured Educators Non-Tenured Educators</p>
<p>Evaluator/ Observer/ Stakeholder Feedback and Engagement</p>	<p>Feedback, tied to standards, identifies strengths and areas of focus for advancement.</p> <p>PDECs determine clear timelines for both written and verbal feedback.</p> <p>PDECs determine a process to determine appropriate feedback and how to use informal and formal feedback from stakeholders.</p> <p>In person beginning of the year, midyear, end-of-year check-in for all educators (timelines determined by PDEC).</p> <p>Cycle of check-ins to discuss what is happening in the classroom/school or district—identify additional needs (mutually agreed upon). (Check-ins should be a balance of written and verbal feedback.)</p>	<p>Timeline Observation of Practice</p> <p>Timeline</p> <p>Action Plan Step 5: Reflect Tiers for Success</p> <p>Action Plan Timeline</p> <p>Observations of Practice</p>
<p>Process Elements - Educator</p>	<p>PDECs articulate agreed upon processes for both formal and informal observations.</p>	<p>Goal Setting Process</p>

	<p>At a minimum, an initial goal-setting meeting (June through mid-November), midyear (October through April), and end-of-year (March through June) reflective progress review for all educators.</p> <p>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.</p> <p>PDECs should establish a clearly articulated corrective support model that is separate from the normal educator growth model.</p> <p>Corrective support models shall include:</p> <ul style="list-style-type: none"> » 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. <p>The district PDEC plan should include samples of tier 1, 2, and 3 supports and be responsive to educator needs.</p> <p>Utilize and document all three tiers prior to movement to a corrective support plan.</p> <p>Ongoing training to ensure all stakeholders understand tiers, supports, and process (model of a corrective structure with tier 1, 2, and 3 supports should be provided in the appendix).</p> <p>PDEC agrees upon orientation, training, and support elements for evaluators and educators on the critical components for success.</p>	<p>Timeline</p> <p>Tiers for Success</p> <p>Tiers for Success</p> <p>Tiers for Success</p> <p>Tiers for Success</p> <p>Tiers for Success</p> <p>Tiers for Success</p> <p>Related Timeline - Orientation</p>
<p>Process Elements Leader (only non-negotiables that differ from</p>	<p>There should be ongoing, on-site, evidence-driven visits or reviews of practice for each leader whose purpose/focus is aligned with the leader's goals in this process. PDECs should decide the minimum number of visits as appropriate for the district and its capacity.</p>	<p>Observation/Planning Form</p>

<p>Educator are referenced)</p>	<p>PDEC agrees upon orientation, training, and support elements for evaluators and leaders on the critical components for success.</p> <p>The district PDEC plan should include differentiated supports and be responsive to leader needs. – Utilize and document differentiated support prior to movement to a corrective support plan.</p> <p>Ongoing training to ensure all stakeholders understand differentiated supports and process (model of a corrective structure should be provided in the appendix).</p> <p>Support models should always include clear objectives specific to the well documented area of concern, timeframes, interventions, supportive actions from the evaluator.</p>	<p>Related Timeline - Orientation</p> <p>Tiers for Success</p> <p>Tiers for Success</p> <p>Tiers for Success</p>
<p>Dispute Resolution</p>	<p>Each local or regional board of education shall, in mutual agreement with the professional development and evaluation committee, include 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.</p> <p>Any claims that the district has failed to follow the established procedures of the teacher evaluation and support program shall be subject to the grievance procedures set forth in the then current collective bargaining agreements between the local or regional board of education and the relevant bargaining unit.</p>	<p>Dispute Resolution</p> <p>Dispute Resolution</p>



Educator Evaluation and Support 2024



**Greenwich Public Schools
290 Greenwich Avenue
Greenwich, CT 06830**

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Introduction

The Professional Development and Evaluation Committee Plan (PDEC) of the Greenwich Public Schools is a model of educator evaluation and growth that is high quality and innovative, building on the exemplary work of this district in curriculum, instruction, assessment, and professional development. The PDEC plan seeks to ensure educator accountability and foster the continuous growth of all educators in the district. This focus on continuous growth supports our belief that educator growth has a direct impact on student growth. Moreover, the system is designed to promote the growth of individual educators and the collective growth of our schools and the district as a whole. Ultimately, such a coherent and comprehensive approach to professional learning and growth, coupled with evaluation and supervision, supports our commitment to high-quality, effective teaching and learning for all students, in every classroom in Greenwich Public Schools.

The PDEC plan is informed by current relevant research, evidence-based practices, aligned to national and professional standards, and a systems perspective that has emerged over the last decade. The PDEC plan clearly defines exemplary teaching and student-centered instruction, it provides educators with a roadmap for strengthening their practice, facilitates high-quality coaching, and fosters collaboration around the most effective instructional practices. It provides educators with a common understanding and language for designing and planning instruction, using effective instructional practices to support student learning, and creating an equitable and inclusive learning environment. The systems approach is also used to design professional development goals and to ensure professional accountability. The ultimate objective is for all students to be actively engaged in robust and relevant learning in order to develop the attributes and competencies that will be required of citizens in a global community.

Greenwich Public Schools has many talented and knowledgeable educators with high-achieving students. Our goal was to create a plan that values our educators while also encouraging and motivating them to go beyond their already significant strengths and accomplishments and provide them with growth opportunities to elevate their practice and have an even greater impact on student learning.

When necessary, the PDEC plan may also involve legal matters. In cases of ineffective or unacceptable performance, the rights and responsibilities of the educator and the school system under this plan are clear, with the appropriate steps for providing coaching and professional development opportunities to elevate practice to a level commensurate with Greenwich expectations and standards. This has been and continues to be communicated through a structured assistance process.

The key features of the PDEC plan include:

- A shared vision, set of beliefs, and a research-based framework for effective teaching and learning, as well as a continuum of practice that supports growth across levels
- Meaningful and rigorous goal setting as integral to professional growth/achievement plans
- Multiple measures of student and educator performance
- Constructive, timely feedback from supervisors and instructional leaders
- An environment that encourages self-reflection on an educator's impact over time and a vehicle for continuous growth
- Differentiated supervision, support, and professional development
- Measures of effectiveness based on student growth
- Tiers for Success: Intensive support and well-defined procedures where performance is in clear need of significant improvement
- Multidimensional approaches to classroom observation, analysis of student work, and data analysis.

Each of these components of the plan is discussed more fully in subsequent sections. It is the intention of PDEC to provide all educators with developmental opportunities best suited for their professional growth, the needs of students and the expectations of the Greenwich Public School System.

Committee Members

TEPL (Teaching, Evaluation and Professional Learning) Members 2022/23

E. Ann Carabillo	Deputy Superintendent
Lillian Perone	President Greenwich Education Association, Health/PE Education
Cherisse Barrett	Elementary Literacy Specialist
Jennifer Bressler	District-Wide Instructional Coach
Stefania Cattaneo	Middle School Spanish Teacher
Anthony Duncan	Middle School Assistant Principal
Ana-maria Fals	Elementary Teacher
Kerry Gavin	Elementary Principal
Lauren Showstead	Middle School Assistant Principal
David Walko	GOSA Co-President, High School Administrator
Jenn Vaccarelli	Elementary Teacher/Interim Elementary Assistant Principal
Karen Vitti	Special Education Student Supports Administrator
J. Todd White	Consultant

Subcommittee Members 2022/2023

Kevin Avery	Middle School Math Interventionist
Karen Ball	Library Media Specialist, High School
Jacqueline Carlin	Library Media Specialist, Elementary
Megan Fina	MS School Counselor
Julia Haas-Godsil	Elementary Interventionist
Annmarie Gronkowski	School Psychologist
Robert Ligouri	MS Special Education Teacher
Lauren Locante	Elementary Special Education Teacher
Jessica McDonough	Elementary Assistant Principal
Joleigh Nelson-Mora	Elementary Literacy Specialist
Ezra Murray	Library Media Specialist, Elementary
Anthony Oddo	Elementary Special Education Teacher
Shannon Presta	School Counselor, High School
Amy Reis	Elementary Speech Pathologist
Theoni Stavrianopoulous	Elementary Speech Pathologist

PDEC (Professional Development and Evaluation Committee) Members 2023/2024

E. Ann Carabillo	Deputy Superintendent
Lillian Perone	President Greenwich Education Association
Caitlin Bertram	Elementary Assistant Principal
Shawn Hoyt	Program Coordinator, High School
Erin John	Elementary Teacher
Ryan Jones	Social Studies, Humanities Teacher, High School
Tyler Mecozzi	Middle School Science Teacher
Laura Newell	Fine Arts Coordinator Prek-12
Melissa Greco	Professional Assistant
J. Todd White	Consultant

Continuous Professional Growth Cycle

Standards and Criteria

The Professional Development and Evaluation Committee (PDEC) of Greenwich Public Schools convened throughout the academic years 2022-2023 and 2023-2024 to formulate rubrics outlining the Standards and Criteria for success across various roles within the district. This collaborative effort involved professionals from different **domains**, including professional assistants, teacher assistants, classroom educators, special education educators, speech and language pathologists, psychologists, library media specialists, social workers, interventionists, school counselors, and administrators. Drawing from both national and state professional standards relevant to each group, the PDEC consolidated this work into **single-point competency** documents, aiming for coherence and practicality. These Standards and Criteria for success for each group are detailed in Appendices A-J.

Goal Setting Process

(Adapted from New Canaan Public Schools Teacher Evaluation and Professional Learning System 2016)

The Continuous Professional Growth Cycles are structured to nurture and document educators' ongoing development. These cycles offer professionals opportunities for introspection and strategic learning, all aimed at enhancing student achievement through the refinement of professional skills. Certified staff in Greenwich are expected to pinpoint a focal area for professional growth, enabling supervision and evaluation processes, including classroom observations, to align with this focus.

The achievement plan constitutes a holistic cycle for educators, either individually crafted or as a collaborative endeavor. This plan, shaped through introspection, feedback, and synthesis of diverse inputs, entails crafting an action plan in consultation with an evaluator to delineate the strategies and avenues that best complement the learning focus and associated objectives. It emphasizes embedding collaborative opportunities with colleagues, mentors, or other relevant experts to foster ongoing reflection and feedback. This collaborative approach also facilitates multiple touchpoints for reflection and feedback, in addition to structured reflections and conferences with an evaluator.

The achievement plan is tasked with articulating its dual aims: (1) facilitating targeted professional growth in a chosen **domain** of practice, informed by a reflective analysis of previous practice outcomes, and (2) impacting student learning in measurable or demonstrable ways. While the plan's implementation should evidence impact on student learning resulting from the educator's actions and learning endeavors, it is crucial to acknowledge that **quantitative** test scores serve as only one facet of assessment. A spectrum of **qualitative** tools, including student work, district

assessments, case studies, and student surveys, should also be leveraged to gauge impact and foster reflection.

Action Plan

Step 1: Professional Reflection to Establish Focus

The achievement planning process commences with the educator's self-reflection on various inputs informing the Continuous Professional Growth Cycle's focus. These inputs encompass:

- a. **Domains** of practice (GPS PDEC Rubrics, CCT Performance Profiles);
- b. Student performance data and trends over time (across multiple cohorts, spanning several years);
- c. Ongoing feedback from administrators, peers, etc.;
- d. External inputs such as new curricular mandates or district initiatives. An initial professional growth conference between the educator and evaluator(s) to deliberate on planning a professional focus can occur before the end of November (refer to Timeline).

Educators need not arrive at this initial meeting with a fully formed achievement plan. However, they should be prepared to share their self-assessments, reflections, and pertinent considerations. It's worth noting that this self-reflection, preliminary deliberation on professional learning focus, and conference with the evaluator may transpire in the preceding spring to allow for iterative refinement of focus and objectives across academic years.

The growth plan should encapsulate a synopsis of inputs and reflections to elucidate the rationale behind the learning focus. This rationale might manifest as a narrative grounded in inputs and self-reflection, an essential question framing the growth plan's scope and its anticipated impact on student learning, or a theory of action ["If ___(professional growth) ____, then____ (student learning impact)_____"].

Step 2: Anticipate Related Student Impact

A achievement plan should catalyze an educator's ongoing professional development while demonstrably impacting student learning. To this end, educators must articulate the anticipated student impact linked to their professional learning focus. This process unfolds as follows:

Process: Based on self-reflection, educators select a single professional learning focus (**domain** and **indicator**) and delineate the corresponding student impact target. Subsequently, educators engage in professional learning endeavors and classroom activities to document specific impacts on student growth attributable to their learning pursuits. At the mid-year conference, educators

and evaluators assess progress vis-à-vis the professional learning focus and related student impact evidence to inform mid-year decisions. If the evidence underscores substantial and rigorous professional learning and related student impact warranting continued study throughout the year, educators may proceed accordingly. Conversely, if mid-year evaluation suggests alternative approaches to studying the impact of the professional learning focus, educators may retain the focus but adjust the related student impact study accordingly. Alternatively, if deemed beneficial, educators may shift to a different professional learning focus mid-year, closing the existing focus and formulating a new plan addressing different **indicators** and/or **domains**.

Step 3: Design Action Plan

The action plan delineates the processes educators will undertake to support their professional learning focus and related student impact. The action plan must encompass:

Professional Learning Processes: The steps, strategies, and experiences facilitating progress towards the learning focus and related impact. A timeline tied to each identified process aids educators in mapping and pacing their work throughout the year.

Collaborators/Consultants: Teams or individuals collaborating or consulting with educators on the plan's study, execution, or reflection. Additionally, educators may specify observation requests and feedback focus areas in their action plans.

Resources: Professional literature, training, staffing, time, technology, etc.

Evidence of Impact: Tools employed by educators to document the action plan's impact on their professional practice and student learning growth. A blend of **standardized** and **non-standardized** evidence must be utilized.

Proposed Meeting Dates: Milestones in the PDEC process (mid/end-year reflection). Professional growth options facilitating educator learning, detailed in the appendix, may also be considered.

Educators must submit their action plans, including professional learning focus and associated goals, for approval following the initial professional growth conference, no later than November 1st, to facilitate evaluator review.

Step 4: Implement Action Plan

Educators execute their action plans while accumulating evidence of progress and impact on both their professional practice and related student outcomes. Evidence should elucidate the educator's growth vis-à-vis the professional learning focus. Potential evidence sources include practice **artifacts**, observations, and publications/presentations, alongside varied tools documenting impact on student learning, such as district assessments, writing samples, and behavioral logs. An agreed-upon set of evidence, encompassing **standardized** and **non-standardized** sources, is crucial, adhering to CT State guidelines.

Step 5: Reflect

Reflection is integral to professional learning, encouraging educators to engage in ongoing introspection and refinement. Educators are encouraged to maintain reflection journals and solicit regular feedback from collaborators, consultants, and other relevant stakeholders. Mid-year and end-year reflections, along with evidence of professional and student learning impact, are documented and shared in conferences between educators and evaluators. A flexible timeline ensures iterative refinement of achievement plans, fostering ongoing learning and reflection, with conferences available upon request throughout the year.

Timeline:

Mid-year professional growth progress reflection: Determined collaboratively between evaluator and educator (refer to timeline for **tenured** and **non-tenured** staff).

End-year professional growth progress reflection: Mutually agreed-upon date set during the mid-year conference by the evaluator and educator.

(Individual educators should write and submit reflections, even for *growth plans that are written with a team focus or team goal*.)

Educators will complete a written mid-year and end-year reflection, with related evidence of professional learning and impact on student learning to be shared. These reflections are followed by professional growth conferences between the educator and evaluator, typically within 2-3 weeks, to ensure an opportunity for face-to-face feedback and dialogue. A flexible timeline is available for these reflections as noted below. For planning purposes, anticipated dates should be inserted in the educator's action plan at the initial professional growth conference in the fall and should be scheduled to allow adequate time between the submission of the plan and progress reflection points (i.e. ... at least 8-10 weeks). The intent is that the achievement plan allows professional learning and reflection related to student learning to be an ongoing process, refined and revised as needed throughout the year and from one year to the next. Conferences can also be requested at any time by an educator or evaluator.

Below are a set of prompts for educators to ask themselves to spark reflection on professional practice and effectiveness. The list is to give a starting point, but it is not meant to be an exhaustive list of questions to contemplate. Consider one or more of these reflection prompts to frame your mid-year self-reflection. This is not intended to be an exhaustive list; it is simply to provide a springboard for your reflection and build a reflective stance on practice over time.

- With respect to your professional learning focus, what has been most satisfying to date this year? What has contributed to that?

- With respect to your professional learning focus, what has been most challenging to date this year? What obstacles have you encountered and how have you attempted to address those obstacles?
- What questions about your practice have emerged for you for continued study and growth through your work this year?
- What does the data indicate are the initial impacts on student learning?

The dates reflecting timelines are as follows:

Mid-year professional growth progress reflection: determined in collaboration between the evaluator and the educator (see timeline for details regarding **tenured** and **non-tenured** staff)

End-year professional growth progress reflection: date to be mutually agreed upon by evaluator and educator at the time of the mid-year conference (*Note that reflections should be written and submitted individually by an educator, even for growth plans that are written with a team focus or team goal.*)

Professional Practice and Educator Growth

Observation of Practice

Observing, reflecting on, and discussing practice are essential elements of the Continuous Professional Growth Cycle. Observation length should ultimately be based on the specific learning set out in the action plan. The educator and their evaluator should discuss the types, duration, and timing of observations in order to optimize the learning through supportive, reflective conversations and/or written feedback that leads to specific and actionable next steps. Observation of practice is not limited to teaching/leading, but can include observations of other aspects of the job performance as detailed in the **single-point competency** rubrics. Each observation that counts toward evaluation **MUST** include written feedback within 48 school hours of the observation (excluding weekends and holidays in calculating the time).

For professional assistants and teaching assistants, evaluators can collect evidence from the cooperating educator(s) or others who work in direct contact with them.

Tenured and Non-Tenured Educators

Tenured Educators:

A minimum of two (2) observations with feedback per year are required. Reflective feedback conversations will be held at the request of the educator or the evaluator. Again, strong consideration should be given at the beginning of the year/goal-setting conference as to the timing and length of the observations so that they can yield optimal reflection and learning on the part of the educator.

Non-Tenured Educators:

Educators who are new to Greenwich Public Schools will have one observation and written feedback with a reflective feedback conversation in the first 60 days of school that includes both pre- and post-conferences with the evaluator. If the observation in the first 60 days yields evidence of concern, the educator will receive another observation with written feedback in the following 15 days. Additionally, the educator will receive at least one more observation with a reflective feedback conversation before December 15th and one more before April 1st.

Beginning, Mid-Year and End-of-Year Conversations

Given that goals can be written in groups of educators, parts of the beginning, middle and end-of-year conversations can also be held with groups. However, the parts of the conversations regarding individual observation of practice and feedback, and thus the final ratings, should be held in private.

Beginning of the Year Conversations

The timeline for beginning of the year conversations is from June through mid-November. The goal of these conversations is to discuss the reflection, goal(s), and action plans for achieving the goal(s). (refer to "Goal Setting Process")

Mid-Year Conversations

The timeline for the mid-year conversations is October through April. Again, when it occurs during those months should be coordinated with the action plan to yield the best possible results. The goal of the conversation is to check in with the progress of the learning, the progress of the students and to review plans for the second part of the year.

End-of-Year Conversations

The timeline for end-of-year conversations is March through June. Ratings must be reported to the Connecticut Department of Education by June 30th of each year. The goal of the conversation is to document evidence regarding the goal and action plan and to begin the conversations about what is next based on those results. In addition, the observation of practice is reviewed and a final rating is assigned that reflects a preponderance of evidence from the year.

Rating Calculation and Related Timeline

Rating Calculation

In short, if an educator has more "Meets" ratings for the year than "Not Met", a rating of "Meets" will be assigned. It is important to note that the closer the number of "Meets" and "Not Met" are to one another (i.e. more equal in number), the greater the likelihood that the educator will need to begin the process of Tiers for Success.

Related Timeline

Note that milestone dates for Professional Growth reflections and conferences can be set in advance using the space provided on the Action Plan. While dates below appear linear in nature, the achievement plan is intended to be a cyclical process that allows educators to build on a professional learning focus and related goals from one year to the next. Also, note that these dates are subject to extension when circumstances justify such action, such as educator or evaluator absence or disruptions due to weather.

Timeline Overview:

Steps	Milestones	Important Dates
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Orientation	All staff will participate in orientation to PDEC. New teachers to the district will receive additional training during new teacher orientation in August. Administrators will receive an update during the Leadership Retreat.	All Staff -Before the end of September New teachers -August
Initial Professional Growth Conference	Self-reflection submitted to evaluator prior to conference. <i>(Note that this meeting can also occur in June of the previous academic year.)</i> Self-reflection should encompass: <ul style="list-style-type: none"> • Domains of practice (GPS PDEC Rubrics, CCT Performance Profiles) • Student performance data and trends • Ongoing feedback from administrators, peers, etc. • External inputs such as new curriculum mandates or district initiatives. 	Prior to Sept 30th <i>(This meeting can also occur in June of the previous academic year.)</i>
Achievement Plan Due to Evaluator	In a timely manner, following the initial professional growth conference for final approval from the evaluator.	No later than November 1st
Mid-year Professional Growth Reflection	Reflection is integral to professional learning. Educators are encouraged to engage in ongoing introspection and refinement. The mid-year reflection is submitted to the evaluator prior to the mid-year conference.	Dec. 1st – Dec. 14th (non-tenured staff) Determined in collaboration between evaluator and teacher (tenured staff)
Mid-year Reflection Conference	Mid-year reflections along with evidence of professional and student learning impact are documented and shared during the mid-year conference.	Typically, within 2-3 weeks of reflection Non-Tenured Staff- Prior to Jan. 8 Tenured Staff- Determined in collaboration between evaluator and teacher
End-year Professional Growth Reflection	Reflection is integral to professional learning. Educators are encouraged to engage in ongoing introspection and refinement. The end-year reflection is submitted to the evaluator prior to the end-year conference.	Due 48 hours prior to end of year conference
End-year Professional Growth Conference	End-year reflections along with evidence of professional and student learning impact are documented and shared during the end-year conference.	By the end of the school year. Determined in collaboration between the evaluator and the teacher.

1. Orientation

All staff will participate in an orientation to PDEC prior to the end of September. New educators to the district will receive additional training during new educator orientation in August. Administrators will receive an update each year during the Leadership Retreat.

2. Initial Professional Growth Conference
Prior to September 30th
Self-reflection submitted to the evaluator prior to the conference. *(Note that this meeting can also occur in June of the previous academic year.)*
3. Achievement Plan Due to Evaluator
In a timely manner, following the initial professional growth conference but no later than November 1st
4. Mid-year Professional Growth Reflection
Dec. 1st – Dec. 14th (**non-tenured** staff)
Determined in collaboration between evaluator and educator (**tenured** staff)
5. Mid-year Reflection Conference
Typically, within 2-3 weeks of reflection
Non-tenured staff- Prior to Jan. 8th
Tenured staff- Determined in collaboration between evaluator and educator
6. End-year Professional Growth Reflection
Due 48 hours prior to the end of year conference.
7. End-year Professional Growth Conference
By the end of the school year. Determined in collaboration between the evaluator and the educator.
8. Reporting to the GPS School Board and the State Department of Education
The superintendent shall report:
 1. the status of educator evaluations to the local or regional board of education on or before June 1st of each year; and
 2. the status of the implementation of the evaluation and support program, including the frequency of evaluations, the number of educators who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

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

Tiers for Success

The Greenwich Tiers for Success are designed to provide intensive support for educators and leaders who are having difficulty meeting performance standards. Additional resources, strategies, guidance, and coaching, along with engagement in professional development, are all components of the tiers for the success process. (See Appendix __ for Tiers for Success Form)

"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 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."

Tier 1 (Phase 1, Evaluator and Educator of Concern)

Process: Phase 1 is implemented if the evaluator observes a pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback that would lead to advancing levels of support. The evaluator will converse with the educator with clear objectives specific to the well-documented area of concern. The evaluator will observe the educator's lesson/session or **artifacts** after providing a few days for the educator to address the concern area (s). The evaluator should recommend aligned resources to the identified concern for the educator to access. An opportunity is provided for the educator to reflect and share their actions to address the area(s) of concern with the evaluator. The educator will also discuss how the changes impacted student learning. The educator should provide **artifacts** as evidence of impact. There should be a minimum of 3 observations with timely feedback (within 2 school days) after the concern has been shared with the educator spaced throughout a 4-week period. During these feedback conferences, the evaluator and the educator should reference lesson plans, sessions, artifacts, and the evaluation rubric to keep the conversation grounded in elements of effective practices and the impact on student growth.

Evaluator Responsibilities

The evaluator will:

- Schedule a conference with the educator to discuss performance concerns, notify the educator in advance of the purpose of the conference;
- Clearly identify the area(s) of concern, reference specific evidence collected, and review the objectives for performance;
- Offer specific suggestions and resources aligned to the area(s) of concern to assist the educator in meeting expectations;
- Establish a time frame and a plan for supporting and monitoring the educator's performance;

- Within 3 days of the conference, prepare a duplicate summary of the minutes, maintaining an evaluator copy and providing the educator with a copy;
- Monitor and support the educator's performance;
- Schedule follow-up meetings to review and reflect on the educator's progress in meeting the expectations specified in the plan.
- Complete Tiers for Success Form

Educator Responsibilities

The educator will:

- Respond promptly to the request of the evaluator for a meeting to discuss performance concerns;
- Plan improvement strategies and time frames cooperatively with the evaluator;
- Schedule observations or other opportunities for the evaluator to observe the educator's progress in meeting expectations.

Tier 2 (Phase 2, Notify the HR Director, Union Representative, and Educator)

Process: In Tier 2, a written improvement plan will be developed collaboratively with the educator. The plan will clearly identify what the educator will do to improve performance. Examples of actions and resources the educator may seek out and use to improve performance will also be included. This phase will analyze lesson plans, artifacts, pre-conferences, formal observations, and post-conferences. The evaluator should observe a series of three lessons/sessions in order to examine the scope and sequence of student learning. These observations should be completed in a 4 week period. Following the initial series of formal observations, the evaluator will conduct 2 informal observations within 4 weeks to ensure educator success. At the end of this phase, a summary of outcomes will be written and provided to the educator and evaluator. If the educator has yet to engage in meaningful reflection and improved practice with adequate improvement, then Tier 3 will be implemented.

Evaluator Responsibilities

The evaluator will:

- Schedule a meeting with the educator to discuss unresolved or serious performance concerns;
- Notify the educator of the meeting and the meeting's purpose;
- Clearly identify the area(s) of concern, referencing specific data collected, and outline the competencies and student outcomes expected;
- Develop a plan collaboratively with the educator to meet the expected outcomes;
- Establish a timeframe for monitoring the educator's performance by observing 3 lessons. Each lesson/session will include a pre and post-conference over a 4-week time period;
- Monitor the educator's performance as specified;

- At the end of the designated time frame, prepare a formal written assessment which includes:
 - A record of assistance provided;
 - A record of observations, conferences, and other data that document monitoring of performance;
 - An assessment of performance in the area(s) of identified concern;
 - A clear statement of the status of the concern, whether resolved or in need of further action;
 - Identification of next steps, such as an extension of the terms and time frame of the existing Plan, revision of the Plan to include other strategies and support, and other evaluator actions, including recommendations if needed to move the Tier 3 level of support.
- Complete Tiers for Success Form

Educator Responsibilities

The educator will:

- Respond promptly to the request of the evaluator for a meeting to discuss performance concerns;
- Plan improvement strategies and time frames cooperatively with the evaluator;
- Assist with scheduling observations or other opportunities for the evaluator to observe the educator's progress in meeting expectations;
- Reflect and record reflections on each lesson/session/**artifact** and the outcomes.
- Prepare to discuss lesson/session reflections, **artifacts**, and outcomes in each post-conference.

Tier 3 (Phase 3, Notify HR, Union Representative, Building Administrator, Educator, and Building Administrator from a Different Building)

Process: If an educator still shows areas of concern following Tier 2, the educator will move to a more intensive level of support in Tier 3. In Phase 3, a new evaluator will be assigned. The new evaluator will be a cabinet member. Tier 3 will span a 6-week period. In Phase 3, a written improvement plan will be developed collaboratively with the educator. This plan will include objectives with expected outcomes. During the 6 weeks, there will be a minimum of 2 formal and 2 informal observations. One formal will be completed by a building administrator from a different building. The formal observations will include the examination of lesson plans/sessions/**artifacts** and a pre and post-conference. The informal observations will include a post-conference to analyze and reflect on the lesson/session/**artifact**. At the end of the intensive support timeframe, the team will determine the next steps, such as an extension of the terms and timeframe of the existing plan, revision of the plan, and other evaluator actions up to and including a recommendation for termination of employment.

Human Resources Responsibilities

The HR Representative will:

- Identify a new evaluator from the cabinet level.
- Schedule the initial and final meeting with all representatives listed above.
- Write a final assessment of the area(s) of concern, including the identified next steps.
These next steps may include:
 - Timeframe for extending the current plan of action;
 - Revision of the plan to include new strategies and outcomes;
 - Recommendation of continued support or termination of employment.

Evaluator Responsibilities

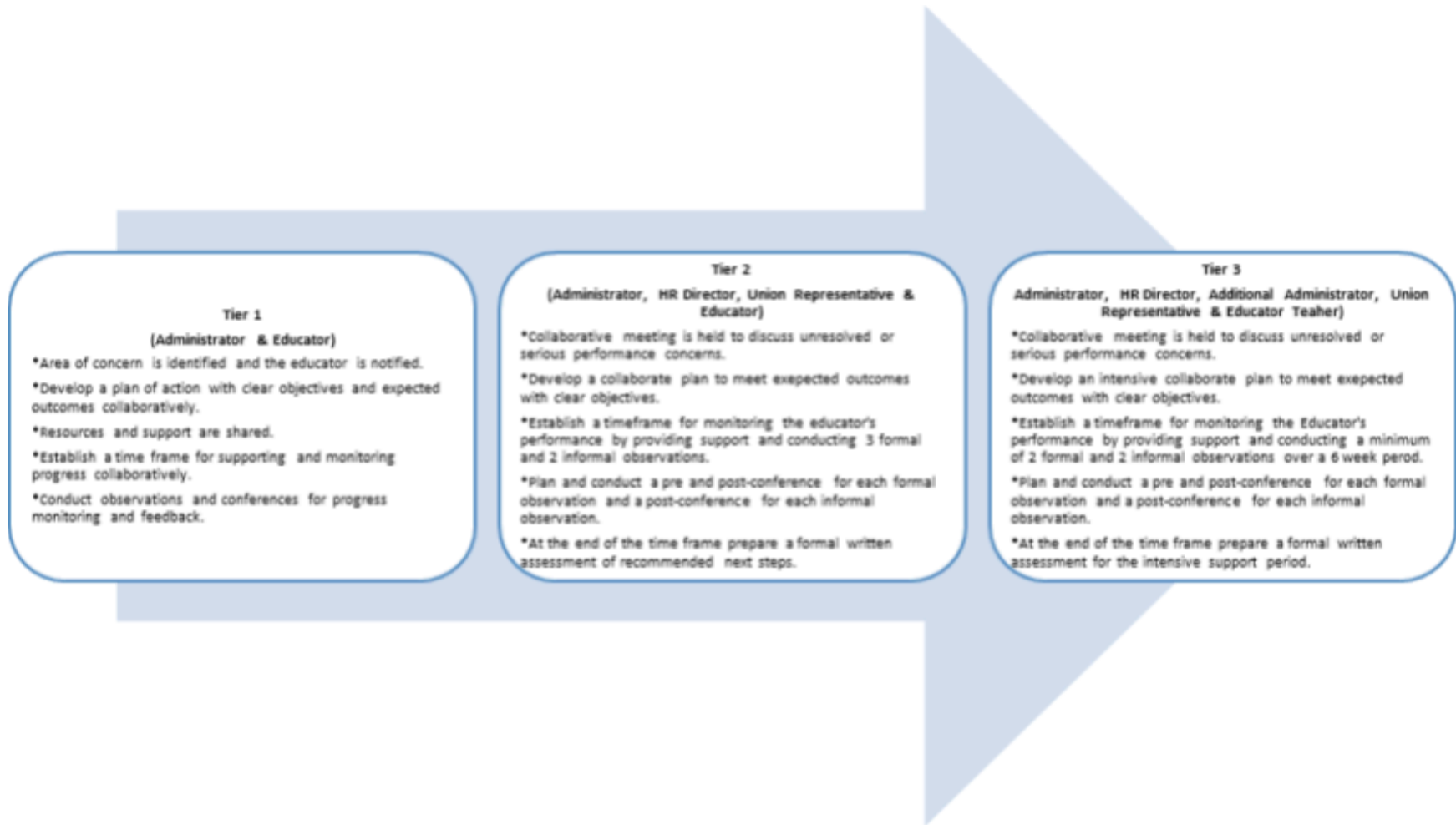
The evaluator will:

- Clearly identify the area(s) of concern, referencing specific data collected, and outline the teaching competencies and student outcomes expected;
- Develop a plan collaboratively with the educator to meet the expected outcomes;
- Establish a timeframe for monitoring the educator's performance by scheduling a minimum of 2 formal and 2 informal observations over a 6-week timeframe;
- Plan and lead a post-conference for each observed lesson/session/**artifact**;
- Plan and lead a pre-conference for each formal observation;
- Monitor the educator's performance as specified;
- At the end of the designated time frame, prepare a formal written assessment of the outcomes for the intensive support period.
- Complete Tiers for Success Form

Educator Responsibilities

The educator will:

- Respond promptly to the request of the evaluator for a meeting to discuss performance concerns;
- Plan improvement strategies and time frames cooperatively with the evaluator;
- Assist with scheduling observations or other opportunities for the evaluator to observe the educator's progress in meeting expectations;
- Reflect and record reflections on each lesson/session/**artifact** and the outcomes.
- Prepare to discuss reflections and outcomes in each post-conference.



Dispute Resolution

In cases where the educator/evaluator/leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback, the professional development plan, the issue in dispute will be referred to a *Dispute Resolution Panel* for initial review and resolution. The evaluatee must first submit the Dispute Resolution Form (See Appendix) to the Director of Human Resources within 5 school days of receiving the notice/evaluation from the evaluator which could include the disputed goals/objectives, evaluation period, professional development plan, or feedback. A Dispute Resolution Conference shall be held with the evaluator, evaluatee, collective bargaining representative, and a neutral designee within 10 school days of the Human Resource Director receiving the Dispute Resolution Form. The neutral designee will be mutually agreed upon by the panel leader and the collective bargaining representative on a case-by-case basis. The panel leader must respond in writing with the outcome of the dispute by the 10th school day following the Dispute Resolution Conference. Should the process not result in resolution of a given issue, the Superintendent of Schools will make the determination regarding the issue, whose decision shall be binding.

Dispute Resolution Timeline

Action	Timeline	Responsible Party
1. Complete Dispute Resolution Form (Link to form)	Within 5 school days of receiving the written notice/evaluation.	Evaluatee submits to Director of Human Resources
2. Dispute Resolution Conference Held	Within 10 school days of receiving the Dispute Resolution Form	Dispute Resolution Panel <ul style="list-style-type: none"> ● Panel Leader ● Evaluator ● Evaluatee ● Collective Bargaining Representative ● Neutral Designee
3. Written Outcome to Evaluatee	By the 10th school day following the Dispute Resolution Conference	Dispute Resolution Panel Leader
<p><i>* In the event the dispute cannot be resolved at the conference with the participants identified above, the dispute outcome will be made by the Superintendent whose decision shall be binding.</i></p>		

Data Entry

GPS will utilize the Class Bright system for data entry. Educators are expected to enter their reflections, action plan for continued professional growth, and pieces of evidence related to their practice and to their goals. Throughout the year, evaluators will enter evidence from observations. The evidence is immediately available to the educator and should be used to inform professional growth and practice. All data/evidence should be entered according to the proceeding timelines.


Local and State Reporting

The superintendent shall report:

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

Appendix

A. Reflection, Goal Setting, and Action Plan

 Greenwich Public Schools Reflection, Goal Setting and Action Plan		
Educator: Last, First	School / Assignment:	Year: 20XX - 20YY
Self Reflection: 		
Achievement Plan		
Professional Learning Focus (Domain and Indicator), if applicable: <hr/>		
Rationale ("If____, then ____"): 		

Length of Goal: ___1 year ___2 years ___3 years

Educator Generated Goal/Related Student Impact (articulated with specific, measurable language: "As a result of my study and application of _____, students will _____ as evidenced by _____.") Use Success Metrics from the Strategic Plan.

Evaluator Generated Goal:

Professional Learning Processes
(steps, strategies, professional growth options, etc.)

Resources

Anticipated Timeline

Collaborators and/or Consultants:

Evidence of anticipated impact on professional practice and student learning (Note tools to be used as indicators of growth; include multiple sources of evidence and, where applicable, standardized assessments):

- Professional Practice:

- Student Learning:

Proposed Meeting Dates with Evaluator:

Educator Signature / Date:

Evaluator Signature / Date:

Educator: Last, First

School / Assignment:

Date:

B. Classroom Teacher Single Point PDEC Observation Checklist

DOMAIN 1: LEARNING ENVIRONMENT							
	Indicator 1: Conditions for Learning	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment
Climate	Interactions and relationships among students and adults are respectful and promote an inclusive environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Management of Physical Space	Space is consistently organized and effectively addresses school, learning, and professional needs. Space is flexibly organized where students proactively utilize and maintain space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Routines & Procedures	Routines and procedures are established and executed to maximize the amount of time spent on learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Behavior Expectations	Behavior expectations are established and reinforced to create a productive learning environment for all students; and/or students reflect on and monitor their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 2: PLANNING AND ASSESSMENT

	Indicator 2: Planning and Assessment	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment
Standards and Learning Target	Learning targets are specific, measurable, meaningful, and aligned with state and national standards and district curricula. Learning targets are clear, in student language, and consistently shared with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Content of Lesson	Lesson plan included content and tasks that are organized from easy to rigorous, aligned to targets, and cognitively engaging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Assessment	Appropriate formative and summative assessments are planned for and used to monitor ongoing students progress; students collaborate with the teacher to self-assess.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Additional Teaching/ Resources	Additional teaching is provided as needed. Students are able to engage in pre-learning, re-learning, additional practice, and increased rigor at their own rate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION

	Indicator 3a: Critical Thinking and Creative Problem Solving	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment
Questioning	Questioning engages students and provides universal comprehension checks and accountability. Students answer questions based on appropriate reasoning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Feedback	Teacher and students share responsibility for giving feedback. Teacher intentionally engages students in giving timely and actionable feedback to one another and/or students are given opportunities to self-evaluate and improve their own work with timely and actionable feedback from teacher(s) and peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Student Agency	Students assess their own learning by setting goals, monitoring progress, and evaluating performance. Opportunities are provided for students to personalize and enrich their learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Student Reflection	Students reflect on and evaluate experiences to improve and transfer learning to new situations. Students demonstrate resilience and perseverance when solving or attempting to solve difficult problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
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DOMAIN 3: INSTRUCTION

	Indicator 3b: Analysis and Construction of Arguments Based on Evidence	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment
Students Analyze Information or Arguments	Students analyze information or arguments in depth and evaluate their validity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Students Synthesize Information	Students evaluate, organize, and synthesize information when constructing responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Students Construct Arguments	Students provide evidence to support their arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION

	Indicator 3c: Communication and Collaboration	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment
Communication	Students use a communication format that is appropriate and effective for their purpose and audience. Students clearly communicate content that allows the audience to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Collaboration	Students actively and effectively collaborate with diverse groups for a specific purpose. Students collaborate interdependently with individual accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION

	Indicator 3d: Information Fluency and Digital Literacy	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment
Ethical Use	Teacher sets up and enforces expectations for students to consistently follow the ethical and legal guidelines that define academic citizenship for Greenwich Public Schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Search Strategies	Students use appropriate search strategies to acquire information and evaluate the credibility of the sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Information Fluency	Students evaluate, organize, and synthesize information for a given purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND REFLECTION

	Indicator 4a: Professional Responsibilities and Reflection	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment
Self-Evaluation and Reflection	Self-evaluates and reflects on individual practices and its impact on student learning. Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve individual practice and that of the larger community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Response to Feedback	Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Professional Learning	Engages in relevant professional learning and applies new learning to practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Stakeholder Engagement	Proactively communicates and engages stakeholders in a culturally responsive manner and develops positive relationships with stakeholders to promote learner success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Collaboration with Colleagues to Positively Impact School Climate	Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate as well as improve service delivery and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND REFLECTION							
	Indicator 4b: Role-Specific Responsibilities	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment
Data Collection	Student data is complete, organized, accurate, in a secured location. Shares and supports clear and consistent data collection and record keeping with relevant stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Data Analysis	Constantly analyzes data in a timely manner to monitor progress and growth.* Shares analysis and collaborates with necessary stakeholders. *Progress monitoring is also assessed in Indicator 2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

C. Interventionist Single Point PDEC Observation Checklist

DOMAIN 1: LEARNING ENVIRONMENT							
	Indicator 1: Conditions for Learning	Meets	Not Met	N/O	Evidence	Administrator Comment	Interventionist Comment
Climate	Interactions and relationships among students and adults are respectful and promote an inclusive environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Management of Physical Space	Space is consistently organized and effectively addresses school, learning, and professional needs. Space is flexibly organized where students proactively utilize and maintain space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Routines & Procedures	Routines and procedures are established and executed to maximize the amount of time spent on learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Behavior Expectations	Behavior expectations are established and reinforced to create a productive learning environment for all students; and/or students reflect on and monitor their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 2: PLANNING AND ASSESSMENT

	Indicator 2: Planning and Assessment	Meets	Not Met	N/O	Evidence	Administrator Comment	Interventionist Comment
Standards and Learning Target	Learning targets are specific, measurable, meaningful, and aligned with state and national standards and district curricula. Learning targets are clear, in student language, and consistently shared with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Content of Lesson	Lesson plan included content and tasks that are organized from easy to rigorous, aligned to targets, and cognitively engaging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Assessment	Appropriate formative and summative assessments are planned for and used to monitor ongoing students progress; students collaborate with the teacher to self-assess.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Additional Teaching/ Resources	Additional teaching is provided as needed. Students are able to engage in pre-learning, re-learning, additional practice, and increased rigor at their own rate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION

	Indicator 3a: Critical Thinking and Creative Problem Solving	Meets	Not Met	N/O	Evidence	Administrator Comment	Interventionist Comment
Questioning	Questioning engages students and provides universal comprehension checks and accountability. Students answer questions based on appropriate reasoning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Feedback	Interventionists and students share responsibility for giving feedback. Interventionist intentionally engages students in giving timely and actionable feedback to one another and/or students are given opportunities to self-evaluate and improve their own work with timely and actionable feedback from interventionist(s) and peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Student Agency	Students assess their own learning by setting goals, monitoring progress, and evaluating performance. Opportunities are provided for students to personalize and enrich their learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Student Reflection	Students reflect on and evaluate experiences to improve and transfer learning to new situations. Students demonstrate resilience and perseverance when solving or attempting to solve difficult problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION							
	Indicator 3b: Analysis and Construction of Arguments Based on Evidence	Meets	Not Met	N/O	Evidence	Administrator Comment	Interventionist Comment
Students Construct Reasoning After Analyzing Information	Students analyze information or seasoned responses in depth and evaluate their validity. With prompting, students evaluate, organize, and synthesize information when constructing responses. With prompting, students provide evidence to support their arguments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION

	Indicator 3c: Communication and Collaboration	Meets	Not Met	N/O	Evidence	Administrator Comment	Interventionist Comment
Communication	Students use a communication format that is appropriate and effective for their purpose and audience. Students clearly communicate content that allows the audience to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Collaboration	Students actively and effectively collaborate with diverse groups for a specific purpose. Students collaborate interdependently with individual accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND REFLECTION

	Indicator 4a: Professional Responsibilities and Reflection	Meets	Not Met	N/O	Evidence	Administrator Comment	Interventionist Comment
Self-Evaluation and Reflection	Self-evaluates and reflects on individual practices and its impact on student learning. Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve individual practice and that of the larger community. Identifies areas of individual or MTSS practice to celebrate and continue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Response to Feedback	Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Professional Learning	Engages in relevant professional learning and applies new learning to practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND REFLECTION

	Indicator 4b: Role-Specific Responsibilities	Meets	Not Met	N/O	Evidence	Administrator Comment	Interventionist Comment
Data Collection	Student data is complete, organized, accurate, in a secured location. Shares and supports clear and consistent data collection and record keeping with relevant stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Data Analysis	Constantly analyzes data in a timely manner to monitor progress and growth.* Shares analysis and collaborates with necessary stakeholders. *Progress monitoring is also assessed in Indicator 2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Stakeholder Engagement	Proactively communicates with stakeholders in a culturally responsive manner and develops positive relationships with stakeholders to promote learner success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Presentation at Meetings (MTSS, Team, PPT, PST, Parent, etc.)	Presents information that is complete, organized, and accurate. Accurately uses data and/or student work in order to portray current student level of performance in relation to Intervention goals. Ensures opportunity for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

	guardian to provide feedback around student performance.						
Colleague Collaboration to Positively Impact School Climate	Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate as well as improve service delivery and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

E. Special Education Single Point PDEC Observation Checklist

DOMAIN 1: LEARNING ENVIRONMENT							
	Indicator 1: Conditions for	Meets	Not	N/O	Evidence	Administrator	Teacher

	Learning		Met			Comment	Comment
Climate	Interactions and relationships among students and adults are respectful and promote an inclusive environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Management of Physical Space	Space is consistently organized and effectively addresses school, learning, and professional needs. Space is flexibly organized where students proactively utilize and maintain space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Routines & Procedures	Routines and procedures are established and executed to maximize the amount of time spent on learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Behavior Expectations	Behavior expectations are established and reinforced to create a productive learning environment for all students; and/or students reflect on and monitor their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 2: PLANNING AND ASSESSMENT							
	Indicator 2: Planning and Assessment	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment

Standards and Learning Target	Learning targets are aligned with IEP Goals and if appropriate, aligned with state and national standards/district curricula. Learning targets are clear and consistently shared with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Content of Lesson	Lesson plan included tasks aligned to IEP goals that are organized from easy to more rigorous and are aligned to the learning targets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Assessment	Appropriate formative and summative assessments are planned for and used to monitor ongoing students progress; students collaborate with the teacher to self-assess.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Additional Teaching/ Resources	Additional teaching is provided as needed. Students are able to engage in pre-learning, re-learning, additional practice, and increased rigor at their own rate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION							
	Indicator 3a: Critical Thinking and Creative	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment

	Problem Solving						
Questioning	Questioning engages students and provides universal comprehension checks and accountability. Students answer questions based on appropriate reasoning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Feedback	Teacher and students share responsibility for giving feedback. Teacher intentionally engages students in giving timely and actionable feedback to one another and/or students are given opportunities to self-evaluate and improve their own work with timely and actionable feedback from teacher(s) and peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Student Agency	Students assess their own learning by setting goals, monitoring progress, and evaluating performance. Opportunities are provided for students to personalize and enrich their learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Student Reflection	Students reflect on and evaluate experiences to improve and transfer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

	learning to new situations. Students demonstrate resilience and perseverance when solving or attempting to solve difficult problems.						
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DOMAIN 3: INSTRUCTION							
	Indicator 3b: Analysis and Construction of Arguments Based on Evidence	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment
Students Analyze Information or Arguments	Students analyze information or arguments in depth and evaluate their validity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Students Synthesize Information	Students evaluate, organize, and synthesize information when constructing responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Students Construct Arguments	Students provide evidence to support their arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION							
	Indicator 3c: Communication and Collaboration	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment

Communication	Students use a communication format that is appropriate and effective for their purpose and audience. Students clearly communicate content that allows the audience to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Collaboration	Students actively and effectively collaborate with diverse groups for a specific purpose. Students collaborate interdependently with individual accountability. (*When appropriate, the teacher may assume the role of student to provide a collaborative partner.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION							
	Indicator 3d: Information Fluency and Digital Literacy	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment

Ethical Use	Teacher sets up and enforces expectations for students to consistently follow the ethical and legal guidelines that define academic citizenship for Greenwich Public Schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Search Strategies	Teacher provides the opportunities for students to use appropriate search strategies to acquire information and evaluate the credibility of the sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Information Fluency	Students evaluate, organize, and synthesize information for a given purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND REFLECTION							
	Indicator 4a: Professional Responsibilities and Reflection	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment

Self-Evaluation and Reflection	Self-evaluates and reflects on individual practices and its impact on student learning. Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve individual practice and that of the larger community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Response to Feedback	Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Professional Learning	Engages in relevant professional learning and applies Engages in relevant professional learning and applies new learning to practice.learning to practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND REFLECTION							
	Indicator 4b: Role-Specific Responsibilities	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment

Data Collection	<p>Student data is complete, organized, accurate, in a secured location.</p> <p>Shares and supports clear and consistent data collection and record keeping with relevant stakeholders.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Data Analysis	<p>Constantly analyzes data in a timely manner to monitor progress and growth.*</p> <p>Shares analysis and collaborates with necessary stakeholders.</p> <p>*Progress monitoring is also assessed in Indicator 2.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Evaluations and IEP Development	<p>Data from appropriate assessments and stakeholder input are used to set specific goals. Interpreted assessment results and student performance to make appropriate recommendations, connected to class performance. Evaluation completed on time.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Progress Monitoring	<p>Growth is assessed at regular intervals and adjustments are made to goals/learning targets and instruction. Student performance and input from</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

	other stakeholders are consistently considered to guide assessment and instruction decisions. The process used by the special education teacher actively builds positive relationships with stakeholders.						
Maintenance of Records	Records/data are complete, organized and accurate within a variety of applicable tools. Confidential information is stored in a secure location. Teacher practices and shares with colleagues best practices in the maintenance, confidentiality, organization and accuracy of records/data within a variety of applicable tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Stakeholder Engagement	Proactively communicates with stakeholders in a culturally responsive manner and develops positive relationships with stakeholders to promote learner success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Presentation at Meetings (PPTs, Parent Meetings, PSTs, etc.)	Presents information that is complete, organized and accurate in a clear and cohesive manner for all stakeholders to understand. Accurately uses data and/or student work in order to portray current student level of performance in relation to IEP goals. Reflects parent and student feedback (if applicable) in presentation of student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Colleague Collaboration to Positively Impact School Climate	Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate as well as improve service delivery and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

F. Administrator Single Point PDEC Observation Checklist

DOMAIN 1: INSTRUCTIONAL LEADERSHIP							
	1.1 Shared Vision, Mission, and Goals	Meets	Not Met	N/O	Evidence	Evaluator Comment	Administrator Comment

High Expectations for Students	Creates and implements a process to regularly review and renew shared vision, mission and goals that articulate high expectations, including life skills and/or college and career readiness, for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
School/District Improvement Plan	Creates and implements cohesive SIP/Strategic Plan and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Stakeholder Engagement	Builds capacity of staff, students and other stakeholders to collaboratively create, implement and sustain the shared vision, mission and goals of the school and district. Identifies and addresses barriers to achieving the vision, mission and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 1: INSTRUCTIONAL LEADERSHIP							
	1.2 Curriculum, Instruction, and Assessment	Meets	Not Met	N/O	Evidence	Evaluator Comment	Administrator Comment

Curriculum Development	Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets/exceeds state and national standards and ensures the application of learning in authentic settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Instructional Strategies and Practices	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Assessment Practices	Consistently works with staff to implement and evaluate student achievement through multiple modalities that drive instructional decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 1: INSTRUCTIONAL LEADERSHIP							
	1.3 Continuous Improvement	Meets	Not Met	N/O	Evidence	Evaluator Comment	Administrator Comment
Data-Driven Decision Making	Empowers staff to use multiple forms of data to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

	inform decision making to address student and/or adult learning needs and progress toward school or district vision, mission and goals.						
Analysis of Instruction	Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support improvement goals for all; identify and address areas of improvement and celebrate successes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Solution Focused Leadership	Engages staff in identifying and solving school wide or district wide challenges related to student success and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 2: TALENT MANAGEMENT							
	2.1 Recruitment, Selection, and Retention	Meets	Not Met	N/O	Evidence	Evaluator Comment	Administrator Comment

Recruitment, Selection, and Retention Practices	Adheres to a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the district's vision, mission and goals, and according to district policies and procedures. Proactively identifies vacancies to inform selection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Evidence-Based Personnel Decisions	Use multiple forms of data to identify and recognize effective and high potential teachers. Consistently retains effective teachers by providing them growth and/or leadership opportunities aligned with teacher interest and strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Cultivation of Positive, Trusting Staff Relationships	Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Supporting Early Career Teachers	Creates, implements and supports high-quality mentoring and differentiated support for early career teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 2: TALENT MANAGEMENT							
	2.2 Professional Learning	Meets	Not Met	N/O	Evidence	Evaluator Comment	Administrator Comment

Professional Learning System	Adheres to a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the district's vision, mission and goals, and according to district policies and procedures. Proactively identifies vacancies to inform selection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Practice and Professional Growth	Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Resources for High-Quality Professional Learning	Collaboratively develops the conditions, including support, time and resources based on a comprehensive professional learning plan that leads to improved instruction. Fosters leadership opportunities that lead to improved instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 2: TALENT MANAGEMENT							
	2.3 Observation and Performance Evaluation	Meets	Not Met	N/O	Evidence	Evaluator Comment	Administrator Comment

Evidence-Based Evaluation Strategies	Fosters peer-to-peer collaboration based on evidence gathered from multiple sources, including peer-to-peer observation, which results in improved teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Coaches and Implements Learning Structures	Develops and implements a system for professional learning opportunities and coaching. Tailors supports to teachers' learning styles and growth needs. Monitors struggling teachers through Structured Support and Intensive Assistance per GPS teacher evaluation plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Feedback	Provides continuous individualized actionable feedback based on evidence collected from observations and student learning data. Monitors teachers to ensure feedback is incorporated into teacher practice. Develops interrater reliability with the leadership team by co-observing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: ORGANIZATIONAL MANAGEMENT

	3.1 Operational Management	Meets	Not Met	N/O	Evidence	Evaluator Comment	Administrator Comment
Organizational Systems	Collaborative 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
School Site Safety and Security	Collaboratively identify, address, and/or resolve any identified safety issues and concerns in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Communication and Data Systems	Solicits input from all stakeholders to inform decisions regarding continuously improving the data and communication systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: ORGANIZATIONAL MANAGEMENT

	3.2 Resource Management	Meets	Not Met	N/O	Evidence	Evaluator Comment	Administrator Comment
Budgeting	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 financial resources for the betterment of the school or district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Securing Resources to Support Vision, Mission and Goals	Practices responsible resource allocation while balancing programmatic needs with district goals and continuous improvement efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Resource Allocation	Allocates resources to ensure educational equity for all diverse student, family and staff needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 4: CULTURE AND CLIMATE

	4.1 Family, Community, and Stakeholder Engagement	Meets	Not Met	N/O	Evidence	Evaluator Comment	Administrator Comment
Communications and Reflection	Creates a schoolwide or districtwide culture in which staff make themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Inclusive Decision-Making	Promotes engagement of families and members of the community as leaders and partners in decision-making that improves school wide or district wide student achievement or student-specific learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Relationship Building	Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Cultural Competence and Community Diversity	Integrates cultural competence and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 4: CULTURE AND CLIMATE

	4.2 School Culture and Climate	Meets	Not Met	N/O	Evidence	Evaluator Comment	Administrator Comment
Student Conduct	Establishes a school culture in which students monitor themselves and peers regarding implementation of expectations for conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Professional Conduct	Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Positive School Climate for Learning	Works with the leadership team to support students' social and emotional development. Respects and values each student in the school and fosters strong connections among students and adults by ensuring that every student has at least one trusting and supportive adult connection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 4: CULTURE AND CLIMATE

	4.3 Equitable and Ethical Practice	Meets	Not Met	N/O	Evidence	Evaluator Comment	Administrator Comment
Professional Responsibility and Ethics	Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Equity, Cultural Competence and Social Justice	Collaborates with all stakeholders to promote educational equity, dignity and social justice by ensuring all students have access to educational opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Ethical Use of Technology	Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 5: PERSONAL LEADERSHIP AND GROWTH

	5.1 Personal Leadership and Growth	Meets	Not Met	N/O	Evidence	Evaluator Comment	Administrator Comment
	Demonstrates Self-Awareness, Reflection, and On-Going Learning Proactively seeks feedback on their practice, self-reflect, and adapt practice; takes advantage of multiple learning opportunities aligned with student needs; accepts personal responsibility for mistakes and uses them as learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	Demonstrates Resilience in the Face of Challenge Persistently maintains staff focus on improving student achievement despite adversity; identifies solutions when faced with setbacks; supports staff growth and development in the face of challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	Manages and Adapts to Change Positively supports staff as they raise questions, doubts, and feelings about change and as they adapt to change; embraces changes that are in the best interest of the students, staff & school community; proactively manages reactions to change and capitalizes forward moving momentum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

G. Library Media Specialist Single Point PDEC Observation Checklist

DOMAIN 1: LEARNING ENVIRONMENT							
	Indicator 1: Conditions for Learning	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment
Climate	Interactions and relationships among students and adults are respectful and promote an inclusive environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Management of Physical Space	Space is consistently organized and effectively addresses school, learning, and professional needs. Space is flexibly organized where students proactively utilize and maintain space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Routines & Procedures	Routines and procedures are established and executed to maximize the amount of time spent on learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Behavior Expectations	Behavior expectations are established and reinforced to create a productive learning environment for all students; and/or students reflect on and monitor their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 2: PLANNING AND ASSESSMENT

	Indicator 2: Planning and Assessment	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment
Learning Target	Learning targets are specific, measurable, meaningful, and aligned with state and national standards and district curricula. Learning targets are clear, in student language, and consistently shared with students and adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Planning	Program/lessons included content and tasks that are organized from easy to rigorous, aligned to targets, cognitively engaging, and includes opportunities for stakeholders to engage both in the building and beyond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Assessment	Programming is assessed through the evidence of multiple data points from all stakeholders in order to show success and areas of future growth and development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION

	Indicator 3a: Critical Thinking and Creative Problem Solving	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment
Questioning	LMS and students share responsibility for formulating and asking a variety of questions, which are primarily higher-order. Questioning engages most students and generates inquiry or discussion. Students sometimes question and build on peers' thinking to create and support their own arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Feedback	LMS and students share responsibility for giving feedback. LMS intentionally engages students in giving timely and actionable feedback to one another and/or students are given opportunities to self-evaluate and improve their own work with timely and actionable feedback from the adults and peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Student Agency	Students assess their own learning by setting goals, monitoring progress, and evaluating performance. Opportunities are provided for students to personalize and enrich their learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Reflection	Students reflect on and evaluate experiences to improve and transfer learning to new situations. Students demonstrate resilience and perseverance when solving or attempting to solve difficult problems, seeking and effectively applying feedback from adults and peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION

	Indicator 3b: Analysis and Construction of Arguments Based on Evidence	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment
Students Analyze Information or Arguments	Students analyze information or arguments in depth and evaluate their validity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Students Synthesize Information	Students evaluate, organize, and synthesize information from a variety of sources when constructing responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Students Construct Arguments	Students provide multiple resources from varying perspectives as evidence to support their arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION

	Indicator 3c: Communication and Collaboration	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment
Communication	Students use a communication format that is appropriate and effective for their purpose and audience. Students clearly organize content specific to the purpose and audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Collaboration	Students actively and effectively collaborate with diverse groups for a specific purpose. Students collaborate interdependently with individual accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION

	Indicator 3d: Information Fluency and Digital Literacy	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment
Ethical Use	Library Media Specialist sets up and enforces expectations for students to consistently follow the ethical and legal guidelines that define academic citizenship for Greenwich Public Schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Search Strategies	Students use appropriate search strategies to acquire information from a variety of sources and evaluate the credibility of the sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Information Fluency	Students evaluate, organize, and synthesize information from a variety of sources for a given purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND REFLECTION

	Indicator 4a: Professional Responsibilities and Reflection	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment
Self-Evaluation and Reflection	LMS uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve individual practice and that of the larger community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Response to Feedback	LMS proactively seeks supervisor or peer feedback in order to improve a range of professional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Professional Learning	LMS engages in relevant professional learning and applies new learning to practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Collaboration with Colleagues to Positively Impact School Climate	Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate as well as improve service delivery and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND REFLECTION

	Indicator 4b: Role-Specific Responsibilities (1 of 2)	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment
Data Collection	Student data is complete, organized, accurate, in a secured location. Shares and supports clear and consistent data collection and record keeping with relevant stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Data Analysis	Constantly analyzes data in a timely manner to monitor progress and growth.* Shares analysis and collaborates with necessary stakeholders. *Progress monitoring is also assessed in Indicator 2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Collaboration w/ Colleagues to Positively Impact School Climate	Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate as well as improve service delivery and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Stakeholder Engagement	Proactively communicates and engages stakeholders in a culturally responsive manner and develops positive relationships with stakeholders to promote learner success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

<p>Creation and Maintenance of Collection</p>	<p>Collections and records/data are accurate, and have been analyzed, weeded according to deselection criteria, and is up-to-date with researched recent resources for purchases or planned future purchase according to selection criteria. Uses best practice selection tools and criteria to continuously research resources in order to proactively plan collection development.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND REFLECTION

	Indicator 4b: Role-Specific Responsibilities (2 of 2)	Meets	Not Met	N/O	Evidence	Administrator Comment	Teacher Comment
Budget Management	Demonstrates a comprehensive understanding of the budget process by allocating funds effectively to address learning, school and professional needs. Effectively prioritizes current needs and plans for the following year's needs and expenditures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Management of Library Support Employees	Trains and supervises library media center support employees, including co-creating short term goals based on current needs and skills. and sharing trainings and engagement ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p>DISCLAIMER: If and when the LMS engages in explicit instruction, including co-teaching, Domain 3 and its indicators apply for evaluation. (Variations and/or limitations in staffing and scheduling should not result in penalties if this does not apply)</p>							

H. PA and TA Single Point PDEC Observation Checklist

DOMAIN 1: KNOWLEDGE / INFORMATION							
	Indicator 1: Knowledge/ Information	Meets	Not Met	N/O	Evidence	Administrator Comment	PA / TA Comment
Goals and Objectives	Demonstrates a working knowledge of student(s)' IEP goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Student Performance and Behavior	Actions demonstrate an understanding of implications of disabilities on student performance and student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Student Need	Demonstrates knowledge of individual student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 2: INTERACTING WITH STUDENTS

	Indicator 2: interacting with Students	Meets	Not Met	N/O	Evidence	Administrator Comment	PA / TA Comment
Clear	Communicates clearly and focuses on the topics at hand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Climate	Interactions and relationships among students and adults are respectful and promote an inclusive environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Encourages Student Decision-Making	Actively encourages student participation in decision-making and planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Assures Participation	Explains the classroom activities and routines when needed to assure student participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Focus on Student Participation	Participates in classroom activities in a manner that focuses on student participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Feedback to Student	Provides feedback to the student on his/her performance in a clear and positive manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INTERACTING WITH STAFF

	Indicator 3a: Interacting with Staff	Meets	Not Met	N/O	Evidence	Administrator Comment	PA / TA Comment
Clear Communication	Communicates clearly with staff and expresses concerns professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Feedback	Follows faculty recommendations and directions efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Positive	Assists colleagues in a positive manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Participates	Participates in team planning activities as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Asks Questions	Asks questions and seeks clarification from faculty when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Provides Feedback	Provides feedback on student performance in a clear manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 4: PROGRAM IMPLEMENTATION

	Indicator 4: Program Implementation	Meets	Not Met	N/O	Evidence	Administrator Comment	PA / TA Comment
Implements Goals and Objectives	Implements IEP goals and objectives as directed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Follows Intervention Plans	Follows intervention plans as directed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Participates in Program Development	Participates in program development as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Follows Routines	Follows classroom and school wide routines promptly and efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 5: RESPONSIBILITY / RELIABILITY

	Indicator 5: Responsibility / Reliability	Meets	Not Met	N/O	Evidence	Administrator Comment	PA / TA Comment
In-Service	Attends in-service and other training as directed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Timely	Arrives to work on time and ready for the day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Breaks	Adheres to schedule regarding breaks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Attendance	Meets or exceeds district expectations for attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Prepared	Instructional materials are prepared, accessible and well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Parent Communication	Understands role regarding parent communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Stakeholder Engagement	Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders to support learner growth and development. Leads efforts to enhance culturally responsive communications with stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Collaboration with Colleagues to Positively Impact School Climate	Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate as well as improve service delivery and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
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I. Speech Pathologist Single Point PDEC Observation Checklist

DOMAIN 1: LEARNING ENVIRONMENT							
	Indicator 1: Conditions for Learning	Meets	Not Met	N/O	Evidence	Administrator Comment	Speech Pathologist Comment
Climate	Interactions and relationships among students and adults are respectful and promote an inclusive environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Management of Physical Space	Space is consistently organized and effectively addresses school, learning, and professional needs. Space is flexibly organized where students proactively utilize and maintain space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Routines & Procedures	Routines and procedures are established and executed to maximize the amount of time spent on learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Behavior Expectations	Behavior expectations are established and reinforced to create a productive learning environment for all students; and/or students reflect on and monitor their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 2: PLANNING AND ASSESSMENT

	Indicator 2: Planning and Assessment	Meets	Not Met	N/O	Evidence	Administrator Comment	Speech Pathologist Comment
Learning Target	<p>Learning targets are specific, measurable, meaningful, and aligned with the student goals and objectives and district curricula.</p> <p>Learning targets are clear, in student language, and consistently shared with students.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Planning	Plan includes tasks aligned to IEP goals that clearly demonstrate integration of multiple domains that are rigorous, aligned to targets, and cognitively engaging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Assessment	Appropriate formative and summative assessments are planned for and used to monitor ongoing students progress; students collaborate with the teacher to self-assess.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION

	Indicator 3a: Critical Thinking and Creative Problem Solving	Meets	Not Met	N/O	Evidence	Administrator Comment	Speech Pathologist Comment
Questioning	Questioning engages students and provides comprehension checks and accountability. Students answer questions based on appropriate reasoning with examples or evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Feedback	SLP and students share responsibility for giving feedback. SLP intentionally engages students in giving timely, actionable feedback to one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Student Agency	Students set and monitor learning goals as they relate to their individualized goals. Opportunities are provided for students to personalize and enrich their learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Reflection	Students reflect on and evaluate experiences to improve and transfer learning to new situations. Students demonstrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

	resilience and perseverance when solving or attempting to solve difficult problems.						
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DOMAIN 3: INSTRUCTION

	Indicator 3b: Analysis and Construction of Arguments Based on Evidence	Meets	Not Met	N/O	Evidence	Administrator Comment	Speech Pathologist Comment
Students Construct Reasoning After Analyzing Information	Students analyze information or seasoned responses in depth and evaluate their validity. With prompting, students evaluate, organize, and synthesize information when constructing responses. With prompting, students provide evidence to support their arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION

	Indicator 3c: Communication and Collaboration	Meets	Not Met	N/O	Evidence	Administrator Comment	Speech Pathologist Comment
Communication	Students use a communication format that is appropriate and effective for their purpose and audience. Students clearly communicate content that allows the audience to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Collaboration	Students actively and effectively collaborate with diverse groups for a specific purpose. Students collaborate interdependently with individual accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND REFLECTION

	Indicator 4a: Professional Responsibilities and Reflection	Meets	Not Met	N/O	Evidence	Administrator Comment	Speech Pathologist Comment
Self-Evaluation and Reflection	Self-evaluates and reflects on individual practices and its impact on student learning. Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve individual practice and that of the larger community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Response to Feedback	Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Professional Learning	Engages in relevant professional learning and applies new learning to practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND REFLECTION

	Indicator 4b: Role-Specific Responsibilities	Meets	Not Met	N/O	Evidence	Administrator Comment	Speech Pathologist Comment
Data Collection	<p>Student data is complete, organized, accurate, in a secured location.</p> <p>Shares and supports clear and consistent data collection and record keeping with relevant stakeholders.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Data Analysis	<p>Constantly analyzes data in a timely manner to monitor progress and growth.*</p> <p>Shares analysis and collaborates with necessary stakeholders.</p> <p>*Progress monitoring is also assessed in Indicator 2.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Evaluations and IEP Development	<p>Data from appropriate assessments and stakeholder input are used to set specific goals.</p> <p>Interpreted assessment results and student performance to make appropriate recommendations, connected to class performance.</p> <p>Evaluation completed on time.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

<p>Progress Monitoring of Students</p>	<p>Growth is assessed at regular intervals and adjustments are made to goals/ learning targets and instruction. Student performance and input from other stakeholders are consistently considered to guide assessment and instruction decisions. The process used by the special education teachers actively builds positive relationships with stakeholders.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p>Maintenance of Records</p>	<p>Records/data are complete, organized and accurate within a variety of applicable tools. Confidential information is stored in a secured location.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p>Stakeholder Engagement</p>	<p>Proactively communicates with stakeholders in a culturally responsive manner and develops positive relationships with stakeholders to promote learner success.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p>Presentation at Meetings (PPT, Parent, PST, etc.)</p>	<p>Presents information that is complete, organized, and accurate in a clear and cohesive manner for all stakeholders to understand. Accurately uses data and/or</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

	<p>student work in order to portray current student level of performance in relation to IEP goals.</p> <p>Reflects parent and student feedback (if applicable) in presentation of student performance.</p>						
<p>Collaboration with Colleagues to Positively Impact School Climate</p>	<p>Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate as well as improve service delivery and learning</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

J. Social Worker Single Point PDEC Observation Checklist

DOMAIN 1: LEARNING ENVIRONMENT							
	Indicator 1: Conditions for Learning	Meets	Not Met	N/O	Evidence	Administrator Comment	Social Worker Comment

Climate	Interactions and relationships among students and adults are respectful and promote an inclusive environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Management of Physical Space	Space is consistently organized and effectively addresses school, learning, and professional needs. Space is flexibly organized where students proactively utilize and maintain space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Routines and Procedures	Routines and procedures are established and executed to maximize the amount of time spent on learning; if appropriate, students participate in the development and monitoring of routines and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Behavior Expectations	Behavior expectations are established and reinforced to create a productive learning environment for all students; if appropriate, students reflect on and monitor their own behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 2: PLANNING AND ASSESSMENT

	Indicator 2: Planning and Assessment	Meets	Not Met	N/O	Evidence	Administrator Comment	Social Worker Comment
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Standards and Learning Target	Learning targets are specific, meaningful, and aligned with the student goals and objectives and district curricula. Learning targets are clear, in student language, and consistently shared with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Content of Lesson	Plan includes content and tasks that are rigorous, aligned to targets, and cognitively engaging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Assessment	Appropriate formative and summative assessments are planned for and used to monitor ongoing student progress. (For example: pre and post progress monitoring data) As appropriate, students collaborate with school Social Worker to self-assess.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION							
	Indicator 3a: Critical Thinking and Creative Problem Solving	Meets	Not Met	N/O	Evidence	Administrator Comment	Social Worker Comment

<p>Questioning</p>	<p>Social Worker and students share responsibility for formulating and asking a variety of questions that promote deeper understanding and propel the learning. Questioning engages students and generates inquiry or discussion. When appropriate, students sometimes question and build on peers' thinking to create and support their own arguments.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p>Feedback</p>	<p>Social Worker and students share responsibility for giving feedback. Students are given opportunities to reflect and improve their own work/behavior</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p>Student Agency</p>	<p>Students set and monitor learning goals as they relate to their individualized goals. Students have consistent opportunities for voice and choice in the process of learning.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p>Student Reflection</p>	<p>Students reflect on and evaluate experiences to improve and apply to</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

	learning to other situations. Students demonstrate resilience and perseverance when solving or attempting to solve difficult problems.						
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DOMAIN 3: INSTRUCTION							
	Indicator 3b: Analysis and Construction of Arguments Based on Evidence	Meets	Not Met	N/O	Evidence	Administrator Comment	Social Worker Comment
Students Analyze Information or Arguments	If appropriate, students analyze information or reasoned responses in depth and evaluate their validity. With appropriate prompting, students provide evidence to support their reasoning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION							
	Indicator 3c: Communication and Collaboration	Meets	Not Met	N/O	Evidence	Administrator Comment	Social Worker Comment
Communication	Students use a communication format that is appropriate and effective for their purpose and audience. If appropriate, students clearly communicate content that allows the audience to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Collaboration	<p>Students collaborate interdependently* to achieve the given purpose at their developmental level. (*When appropriate, the social worker may assume the role of student to provide a collaborative partner.) Students apply the learning and collaborate interdependently with individual accountability.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND REFLECTION

	Indicator 4a: Professional Responsibilities and Reflection	Meets	Not Met	N/O	Evidence	Administrator Comment	Social Worker Comment
Self-Evaluation and Reflection	Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Response to Feedback	Reflects upon supervisor or peer feedback and considers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

	changes in practice based on that reflection.						
Professional Learning	Engages in relevant professional learning and applies new learning to practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND REFLECTION							
	Indicator 4b: Role-Specific Responsibilities	Meets	Not Met	N/O	Evidence	Administrator Comment	Social Worker Comment
Data Collection	Student data is complete, organized, accurate, in a secured location. Shares and supports clear and consistent data collection and record keeping with relevant stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

<p>Data Analysis</p>	<p>Constantly analyzes data in a timely manner to monitor progress and growth.* Shares analysis and collaborates with necessary stakeholders. Progress monitoring is also assessed in Indicator 2.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p>Goal Setting</p>	<p>Evidence and/or stakeholder input are used to set specific goals and plan targeted instruction. Confidential information is stored in a secured location.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p>Progress Monitoring of Students</p>	<p>Growth is assessed at regular intervals and adjustments are made to goals/ learning targets and instruction. Student performance and input from other stakeholders are consistently considered to guide assessment and instruction decisions. The process used by the social workers actively builds positive relationships with stakeholders.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Maintenance of Records	Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders to support learner growth and development. Records/data/reports are complete, organized and accurate within a variety of applicable tools. Confidential information is stored in a secured location.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Stakeholder Engagement	Proactively communicates with stakeholders in a culturally responsive manner and develops positive relationships with stakeholders to promote learner success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Presentation at Meetings (PPTs, Parent Meetings, PSTs, etc.)	Presents information that is complete, organized, and accurate in a clear and cohesive manner for all stakeholders to understand. Accurately uses data and/or student work in order to portray current student level of performance in relation to IEP goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

	Reflects parent and student feedback (if applicable) in presentation of student performance.						
Collaboration with Colleagues to Positively Impact School Climate	Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate as well as improve service delivery and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

K. Psychologist Single Point PDEC Observation Checklist

DOMAIN 1: LEARNING ENVIRONMENT							
	Indicator 1: Conditions for Learning	Meets	Not Met	N/O	Evidence	Administrator Comment	Psychologist Comment
Climate	Interactions and relationships among students and adults are respectful and promote an inclusive environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Management of Physical Space	Space is consistently organized and effectively addresses school, learning, and professional needs. Space is flexibly organized where students proactively utilize and maintain space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Routines and Procedures	Routines and procedures are established and executed to maximize the amount of time spent on learning; if appropriate, students participate in the development and monitoring of routines and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Behavior Expectations	Behavior expectations are established and reinforced to create a productive learning environment for all students; if appropriate, students reflect on and monitor their own behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 2: PLANNING AND ASSESSMENT

	Indicator 2: Planning and Assessment	Meets	Not Met	N/O	Evidence	Administrator Comment	Psychologist Comment
Standards and Learning Target	Learning targets are specific, meaningful, and aligned with the student goals and objectives and district curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

	Learning targets are clear, in student language, and consistently shared with students.						
Content of Lesson	Plan includes content and tasks that are rigorous, aligned to targets, and cognitively engaging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Assessment	Appropriate formative and summative assessments are planned for and used to monitor ongoing student progress. (For example: pre and post progress monitoring data) As appropriate, students collaborate with school psychologist to self-assess.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION							
	Indicator 3a: Critical Thinking and Creative Problem Solving	Meets	Not Met	N/O	Evidence	Administrator Comment	Psychologist Comment
Questioning	Psychologist and students share responsibility for formulating and asking a variety of questions that promote deeper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

	<p>understanding and propel the learning. Questioning engages students and generates inquiry or discussion.</p> <p>When appropriate, students sometimes question and build on peers' thinking to create and support their own arguments.</p>						
Feedback	<p>Psychologist and students share responsibility for giving feedback. Students are given opportunities to reflect and improve their own work/behavior.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Student Agency	<p>Students set and monitor learning goals as they relate to their individualized goals. Students have consistent opportunities for voice and choice in the process of learning.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Student Reflection	<p>Students reflect on and evaluate experiences to improve and apply to learning to other situations. Students demonstrate resilience and perseverance when solving or attempting to solve difficult problems.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION							
	Indicator 3b: Analysis and Construction of Arguments Based on Evidence	Meets	Not Met	N/O	Evidence	Administrator Comment	Psychologist Comment
Students Analyze Information or Arguments	If appropriate, students analyze information or reasoned responses in depth and evaluate their validity. With appropriate prompting, students provide evidence to support their reasoning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION							
	Indicator 3c: Communication and Collaboration	Meets	Not Met	N/O	Evidence	Administrator Comment	Psychologist Comment
Communication	Students use a communication format that is appropriate and effective for their purpose and audience. If appropriate, students clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

	communicate content that allows the audience to follow.						
Collaboration	Students collaborate interdependently* to achieve the given purpose at their developmental level. (*When appropriate, the psychologist may assume the role of student to provide a collaborative partner.) Students apply the learning and collaborate interdependently with individual accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND REFLECTION

	Indicator 4a: Professional Responsibilities and Reflection	Meets	Not Met	N/O	Evidence	Administrator Comment	Psychologist Comment
Self-Evaluation and Reflection	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve individual practice and that of the larger community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Response to	Reflects upon supervisor or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Feedback	peer feedback and considers changes in practice based on that reflection.						
Professional Learning	Engages in relevant professional learning and applies new learning to practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND REFLECTION

	Indicator 4b: Role-Specific Responsibilities	Meets	Not Met	N/O	Evidence	Administrator Comment	Psychologist Comment
Data Collection	Student data is complete, organized, accurate, in a secured location. Shares and supports clear and consistent data collection and record keeping with relevant stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

<p>Data Analysis</p>	<p>Constantly analyzes data in a timely manner to monitor progress and growth.* Shares analysis and collaborates with necessary stakeholders. *Progress monitoring is also assessed in Indicator 2.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p>Evaluations and IEP Development</p>	<p>Data from appropriate assessments and stakeholder input are used to set specific goals. Interpreted assessment results and student performance to make appropriate recommendations, connected to class performance. Confidential information is stored in a secured location. Evaluation completed on time.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<p>Progress Monitoring of Students</p>	<p>Growth is assessed at regular intervals and adjustments are made to goals and instruction. Student performance and input from other stakeholders are consistently considered to guide assessment and instruction decisions. The process the psychologist uses actively builds positive relationships with stakeholders.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Maintenance of Records	Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders to support learner growth and development. Records/data/reports are complete, organized and accurate within a variety of applicable tools. Confidential information is stored in a secured location.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Stakeholder Engagement	Proactively communicates with stakeholders in a culturally responsive manner and develops positive relationships with stakeholders to promote learner success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Presentation at Meetings (PPTs, Parent Meetings, PSTs, etc.)	Presents information that is complete, organized, and accurate in a clear and cohesive manner for all stakeholders to understand. Accurately uses data and/or student work in order to portray current student level of performance in relation to IEP goals. Reflects parent and student feedback (if applicable) in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

	presentation of student performance.						
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L. School Counselor Single Point PDEC Observation Checklist

DOMAIN 1: LEARNING ENVIRONMENT							
	Indicator 1: Conditions for Learning	Meets	Not Met	N/O	Evidence	Administrator Comment	Counselor Comment
Climate	Interactions and relationships among students and adults are respectful and promote an inclusive and safe environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Management of Physical Space	Space is consistently organized and effectively addresses school, learning, and professional needs. Space is flexibly organized where students proactively utilize and maintain space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Routines & Procedures	Routines and procedures are established and executed to maximize independence and interdependence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Behavior Expectations	Behavior expectations are established and reinforced to create a productive learning environment for all students; and/or students reflect on and monitor their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 2: PLANNING AND ASSESSMENT							
	Indicator 2: Planning and Assessment	Meets	Not Met	N/O	Evidence	Administrator Comment	Counselor Comment
Learning Target	Learning targets are specific, measurable, meaningful, and aligned with the student goals and objectives and district curricula. Learning targets are clear, in student language, and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

	consistently shared with students.						
Planning	Plan includes tasks aligned to individual student goals on counselor's caseload. They clearly demonstrate integration of multiple domains that are rigorous, aligned to targets, and cognitively engaging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Assessment	Consults and collaborates with teachers, students, staff, and parents to determine completion of goals. Counselor also encourages student self-assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION							
	Indicator 3a: Critical Thinking and Creative Problem Solving	Meets	Not Met	N/O	Evidence	Administrator Comment	Counselor Comment
Questioning	Questioning is used to determine students strengths, weaknesses, and academic goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Feedback	Counselor and students share responsibility for giving feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Student Agency	Students set and monitor learning goals as they relate to their individualized goals. Opportunities are provided for students to personalize and enrich their learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Reflection	Students reflect on and evaluate experiences to improve and transfer learning to new situations. Students demonstrate resilience and perseverance when solving or attempting to solve difficult academic and social-emotional problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 3: INSTRUCTION							
	Indicator 3b: Communication and Collaboration	Meets	Not Met	N/O	Evidence	Administrator Comment	Counselor Comment

Communication	Communicates and collaborates effectively with all stakeholders. Information on student performance is communicated clearly to parents, students, and teachers. Serves as a liaison between parents and teachers regarding student information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Collaboration	Counselors encourage students to collaborate by joining study groups, extracurricular activities, and extra help sessions when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND REFLECTION							
	Indicator 4a: Professional Responsibilities and Reflection	Meets	Not Met	N/O	Evidence	Administrator Comment	Counselor Comment

Self-Evaluation and Reflection	Self-evaluates and reflects on individual practices and their impact on student learning. Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve individual practice and that of the larger community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Response to Feedback	Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Professional Learning	Engages in relevant professional learning and applies new learning to practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND REFLECTION							
	Indicator 4b: Role-Specific Responsibilities	Meets	Not Met	N/O	Evidence	Administrator Comment	Counselor Comment

Data Collection	<p>Student data is complete, organized, accurate, in a secured location.</p> <p>Shares and supports clear and consistent data collection and record keeping with relevant stakeholders.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Data Analysis	<p>Constantly analyzes data in a timely manner to monitor progress and growth.*</p> <p>Shares analysis and collaborates with necessary stakeholders.</p> <p>*Progress monitoring is also assessed in Indicator 2.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Maintenance of Records	<p>Records/ data/ reports are complete, organized and accurate within a variety of applicable tools.</p> <p>Confidential information is stored in a secured location.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Collaboration with Colleagues to Positively Impact School Climate	<p>Leads efforts to improve and strengthen the school climate (e.g. parent workshops, faculty training, student celebrations).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Stakeholder Engagement	<p>Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders to support learner growth and development.</p> <p>Leads efforts to enhance culturally responsive communications with stakeholders.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
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M. Dispute Resolution Form

Greenwich Public Schools Dispute Resolution Form

This form is to be completed by the evaluatee when requesting dispute resolution with the Dispute Resolution Panel focused on one of the following:

- Goals/Objectives
- Evaluation Period
- Feedback
- Professional Development Plan

This form must be returned to the Director of Human Resources within five (5) school days of receiving the written notice from the evaluator.

Date Submitted:

Educator's Name	Evaluator's Name	School	Grade

Person completing the form:

Contact email:

Contact phone number:

I wish to appeal the following (See options above):

Provide a written explanation to support your dispute in the space below:

Signature of the person submitting the dispute:

Please submit to: Human Resources Director

N. Tiers for Success Form

Tiers for Success Form			
Name:		Date:	Evaluator/s:
Level of Support:	<input type="checkbox"/> Tier 1	<input type="checkbox"/> Tier 2	<input type="checkbox"/> Tier 3
Identified Area(s) of Concern:			
Success Measure (Cite specific evidence and attach needed artifacts):			
Action Plan:	Date/s:	Supports/Collaborators:	
Observation & Feedback Dates:			
Outcomes:	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met	

Next Steps:

Signatures

Educator:

Evaluator:

Evaluator:

Human Resources Representative:

Union Representative:

O. Glossary

Artifact - something characteristic of a person, event, or time period

Examples of possible artifacts: student/parent surveys, student writing examples, record of professional development participation, lesson plans, communication with students and/or families

Domain - a specific area of knowledge

Example: Areas of instruction on the Classroom Educator Single Point Competency Checklist

Indicator - the element or guide of something

Example: Indicators on the Classroom Educator Single Point Competency Checklist are elements of a Domain

Non-standardized - things that are not the same as others of the same type

Examples of non-standardized sources: portfolios, informal questioning, group discussions, projects, checklists, performances

Non-tenured - a policy in which educators are not ensured employment or seniority; contracts are not automatically renewed each year

Qualitative - descriptive - something measured by its quality or description

Quantitative - numerical - something measured by quantity or numbers

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. *Connecticut Guidelines for Educator and Leader Evaluation 2023*

Standardized - something that is the same as others of a given type as in assessments

Tenured - a policy that ensures employment for educators and can provide them with seniority; contracts are automatically renewed each year