Griswold Public Schools Leader Evaluation and Support Plan

Approved May 2024

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Vision

The Griswold Public School district's evaluation and support system is designed with the vision that all Griswold educators and leaders have the opportunity for continuous learning and feedback, allowing them to develop and grow, both individually and collectively, through the educator and leader evaluation and support system so that all students experience growth and success.

The Griswold evaluation and support plan was designed using the guidelines set forth by the State of Connecticut in 2023. The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 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 outcomes for students.

For the purposes of this document, a professional employee of the Griswold Board of Education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education, shall be referred to as "educator." While components are similar for teachers, specialists, and leaders, there are components specific to each group. Components distinctive to a particular group will be noted in the details of the plan.

Approval Process

This plan was designed with the help and support of the 2024 Griswold PDEC Committee, approved by the committee on May 15, 2024, and approved by the Griswold Board of Education on May 23, 2024.

PDEC Members:
- Glenn LaBossiere, Assistant Superintendent
- Patricia Feeney, Coordinator of Teaching, Learning, and Innovation
- Jessica Gillespie, Coordinator of Teaching, Learning, and Innovation
- Ty Roby, GEA President
- Christopher Champlin, Director of Student Services
- Erin Palonen, GHS Principal
- Louis Zubek, GMS Principal
- Jacqueline Love, GES Assistant Principal
- Joseph Bordeau, GES Principal
- Beth Gervase, GHS Teacher
- Julia Zawack, GHS Teacher
- Nancy Coolidge, GHS Teacher
- Raymond Churchill, GHS Teacher
- Jessie Wraichette, GMS/GHS Teacher
- Chloe Fitzgerald, GMS Teacher
- Laurie LaBossiere, GMS Library Media Specialist
- Erin Bettini, GES Teacher
- Natasha Mills, GES Teacher
- Tara Parkinson, GMS Teacher
- Wendy Davis, GES Teacher
- Kara Porter, Paraprofessional

Board of Education Members:
- Mary Elizabeth Malin
- Stuart Norman, Jr.
- Cathy Waselik
- Yvonne M. Palasky
- Jaimee O'Neill Eaton
- Jennifer Norman
- Martin Osga

Guiding Principles

The 2024 evaluation and support plan is grounded in guiding principles that use high quality professional learning to advance educator practice and student learning, growth, and achievement.

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

Standards and Criteria for Leaders

One of the primary goals of the leader evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on state performance standards (2017 The Connecticut Leader Evaluation and Support Rubric) and mutually agreed upon by the PDEC.

The Griswold Public School District's single-point competency tool for Leaders serves as support for self-evaluation, dialogue, and feedback, and is used to provide focus for high leverage goal(s) setting and professional learning.

The Continuous Learning Process

The evaluation and support plan 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.

The process also provides an opportunity for leaders to address organizational system and structure questions.

In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goal(s), professional practice and educator growth, and observation and feedback focus.

Within the continuous learning process, educators 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, 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. Effective feedback is regular, tied to standards, and identifies strengths and areas of focus for growth.

Goal-Setting Process and Cycle of Check-ins

Orientation

Orientation on the educator evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:
- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered supports
- 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(s) Setting (Completed by November 15)

Educators 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. Goals should always be connected to standards recommended by the PDEC and approved by the local board of education.

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

The educator will:
- Self-assess using the identified single-point competency tool
- Identify a high leverage goal that impacts practice and 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 educator takes place to refine the proposed goal and professional learning plan as needed. In partnership, the educator 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.

Midyear Check-in (Completed by March 1)

The midyear check-in provides an opportunity for the educator to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional practice; professional growth; and impact on student learning, growth, and achievement. Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the educator's goal(s). This is an overview of where the educator 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 the Last Day of School)

End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to 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 professional practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on students and stakeholders; and completion of current goal or rationale for continuing the goal the following 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(s).

This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process.

Definition of Cohorts

Cohort 1: Non-Tenured

Who:

- New to district (first four years)
- New to district, having already achieved tenure in another CT district (first two years)

What:

- Leaders: A total of three informals with post conferences OR reviews of practice
  - Should include one observation/site visit
- Additional observations of professional practice as mutually agreed upon or deemed necessary

Cohort 2: Tenured

Who:

- Leaders: A total of two informals with post-visit conversation OR reviews of practice
  - Should include one observation/site visit
- Additional observations of professional practice as mutually agreed upon or deemed necessary

Professional Practice and Growth

The implementation of the continuous learning process is shared between the educator and evaluator. For the duration of the learning process, educators pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal.

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Evaluators will provide educators with feedback from observation and dialogue, ensure timely access to supports, and collect evidence of educator performance and practice toward goal(s) through multiple sources, which include observation and may include student, staff, or family feedback.

Observation of Professional Practice and Feedback

Observations, reviews of practice, and/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 educators with specific feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Feedback, written or verbal, 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

Growth Criteria

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:
- Reflection supported with evidence of the impact of the educator's new learning on their practice/goal
- The impact the educator's new learning had on the educator's practice, professional growth, and student outcomes.

Possible Sources of Evidence for Leaders

Qualitative
- Information from observations, reviews or practice, and/or site visits as appropriate
- Strategic plans
- Reflections from learning walk/instructional rounds
- Self-reflection (e.g., journals, learning logs)
- Leader created professional learning materials
- Operational artifacts (e.g., schedules, procedural revisions)
- Policy updates
- Community communications
- Constituent feedback
- Systems and structures
- Program development and implementation

Quantitative
- Educator learning outcomes
- Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development)
- Numeric information about frequency of systems implementation, student participation, resource use, frequency of meetings/communications, etc.
- Data from learning walk/instructional rounds and walkthrough data collection
- School or district-created survey results
- State or benchmark assessment scores, and data from other assessments

Tiered Support and Corrective Support Planning

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, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan. A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other educator supports (e.g., educatorship

coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

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

Tier 3

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

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b.

Dispute Resolution

The purpose of the dispute resolution process is to secure, at the lowest possible administrative level, equitable solutions to disagreements, which from time to time may arise related to the evaluation process.

The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators and their evaluators are encouraged to resolve disagreements informally. Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional

learning plan or a Corrective Support Plan. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreement between the Griswold Board of Education and the relevant bargaining unit.

Dispute Resolution Process

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.
   a. Option 1: The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.
   b. Option 2: The educator being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

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

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan to propose to the local board of education for mutual agreement.

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

The duties of PDECs shall include, but are not limited to,
- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- 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.

Glossary

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.

By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.

corrective support plan: A pattern of persistent lack of growth and reflection or resistance to growth oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Corrective Support Plans shall include clear objectives specific to the well documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; supportive actions from the evaluator; and outcomes or further action as determined in consultation with the evaluator, leader, and bargaining unit representative.

check-ins: Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence and learning, and next steps in one's learning.

community:
A **school community** typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school.

A **district community** encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations

(peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:

- The Supporting Teacher Effectiveness Project (STEP)
- Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and Model System for Educator Evaluation
- Ohio Department of Education – Ohio Teacher Evaluation System (OTES 2.0) Framework
- Tennessee Educator Acceleration Model
- Connecticut TEAM Process (CAPA)

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

educator: For purposes of this document, a professional employee of the Griswold Board of Education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

evidence: Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, site visit feedback, and reflections of the educator's impact on organizational health, educator growth, and student learning, growth, and achievement as part of the feedback process.

feedback: "Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in 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

From Killion, J. (2019). The feedback process: Transforming Feedback for Professional Learning. Learning Forward.

formal observations: A formal observation is a structured and planned process of watching, assessing, and evaluating an educator's performance. This typically includes a pre-conference and post-conference and results in written or verbal feedback within five school days.

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goals and standards: Should be a high leverage goal based on professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of practice.

growth criteria: Successful completion of the Continuous Improvement Process, supported with evidence that includes the impact the leader's new learning had on their practice/goal, along with a reflection on challenges and next steps; and the impact the leader's new learning and practice had on organizational health, educator growth, student learning, growth, and/or achievement, supported by evidence.

high leverage goals: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus. They address strategies for development of human capital (people), instruction (knowledge and skills), and organizational management that transcends schools (Grissom, et al., 2021).

informal observations: An informal observation is an unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within five school days.

leader: A leader is defined as someone in a leadership position who has attained the 092 certification. This may include assistant superintendent, principal, dean of students, assistant/vice principal, pupil services director, department chair. This is not an exhaustive list, rather to illustrate the definition. Superintendents will confirm district leaders with evaluation roles.

multiple measures: Can include, but is not limited to, structures and systems to support educator learning and growth, culture and climate changes, student learning, growth, and achievement as mutually agreed upon during the goal-setting process. Additional evidence relative to one or more competencies.

mutual agreement: An agreement or condition that is reciprocal or agreed upon by all parties.

organizational health: Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

PDEC (Professional Development and Evaluation Committee): The Professional Development and Evaluation Committee serves as the collaborative decision maker to create, revise, and monitor the evaluation and support program for the district, as well as the professional learning plan for certified employees of the district.

professional learning: Professional learning and growth are centered on accelerating personal and collective learning and closing the knowing-doing gap for leaders and teachers. This includes codesigning interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective.

qualitative evidence: Evidence that is descriptive rather than numerical. Qualitative evidence may come from observation, interviews, verbal interactions, or artifact analyses and is interpretative.

quantitative evidence: Evidence that can be precisely measured using numerical data. Quantitative data are expressed numerically and analyzed statistically. The data is collected from student assessments, surveys, participation counts, and other measurements.

review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other educator artifacts.

rubric: A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of educators based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.

single point competency: A description of a standard of behavior or performance that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric.

site visits: A site visit provides an opportunity for observation and dialogue with the leader that may include but is not limited to leader engagement with educators, families or other partners in the work with a focus on the leader's goal.

specialist: For purposes of this document, a specialist is defined as someone in a role that is not traditionally defined as a classroom teacher. This may include professionals serving as school counselors, psychologists, social workers, library media specialists, reading specialists, interventionists, and speech/language pathologist. This is not an exhaustive list, rather to illustrate the definition. Superintendents will confirm educators with these roles.

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

tiered support:
   ● **Tier 1:** It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible

professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other educator supports (e.g., educator coaching). These resources should be identified through a goal setting process by mutual agreement.

- **Tier 2:** In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific educatorship practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.
- **Tier 3:** Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

Appendices

Links to Documents and Forms

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Appendix A: Evaluation Orientation

Based on the Connecticut Educator and Leader Evaluation and Support Plan 2024

Orientation to Evaluation	
Name:	Role:
Location:	Completed on:

Information Reviewed	
Cohorts: ☐ 1 ☐ 2	Goal Types: ☐ Individual ☐ Group
Goal Duration: ☐ 1-year ☐ 2-year ☐ 3-year	Rubric & Single-Point Competency: ☐

Appendix B: Sample Reflection Questions

Sample Reflection Questions – Leader

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 standards and criteria, 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 Vision 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 C: Possible Sources of Evidence for Growth

Possible Sources of Evidence for Leaders

Qualitative

- Information from observations, reviews or practice, and/or site visits as appropriate
- Strategic plans
- Reflections from learning walk/instructional rounds
- Self-reflection (e.g., journals, learning logs)
- Leader created professional learning materials
- Operational artifacts (e.g., schedules, procedural revisions)
- Policy updates
- Community communications
- Constituent feedback
- Systems and structures
- Program development and implementation

Quantitative

- Educator learning outcomes
- Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development)
- Numeric information about frequency of systems implementation, student participation, resource use, frequency of meetings/communications, etc.
- Data from learning walk/instructional rounds and walkthrough data collection
- School or district-created survey results
- State or benchmark assessment scores, and data from other assessments

Appendix D: Beginning of the Year Goal-Setting and Planning

*Based on the Form from the **Connecticut Educator and Leader Evaluation and Support Model***

Beginning of the Year Goal Setting & Planning	
Self-Reflection, Goals, Rationale, Alignment and Professional Learning Plan *Completed by Educator*	
Consider the sample reflection questions to help guide your self-reflection and goal-setting. What is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	
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?	
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)?	

Goal Setting Conference	
Completed by Evaluator (By November 15) Date Met: ____ Mutually Agreed Upon? ____	
Notes:	Supports Required/Suggested:

Appendix E: Educator Mid-Year Check-In Form

*Based on the Form from the **Connecticut Educator and Leader Evaluation and Support Model***

Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps *Completed by Educator*	
Non-negotiable Process Element of the CT Guidelines (2023)	
Name:	**Location:**
What has been your progress to-date on your professional learning and how do you know?	**Self-Reflection:**
Links to Evidence:	

Reminder to Educator/Leader: Review progress on Domain 4.

Mid-Year Conference *Completed by Evaluator (by March 1)* **Date:_____**
Feedback (Feedback regarding progress on professional learning and progress toward goal(s).)

Appendix F: End-of-Year Reflection

*Based on the Form from the **Connecticut Educator and Leader Evaluation and Support Model***

End-of-Year Reflection & Feedback Process
Non-negotiable Process Element of the CT Guidelines (2023)
Completed by Educator

Name:	Location:

Self-Reflection	
What impact did your new learning have on your practice/goal(s), and how do you know?	**Self-Reflection:**
What impact did your new learning and practice have on your learners' growth and or achievement, and how do you know?	**Self-Reflection:**
What challenges did you encounter and what are your next steps with your professional learning?	**Self-Reflection:**
Links to Evidence:	

Appendix G: End of Year Summary
*Based on the Form from the **Connecticut Educator and Leader Evaluation and Support Model***

End-of-Year Conference		
Completed by Evaluator by end of year		
Name:	**Date:**	
Summative Feedback & Growth Criteria *Completed by Evaluator*		
Development of new learning & impact on practice related to goal	☐ Met Criteria	☐ Did Not Meet Criteria
Impact on learning, growth, and achievement	☐ Met Criteria	☐ Did Not Meet Criteria
Summative Feedback and Next Steps		
Successful Completion of the Evaluative Cycle	☐ Yes	☐ No
Supports Required/Suggested *Are tiered supports required above and beyond tier 1 (included in feedback above)?*	☐ Not applicable ☐ Tier 2 ☐ Tier 3	
If Tier 2 and/or Tier 3, please specify strategies:		
For multi-year goals only:	☐ Will continue multi-year goal. ☐ Will adjust multi-year goal. ☐ Completed multi-year goal.	
What adjustments are needed to the goal(s)?		
Why?		
How might adjustments impact the timing of the goal(s)?		
Staff Signature:	**Date:**	
Evaluator Signature:	**Date:**	

Appendix H: Griswold Leadership Single-Point Competency Document

Based on The Connecticut Leader Evaluation and Support Rubric 2017

Domain 1: Instructional Leadership

1.1 Shared Vision, Mission, and Goals	☐Met/☐Not Met/☐Not Observed

- Develops/implements processes to regularly review and renew shared vision, mission and goals that articulate high expectations, including life skills and/or college- and career-readiness, for all students. (CLES 1.1)
- Develops capacity of staff to create and implement cohesive and aligned improvement plans and goals that address student and staff learning needs. (CLES 1.1)
- Supports staff, students and other stakeholders to collaboratively implement and sustain the shared vision, mission and goals of the school and district. (CLES 1.1)
- Supports staff to identify and address barriers to achieving the vision, mission and goals. (CLES 1.1)

1.2 Curriculum, Instruction, and Assessment	☐Met/☐Not Met/☐Not Observed

- Develops systems for curriculum, instruction, and assessment review. (CLES 1.2)
- Consistently works with staff to implement and/or evaluate curriculum and instruction that meets state and/or national standards. (CLES 1.2)
- Ensures the application of learning in authentic settings. (CLES 1.2)
- Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students. (CLES 1.2)
- Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions. (CLES 1.2)

1.3 Continuous Improvement	☐Met/☐Not Met/☐Not Observed

- Analyzes varied sources of data about current practices and outcomes to guide ongoing decision making. (CLES 1.3)
- Addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals. (CLES 1.3)
- Develops processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students. (CLES 1.3)
- Persists and engages staff in solving school wide or district wide challenges related to student success and achievement. (CLES 1.3)

Domain 1 Areas of Strength:

Domain 1 Opportunities for Growth/Next Steps:

Domain 2: Talent Management	
2.1 Recruitment, Selection, and Retention	☐Met/☐Not Met/☐Not Observed
- Develops and implements a coherent recruitment, selection and retention strategy OR provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures. (CLES 2.1) - Uses multiple sources of evidence as the primary factors in making recruitment, selection and/or retention decisions. (CLES 2.1) - Develops and maintains positive and trusting relationships with school and district staff to retain highly qualified and diverse staff. (CLES 2.1) - Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers. (CLES 2.1)	
2.2 Professional Learning	☐Met/☐Not Met/☐Not Observed
- Establishes, implements and monitors the impact of an aligned high-quality professional learning system to improve practice. (CLES 2.2) - Uses multiple sources of evidence and feedback to determine professional development needs. (CLES 2.2) - Provide aligned and relevant professional learning opportunities. (CLES 2.2) - Provides support, time and resources for professional learning that leads to improved practice. (CLES 2.2)	
2.3 Observation and Performance Evaluation	☐Met/☐Not Met/☐Not Observed
- Evaluates staff using sources of evidence such as observation, review of artifacts, dialogue and student-learning data. (CLES 2.3) - Evaluates staff according to educator performance standards and evidence of improved teaching and learning. (CLES 2.3) - Regularly provides clear, timely and actionable feedback based on evidence. (CLES 2.3) - Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning. (CLES 2.3)	
Domain 2 Areas of Strength:	
Domain 2 Opportunities for Growth/Next Steps:	

Domain 3: Organizational Systems

3.1 Operational Management	☐Met/☐Not Met/☐Not Observed

- Makes decisions about the establishment, implementation and monitoring of organizational systems that consistently support the vision, mission and goals and orderly operation of the school or district. (CLES 3.1)
- Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment.
- Develops or implements communication and data systems that assure the accurate and timely exchange of information. (CLES 3.1)
- Develops capacity of staff to document and access student learning progress over time. (CLES 3.1)
- *Advocates for maintenance of physical plant. (CLES 3.1)
- *Designs and implements a comprehensive school site safety and security plan. (CLES 3.1)

3.2 Resource Management	☐Met/☐Not Met/☐Not Observed

- Develops, implements and monitors a transparent and fiscally responsible budget aligned to the school and district improvement plans and district, state and federal regulations. (CLES 3.2)
- Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals. (CLES 3.2)
- Allocates resources to ensure educational equity for all diverse student, family and staff needs. (CLES 3.2)

Domain 3 Areas of Strength:

Domain 3 Opportunities for Growth/Next Steps:

Domain 4: Culture and Climate

4.1 Family, Community, and Stakeholder Engagement	☐Met/☐Not Met/☐Not Observed

- Communicates and advocates for the vision, mission, and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students. (CLES 4.1)
- Promotes and provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning. (CLES 4.1)
- Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues. (CLES 4.1)
- Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education. (CLES 4.1)

4.2 Culture and Climate	☐Met/☐Not Met/☐Not Observed

- Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district. (CLES 4.2)
- Provides appropriate training for staff and students to uphold these expectations. (CLES 4.2)
- Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators. (CLES 4.2)
- Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff. (CLES 4.2)

4.3 Equitable and Ethical Practice	☐Met/☐Not Met/☐Not Observed

- Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators. (CLES 4.3)
- Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate. (CLES 4.3)
- Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals. (CLES 4.3)
- Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community. (CLES 4.3)

Domain 4 Areas of Strength:

Domain 4 Opportunities for Growth/Next Steps:

Appendix I: Educator Observation Form

Based on the Form from the
Connecticut Educator and Leader Evaluation and Support Model 2024

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

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

Formal Pre-Observation *Completed by Educator (as needed/required by formal)*	
Lesson Plan/Meeting Plan *Upload and provide hyperlink here, as appropriate (refer to rubric)	
Pre-Conference Notes, including the identified competency focus for the observation.	

Formal Post-Observation Reflection *Completed by the Educator*	
What were the strengths of the observed visit?	
What might you do differently?	
What else would you like the observer to know?	

Post-Observation Conference Feedback		
Completed by the Evaluator		
Post Conference Notes		
Summary: Evidence of Strengths	**Single-Point Competency Form** *Completed by the Evaluator*	**Summary: Evidence for Growth and/or Next Steps**

Appendix J: Educator Professional Learning and Practice Form

Domain 4: Ethical and Responsible Practice
Based on the 2022 Danielson Frameworks for Teaching and CCT Rubric 2017

Domain 4a: Communicating Student Progress and Engaging Families	☐Met/☐Not Met

- Respectfully communicates understandable and useful information to students and those who support them. (FfT 4b)
- Has accurate and accessible systems for tracking student learning and other records (FfT 4b)
- Updates systems in a timely manner and in accordance with school practices. (FfT 4b)
- Engages students and those who support them in monitoring and supporting their progress toward their goals. (FfT 4b)
- Shares accessible, informative updates about programming, classroom community, and/or learning experiences. (FfT 4c)

Check off items that apply as evidence of 4a:

☐ Emailing families	☐ Progress reports
☐ Phone calls	☐ Newsletter/Platform
☐ Parent conferences	☐ Updating Google Classroom
☐ Back-to-school nights	☐ Google site
☐ Updating Gradebook	☐ Updating Infinite Campus
☐ Submitting Attendance	☐ PPT/MTSS Student Updates
	☐ Other (List Below)

Comment on the ways that you communicate about student progress and engage families:

Attach Artifacts (optional):

Next Steps/Future Goals:

Domain 4b: Contributing to School Community and Culture ☐Met/☐Not Met
• Takes advantage of common planning opportunities and has collaborative relationships with colleagues.(FfT 4d) • Makes a substantial contribution to school and/or district events, projects, and initiatives. (FfT 4d) • Is an advocate for all students in and beyond the classroom, aligning actions with the school's and community's values. (FfT 4f) • Contributes to maintaining the culture of the school by meeting their professional responsibilities. (CCT 4b)
Check off items that apply as evidence of 4b:

☐ District/School Committee ☐ Curriculum Work ☐ Team Leader ☐ Data Team ☐ Attendance at Team Meetings ☐ Assigned Duties	☐ Club Advisor ☐ Coach ☐ Supervision of Events ☐ Attendance at community events ☐ Attendance at Faculty Meetings ☐ Participation in whole school events ☐ Other (List Below)

Comment on the ways that you contribute to the school and/or district community:
Next Steps/Future Goals:

Domain 4c: Growing and Developing Professionally	☐Met/☐Not Met

- Regularly and actively participates and contributes thoughtfully to professional inquiry and opportunities to grow and learn. (FfT 4d)
- Is continually assessing and developing their own knowledge and skills, inviting feedback, and seeking and applying new approaches to meet individual student needs. (FfT 4e)
- Takes initiative in deepening content knowledge and understanding the curriculum individually and in collaboration with colleagues. (FfT 4e)

Which of the following activities did you engage in for professional learning?

☐ Sharing at a team/faculty meeting ☐ Intervisition ☐ Consultancy (For example: Peer Support or Admin Collaboration) ☐ TEAM (New Teacher and Mentor)	☐ Book Study ☐ Professional Reading, Viewing, and/or Listening ☐ Continuing Coursework	☐ Curriculum Work ☐ Optional Professional Learning ☐ RESC Collaboration/ Participation ☐ Other (List Below)

Comment on the professional learning opportunities you pursued this year:

Attach Artifacts (optional):

Next Steps/Future Goals

Appendix K: Corrective Support Plan Resources

*Based on resources from the **Connecticut Educator and Leader Evaluation and Support Model***

Corrective Support Plan Template

(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 and written feedback from evaluator (dependent upon need for plan)
• All resources made available
• Timely feedback in person and in writing (weekly/bi-weekly meetings)
• Management of access to learning opportunities in and out of building, as appropriate.

Sample Corrective Support Plan – Leader

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

Objective:

To improve engagement with families in communities (CLES 2017 4.1) and to improve operations in management (CLES 2017 3.1)

Resources:

• All communications previewed by the evaluator for content and timeliness.
• Collaboration with other district leaders for exemplars of communication.

Timeframes:

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

Supportive Actions:

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

Appendix L: Glossary of Professional Learning Opportunities

High quality professional learning enhances both educator practice and outcomes for stakeholders (i.e. students). 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.

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 educators 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.

Griswold Public Schools Educator Evaluation and Support Plan

Approved May 2024

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Vision

The Griswold Public School district's evaluation and support system is designed with the vision that all Griswold educators and leaders have the opportunity for continuous learning and feedback, allowing them to develop and grow, both individually and collectively, through the educator and leader evaluation and support system so that all students experience growth and success.

The Griswold evaluation and support plan was designed using the guidelines set forth by the State of Connecticut in 2023. The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 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 outcomes for students.

For the purposes of this document, a professional employee of the Griswold Board of Education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education, shall be referred to as "educator." While components are similar for teachers, specialists, and leaders, there are components specific to each group. Components distinctive to a particular group will be noted in the details of the plan.

Approval Process

This plan was designed with the help and support of the 2024 Griswold PDEC Committee, approved by the committee on May 15, 2024, and approved by the Griswold Board of Education on May 23, 2024.

PDEC Members:
- Glenn LaBossiere, Assistant Superintendent
- Patricia Feeney, Coordinator of Teaching, Learning, and Innovation
- Jessica Gillespie, Coordinator of Teaching, Learning, and Innovation
- Ty Roby, GEA President
- Christopher Champlin, Director of Student Services
- Erin Palonen, GHS Principal
- Louis Zubek, GMS Principal
- Jacqueline Love, GES Assistant Principal
- Joseph Bordeau, GES Principal
- Beth Gervase, GHS Teacher
- Julia Zawack, GHS Teacher
- Nancy Coolidge, GHS Teacher
- Raymond Churchill, GHS Teacher
- Jessie Wraichette, GMS/GHS Teacher
- Chloe Fitzgerald, GMS Teacher
- Laurie LaBossiere, GMS Library Media Specialist
- Erin Bettini, GES Teacher
- Natasha Mills, GES Teacher
- Tara Parkinson, GMS Teacher
- Wendy Davis, GES Teacher
- Kara Porter, Paraprofessional

Board of Education Members:
- Mary Elizabeth Malin
- Stuart Norman, Jr.
- Cathy Waselik
- Yvonne M. Palasky
- Jaimee O'Neill Eaton
- Jennifer Norman
- Martin Osga

Guiding Principles

The 2024 evaluation and support plan is grounded in guiding principles that use high quality professional learning to advance educator practice and student learning, growth, and achievement.

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

Standards and Criteria for Teachers and Specialists

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 and state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground the Griswold Public Schools plan:

- Danielson Frameworks for Teaching 2022
- CCT Rubric for Effective Service Delivery 2017

The associated single-point competency tools for Teachers and Service Delivery, the Griswold Public Schools Single Point Competency Tool for Teachers and the Griswold Public School Single Point Competency Tool for Specialists, serve as support for self evaluation, dialogue, and feedback.

The Continuous Learning Process

The evaluation and support plan 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 goal(s), professional practice and educator growth, and observation and feedback focus.

Within the continuous learning process, educators 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, 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. Effective feedback is regular, tied to standards, and identifies strengths and areas of focus for growth.

Goal-Setting Process and Cycle of Check-ins

Orientation

Orientation on the educator evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:
- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered supports
- 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(s) Setting (Completed by November 15)

Educators 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. Goals should always be connected to standards recommended by the PDEC and approved by the local board of education.

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

The educator will:
- Self-assess using the identified single-point competency tool
- Identify a high leverage goal that impacts practice and growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

The educator 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 educator takes place to refine the proposed goal and professional learning plan as needed. In partnership, the educator 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.

Midyear Check-in (Completed by March 1)

The midyear check-in provides an opportunity for the educator to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional practice; professional growth; and impact on student learning, growth, and achievement. Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the educator's goal(s). This is an overview of where the educator 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 the Last Day of School)

End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to 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 professional practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process;

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new learning; and highlights of impact on students and stakeholders; and completion of current goal or rationale for continuing the goal the following 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(s).

This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process.

Definition of Cohorts

Cohort 1: Non-Tenured

Who:

- New to district (first four years)
- New to district, having already achieved tenure in another CT district (first two years)

What:

- Teachers: Three observations of Professional Practice
    - One formal (minimum 30 minutes in length) with pre and post meeting
    - Two informal (minimum 15 minutes in length) with post conference
- Specialists: A total of three informals with post conferences OR reviews of practice
    - Should include one observation
- Additional observations of professional practice as mutually agreed upon or deemed necessary

Cohort 2: Tenured

Who:

- Educators who have successfully completed Cohort 1 in Griswold

What:

- Teachers: Two informal observations of Professional Practice (minimum 15 minutes in length) with post-visit conversation
- Specialists: A total of two informals with post-visit conversation OR reviews of practice
    - Should include one observation
- Additional observations of professional practice as mutually agreed upon or deemed necessary

Professional Practice and Growth

The implementation of the continuous learning process is shared between the educator and evaluator. For the duration of the learning process, educators pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal.

Evaluators will provide educators with feedback from observation and dialogue, ensure timely access to supports, and collect evidence of educator performance and practice toward goal(s) through multiple sources, which include observation and may include student, staff, or family feedback.

Observation of Professional Practice and Feedback

Observations, reviews of practice, and/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 educators with specific feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Feedback, written or verbal, 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

Growth Criteria

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:
- Reflection supported with evidence of the impact of the educator's new learning on their practice/goal
- The impact the educator's new learning had on the educator's practice, professional growth, and student outcomes.
- Next steps

Possible Source of Evidence for Educators

Qualitative
- Required observational evidence
- Implementation plans/lesson plan(s)
- Educator learning logs/impact on practice reflection
- Educator created learning materials
- Educator and/or student self-reflection
- Student learning artifacts
- Other artifacts/sources
- Mastery-based demonstrations of achievement
- Observational evidence of students' words, actions, interactions (including quotations when appropriate)

Quantitative
- Required student learning evidence aligned to high-leverage indicator focus
- Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc.
- School or teacher-created survey results
- Rubric ratings, interim or benchmark assessment scores, and data from other assessments

Tiered Support and Corrective Support Planning

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, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan. A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator and their exclusive bargaining representative if applicable.

Tier 1

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

Tier 2

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

Tier 3

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

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b.

Dispute Resolution

The purpose of the dispute resolution process is to secure, at the lowest possible administrative level, equitable solutions to disagreements, which from time to time may arise related to the evaluation process.

The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators and their evaluators are encouraged to resolve disagreements informally. Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreement between the Griswold Board of Education and the relevant bargaining unit.

Dispute Resolution Process

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.
   a. Option 1: The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party*. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.
   b. Option 2: The educator being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

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

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

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan to propose to the local board of education for mutual agreement.

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

The duties of PDECs shall include, but are not limited to,
- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- 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.

Glossary

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.

By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.

corrective support plan: A pattern of persistent lack of growth and reflection or resistance to growth oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Corrective Support Plans shall include clear objectives specific to the well documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; supportive actions from the evaluator; and outcomes or further action as determined in consultation with the evaluator, leader, and bargaining unit representative.

check-ins: Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence and learning, and next steps in one's learning.

community:
A **school community** typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school.
A **district community** encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations

(peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:

- The Supporting Teacher Effectiveness Project (STEP)
- Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and Model System for Educator Evaluation
- Ohio Department of Education – Ohio Teacher Evaluation System (OTES 2.0) Framework
- Tennessee Educator Acceleration Model
- Connecticut TEAM Process (CAPA)

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

educator: For purposes of this document, a professional employee of the Griswold Board of Education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

evidence: Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, site visit feedback, and reflections of the educator's impact on organizational health, educator growth, and student learning, growth, and achievement as part of the feedback process.

feedback: "Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in 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

From Killion, J. (2019). The feedback process: Transforming Feedback for Professional Learning. Learning Forward.

formal observations: A formal observation is a structured and planned process of watching, assessing, and evaluating an educator's performance. This typically includes a pre-conference and post-conference and results in written or verbal feedback within five school days.

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goals and standards: Should be a high leverage goal based on professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of practice.

growth criteria: Successful completion of the Continuous Improvement Process, supported with evidence that includes the impact the leader's new learning had on their practice/goal, along with a reflection on challenges and next steps; and the impact the leader's new learning and practice had on organizational health, educator growth, student learning, growth, and/or achievement, supported by evidence.

high leverage goals: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus. They address strategies for development of human capital (people), instruction (knowledge and skills), and organizational management that transcends schools (Grissom, et al., 2021).

informal observations: An informal observation is an unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within five school days.

leader: A leader is defined as someone in a leadership position who has attained the 092 certification. This may include assistant superintendent, principal, dean of students, assistant/vice principal, pupil services director, department chair. This is not an exhaustive list, rather to illustrate the definition. Superintendents will confirm district leaders with evaluation roles.

multiple measures: Can include, but is not limited to, structures and systems to support educator learning and growth, culture and climate changes, student learning, growth, and achievement as mutually agreed upon during the goal-setting process. Additional evidence relative to one or more competencies.

mutual agreement: An agreement or condition that is reciprocal or agreed upon by all parties.

organizational health: Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

PDEC (Professional Development and Evaluation Committee): The Professional Development and Evaluation Committee serves as the collaborative decision maker to create, revise, and monitor the evaluation and support program for the district, as well as the professional learning plan for certified employees of the district.

professional learning: Professional learning and growth are centered on accelerating personal and collective learning and closing the knowing-doing gap for leaders and teachers. This includes codesigning interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective.

qualitative evidence: Evidence that is descriptive rather than numerical. Qualitative evidence may come from observation, interviews, verbal interactions, or artifact analyses and is interpretative.

quantitative evidence: Evidence that can be precisely measured using numerical data. Quantitative data are expressed numerically and analyzed statistically. The data is collected from student assessments, surveys, participation counts, and other measurements.

review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other educator artifacts.

rubric: A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of educators based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.

single point competency: A description of a standard of behavior or performance that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric.

site visits: A site visit provides an opportunity for observation and dialogue with the leader that may include but is not limited to leader engagement with educators, families or other partners in the work with a focus on the leader's goal.

specialist: For purposes of this document, a specialist is defined as someone in a role that is not traditionally defined as a classroom teacher. This may include professionals serving as school counselors, psychologists, social workers, library media specialists, reading specialists, interventionists, and speech/language pathologist. This is not an exhaustive list, rather to illustrate the definition. Superintendents will confirm educators with these roles.

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

tiered support:
- **Tier 1:** It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible

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professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other educator supports (e.g., educator coaching). These resources should be identified through a goal setting process by mutual agreement.

- **Tier 2:** In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific educatorship practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.
- **Tier 3:** Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

Appendices

Links to Documents and Forms

Appendix A: ▣ Evaluation Orientation- Educator
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Appendix A: Evaluation Orientation

Based on the Connecticut Educator and Leader Evaluation and Support Plan 2024

Orientation to Evaluation	
Name:	Role:
Location:	Completed on:

Information Reviewed	
Cohorts: ☐ 1 ☐ 2	Goal Types: ☐ Individual ☐ Group
Goal Duration: ☐ 1-year ☐ 2-year ☐ 3-year	Rubric & Single-Point Competency: ☐

Appendix B: Sample Reflection Questions

Sample Reflection Questions – Educator

Self-Reflection Sample Questions
- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional practice?
- In reviewing the standards and criteria, what areas emerge as opportunities for your professional learning and practice?
- Based on your current students'/adult learners' strengths and needs, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/ program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Vision 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 C: Possible Sources of Evidence for Growth

Possible Source of Evidence for Educators

Qualitative
- Required observational evidence
- Implementation plans/lesson plan(s)
- Educator learning logs/impact on practice reflection
- Educator created learning materials
- Educator and/or student self-reflection
- Student learning artifacts
- Other artifacts/sources
- Mastery-based demonstrations of achievement
- Observational evidence of students' words, actions, interactions (including quotations when appropriate)

Quantitative
- Required student learning evidence aligned to high-leverage indicator focus
- Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc.
- School or teacher-created survey results
- Rubric ratings, interim or benchmark assessment scores, and data from other assessments

Appendix D: Beginning of the Year Goal-Setting and Planning

*Based on the Form from the **Connecticut Educator and Leader Evaluation and Support Model***

Beginning of the Year Goal Setting & Planning

Self-Reflection, Goals, Rationale, Alignment and Professional Learning Plan
Completed by Educator

Consider the sample reflection questions to help guide your self-reflection and goal-setting. What is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	
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?	
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)?	

Goal Setting Conference
Completed by Evaluator (By November 15)

Date Met: ___ Mutually Agreed Upon? ___

Notes:	Supports Required/Suggested:

Appendix E: Educator Mid-Year Check-In Form

*Based on the Form from the **Connecticut Educator and Leader Evaluation and Support Model***

Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps *Completed by Educator* *Non-negotiable Process Element of the CT Guidelines (2023)*	
Name:	**Location:**
What has been your progress to-date on your professional learning and how do you know?	**Self-Reflection:**
Links to Evidence:	

Reminder to Educator/Leader: Review progress on Domain 4.

Mid-Year Conference *Completed by Evaluator (by March 1)* *Date:_____*
Feedback (Feedback regarding progress on professional learning and progress toward goal(s).)

Appendix F: End-of-Year Reflection

*Based on the Form from the **Connecticut Educator and Leader Evaluation and Support Model***

End-of-Year Reflection & Feedback Process
Non-negotiable Process Element of the CT Guidelines (2023)
Completed by Educator

Name:		Location:
	Self-Reflection	
What impact did your new learning have on your practice/goal(s), and how do you know?	**Self-Reflection:**	
What impact did your new learning and practice have on your learners' growth and or achievement, and how do you know?	**Self-Reflection:**	
What challenges did you encounter and what are your next steps with your professional learning?	**Self-Reflection:**	
Links to Evidence:		

Appendix G: End of Year Summary
*Based on the Form from the **Connecticut Educator and Leader Evaluation and Support Model***

End-of-Year Conference		
Completed by Evaluator by end of year		
Name:	**Date:**	
Summative Feedback & Growth Criteria **Completed by Evaluator**		
Development of new learning & impact on practice related to goal	☐ Met Criteria	☐ Did Not Meet Criteria
Impact on learning, growth, and achievement	☐ Met Criteria	☐ Did Not Meet Criteria
Summative Feedback and Next Steps		
Successful Completion of the Evaluative Cycle	☐ Yes	☐ No
Supports Required/Suggested *Are tiered supports required above and beyond tier 1 (included in feedback above)?*	☐ Not applicable ☐ Tier 2 ☐ Tier 3	
If Tier 2 and/or Tier 3, please specify strategies:		
For multi-year goals only:	☐ Will continue multi-year goal. ☐ Will adjust multi-year goal. ☐ Completed multi-year goal.	
What adjustments are needed to the goal(s)?		
Why?		
How might adjustments impact the timing of the goal(s)?		
Staff Signature:	**Date:**	
Evaluator Signature:	**Date:**	

Appendix H: Griswold Teacher Single-Point Competency Document

Based on the 2022 Danielson Framework for Teaching

Domain 1: Purposeful Planning

Domain 1a: Applying Knowledge of Content and Pedagogy	☐Met/☐Not Met/☐Not Observed

- Plans and preparation demonstrate knowledge of content, interdisciplinary relationships, and skills to be explored and their real-world application. (FfT 1a)
- Plans include a variety of instructional strategies, pedagogical approaches, and representations of relevant content. (FfT 1a)

Domain 1b: Knowing and Valuing Students	☐Met/☐Not Met/☐Not Observed

- The teacher successfully applies knowledge of students' identities, knowledge, and skills to planning and preparation. (FfT 1b)
- The teacher's accurate understanding of the learning process and learning differences is evident in planning and preparation. (FfT 1b)
- The teacher successfully incorporates understandings of students' individual cognitive, social, and emotional development into plans. (FfT 1b)

Domain 1c: Setting Instructional Outcomes	☐Met/☐Not Met/☐Not Observed

- Instructional outcomes reflect grade-level standards. (FfT 1c)
- Instructional outcomes are clear, specific, relevant, and written in the form of student learning. (FfT 1c)

Domain 1d: Using Resources Effectively	☐Met/☐Not Met/☐Not Observed

- All of the materials are chosen to support the instructional outcomes, allow students to access the curriculum, and engage students in meaningful learning. (FfT 1d)
- Use of technology and other digital resources is planned to effectively support equitable student learning and engagement (FfT 1d)

Domain 1e: Planning Coherent Instruction	☐Met/☐Not Met/☐Not Observed

- Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking. (FfT 1e)
- Instructional groups are planned thoughtfully to maximize learning and build on students' strengths. (FfT 1e)
- Plans for learning include realistic time expectations and logical sequencing, and have a flow that allows for student learning and reflection. (FfT 1e)

Domain 1f: Designing and Analyzing Assessments	☐Met/☐Not Met/☐Not Observed

- Assessments are planned to fully and fairly provide evidence of student understanding of the content mastery of outcomes, as well as reveal specific misunderstandings. (FfT 1f)
- Assessment criteria and standards are established, clear, and fully understood by students. (FfT 1f)
- Formative assessments are planned to provide an accurate picture of student learning and allow for possible adjustments based on this data (FfT 1f)
- Assessment results from prior lessons and units are a key tool used by the teacher to inform instructional decisions. (FfT 1f)

Domain 1 Areas of Strength:

Domain 1 Opportunities for Growth/Next Steps:

Domain 2: The Classroom Environment

Domain 2a: Creating an Environment of Respect & Rapport	☐Met/☐Not Met/☐Not Observed

- Teacher-student interactions are friendly and respectful. (FfT 2a)
- Interactions are appropriate for the age and cultures of the students. (FfT 2a)
- Students exhibit respect for the teacher. (FfT 2a)
- Student interactions are generally polite and respectful. (FfT 2a)
- Classroom expectations and standards of conduct are clear to all students. (FfT 2d)
- Teacher response to misbehavior is appropriate and respects students' dignity. (FfT 2a)
- Learning environments respect and/or reflect elements of students' racial and cultural identities. (FfT 2a)

Domain 2b: Fostering a Culture for Learning	☐Met/☐Not Met/☐Not Observed

- Students have multiple opportunities to exercise agency, and autonomy is intentionally developed and celebrated. (FfT 2b)
- Teacher intentionally develops and celebrates confidence, resilience, persistence, and teamwork that supports student perseverance. (FfT 2b)

Domain 2c: Maintaining Purposeful Environments	☐Met/☐Not Met/☐Not Observed

- Most students are productively and purposefully engaged in learning. (FfT 2c)
- Transitions occur smoothly with little loss of instructional time. (FfT 2c)
- Routines and procedures allow students to operate autonomously. (FfT 2c)
- Resources and supports are deployed efficiently and effectively. (FfT 2c)
- Efficient systems for performing non instructional duties are in place. (FfT 2c)

Domain 2d: Supporting Positive Student Behavior	☐Met/☐Not Met/☐Not Observed

- Students successfully monitor their own behavior (FfT 2d)
- Teacher is alert to student behavior at all times (FfT 2d)
- Monitoring by teacher is subtle and preventative (FfT 2d)
- Teacher models, explicitly teaches, and reinforces habits of character to promote learning, ethical behavior, and citizenship (FfT 2d)

Domain 2e: Organizing Spaces for Learning	☐Met/☐Not Met/☐Not Observed

- The space is safe, and all students are able to access what they need (FfT 2c, 2e)
- The design of the space supports student learning and development and is appropriate for the goals and activities (FfT 2e)

Domain 2 Areas of Strength:

Domain 2 Opportunities for Growth/Next Steps:

Domain 3: Learning Experiences

Domain 3a: Communicating about Purpose and Content	☐Met/☐Not Met/☐Not Observed

- The teacher clearly explains what students will be learning and why. (FfT 3a)
- The teacher clearly communicates what success will look like. (FfT 3a)
- The teacher clearly explains and models the learning activities. (FfT 3a)
- The teacher's explanations of content are accurate, appropriately scaffolded, and relevant to the experiences of the students. (FfT 3a)
- Content is explained in multiple, engaging ways to support conceptual understanding. (FfT 3a)
- The teacher's content-specific language and vocabulary is accurate and appropriate. (FfT 3a)

Domain 3b: Using Questioning and Discussion Techniques	☐Met/☐Not Met/☐Not Observed

- The questions/prompts provided by the teacher are of high quality, allowing students to think critically and deepen understanding. (FfT 3b)
- Adequate time is provided for students to respond. (FfT 3b)
- Instruction and/or activities successfully engage students in opportunities to respond. (FfT 3b)
- During discussion, there are opportunities for students to think critically and offer multiple perspectives, challenging them to justify their thinking. (FfT 3b)

Domain 3c: Engaging Students in Learning	☐Met/☐Not Met/☐Not Observed

- All students engage in activities that support agency and require critical thinking. (FfT 3c)
- Student collaboration is a key component of learning and engagement in the class. (FfT 3c)
- Instructional groupings are strategically arranged to support learning and engagement. (FfT 3c)
- Instructional resources are varied and used to support equitable access to content (FfT 3c)
- The pacing of the lesson supports high levels of intellectual engagement and deeper learning. (FfT 3c)
- Students have multiple and effective opportunities to think, reflect, and consolidate understanding. (FfT 3c)

Domain 3d: Using Assessment for Learning	☐Met/☐Not Met/☐Not Observed

- The standards of high quality work and success are clear to students. (FfT 3d)
- The teacher provides opportunities for self-assessment. (FfT 3d)
- The teacher uses questions and assessments to elicit accurate evidence of student understanding. (FfT 3d)
- Students receive timely, constructive feedback from the teacher or others that advances the learning. (FfT 3d)

Domain 3e: Responding Flexibly to Student Needs	☐Met/☐Not Met/☐Not Observed

- The teacher effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs. (FfT 3e)
- The teacher incorporates students' interests and questions into learning experiences to deepen understanding and encourage curiosity and autonomy. (FfT 3e)
- Drawing on a broad repertoire of strategies, the teacher persists in seeking alternative approaches and pathways when students experience difficulty. (FfT 3e)

Domain 3f: Engaging in Reflective Practice	☐Met/☐Not Met/☐Not Observed

- The teacher draws on evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction on student learning and development. (FfT 4a)
- Based on reflection, the teacher considers multiple paths forward, including new ideas and strategies, and plans for future actions and/or improvements that support the success of all students. (FfT 4a)

Domain 3 Areas of Strength:

Domain 3 Opportunities for Growth/Next Steps:

Appendix H: Griswold Specialist Single-Point Competency Document

Based on The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2017
and *the 2022 Danielson Framework for Teaching*

Domain 1: Learning Environment, Engagement and Commitment to Learning
Domain 1: Promoting a positive learning environment that is respectful, equitable, and effective. ☐Met/☐Not Met
- Interactions between service provider and participants are consistently positive and respectful. (CCT 1a)   - Establishes an environment that is consistently respectful of cultural, social and/or developmental differences. (CCT 1a)   - Consistently creates or promotes a safe environment. (CCT 1a)   - Establishes and consistently reinforces high and realistic expectations for learning/growth and development. (CCT 1a)   - Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment. (CCT 1b)   - Consistently teaches, models, or positively reinforces the norms for the context and/or builds learners' capacity to self-regulate and take responsibility for their actions. (CCT 1b)   - Implements and manages effective routines and transitions that maximize service delivery time. (CCT 1c)
Domain 1 Areas of Strength:
Domain 1 Opportunities for Growth/Next Steps:

Domain 2: Planning for Active Learning
Developing plans that build on knowledge and skills and provide appropriate services that actively engage learners. ☐Met/☐Not Met
- Designs plans that directly align with relevant discipline-specific local, state, and national guidelines or standards. (CCT 2a)   - Designs plans using evidence-based practice. (CCT 2a)   - Designs targeted and purposeful plans using multiple sources of data to address learner needs. (CCT 2a)   - Selects or designs plans that include strategies, tasks and resources that promote active engagement of participants. (CCT   2b)   - Uses knowledge of learners' abilities and/ or experiential background to select and interpret assessment information. (CCT 2c)   - Identifies objective and measurable criteria for assessment. (CCT 2c)   - Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery. (CCT 2c)
Domain 2 Areas of Strength:
Domain 2 Opportunities for Growth/Next Steps:

Domain 3: Service Delivery
Domain 3: Effectively Implementing and Monitoring Service Delivery for Learning   ☐Met/☐Not Met
- Clearly communicates expectations for service delivery. (CCT 3a)   - Delivers services accurately, in a logical and purposeful progression that meet the needs of learners. (CCT 3a)   - Uses differentiated strategies, tasks, and resources that achieve the planned results. (CCT 3b)   - Implements service delivery that provides opportunities for participants to apply the learning. (CCT 3b)   - Communicates specific observable and measurable criteria for success. (CCT 3c)   - Monitors participant progress with focus on eliciting evidence. (CCT 3c)   - Provides feedback that is specific, timely, accurate, and actionable. (CCT 3c)   - Adjusts service delivery in response to participants' performance or engagement in tasks. (CCT 3c)   - Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional practice. (CCT 4a)   - Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice. (CCT 4a)
Domain 3 Areas of Strength:
Domain 3 Opportunities for Growth/Next Steps:

Return to

Domain 4: Ethical and Responsible Practice	
Domain 4a: Communicating Student Progress and Engaging Families	☐Met/☐Not Met

- Respectfully communicates understandable and useful information to students and those who support them. (Fft 4b)
- Has accurate and accessible systems for tracking student learning and other records (Fft 4b)
- Updates systems in a timely manner and in accordance with school practices. (Fft 4b)
- Engages students and those who support them in monitoring and supporting their progress toward their goals. (Fft 4b)
- Shares accessible, informative updates about programming, classroom community, and/or learning experiences. (Fft 4c)

Domain 4b: Contributing to School Community and Culture	☐Met/☐Not Met

- Takes advantage of common planning opportunities and has collaborative relationships with colleagues.(Fft 4d)
- Makes a substantial contribution to school and/or district events, projects, and initiatives. (Fft 4d)
- Is an advocate for all students in and beyond the classroom, aligning actions with the school's and community's values. (Fft 4f)
- Contributes to maintaining the culture of the school by meeting their professional responsibilities. (CCT 4b)

Domain 4c: Growing and Developing Professionally	☐Met/☐Not Met

- Regularly and actively participates and contributes thoughtfully to professional inquiry and opportunities to grow and learn. (Fft 4d)
- Is continually assessing and developing their own knowledge and skills, inviting feedback, and seeking and applying new approaches to meet individual student needs. (Fft 4e)
- Takes initiative in deepening content knowledge and understanding the curriculum individually and in collaboration with colleagues. (Fft 4e)

Domain 4 Areas of Strength:

Domain 4 Opportunities for Growth/Next Steps:

Appendix I: Educator Observation Form

Based on the Form from the
Connecticut Educator and Leader Evaluation and Support Model 2024

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

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

Formal Pre-Observation	
Completed by Educator (as needed/required by formal)	
Lesson Plan/Meeting Plan *Upload and provide hyperlink here, as appropriate (refer to rubric)	
Pre-Conference Notes, including the identified competency focus for the observation.	

Formal Post-Observation Reflection	
Completed by the Educator	
What were the strengths of the observed visit?	
What might you do differently?	
What else would you like the observer to know?	

Post-Observation Conference Feedback
Completed by the Evaluator

Post Conference Notes

Summary: Evidence of Strengths	**Single-Point Competency Form** *Completed by the Evaluator*	**Summary: Evidence for Growth and/or Next Steps**

Appendix J: Griswold Specialist Observation/Review of Practice Document

Specialist Observation/Review of Practice # __

Name:	Time/Location:
Grade/Role:	☐ **Observation?** ☐ **Review of Practice?**

Domain 1: Learning Environment, Engagement and Commitment to Learning
Domain 1: Promoting a positive learning environment that is respectful, equitable, and effective. ☐Met/☐Not Met
- Interactions between service provider and participants are consistently positive and respectful. (CCT 1a)   - Establishes an environment that is consistently respectful of cultural, social and/or developmental differences. (CCT 1a)   - Consistently creates or promotes a safe environment. (CCT 1a)   - Establishes and consistently reinforces high and realistic expectations for learning/growth and development. (CCT 1a)   - Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment. (CCT 1b)   - Consistently teaches, models, or positively reinforces the norms for the context and/or builds learners' capacity to self-regulate and take responsibility for their actions. (CCT 1b)   - Implements and manages effective routines and transitions that maximize service delivery time. (CCT 1c)
Comment on how a positive, safe, and respectful environment is created: *Comment on how you create a positive, safe, and respectful environment.*
Comment on how the provider establishes, teaches, and reinforces appropriate norms and standards of behavior: *Comment on how you establish, teach, and reinforce appropriate norms and standards of behavior.*
Comment on how the provider effectively manages and maximizes time with participants: *Comment on how you effectively manage and maximize your time with participants.*
Feedback/Next Steps:

Domain 2: Planning for Active Learning
Developing plans that build on knowledge and skills and provide appropriate services that actively engage learners. ☐Met/☐Not Met
- Designs plans that directly align with relevant discipline-specific local, state, and national guidelines or standards. (CCT 2a)   - Designs plans using evidence-based practice. (CCT 2a)   - Designs targeted and purposeful plans using multiple sources of data to address learner needs. (CCT 2a)   - Selects or designs plans that include strategies, tasks and resources that promote active engagement of participants. (CCT 2b)   - Uses knowledge of learners' abilities and/ or experiential background to select and interpret assessment information. (CCT 2c)   - Identifies objective and measurable criteria for assessment. (CCT 2c)   - Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery. (CCT 2c)
Comment on how plans are designed for effective service delivery: *Comment on how you design plans for effective service delivery.*
Comment on how plans are designed to engage participants: *Comment on how you design plans to engage participants.*
Comment on how assessment is utilized as part of the service delivery: *Comment on how you utilize assessment.*
Feedback/Next Steps:

Domain 3: Service Delivery

Domain 3: Effectively Implementing and Monitoring Service Delivery for Learning	☐Met/☐Not Met

- Clearly communicates expectations for service delivery. (CCT 3a)
- Delivers services accurately, in a logical and purposeful progression that meet the needs of learners. (CCT 3a)
- Uses differentiated strategies, tasks, and resources that achieve the planned results. (CCT 3b)
- Implements service delivery that provides opportunities for participants to apply the learning. (CCT 3b)
- Communicates specific observable and measurable criteria for success. (CCT 3c)
- Monitors participant progress with focus on eliciting evidence. (CCT 3c)
- Provides feedback that is specific, timely, accurate, and actionable. (CCT 3c)
- Adjusts service delivery in response to participants' performance or engagement in tasks. (CCT 3c)
- Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional practice. (CCT 4a)
- Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice. (CCT 4a)

Based on the observation of service delivery, comment on how the provider effectively managed the session:
Comment on a recent experience; how did you effectively manage the session?

Based on the observation of service delivery, comment on how the provider effectively monitored the success of the session and provided feedback to participants?
Comment on a recent experience; how did you effectively monitor and provide feedback to participants?

Based on the observation, engage the provider in reflection: what changes would the provider have made to the approach, or what adjustments might they make to their practice?
Reflect on a recent experience that could have gone better: how would you make changes to your approach or adjust your practice?

Feedback/Next Steps:

Appendix K: Educator Professional Learning and Practice Form

Domain 4: Ethical and Responsible Practice
Based on the 2022 Danielson Frameworks for Teaching and CCT Rubric 2017

Domain 4a: Communicating Student Progress and Engaging Families	☐Met/☐Not Met

• Respectfully communicates understandable and useful information to students and those who support them. (FfT 4b) • Has accurate and accessible systems for tracking student learning and other records (FfT 4b) • Updates systems in a timely manner and in accordance with school practices. (FfT 4b) • Engages students and those who support them in monitoring and supporting their progress toward their goals. (FfT 4b) • Shares accessible, informative updates about programming, classroom community, and/or learning experiences. (FfT 4c)

Check off items that apply as evidence of 4a:

☐ Emailing families ☐ Phone calls ☐ Parent conferences ☐ Back-to-school nights ☐ Updating Gradebook ☐ Submitting Attendance	☐ Progress reports ☐ Newsletter/Platform ☐ Updating Google Classroom ☐ Google site ☐ Updating Infinite Campus ☐ PPT/MTSS Student Updates ☐ Other (List Below)

Comment on the ways that you communicate about student progress and engage families:

Attach Artifacts (optional):

Next Steps/Future Goals:

Domain 4b: Contributing to School Community and Culture ☐Met/☐Not Met
• Takes advantage of common planning opportunities and has collaborative relationships with colleagues.(FfT 4d) • Makes a substantial contribution to school and/or district events, projects, and initiatives. (FfT 4d) • Is an advocate for all students in and beyond the classroom, aligning actions with the school's and community's values. (FfT 4f) • Contributes to maintaining the culture of the school by meeting their professional responsibilities. (CCT 4b)

Check off items that apply as evidence of 4b:

☐ District/School Committee ☐ Curriculum Work ☐ Team Leader ☐ Data Team ☐ Attendance at Team Meetings ☐ Assigned Duties	☐ Club Advisor ☐ Coach ☐ Supervision of Events ☐ Attendance at community events ☐ Attendance at Faculty Meetings ☐ Participation in whole school events ☐ Other (List Below)

Comment on the ways that you contribute to the school and/or district community:

Next Steps/Future Goals:

Domain 4c: Growing and Developing Professionally	☐Met/☐Not Met

- Regularly and actively participates and contributes thoughtfully to professional inquiry and opportunities to grow and learn. (FfT 4d)
- Is continually assessing and developing their own knowledge and skills, inviting feedback, and seeking and applying new approaches to meet individual student needs. (FfT 4e)
- Takes initiative in deepening content knowledge and understanding the curriculum individually and in collaboration with colleagues. (FfT 4e)

Which of the following activities did you engage in for professional learning?

☐ Sharing at a team/faculty meeting ☐ Intervisition ☐ Consultancy (For example: Peer Support or Admin Collaboration) ☐ TEAM (New Teacher and Mentor)	☐ Book Study ☐ Professional Reading, Viewing, and/or Listening ☐ Continuing Coursework	☐ Curriculum Work ☐ Optional Professional Learning ☐ RESC Collaboration/ Participation ☐ Other (List Below)

Comment on the professional learning opportunities you pursued this year:

Attach Artifacts (optional):

Next Steps/Future Goals

Appendix L: Corrective Support Plan Resources

*Based on resources from the **Connecticut Educator and Leader Evaluation and Support Model***

Corrective Support Plan Template

(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 and written feedback from evaluator (dependent upon need for plan)
• All resources made available
• Timely feedback in person and in writing (weekly/bi-weekly meetings)
• Management of access to learning opportunities in and out of building, as appropriate.

Sample Corrective Support Plan – Educator

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 (FfT –2A) to support learning.

(Suggested) Resources:

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

Timeframes:

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

Supportive Actions:

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

Appendix M: Glossary of Professional Learning Opportunities

High quality professional learning enhances both educator practice and outcomes for stakeholders (i.e. students). 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.

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 educators 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.