



Date	Logo
August 1, 2024	

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Great Oaks Charter School, Bridgeport Educator Evaluation Plan 2024

Introduction

The principles and guidelines of this plan were created in direct relation to the document, *Connecticut Leader and Educator Evaluation and Support Plans 2024*, provided by the Connecticut State Department of Education. This is inclusive of elements of direct language, graphics, and forms.

Great Oaks Charter School, Bridgeport, its Board of Directors, and stakeholders maintain that educators are the greatest resource available to our students. As previously, our approach is to develop educators through a model of progress and growth. We also believe in the development and growth of our AmeriCorps Fellows, paraeducators, climate team, and other non-certified staff and work continuously and collaboratively with them to identify, support, and develop new to profession educators.

Great Oaks does not have specific bargaining units as referred to throughout the guidance for this plan and other guiding policies, however, we consistently make every effort to be an inclusive community.



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Guiding Principles

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

- Allow for differentiation of roles (for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff).
- Simplify and reduce the burden (eliminate technical challenges, paperwork, steps).
- Focus on things that matter (identify high leverage goal focus areas).
- Connect to best practices aimed at the development of the whole child (including, but not limited to, academic, social, emotional, and physical development).
- Focus on educator growth and agency (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).
- Meaningful connections to professional learning (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).

Specific, timely, accurate, actionable, and reciprocal feedback.

The Six Elements

The guidance provided in the Connecticut Guidelines for Educator Evaluation Plan and Support 2023 are representative of research-based effective practice and include six elements.

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

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

Standards and Criteria for Educators

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards.

Great Oaks Charter School, Bridgeport, uses a model developed through available resources provided by CSDE and Kim Marshall. The Kim Marshall Rubric has been modified into a specific single point rubric to reduce confusion of multiple indicators and remove the rating scale of a 1-4 level of performance and communicate expectations for educators. These expectations are accompanied by a series of "look-fors" that provide observable evidence of established practices, opportunities for the provision of evidence, and enhance discussions regarding progress towards an established and mutually agreed upon goal for the educator or leader.

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. [Learning Forward Professional Learning Standards 2022](#), serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.



Educator Continuous Learning Process

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide educators with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

During each school year, a minimum of three check-ins provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal

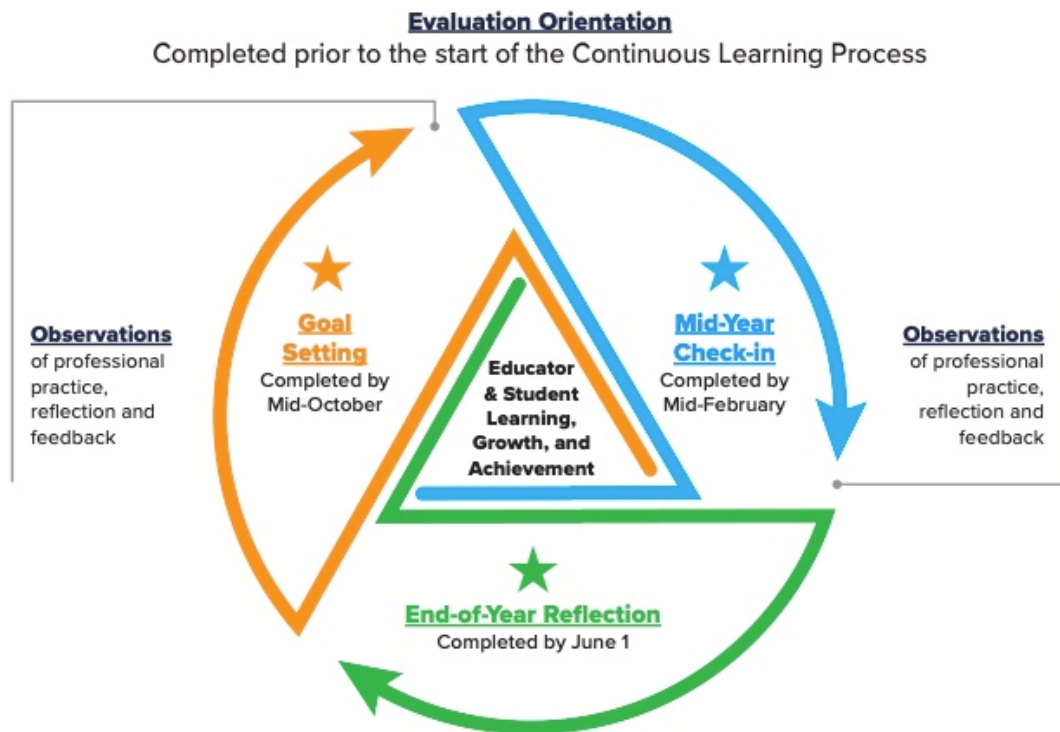
feedback provided between check-ins based on observations and reviews of practice as required by the district plan.

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



Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist educators and evaluators through the process. All educators are assigned a primary evaluator (092) who has completed comprehensive orientation on this model and relevant rubrics.

Educator Continuous Learning Process



Goal Setting

Completed by Mid-October

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan

- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference

- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-year Check-in

Completed by Mid-February

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review and discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement

Mid-Year Conference

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection

Completed by June 1

End-of-Year Reflection and Feedback Process

- Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off



Orientation on the educator evaluation and support process will take place prior to October 1st of each school year and will be conducted by administration and PDEC members during professional development. This will be followed up with a distribution of slides presented and an opportunity for scheduled meetings for any questions (outside of time allotted during the presentation). The presentation will contain the following elements:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation detail
- Tiered support structure
- Dispute resolution

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

Goal Setting - Educators General Guidelines

Evaluation and support will be an ongoing, cyclical process monitoring progress with the educator and assigned administrator. Educators and their assigned administrator will meet at least three times per year in addition to observation feedback meetings. The meetings will be approached in a spirit of continuous improvement, reflection and collaboration.

Multiple measures of student learning, growth, and achievement should be considered during the meeting. Examples of these measures include but are not limited to:

- Student Learning Outcomes
- Intentionality of instruction
- Application of data in the lesson planning process
- Clarity of instruction
- Cultural changes within the classroom
- Educator learning

Goals and standards (communicated through the rubric) should be aligned with the goals of the district. This will promote contribution to the goals, mission, and vision of the school and district, and promote student learning in a cohesive manner. Goal setting should consider growth of the whole child, considering growth areas critical to the overall well-being of the student. Goal setting can be collaborative between groups of teachers or established individually.

The goal setting process must:

- Follow the timelines and frameworks created by the PDEC consistent with the standards established during this process.
- Have goals and feedback based on evidence, observations, and artifacts of professional practice as aligned to the lens of the agreed upon standards.
- Be based on mutually agreed upon goals and develop a plan for professional development and support that is consistent with their professional status and goals.
- Meet the timeline of primary evaluator (092) assignment by October 1st of each year.



Goal Setting Conferences – Initial Goal Setting (Completed by October 15th)

Initial goal setting meetings will be held between the educator and their evaluating administrator (principal, assistant principal, assigned administrator*) by Mid-October, with a focus on the educator's self-reflection. This self-reflection is based on the educator's own review of performance based on evidence and identified areas of growth. Goals will focus on educator practice and growth, and student learning, growth, and achievement.

The educator and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment.

After the goal is identified, the educator and evaluator will discuss high leverage professional practice to agree on a professional growth plan, high-leverage professional practice (what will be implemented by the educator), what measures of evidence will be provided (at least two measures), professional learning (how will the educator learn more about their practice), and construct a plan of support that is consistent with professional status and goals to drive progress towards goal attainment.

Educators currently in the TEAM Program (Teacher Educator and Mentoring) should consider alignment between professional learning and their TEAM modules.

**Administrator refers to members of staff currently employed and acting under an 092 license.*

Mid-Year Check-In (Completed by mid-February)

This is a continuation of ongoing dialogue between the educator and their evaluator focused on educator self-reflection on their progress towards their goal(s) so far. The reflection will include an analysis of the impact their learning has had on their professional practice, and student learning, growth, and achievement. The educator will also discuss how they have impacted the school community.

Expectations of the Mid-Year Check-In

- Educators reflect through multiple qualitative* and quantitative** indicators of evidence and impact on their professional practice, and student learning, growth, and achievement with their evaluator. This evidence is collected and presented by the educator. Evidence must be provided to the evaluator 48 hours prior to the scheduled meeting.
- The evaluator provides specific, standards-based feedback related to the educator's goal. This must be presented to the educator in writing in addition to verbal discussion no later than 48 hours after the scheduled meeting.
- During this meeting, upon mutual agreement, the educator and evaluator may alter the initial goal. This must be evidenced based. This alteration must be signed off on by both parties. If this is not mutually agreed to, the original goal will stand. If this is disputed, either party may enter the resolution process.

**Qualitative evidence refers to feelings, thoughts, and perceptions captured through notes, journals, surveys, and observations.*

*** Quantitative evidence refers to information that can be counted or measured in numerical values such as improvement on data, student performance scores, and reductions over time.*



End-of-Year Reflection/Summative Review (Completed by June 1)

The end-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the mid-year check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice, and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal.

The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process. (CSDE Evaluation Guidelines 2023).

Professional Responsibilities

The continuous learning process is a shared responsibility between the educator and evaluator. During the year, educators are expected to pursue learning and attainment of their goals. Educators are responsible for collecting evidence of practice related to their selected high leverage professional learning goal and its impact on their growth and student outcomes.

Evaluators share a responsibility in providing support to the educator. Evaluators are responsible to provide educators with actionable feedback from observations, ensure timely access to supports, and collect their own evidence of educator performance and practice toward goals inclusive of observations and parent feedback.

Observations of Professional Practice and Feedback

Great Oaks implements three distinct types of observations to provide feedback identified as "Informal" and "Formal" observations. The frequency of observations will be based on the Cohort of the teacher based on years of experience and Tiered level of support. An observation requires feedback provided to the teacher. It is important to note that not all classroom visits are observations.

Informal Observations consist of the following: brief observations of practice aligned to the teacher's goals, learning walks, documented walkthroughs, and instructional checklists. Feedback may be delivered in writing, through checklists with annotation, or verbally with a documented account for the time, place, and general summary of the meeting.

Formal Observations consist of a pre-observational practice inclusive of but not limited to:

- A pre-observation meeting with the evaluator (required)
- A sharing of a to be observed lesson with feedback from the evaluator
- A sharing of evaluator look-fors aligned to the educators goals (required)
- Announced and agreed upon time (required)
- 20-30 minutes of observational time
- A post-observation conference (required)



Professional Practice Observation can be substituted for a formal observation and may include, but are not limited to, the following:

- Intellectual Preparation or Unit Plan review (collaborative with evaluator)
- Presentation at a PPT, data team, or professional development session; or other educational discussion regarding a student or students.
- Review of mentoring work for a new or assigned teacher
- Professional development presentation or other like presentations

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

Quality feedback:

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

Special Note: When considering the various roles being observed and supported, it is important for the educator and evaluator to discuss appropriate settings for observation. For example, School Counselors or Social Workers may not have an opportunity to teach a class. Their observation setting should be discussed in advance to ensure limited disruption to their work.

Cohort 1	Cohort 2
<p>Who:</p> <ul style="list-style-type: none"> • New to professional (first 4 years) • New to District (first 2 years) <p>What:</p> <ul style="list-style-type: none"> • Three formal observations <ul style="list-style-type: none"> ◦ One professional practice may be substituted for a Formal Observation • Verbal and written feedback within five (5) school days • Five (5) informal observations <p><i>Additional observations of professional practice may be required or agreed upon mutually</i></p>	<p>Who:</p> <ul style="list-style-type: none"> • Educators who have successfully completed Cohort 1 in District <p>What:</p> <ul style="list-style-type: none"> • Two formal observations <ul style="list-style-type: none"> ◦ One professional practice may be substituted for a Formal Observation • Verbal and written feedback within five (5) school days • Five (5) informal observations <p><i>Additional observations of professional practice may be required or agreed upon mutually</i></p>



Growth Criteria

An educator is determined to have successfully completed their annual learning process by demonstrating the following:

- Reflection supported with *evidence* of the impact of the educators' new learning on their practice and goal.
- The impact the educators' new learning and practice had on *student learning, growth, and/or achievement*, supported by evidence.
- Evidence of *active participation in their learning progression*.

Evidence specifically means:

- Observational evidence from their assigned evaluator
- Student learning artifacts or data aligned to their high-leverage indicator focus
- Implementation plans, lesson plans, unit plans, or intellectual preparation plans
- Impact on learning reflection log, coaching notes, improvement documentation
- Educator created materials
- Evidence from walkthroughs, instructional walks
- Numeric information about scheduled meetings, educator practice attempts and completions, student participation tracking, resource use (access to online resources), classroom environment data (referrals, point systems, class dojo), frequency of meetings and communication, etc.
- Educator and student self-reflection
- Mastery based learning demonstrations of achievement
- Observational evidence of students' growth, students' words, actions, and interactions
- Rubrics, interim or benchmark assessments
- Other artifacts to be discussed with the educators' evaluator

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice <ul style="list-style-type: none"> • Educators can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus. 	<ul style="list-style-type: none"> • Required observational evidence • Required student learning evidence aligned to high-leverage indicator focus • Implementation plans/lesson plan(s) • Educator learning logs/impact on practice reflection • Educator created learning materials • Evidence from Observation of Educator Practice • Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc.
Impact on Students <ul style="list-style-type: none"> • Educators can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between 	<ul style="list-style-type: none"> • Educator and/or student self-reflection • Student learning artifacts

the improved learning and their own changes in practice.	<ul style="list-style-type: none"> • Mastery-based demonstrations of achievement • Observational evidence of students' words, actions, interactions (including quotations when appropriate) • Rubrics, interim or benchmark assessments, other assessments • Other artifacts/sources
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Development of New Learning and Impact on Practice for the Educator

The educator can demonstrate how they developed new learning within the learning process through multiple sources (listed above) and how they used their new learning to improve practice aligned to their learning goal/strategy. Some of the ways a change in practice is shown through evidence can be observational changes, coaching notes, self-reflection journals, student interaction notations, student participation, work completion, and increases to student performance in a specific area or against a specific standard. Active participation and implementation of specific learning strategies is also evidence that is collected to demonstrate the development of new learning. Active participation in the learning process for teachers demonstrates a commitment to improving student learning outcomes.

Active participation specifically means:

- Attendance at professional development sessions (85% or higher)
- Evidence of implementation of specific strategies aligned to their high-leverage goal through walkthroughs, observations, and feedback.



Something to think about...

I am going to develop _____ (high-leverage strategy) during the school year. This aligns to _____ (school/district goals, school mission/vision) being presented by the school. I will engage in _____ (professional practice) in order to develop this skill with support from my coach and evaluator. To demonstrate my active participation in this process, I am going to _____ (evidence).

Impact on Students

The educator can demonstrate how they positively impacted student learning and growth within the learning process using example evidence and can articulate connections and rationale between the improved learning and their own changes in practice.

Student learning, growth, and/or achievement specifically means a direct connection between the actions taken by the educator through their high-leverage strategy and how it correlates to the students success.



Something to think about...

When thinking about your high-leverage strategy focus, consider,

“When I implement _____ (strategy) successfully, my students will respond positively by showing me _____ (impact) which will be captured through _____ (evidence).”

Feedback Delivery

As stated above, evidence and feedback is to be collected and discussed throughout the evaluation cycle. Feedback to the educator must consider multiple pieces of evidence to provide a complete and comprehensive picture of growth in the goal area. As part of this process, dialogue through the professional growth process should begin with educator self-reflection and self-assessment of impact of professional learning and educator practice on student growth, with self-identified next steps. This reflection is an opportunity for discussion linking student growth and development with observations of practice and performance.

Verbal and Written Feedback

Observations indicated for Cohorts are a suggested number of visits and represent the minimum number of visits and written feedback cycles an educator should expect during the cycle. Observations may be more frequent and may include only verbal feedback. The expectation is that there is a balance between verbal and written feedback to promote ongoing professional communication to support growth.

Support Structure

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

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Support Plan. (CSDE Evaluation Guidelines 2023). The Support Plan shall be developed with input from both parties.

Selection and Assignment of Coaching Tiers

During the Initial Goal Setting phase, educators may select their self-assessed tier of support based on their reflection.

Prior to the teacher self-selection, primarily, all educators are assigned Tier 1 coaching. Exceptions to this are based on the previous year where an assigned Tier or a Corrective Support Plan was enacted.

Educators are to be notified verbally and through written communication when a change in Tier takes place. Tiers may not be jumped.



Tier 1

It is expected that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities, and instructional coaching.

Tier 2

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

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and, when necessary, assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, a duration of time, and criteria for success. When the improvement benchmarks are not made, this will result in the development of a Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, Executive Director, Chief Executive Officer, or Chief Operating Officer. The start date, duration of time, and frequency of support an educator is receiving will be clearly documented.

Corrective Support Plan

While a pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support, when these interventions continue to result in a lack of growth or the continuation of resistance, an educator or leader will be placed on a Support Plan. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan.

Administrative Responsibilities

Prior to placing an educator on a Support Plan, the evaluator must

- Collect evidence of the assignment of Tier 2, and Tier 3 support
- Collect evidence of the response to Tier 2 and Tier 3 support by the educator
- Meet with the Executive Director or Chief Executive Officer to present evidence of need for a Support Plan

The Corrective Support Plan shall be developed in consultation with the educator or leader. The Corrective Support Plan is separate from the normal educator and leader growth models and must contain:

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



At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, leader, and Executive Director or Chief Executive Officer.

Changes to the Rubrics

The rubrics, based on the Kim Marshall Rubric for Teacher Evaluation, have been developed as single point expectation rubrics (See Appendix A for Teachers, Appendix B for Service Providers, Appendix C for Coaches). The reformatted rubric to single-point rubric reduces the components and complexity of what is expected in a specific setting, and creates an easier to follow “look-for” element to the observation process. As a result, feedback measured against the rubric will be delivered through written and verbal feedback as designated through the appropriate Tiered Support structure outlined above.

For example:

In this example, the majority of the educator’s practice falls within the Tier 1 level of expectations for time of year, and results in little to no changes in the support being offered to the educator with one exception. The educator and evaluator discuss some challenges within the classroom with regard to management. The educator and evaluator plan to have additional support through already established coaching periods, but to shift the focus of those sessions to more classroom management techniques that can be implemented. This does not result in a move to Tier 2, but a shift in focus to the Tier 1 supports being offered.

Rating Determination

Ratings are no longer provided against a 4 point rubric (with 3 being “Met Standard”). With the focus on support and development, the rubric is used to designate what areas of support are needed, and the teacher goals for learning and weighted for the measurement of improvement. The shift in thought moves from, “Did I meet Standard” or “What was my number?” to “Did I make improvement and show growth in the areas that I said I would?” and “Did my students benefit as a result from my growth?”

Ratings are issued in one of two categories:

- Yes, the educator had a successful completion of the Evaluative Cycle
- No, the educator did not had a successful completion of the Evaluative Cycle

If the educator or leader did not have a successful completion of the Evaluative Cycle, Tiered supports may be required above and beyond Year 1. Action steps for educators failing to meet the successful completion of the Evaluative Cycle will be discussed with individual educators should this occur.

Dispute Resolution

The educator being evaluated shall be entitled to the following process:

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



- a. Option 1: the Executive Director or Chief Executive Officer and educator may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified educator and may or may not be from within the district. It is the role of this committee to determine the resolution of the dispute and to identify any actions to be taken moving forward.
- b. Option 2: The educator being evaluated requests that the Executive Director or Chief Executive Officer solely arbitrate the issue in dispute. In this case, the Executive Director or Chief Executive Officer will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the Executive Director or Chief Executive Officer. The Executive Director or Chief Executive Officer will act as arbitrator and make a final decision, which shall be binding.

Time Limits

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

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

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

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

If the Great Oaks Board of Directors or their representative and the PDEC are unable to come to mutual agreement regarding the Educator and Leader Evaluation Plan, they shall consider the model educator and leader evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the Great Oaks Board of Directors or their representative 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 the Educator and Leader Evaluation Plan developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.



Local and State Reporting

The Executive Director or Chief Executive Officer shall report: 1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and 2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year. For purposes of this section, the term “teacher” shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

Appendix A - General Education Teacher Single Point Rubric (From the Marshall Rubric)

General Education Teachers (Rubric A)

Area	Expectation	Look-Fors (Include but are not limited to)
Classroom Management	Through the development of routines and opportunities for positive, fair, and respectful relationships within the classroom, students are able to identify with others and content at a safe emotional level. Students are held accountable to clearly articulated high expectations for behavior and rewarded through positive reinforcement and incentives that allow for a transition of ownership to the students.	<ul style="list-style-type: none"> • Visible representation of clearly articulated expectations and routines posted • Evidence of reward structure • Inviting and well maintained classroom space inclusive of student work and recognition • Clearly posted or retrievable lesson plan • Respectful interactions • Awareness of classroom happenings
Planning and Preparation	There is evidence of unit planning and daily planning that align directly to standards with appropriate class materials that support the key concepts, essential questions, and skill goals of units. These unit and lesson plans demonstrate knowledge of the subject matter, provide measurable outcomes aligned to standards, anticipate misconceptions, are likely to be engaging to students through the use of diverse curriculum materials and learning variations of students.	<ul style="list-style-type: none"> • Visible representation of clearly defined learning outcomes or overarching question • Consistent application of growth towards standards • Well-prepared instructional materials (readings, examples, exemplars, accessible or posted lesson plan) • Standards aligned student work (small group or independent demonstrating the skill and standard being taught)
Delivery of Instruction	Teachers convey the importance of material and standard mastery which is echoed through their posing of outcomes and questions, and specific examples to real world connections. Teachers activate students' prior knowledge, provide opportunities for student discourse, develop assignments that foster transference of skills and concepts being taught, and are applied to real life scenarios. Teachers use assessment and monitoring to	<ul style="list-style-type: none"> • Strong start to a lesson • Clear communication of lesson, material, and direction in multiple modalities (written, oral) • Organized and active student participation • Student discourse outside of teacher questions and whole group discussion • Connections to previously taught or student possessed prior knowledge

	appropriately release ownership through varied tasks at opportune times.	<ul style="list-style-type: none"> • Ongoing assessment of student progress (work assignments, questioning, key questions embedded in accessible or posted lesson plan, exit tickets) • Observable evidence of differentiation (targeted grouping, materials, small group instruction, questioning, work product) • Evidence of student reflection and application (questioning, assignment, extension activity)
Monitoring, Assessment, and Follow-Up	Through the posting of clear criteria for proficiency and adjusting instruction based on relevant data, the teacher uses feedback and check-ins to generate improvement that is actionable to all students. The teacher implements frequent checks for student understanding, guides students to answers through robust questioning, listens intently to student discussions, and makes use of Tier 1 interventions effectively within the classroom. The teacher regularly recognizes student perseverance and growth.	<ul style="list-style-type: none"> • Posted success for lesson and unit criteria (what will be accomplished/created that demonstrates a student understood the lesson) • Student created work with feedback • Relevant data using non-identifiable labeling • Teacher/student interaction using guiding questions • Small group instruction with targeted focus and differentiation • Well prepared questions with key questions, checks for understanding, and potential misconceptions embedded within a posted or easily accessible lesson plan
Family and Community Outreach	Provides artifacts of initial parent communication, regular communication of events and upcoming important benchmarks and assignments. Regularly communicates specific information to parents of students who are struggling academically, and or, behaviorally with action steps and strategies for improvement while responding promptly to parent concerns to make parents feel	<ul style="list-style-type: none"> • Emails • Newsletter • Phone log • PowerSchool entries • Student Behavior Plans • Student data tracking • Student Success Plans (Academic)



	welcome and included at the school.	
Culture Contribution	Contributes to a positive culture of education through their professional demeanor and language, active participation and willingness to share best practices during professional development, contribution of ideas to colleagues and administration, and modeling of expectations. They are a reliable team member as demonstrated through attendance and punctuality, share responsibility for grade-level activities, and act ethically and with sound judgment in the students best interest.	<ul style="list-style-type: none">• Attendance data• Participation in committees and professional development• Grade-level or team activities planned for students• Updated gradebooks• Daily lesson planning• MTSS/SRBI timely referrals



Appendix B - Special Education Teachers and Service Provider Other Than General Education Teachers Single Point Rubric

Special Education Teachers and Service Providers Other Than Teachers (Rubric B)

Area	Expectation	Look Fors
Service Management	Through the development of routines and opportunities for positive, fair, and respectful relationships within the classroom, students are able to receive appropriate services at a safe emotional level. Students are held accountable to clearly articulated high expectations for behavior and rewarded through positive reinforcement and incentives that allow for a transition of ownership to the students.	<ul style="list-style-type: none"> Consistently followed routines in interactions with demonstrated student familiarity Frequent use of positive language and encouragement by the provider Active listening behaviors such as eye contact, nodding, and paraphrasing the student A calm and welcoming atmosphere Assessment and sensitivity to students emotional state Opportunities for student goal setting
Planning and Preparation	There is evidence of planning to meet students' observed needs and/or to meet the needs of any articulated plans that align directly to the objectives of the school and promote engagement. These plans demonstrate knowledge of students and their goals, provide opportunities for improvement, and anticipate pitfalls.	<ul style="list-style-type: none"> Presence of goals within the meeting with specific student information Demonstrated understanding of student interests, aspirations through goal setting and conversations Use of diverse methods to maintain student interest Specific, actionable steps Identification and student identified challenges likely to be faced
Delivery of Services	The importance of support and development is echoed through their	<ul style="list-style-type: none"> Observers have students recall or

	<p>sessions, with specific real world connections. Providers activate students' prior knowledge of success, provide opportunities for student discourse, develop supports that foster transference of skills, and are applied to real life scenarios. Providers collect and use data to appropriately release ownership at opportune times.</p>	<p>reference past success to build confidence</p> <ul style="list-style-type: none"> • Use of real life scenarios that relate to students' everyday lives and future aspirations • Structured opportunities for students to engage in discussions and share their perspectives • Scaffolding to gradually build student independence • Regular collection of data related to specific techniques provided
Monitoring, and Follow-Up	<p>Through the establishment of expectations, the provider uses feedback and check-ins to generate improvement that is actionable to the student or group. The provider implements frequent checks for student progress, guides students to answers through robust questioning, listens intently to discussions and concerns, and makes use of available resources when needed. The provider regularly recognizes student perseverance and growth.</p>	<ul style="list-style-type: none"> • Clear expectations at the beginning of each interaction inclusive of visual aids or written guidelines • Provision of actionable feedback • Consistent check-ins, documented, when appropriate or prescribed • Use of open-ended questions to guide students towards answers and outcomes • Encourage solution development through problem-solving protocols
Family and Community Outreach	<p>Provides artifacts of parent communication and regularly communicates progress and next steps when appropriate. Regularly communicates specific information to parents of students who are struggling academically, and or, behaviorally with action steps and strategies for improvement while responding promptly to parent concerns to make parents feel welcome and included at the school.</p>	<ul style="list-style-type: none"> • Emails • News letter • Phone log • PowerSchool entries • Student Behavior Plans when appropriate • Student data tracking • Student Success Plans when appropriate



Culture Contribution	Contributes to a positive culture of education through their professional demeanor and language, active participation and willingness to share best practices during professional development, contribution of ideas to colleagues and administration, and modeling of expectations. They are a reliable team member as demonstrated through attendance and punctuality, share responsibility for grade-level activities, and act ethically and with sound judgment in the students best interest.	<ul style="list-style-type: none">• Attendance data• Participation in committees and professional development• Grade-level or team activities planned for students• Updated grade-books• Daily lesson planning• MTSS/SRBI timely referrals
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Appendix C - Instructional Coaches

Instructional Coaches (Rubric C)

Area	Expectation	Look-Fors (Include but are not limited to)
Growth Management	Through the development of positive, fair, and respectful relationships with teachers, instructional coaches help teachers identify their growth areas and recognize challenges. Coaches hold teachers to articulated expectations, developed through thoughtful discussion and actionable growth plans, communicated and supported by the instructional coach.	<ul style="list-style-type: none"> • Clear, targeted, and actionable feedback on specific areas of growth aligning with the teacher's goals • Tools such as video recordings, rubrics, exemplars, demonstrations • Equally address strengths and focus areas for teachers • Measurable objectives • Coaching notes and meeting schedules
Planning and Preparation	There is evidence of planning to address both observed needs and those identified by teachers, aligning these with self-identified growth measures to promote engagement. These plans demonstrate a deep understanding of teachers and their goals, provide targeted opportunities for improvement, and include strategies to anticipate and overcome potential challenges.	<ul style="list-style-type: none"> • Plans explicitly address both observed and self-identified teacher needs • Plans reflect a deep understanding of individual teacher strengths, challenges, professional goals, and learning styles • Provides actionable steps for improvement with milestones and checkpoints • Scaffolded plans with incremental goals
Delivery of Support	The importance of support and development is consistently reinforced during coaching sessions, with a strong focus on specific student connections. Coaches leverage teachers' previous successes, create opportunities for reflection and dialogue, and develop supports that foster the transfer of skills, which are then applied and observed in real-life scenarios. Coaches collect and	<ul style="list-style-type: none"> • Coaching sessions consistently emphasize the importance of support and development through examples of progress • Clear links are made between support provided and student need, demonstrating relevance

	analyze data to determine the appropriate timing for gradually transferring ownership to teachers, ensuring they can independently apply new skills.	<ul style="list-style-type: none"> • Discussions highlight examples of previous successes and how they can be leverage for continued growth • Teachers are active participants in the process • Observations, student data, and feedback supports teachers moving through Tiers of Support
Monitoring and Follow-Up	The coach establishes clear expectations and uses observations and collaborative discussions to monitor the implementation of feedback and drive improvement. Scheduled meetings are implemented to monitor teacher progress, with the coach guiding teachers through next steps using targeted questioning. The coach listens attentively to discussions and concerns, leveraging available resources as needed. Regular recognition of teacher perseverance and growth is also an integral part of the process.	<ul style="list-style-type: none"> • Clear expectations are set and communicated at the outset of the coaching process • Defined expectations are revisited and held • Coaches regularly observe teaching practices and engage in collaborative discussions to assess the implementation of feedback • Observation notes and collaborative session records show active engagement and feedback application. • Scheduled meetings are held consistently to review teacher progress and set new goals • Recognition is evident in feedback, meetings, or other forms of acknowledgment that highlight teachers' growth and perseverance
Administrative Communication and Collaboration	The coach provides regular insights to the school site administrator regarding teacher performance and growth. In collaboration with the school site administrator, the coach works with	<ul style="list-style-type: none"> • Emails • Meeting notes or reports that detail performance insights and growth



	<p>the Director of Curriculum to identify and prioritize both school-based and district-based needs. This collaboration aims to tailor support strategies to the teacher's developmental stage and align with overall educational goals.</p>	<p>areas provided to the administrator</p> <ul style="list-style-type: none"> • Documentation of collaborative meetings, action plans, or joint initiatives focused on supporting teachers • Strategic plans or priority lists that reflect a coordinated approach to addressing both school-based and district-based needs
Culture Contribution	<p>Contributes to a positive culture of education through their professional demeanor and language, active participation and willingness to share best practices during professional development, contribution of ideas to colleagues and administration, and modeling of expectations. They are a reliable team member as demonstrated through attendance and punctuality, share responsibility for grade-level activities, and act ethically and with sound judgment in the students best interest.</p>	<ul style="list-style-type: none"> • Attendance data • Participation in committees and professional development • Professional Learning data • Observations of practice and contribution



Appendix D: Sample questions

Self-Reflection Questions

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

Professional Learning and Action Questions Indicators of Success

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

Determine Evidence

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

Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?



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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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



Appendix E - Glossary of Professional Learning Opportunities

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

advanced coursework: Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.

case study: A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining next steps, i.e., IEP review or attendance records.

coaching: A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.

examination of student work: Individuals or groups of educators review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.

job-embedded: Any activity that is tied in with authentic classroom practice. May include, but is not limited to:

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

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

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

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

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

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



practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.

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

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

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

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

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

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



Appendix F – Educator Information Sample Form (Form 1)

Evaluation Orientation

Orientation to Educator Evaluation was Completed on:

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

Name: Click or tap here to enter text.		Location: Click or tap here to enter text.	
Select One: <input type="checkbox"/> Cohort 1 <i>New to Profession (first 4 years) or New to LEA (first 2 years)</i> <input type="checkbox"/> Cohort 2 <i>Educators who have successfully completed Cohort 1</i>	Select One: <input type="checkbox"/> Individual goal <input type="checkbox"/> Collaborative goal <i>Decided upon mutual agreement.</i>	Select One: <input type="checkbox"/> 1-year goal <input type="checkbox"/> 2-year goal <input type="checkbox"/> 3-year goal <i>Decided upon mutual agreement.</i>	Select One: <input type="checkbox"/> Marshall Rubric A <input type="checkbox"/> Marshall Rubric B <input type="checkbox"/> Marshall Rubric C



Appendix G – Beginning of the Year Goals and Planning (Sample Form)

Beginning of the Year Goals & Planning	
<p align="center">Self-Reflection</p> <p align="center"><i>Completed by Educator</i></p> <p align="center"><u>See Self-Reflection sample reflection questions</u></p>	
<p>Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking.</p> <p><u>See Examples of Evidence Types</u></p>	<p>Click or tap here to enter text.</p>
<p align="center">Goal, Rationale, Alignment and Professional Learning Plan</p> <p align="center"><i>Completed by Leader</i></p>	
<p>Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).</p>	<p>Click or tap here to enter text.</p>
<p>What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal? What is your learning plan to support achieving your goal?</p> <p><u>See Professional Learning & Action Questions to guide your plan.</u></p>	<p>Click or tap here to enter text.</p>
<p>For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?</p>	<p>Click or tap here to enter text.</p>
<p>In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?</p>	<p>Click or tap here to enter text.</p>



Goal Setting Conference

Completed by Evaluator (By November 1)

Date

Notes: Click or tap here to enter text.

Supports Required/Suggested

☐ Tier 1

☐ Tier 2

☐ Tier 3

[Refer to Tiered Support and Corrective Support Planning](#)



Appendix H – Mid-year Check-in Reflection, Adjustment(s), and Next Steps (Sample Form)

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

Completed by Educator

*Non-negotiable Process Element of the CT Guidelines (2023)
See [Sample Reflection Questions](#) & [Professional Learning & Action Questions](#)*

Name: Click or tap here to enter text.

Location: Click or tap here to enter text.

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

Self-Reflection:

Click or tap here to enter text.

Links to Evidence:

-

Mid-Year Conference

Date: Click or tap to enter a date.

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

Click or tap here to enter text.



Appendix I – End of Year Reflection Sheet – Sample Form

End-of-Year Reflection & Feedback Process	
<i>Non-negotiable Process Element of the CT Guidelines (2023)</i>	
Name: Click or tap here to enter text.	Location: Click or tap here to enter text.
Self-Reflection <i>Completed by Educator</i> See Sample Reflection Questions & Professional Learning & Action Questions	
What impact did your new learning have on your practice/goal(s), and how do you know?	Self-Reflection: Click or tap here to enter text.
What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know?	
What challenges did you encounter and what are your next steps with your professional learning?	
Links to Evidence: <ul style="list-style-type: none">Click or tap here to enter text.	



Appendix J – Sample Formal Observation Form Format

Formal Observation Form

Educator Evaluation Observation # Choose an item.

Name: Click or tap here to enter text.

Time/Location: Click or tap here to enter text.

Grade/Role: Click or tap here to enter text.

Discipline/Focus: Click or tap here to enter text.

- ☐ Cohort 1 (Pre-Post- Conference Required)
- ☐ Cohort 2 (Post-Conference Required)
- ☐ Additional Site Visit (Pre-/Post-Conference Optional)

Pre-Observation

Completed by Educator (as needed/required)

Lesson Plan/Meeting Plan

*Upload and provide hyperlink here, as appropriate

Click or tap here to enter text.

Pre-Conference Notes
including the identified competency focus for the observation.

Click or tap here to enter text.

Observation

Completed by the Evaluator

Click or tap here to enter text.

Post-Observation Reflection

Completed by the Educator

What does today's evidence tell you?

Click or tap here to enter text.



Are their patterns, trends, or outliers?	Click or tap here to enter text.	
How will our collaborative reflection help you move forward and apply your learning in your next steps?	Click or tap here to enter text.	
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		
Click or tap here to enter text.		
Evidence of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Evidence for Growth and/or Next Steps
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.



Appendix K – Sample Corrective Support Plan

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

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

(Suggested) Resources:

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

Timeframes:

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

Supportive Actions:

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

Corrective Support Plan

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



Objective:

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

(Possible) Resources: A blend of opportunities and resources should be extended to the Educator being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

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

Supportive Actions: (Suggested supportive actions)

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



Appendix L – Marshall Teachers Rubric and Great Oaks Evaluation Crosswalk

Rubrics A, B, C are all modeled on the same expectations and alignment to the Marshall Evaluation “Teacher” Framework. Variations occur solely based on the varied roles of Instructors (Appendix A), Special Education and Service Providers (Appendix B), and Instructional Coaches (Appendix C) and are all based on the areas of connection outlined below.

Area	Expectation	Look Fors (Include but are not limited to)
Classroom Management (Marshall Domain B, Moved to Great Oaks Area 1 “Classroom Management”)	Through the development of routines and opportunities (Bb,Be) for positive, fair, and respectful relationships within the classroom (Bc), students are able to identify with others and content at a safe emotional level (Bd). Students are held accountable to clearly articulated high expectations for behavior (Ba,) and rewarded through positive reinforcement and incentives (Bi) that allow for a transition of ownership to the students (Bf).	<ul style="list-style-type: none"> • Visible representation of clearly articulated expectations and routines posted • Evidence of reward structure • Inviting and well maintained classroom space inclusive of student work and recognition • Clearly posted or retrievable lesson plan • Respectful interactions • Awareness of classroom happenings (Bg)
Planning and Preparation (Marshall Domain A moved to Great Oaks Area 2)	There is evidence of unit planning and daily planning that align directly to standards with appropriate class materials that support the key concepts, essential	<ul style="list-style-type: none"> • Visible representation of clearly defined learning outcomes or overarching question

<p>“Planning and Preparation”)</p>	<p>questions, and skill goals of units (Aa, Ab, Ac, Af, Ah). These unit and lesson plans demonstrate knowledge of the subject matter (Aa), provide measurable outcomes aligned to standards(Ai), anticipate misconceptions (Ae), are likely to be engaging to students through the use of diverse curriculum materials and learning variations of students (Ag, Ah).</p>	<ul style="list-style-type: none"> • Consistent application of growth towards standards (Ca) • Well-prepared instructional materials (readings, examples, exemplars, accessible or posted lesson plan) • Standards aligned student work (small group or independent demonstrating the skill and standard being taught)
<p>Delivery of Instruction (Marshall Domain C, Great Oaks Area 3 “Delivery of Instruction”)</p>	<p>Teachers convey the importance of material and standard mastery which is echoed through their posing of outcomes and questions, and specific examples to real world connections (Cc, Cd, Ce, Cf). Teachers activate students' prior knowledge, provide opportunities for student discourse, develop assignments that foster transference of skills and concepts being taught, and are applied to real life scenarios (Ce,Ch, Cj). Teachers use assessment and monitoring (Dc) to appropriately release ownership through varied</p>	<ul style="list-style-type: none"> • Strong start to a lesson • Clear communication of lesson, material, and direction in multiple modalities (written, oral) • Organized and active student participation • Student discourse outside of teacher questions and whole group discussion • Connections to previously taught or student possessed prior knowledge • Ongoing assessment of student progress (work assignments, questioning, key questions embedded in

	tasks at opportune times (Cj).	<p>accessible or posted lesson plan, exit tickets)</p> <ul style="list-style-type: none"> • Observable evidence of differentiation (targeted grouping, materials, small group instruction, questioning, work product) • Evidence of student reflection and application (questioning, assignment, extension activity)
Monitoring, Assessment, and Follow-Up (Marshall Domain D, Great Oaks Area 4, “Monitoring, Assessment, and Follow-Up”)	<p>Through the posting of clear criteria for proficiency and adjusting instruction based on relevant data (Dh), the teacher uses feedback and check-ins to generate improvement that is actionable to all students. The teacher implements frequent checks for student understanding (Dd, De), guides students to answers through robust questioning, listens intently to student discussions, and makes use of Tier 1 interventions effectively within the classroom (Db, Di). The teacher regularly recognizes student perseverance and growth (Dj).</p>	<ul style="list-style-type: none"> • Posted success for lesson and unit criteria (what will be accomplished/created that demonstrates a student understood the lesson) • Student created work with feedback • Relevant data using non-identifiable labeling (Dc) • Teacher/student interaction using guiding questions • Small group instruction with targeted focus and differentiation • Well prepared questions with key questions, checks for understanding, and potential misconceptions embedded within a posted

		or easily accessible lesson plan
Family and Community Outreach (Marshall Domain E, Great Oaks Area 5 “Family and Community Outreach”)	Provides artifacts of initial parent communication (Ea), regular communication of events and upcoming important benchmarks and assignments (Ee). Regularly communicates (Eb) specific information to parents of students who are struggling academically (Ef), and or, behaviorally (Eg) with action steps and strategies for improvement (Ed) while responding promptly to parent concerns to make parents feel welcome and included at the school (Eh, Ec).	<ul style="list-style-type: none"> • Emails • Newsletter • Phone log • PowerSchool entries • Student Behavior Plans • Student data tracking • Student Success Plans (Academic)
Culture Contribution (Marshall Domain F, Great Oaks Area 6 “Family and Community Outreach”)	Contributes to a positive culture of education through their professional demeanor and language (Fc), active participation and willingness to share best practices during professional development (Fd), contribution of ideas to colleagues and administration (Fg), and modeling of expectations. They are a reliable team member as demonstrated	<ul style="list-style-type: none"> • Attendance data • Participation in committees and professional development • Grade-level or team activities planned for students • Updated gradebooks • Daily lesson planning • MTSS/SRBI timely referrals



	<p>through attendance and punctuality (Fa), share responsibility for grade-level activities (Fi), and act ethically and with sound judgment in the students best interest (Fh).</p>	
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Notes:

Approved unanimously on August 26, 2024, by Khaleel Carter (paraprofessional), Robert Karl (teacher), Hillary Mandel (support staff, school counselor), Brian Frazier (administrator).

Distributed to staff on August 27, 2024, Professional Development scheduled for September 10, 2024.



Date	Logo
August 1, 2024	

District Board of Directors (Current)	District PDEC Members
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Great Oaks Charter School, Bridgeport Leader Evaluation Plan 2024

Introduction

The principles and guidelines of this plan were created in direct relation to the document, *Connecticut Leader and Educator Evaluation and Support Plans 2024*, provided by the Connecticut State Department of Education. This is inclusive of elements of direct language, graphics, and forms.

Great Oaks Charter School, Bridgeport, its Board of Directors, and stakeholders maintain that educators are the greatest resource available to our students. As previously, our approach is to develop educators through a model of progress and growth. We also believe in the development and growth of our AmeriCorps Fellows, paraeducators, climate team, and other non-certified staff and work continuously and collaboratively with them to identify, support, and develop new to profession educators.

Great Oaks does not have specific bargaining units as referred to throughout the guidance for this plan and other guiding policies, however, we consistently make every effort to be an inclusive community.



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Guiding Principles

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

- Allow for differentiation of roles (for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff).
- Simplify and reduce the burden (eliminate technical challenges, paperwork, steps)
- Focus on things that matter (identify high leverage goal focus areas).
- Connect to best practices aimed at the development of the whole child (including, but not limited to, academic, social, emotional, and physical development).
- Focus on leader growth and agency (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).
- Meaningful connections to professional learning (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- Specific, timely, accurate, actionable, and reciprocal feedback.

The Six Elements

The guidance provided in the Connecticut Guidelines for Educator Evaluation Plan and Support 2023 are representative of research-based effective practice and include six elements.

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

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

Standards and Criteria for Leaders

The primary goal of the leader evaluation and support system is to strengthen individual practices to increase student learning, growth, and achievement. Leader practice discussions are based on a set of national or state performance standards.

Great Oaks Charter School, Bridgeport uses a developed model through available resources provided by CSDE and Kim Marshall. The Kim Marshall Rubric has been modified into a specific single point rubric to reduce confusion of multiple indicators and removes the rating scale of a 1-4 level of performance and communicate expectations for leaders. This is accompanied by a series of "look for's" that provide observable evidence, opportunities for the provision of

evidence, and enhance discussion regarding progress towards an established and mutually agreed upon goal for the educator or leader.

Professional Learning Standards and Structures

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



Leader Continuous Learning Process

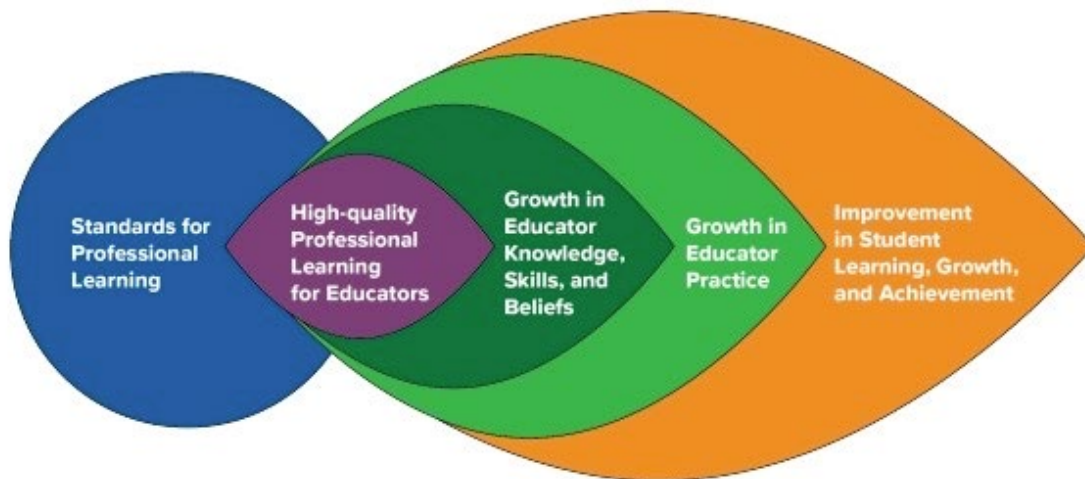
The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus.

Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and

mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

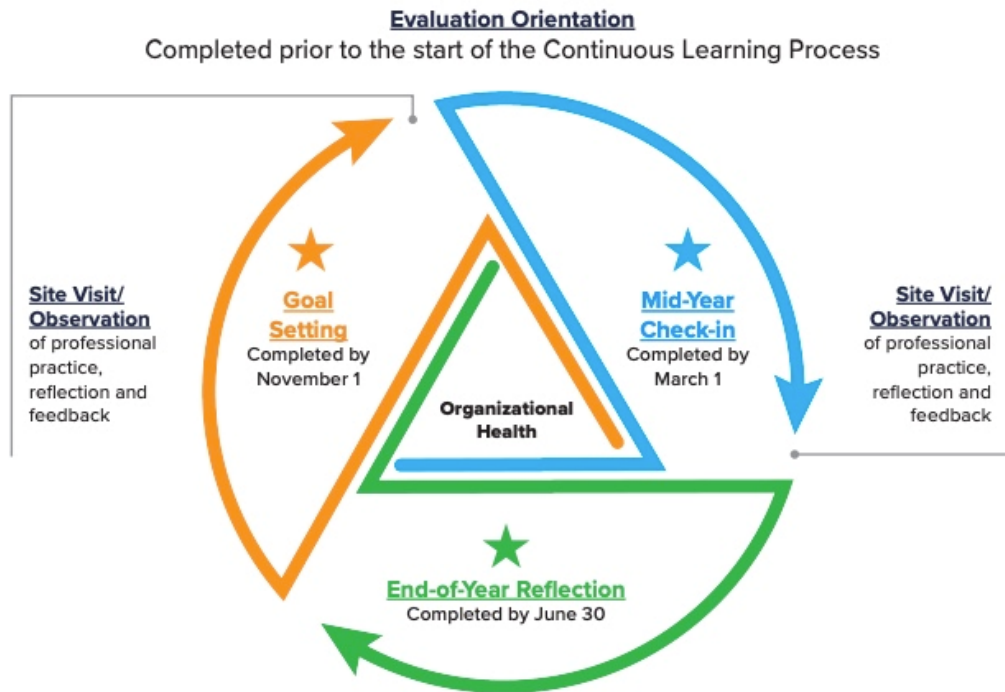
At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports —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

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



Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator (092 or 093).

Leader Continuous Learning Process



Goal Setting Completed by November 1

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan

- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference

- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-year Check-in Completed by March 1

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement

Mid-Year Conference

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection Completed by June 30

End-of-Year Reflection and Feedback Process

- Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

Orientation on the educator evaluation and support process will take place prior to October 1st of each school year and will be conducted by administration and PDEC members during professional development. This will be followed up with a distribution of slides presented and an



opportunity for scheduled meetings for any questions (outside of time allotted during the presentation). The presentation will contain the following elements:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation detail
- Tiered support structure
- Dispute resolution

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

Goal Setting – Leaders (Completed by November 1st)

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of organizational health, leader growth, educator growth, impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

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

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

Evaluation and support will be an ongoing, cyclical process monitoring progress with the leader and assigned administrator. Leaders and their assigned administrator will meet at least three times per year in addition to observation feedback meetings. The meetings will be approached in a spirit of continuous improvement, reflection and collaboration.

Multiple measures of student learning, growth, and achievement should be considered during the meeting. Examples of these measures include but are not limited to:



- Student Learning Outcomes
- Intentionality of instruction
- Application of data in the lesson planning process
- Clarity of instruction
- Cultural changes within the classroom
- Educator learning

Goals and standards (communicated through the rubric) should be aligned with the goals of the district. This will promote contribution to the goals, mission, and vision of the school and district, and promote student learning in a cohesive manner. Goal setting should consider growth of the whole child, considering growth areas critical to the overall well-being of the student. Goal setting can be collaborative between groups of teachers, or established individually.

The goal setting process must:

- Follow the timelines and frameworks created by the PDEC consistent with the standards established during this process.
- Have goals and feedback based on evidence, observations, and artifacts of professional practice as aligned to the lens of the agreed upon standards.
- Be based on mutually agreed upon goals and develop a plan for professional development and support that is consistent with their professional status and goals.
- Meet the timeline of primary evaluator (092) assignment by October 1st of each year.

Midyear Check-in (Completed by March 1)

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement. Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

End-of-Year Reflection/Summative Review (Completed by June 30)

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence.

A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. The annual summary will include a distinction regarding the leader's successful completion of the evaluative cycle. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s).



Professional Responsibilities

The continuous learning process is a shared responsibility between the leader and evaluator. During the year, leaders are expected to pursue learning and attainment of their goals. Leaders are responsible for collecting evidence of practice related to their selected high leverage professional learning goal and its impact on their growth and student outcomes.

Evaluators share a responsibility in providing support to the leader. Evaluators are responsible to provide leaders with actionable feedback from observations, ensure timely access to supports, and collect their own evidence of leader performance and practice toward goals inclusive of observations and parent feedback.

Professional Practice and Leader Growth

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

Observation of Professional Practice/Site Visits and Feedback Observation

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days.

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

Quality feedback:

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



Cohort 1	Cohort 2
Who: <ul style="list-style-type: none"> • New to leadership role (e.g., principal from assistant principal etc.; first three years) • New to LEA (first three years) What: <ul style="list-style-type: none"> • Three observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary 	Who: <ul style="list-style-type: none"> • Leaders who have successfully completed Cohort 1 in their current LEA What: <ul style="list-style-type: none"> • Two observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Growth Criteria

A leader is determined to have successfully completed their annual learning process by demonstrating the following:

- Reflection supported with *evidence* of the impact of the leader's new learning on their practice and goal.
- The impact the leader's new learning and practice had on the leader's practice, organizational growth, educator growth, and student outcomes.
- Evidence of *active participation in their learning progression*.
- Next Steps

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

Development of New Learning and Impact on Practice for the Leader

The leader can demonstrate how they developed new learning within the learning process through multiple sources (listed above) and how they used their new learning to improve practice aligned to their learning goal/strategy. Some of the ways a change in practice is shown through evidence can be observational changes, coaching notes, self-reflection journals, interaction notations, work completion, and increases to student/staff performance in a specific area or against a specific standard. Active participation and implementation of specific learning strategies is also evidence that is collected to demonstrate the development of new learning. Active participation in the learning process for leaders demonstrates a commitment to improving student learning outcomes.

Active participation specifically means:

- Attendance at professional development sessions (85% or higher)
- Evidence of implementation of specific strategies aligned to their high-leverage goal through walkthroughs, observations, and feedback.



Something to think about...

I am going to develop _____ (high-leverage strategy) during the school year. This aligns to _____ (school/district goals, school mission/vision) being implemented by the school. I will engage in _____ (professional practice) in order to develop this skill with support. To demonstrate my active participation in this process, I am going to _____ (evidence).

Impact on School, Organization, and Community

The leader can demonstrate how they positively impacted the school, organization, and community within the learning process using example evidence and can articulate connections and rationale between the improved learning and their own changes in practice.

Impact on school, organization, and community, growth, specifically means a direct connection between the actions taken by the leader through their high-leverage strategy and how it correlates to evidence backed improvement.



Something to think about...

When thinking about your high-leverage strategy focus, consider:

“When I implement _____ (strategy) successfully, my school, organization, and community will respond positively by showing me _____ (impact) which will be captured through _____ (evidence).”

Feedback Delivery

As stated above, evidence and feedback is to be collected and discussed throughout the evaluation cycle. Feedback to the leader must consider multiple pieces of evidence to provide a complete and comprehensive picture of growth in the goal area. As part of this process, dialogue through the professional growth process should begin with leader self-reflection and self-assessment of impact of professional learning and educator practice on growth, with self-identified next steps. This reflection is an opportunity for discussion linking impact and development with observations of practice and performance.

Verbal and Written Feedback

Observations indicated for Cohorts are a suggested number of visits and represent the minimum number of visits and written feedback cycles a leader should expect during the cycle. Observations may be more frequent and may include only verbal feedback. The expectations is that there is a balance between verbal and written feedback to promote ongoing professional communication to support growth.



Support Structure

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, during the continuous learning cycle. All three tiers of support must be implemented prior to the development of a corrective plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Support Plan. (CSDE Evaluation Guidelines 2023). The Support Plan shall be developed in with input from both parties.

Selection and Assignment of Coaching Tiers

During the Initial Goal Setting phase, leaders may select their self-assessed tier of support based on their reflection.

Prior to the leader self- selection, primarily, all leaders are assigned Tier 1 coaching. Exceptions to this are based on the previous year where an assigned Tier or a Corrective Support Plan was enacted.

Leaders are to be notified verbally and through written communication when a change in Tier takes place. Tiers may not be jumped.

Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, school visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities, and instructional coaching.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific school or district practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator. In addition, increased opportunities for coaching meetings are provided.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the leader and, when necessary, assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, a duration of time, and criteria for success. When the improvement benchmarks are not made, this will result in the development of a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader, Executive Director, Chief Executive Officer, or Chief Operating Officer. The start date, duration of time, and frequency of support an educator is receiving will be clearly documented.



Corrective Support Plan

While a pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support, when these interventions continue to result in a lack of growth or the continuation of resistance, a leader will be placed on a Corrective Support Plan. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan.

Administrative Responsibilities

Prior to placing a leader on a Corrective Support Plan, the evaluator must

- Collect evidence of the assignment of Tier 2, and Tier 3 support
- Collect evidence of the response to Tier 2 and Tier 3 support by the educator
- Meet with the Executive Director, Chief Executive Officer, or Chief Operations Officer to present evidence of need for a Corrective Support Plan

The Corrective Support Plan shall be developed in consultation with the leader. The Corrective Support Plan is separate from the normal leader growth models and must contain:

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

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader, and Executive Director, Chief Executive Officer, or Chief Operations Officer.

Changes to the Rubric

The rubrics, based on the Kim Marshall Rubric for Leader Evaluation, have been developed as single point expectation rubrics (See Appendix A). The reformatted rubric to single-point rubric reduces the components and complexity of what is expected in a specific setting, and creates an easier to follow “look-for” element to the observation process. As a result, feedback measured against the rubric will be delivered through written and verbal feedback as designated through the appropriate Tiered Support structure outlined above.

For example:

In this example, the majority of the leader’s practice falls within the Tier 1 level of expectations for time of year, and results in little to no changes in the support being offered to the educator with one exception. The leader and evaluator discuss some challenges within the assigned duties with regard to management. The leader and evaluator plan to have additional support through already established coaching periods, but to shift the focus of those sessions to more management techniques that can be implemented. This does not result in a move to Tier 2, but a shift in focus to the Tier 1 supports being offered.

Rating Determination

Ratings are no longer provided against a 4 point rubric (with 3 being “Met Standard”). With the focus on support and development, the rubric is used to designate what areas of support are needed, and the teacher goals for learning and weighted for the measurement of improvement. The shift in thought moves from, “Did I meet Standard” or “What was my number?” to “Did I



make improvement and show growth in the areas that I said I would?" and "Did my school, district, and community benefit as a result from my growth?"

Ratings are issued in one of two categories:

- Yes, the leader had a successful completion of the Evaluative Cycle
- No, the leader did not have a successful completion of the Evaluative Cycle

If the leader did not have a successful completion of the Evaluative Cycle, Tiered supports may be required above and beyond Year 1. Action steps for educators failing to meet the successful completion of the Evaluative Cycle will be discussed with individual educators should this occur.

Dispute Resolution

The leader being evaluated shall be entitled to the following process:

3. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
4. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the Executive Director, Chief Executive Officer, or Chief Operations Officer, within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.
 - a. Option 1: the Executive Director, Chief Executive Officer, or Chief Operations Officer and leader may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified educator and may or may not be from within the district. It is the role of this committee to determine the resolution of the dispute and to identify any actions to be taken moving forward.
 - b. Option 2: The leader being evaluated requests that the Executive Director, Chief Executive Officer, or Chief Operations Officer solely arbitrate the issue in dispute. In this case, the Executive Director, Chief Executive Officer, or Chief Operations Officer will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the Executive Director, Chief Executive Officer, or Chief Operations Officer. The Executive Director, Chief Executive Officer, or Chief Operations Officer will act as arbitrator and make a final decision, which shall be binding.

**Special Note – In areas where the Chief Operations Officer is listed as an option, this is intended for use only when the Chief Executive Officer is directly involved in the evaluation process of the individual.*

Time Limits

5. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
6. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
7. The educator being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of



a dispute is received by the evaluator within five workdays, the educator shall be considered to have waived the right of appeal.

8. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

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

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

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

If the Great Oaks Board of Directors or their representative and the PDEC are unable to come to mutual agreement regarding the Educator and Leader Evaluation Plan, they shall consider the model educator and leader evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the Great Oaks Board of Directors or their representative 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 the Educator and Leader Evaluation Plan developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Local and State Reporting

The Executive Director or Chief Executive Officer shall report: 1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and 2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

Appendix M – Leadership Rubric

Leadership and Administration

Area	Expectation	Look-Fors (Include but are not limited to)
Strategy	Recruits a strong leadership team representative of multiple stakeholders; involves stakeholders in school improvement; gains buy-in through results oriented action aligned to mission; develops strategic action and implementation plan for developed initiatives; builds ownership of success from staff and students; periodically measures progress and reflects on feedback.	<ul style="list-style-type: none"> • Diversity in skill, perspective, and background representative amongst key stakeholders • Clear criteria for schools mission and goals • Evidence of successful recruitment and onboarding of emerging leaders • Actionable items from stakeholders • Transparency in decision-making process • Regular updates on goals • Clear plans • Opportunities for staff and students for leadership roles
First Things First	Plans for the year, month, week and day keeping highest leverage activities front and center; uses variety to communicate goal to others; regularly reaches out to staff and students for support and assistance in achieving goals; clearly communicates expectations (short and long term); ensures key teams meet regularly; has a system for staying on top of email, paperwork, and administrative work; delegates work appropriately.	<ul style="list-style-type: none"> • Yearly, monthly, weekly, and daily plans are documented and reflect the prioritization of high-leverage activities • Goals are communicated through various channels (meetings, newsletters, one-on-one conversations) • Regular check-ins with staff and students to offer support and gather input • Short-term and long-term expectations are clearly articulated and consistently reinforced • Key teams have scheduled, purposeful meetings with

		<p>documented outcomes and follow-up actions</p> <ul style="list-style-type: none"> • Tasks are delegated effectively, with clear guidelines • A system is in place for managing emails, paperwork, and other administrative tasks
Curriculum and Data	<p>Gets all staff to buy into clear, manageable, standards aligned goals with exemplars; provides teacher teams with appropriate data to plan instruction; provides effective materials for core instruction; monitors teacher teams and orchestrates effective time management; pushes meetings past who and how and into the “why”; monitors day frequently; draws attention to student, classroom, and school-wide success and gives appropriate credit for successes.</p>	<ul style="list-style-type: none"> • Evidence of teacher understanding and commitment to clear, standards-aligned goals • Teachers can articulate how their instruction aligns with goals • Teacher teams regularly use provided data to plan and adjust instruction • Teachers consistently use high-quality, standards-aligned materials in core instruction with materials regularly reviewed and updated • Meetings are well-organized resulting in clear outcomes and actionable steps • Discussions during meetings regularly explore the purpose and rationale behind instructional decisions • Student, classroom, and school-wide successes are consistently highlighted and celebrated
Talent Development	<p>Uses staff meetings to promote staff leadership through opportunities to present and discuss best practices; manages ongoing coaching and advocates for teacher needs; ensures teacher teams have well versed facilitators; visits 2-4 classrooms per day and provides helpful feedback (not always documented); courageously</p>	<ul style="list-style-type: none"> • Staff meetings regularly feature teachers presenting and discussing best practices, fostering a culture of shared leadership • Continuous coaching is provided, with teacher needs being identified and advocated for

	engages in difficult conversations; recruits and hires effective teachers.	<ul style="list-style-type: none"> • Teacher teams have skilled facilitators who guide discussions effectively focused on student outcomes • Frequent and varied classroom visits daily, providing timely, constructive feedback, even if it's not always documented • Engages in necessary conversations with staff, addressing challenges and promoting growth • Teachers are recruited and hired, aligning their strengths with the school's goals
Culture	Gets staff buy-in for clear, schoolwide student behavior standards; deals quickly with disruptions to learning and underlying causes; praises student and staff achievement; identifies struggling students and works to get support services for their needs; makes parents feel welcome; informs parents of expectations and ways they can help; makes themselves available for conferences and is responsive to parent requests; provides programs for students in the most need.	<ul style="list-style-type: none"> • Staff demonstrate clear understanding and commitment to schoolwide behavior standards with consistent implementation • Disruptions are reduced through support plans and structured intervention • Student and staff achievements are publicly celebrated • Parents are welcomed with positive interactions and engagement opportunities • Evidence of program implementation, student accounting, and expectations is available and communicated
Management	Models ethical and professional behavior and sets expectations around student and staff behavior expectations; creates a schedule that allows meeting times for key teams; creates structures and systems for orderly arrival, dismissal, meals, and class transitions; ensures transparency on key decisions; fulfills compliance	<ul style="list-style-type: none"> • Communicates and models clear and ethical standards of behavior • Develops and presents a clearly articulated and student focused schedule that maximizes adult and staff learning opportunities

	and reporting responsibilities and seeks coaching for new learning; builds relationships with staff and students to promote school goals.	<ul style="list-style-type: none"> • Rationale and impact is explored through transparency on key decisions • Fulfilled compliance and reporting responsibilities in a timely and well executed manner • Relationships are positive and result in differentiated groups throughout projects and initiatives
Family and Community Outreach	Provides artifacts of initial parent communication, regular communication of events and upcoming important benchmarks and assignments. Regularly communicates specific information to parents of students who are struggling academically, and or, behaviorally with action steps and strategies for improvement while responding promptly to parent concerns to make parents feel welcome and included at the school.	<ul style="list-style-type: none"> • Emails • News letter • Phone log • Communication to parents of significant events • PowerSchool entries • Student Events (Academic) • Student Events (Culture) • Community Events



Appendix N: Sample questions

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of success

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

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?



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

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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



Appendix O – Glossary of Professional Learning Opportunities

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

advanced coursework: Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.

case study: A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining next steps, i.e., IEP review or attendance records.

coaching: A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.

examination of student work: Individuals or groups of educators review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.

job-embedded: Any activity that is tied in with authentic classroom practice. May include, but is not limited to:

- Examining student data
- Mentoring • Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

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

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



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

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

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

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

school visits: Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities. **student shadow:** Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.

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

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

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



Appendix P – Educator Information

Evaluation Orientation

Orientation to Leader Evaluation was Completed on:

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

Name: Click or tap here to enter text.		Location: Click or tap here to enter text.	
Select One: <input type="checkbox"/> Cohort 1 <i>New to Profession (first 4 years) or New to LEA (first 2 years)</i> <input type="checkbox"/> Cohort 2 <i>Educators who have successfully completed Cohort 1</i>	Select One: <input type="checkbox"/> Individual goal <input type="checkbox"/> Collaborative goal <i>Decided upon mutual agreement.</i>	Select One: <input type="checkbox"/> 1-year goal <input type="checkbox"/> 2-year goal <input type="checkbox"/> 3-year goal <i>Decided upon mutual agreement.</i>	Select One: <input type="checkbox"/> Marshall Rubric D



Appendix P – Beginning of the Year Goals and Planning

Beginning of the Year Goals & Planning	
<p align="center">Self-Reflection</p> <p align="center"><i>Completed by Leader</i></p> <p align="center">See Self-Reflection sample reflection questions</p>	
<p>Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking.</p> <p>See Examples of Evidence Types</p>	<p>Click or tap here to enter text.</p>
<p align="center">Goal, Rationale, Alignment and Professional Learning Plan</p> <p align="center"><i>Completed by Leader</i></p>	
<p>Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).</p>	<p>Click or tap here to enter text.</p>
<p>What evidence of leader learning, educator learning, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?</p> <p>See Professional Learning & Action Questions to guide your plan.</p>	<p>Click or tap here to enter text.</p>
<p>For multi-year goal(s), what might be the potential focus of</p>	<p>Click or tap here to enter text.</p>



years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	Click or tap here to enter text.

Goal Setting Conference <i>Completed by Evaluator (By November 1)</i> <i>Date</i>	
Notes: Click or tap here to enter text.	Supports Required/Suggested <input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 <u>Refer to Tiered Support and Corrective Support Planning</u>



Appendix Q – Mid-year Check-in: Reflection, Adjustment(s), and Next Steps

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

Completed by Leader

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

See Sample Reflection Questions & Professional Learning & Action Questions

Name: Click or tap here to enter text.

Location: Click or tap here to enter text.

What has been your progress to-date on your professional learning plan and your goal(s) and how do you know? What are your next steps and why?

Self-Reflection:

Click or tap here to enter text.

Links to Evidence:

•

Mid-Year Conference

Completed by Evaluator (by March 1)

Date: Click or tap to enter a date.

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

Click or tap here to enter text.



Appendix R – End of Year Reflection and Feedback Process

End-of-Year Reflection & Feedback Process

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

Name: Click or tap here to enter text.

Location: Click or tap here to enter text.

Self-Reflection

Completed by Leader

[See Sample Reflection Questions](#) & [Professional Learning & Action Questions](#)

What impact did your new learning have on your practice/goal(s), and how do you know?

What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know?

What challenges did you encounter and what are your next steps with your professional learning?

Self-Reflection:

Click or tap here to enter text.

Links to Evidence:

- Click or tap here to enter text.



Appendix S – End of Year Conference

<p style="text-align: center;">End-of-Year Conference <i>Completed by Evaluator (by June/Last Day of School)</i> Date: Click or tap to enter a date.</p>		
Name: Click or tap here to enter text.		Location: Click or tap here to enter text.
<p style="text-align: center;">Summative Feedback & Growth Criteria <i>Completed by Evaluator</i> See appendix for full description</p>		
Summative Feedback		Click or tap here to enter text.
Development of new learning & impact on leadership practice related to goal(s).		Click or tap here to enter text.
Impact of new learning and leadership practice on key partners and or organizational outcomes.		Click or tap here to enter text.
Impact of new learning on greater community.		Click or tap here to enter text.
Successful Completion of the Evaluative Cycle		<input type="checkbox"/> Yes <input type="checkbox"/> No
Supports Required/Suggested <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> <input type="checkbox"/> Not applicable <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3		If Tier 2 and/or Tier 3, please specify strategies: <ul style="list-style-type: none"> Click or tap here to enter text.
Evaluator Signature: Click or tap here to enter text.		Date: Click or tap to enter a date.



Appendix T – Observation Form

Observation/Site Visit Form

Leader Evaluation Observation/Site Visit # Choose an item.

Name: Click or tap here to enter text.

Location: Click or tap here to enter text.

Administrator Role: Click or tap here to enter text.

Leader Goal/Observation Focus: Click or tap here to enter text.

- ☐ Cohort 1 (Pre-Post- Conference Required)
- ☐ Cohort 2 (Post-Conference Required)
- ☐ Additional Site Visit (Pre-/Post-Conference Optional)

Pre-Observation/Visit

Completed by Leader (as needed/required)

Meeting Plan and/or Context

Click or tap here to enter text.

*Upload and provide hyperlink here, as appropriate

Pre-Conference Notes

Click or tap here to enter text.

Observation/Site Visit Evidence

Completed by the Evaluator

Click or tap here to enter text.

Post-Observation/Visit Reflection

Completed by the Leader



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



Appendix U – Sample Corrective Support Plan

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

Objective: To improve classroom communication practices and to improve a positive school environment.

(Suggested) Resources:

- Observe a mutually agreed peer for structures, systems, and dispositions that support positive communication skills.
- Training in communication practices.

Timeframes:

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

Supportive Actions:

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

Corrective Support Plan

(Leader being evaluated) has consistently struggled with _____



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

Objective:

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

(Possible) Resources: A blend of opportunities and resources should be extended to the Educator being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

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

Supportive Actions: (Suggested supportive actions)

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



Appendix V - Marshall Leadership Rubric and Great Oaks Evaluation Crosswalk

Area	Expectation	Look-Fors (Include but are not limited to)
Strategy (Marshall Domain A, Great Oaks Area 1 “Strategy”)	Recruits a strong leadership team representative of multiple stakeholders (Aa); involves stakeholders in school improvement Ab; gains buy-in through results oriented action aligned to mission (Ad); develops strategic action and implementation plan for developed initiatives (Ae,Ai); builds ownership of success from staff and students (Ah); periodically measures progress and reflects on feedback (Aj).	<ul style="list-style-type: none"> • Diversity in skill, perspective, and background representative amongst key stakeholders • Clear criteria for schools mission and goals • Evidence of successful recruitment and onboarding of emerging leaders • Actionable items from stakeholders • Transparency in decision-making process • Regular updates on goals • Clear plans • Opportunities for staff and students for leadership roles

<p>First Things First (Marshall Domain B, Great Oaks Area 2 “First Things First”)</p>	<p>Plans for the year, month, week and day keeping highest leverage activities front and center (Ba); uses variety to communicate goal to others (Bb); regularly reaches out to staff and students for support and assistance in achieving goals (Bc); clearly communicates expectations (short and long term)(Be); ensures key teams meet regularly (Bg); has a system for staying on top of email, paperwork, and administrative work (Bd); delegates work appropriately (Bf).</p>	<ul style="list-style-type: none"> • Yearly, monthly, weekly, and daily plans are documented and reflect the prioritization of high-leverage activities • Goals are communicated through various channels (meetings, newsletters, one-on-one conversations) • Regular check-ins with staff and students to offer support and gather input • Short-term and long-term expectations are clearly articulated and consistently reinforced • Key teams have scheduled, purposeful meetings with documented outcomes and follow-up actions • Tasks are delegated effectively, with clear guidelines • A system is in place for managing emails, paperwork, and other administrative tasks
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<p>Curriculum and Data (Marshall Domain C, Great Oaks Area 3 “Curriculum and Data”)</p>	<p>Gets all staff to buy into clear, manageable, standards aligned goals with exemplars(Ca); provides teacher teams with appropriate data to plan instruction (Cb, Ce); provides effective materials for core instruction (Cd); monitors teacher teams and orchestrates effective time management (Cc, Cf); pushes meetings past who and how and into the “why” (Cc, Cg); monitors data frequently (Ci); draws attention to student, classroom, and school-wide success and gives appropriate credit for successes (Cj).</p>	<ul style="list-style-type: none"> • Evidence of teacher understanding and commitment to clear, standards-aligned goals • Teachers can articulate how their instruction aligns with goals • Teacher teams regularly use provided data to plan and adjust instruction • Teachers consistently use high-quality, standards-aligned materials in core instruction with materials regularly reviewed and updated • Meetings are well-organized resulting in clear outcomes and actionable steps • Discussions during meetings regularly explore the purpose and rationale behind instructional decisions • Student, classroom, and school-wide successes are consistently highlighted and celebrated
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<p>Talent Development (Marshall Domain D, Great Oaks Area 4 “Talent Development”)</p>	<p>Uses staff meetings to promote staff leadership through opportunities to present and discuss best practices(Da, Db); manages ongoing coaching and advocates for teacher needs (Dc); ensures teacher teams have well versed facilitators (De); visits 2-4 classrooms per day and provides helpful feedback (not always documented) (Dg); courageously engages in difficult conversations (Dh, Di); recruits and hires effective teachers (Dj).</p>	<ul style="list-style-type: none"> • Staff meetings regularly feature teachers presenting and discussing best practices, fostering a culture of shared leadership • Continuous coaching is provided, with teacher needs being identified and advocated for • Teacher teams have skilled facilitators who guide discussions effectively focused on student outcomes • Frequent and varied classroom visits daily, providing timely, constructive feedback, even if it's not always documented • Engages in necessary conversations with staff, addressing challenges and promoting growth • Teachers are recruited and hired, aligning their strengths with the school’s goals
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<p>Culture (Marshall Domain E, Great Oaks Area 5 “Culture”)</p>	<p>Gets staff buy-in for clear, schoolwide student behavior standards (Ea); deals quickly with disruptions to learning and underlying causes (Eb); praises student and staff achievement (Ec); identifies struggling students and works to get support services for their needs (Ee); makes parents feel welcome (Ef); informs parents of expectations and ways they can help (Eg); makes themselves available for conferences and is responsive to parent requests (Eh); provides programs for students in the most need (Ej).</p>	<ul style="list-style-type: none"> • Staff demonstrate clear understanding and commitment to schoolwide behavior standards with consistent implementation • Disruptions are reduced through support plans and structured intervention • Student and staff achievements are publicly celebrated • Parents are welcomed with positive interactions and engagement opportunities • Evidence of program implementation, student accounting, and expectations is available and communicated
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<p>Management (Marshall Domain F, Great Oaks Area 6 “Management”)</p>	<p>Models ethical and professional behavior and sets expectations around student and staff behavior expectations (Fa); creates a schedule that allows meeting times for key teams Fb); creates structures and systems for orderly arrival, dismissal, meals, and class transitions (Fc); ensures transparency on key decisions (Fe); fulfills compliance and reporting responsibilities and seeks coaching for new learning (Fh); builds relationships with staff and students to promote school goals (Fi).</p>	<ul style="list-style-type: none"> • Communicates and models clear and ethical standards of behavior • Develops and presents a clearly articulated and student focused schedule that maximizes adult and staff learning opportunities • Rationale and impact is explored through transparency on key decisions • Fulfilled compliance and reporting responsibilities in a timely and well executed manner • Relationships are positive and result in differentiated groups throughout projects and initiatives
<p>Family and Community Outreach (No Marshall Domain, Great Oaks Area 7 “Family and Community Outreach)</p>	<p>Provides artifacts of initial parent communication, regular communication of events and upcoming important benchmarks and assignments (Ei); Regularly communicates specific information to parents of students who are struggling academically, and or, behaviorally with action steps and strategies for improvement while responding promptly to parent concerns to make</p>	<ul style="list-style-type: none"> • Emails • News letter • Phone log • Communication to parents of significant events • PowerSchool entries • Student Events (Academic) • Student Events (Culture) • Community Events

	parents feel welcome and included at the school Ej, Ei, Eh).	
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Notes:

Approved unanimously on August 26, 2024, by Khaleel Carter (paraprofessional), Robert Karl (teacher), Hillary Mandel (support staff, school counselor), Brian Frazier (administrator).

Distributed to leadership on August 28, 2024, Professional Development scheduled for September 17, 2024.