Educator Growth Plan

Approved by the Guilford Educator Growth Team on May 7, 2024.
Approved by the Guilford Board of Education on July 8, 2024.
Approved by the Connecticut State Department of Education on _____, 2024.

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Foundational Beliefs

Equity
We, in Guilford Public Schools, believe that all students have the right to high-quality instruction that fosters attainment of [Guilford's Portrait of a Graduate competencies](#). This belief is deeply rooted in the Guilford community, as evidenced by the Guilford Board of Education's statements addressing [Equity and Social Justice](#) and the [Importance of Culturally Responsive Education](#). It is further supported by community organizations like Guilford's Human Rights Commission and [Guilford's Anti-Bias, Anti-Racism Alliance](#). Moreover, equity is the underpinning of [Guilford's Working Model of High-Quality Instruction](#), illustrated as a holding environment of Academic and Social Belonging for all (Winnicott 2017).

We strive to be schools in which membership in a group does not predict learner outcomes (Harrison & Stevenson 2024). Equity is both "an outcome and aspect of" educator professional learning ([Learning Forward](#) 2023). This plan is designed to create the environment in which educators grow together toward attainment of that goal.

People Are Motivated to Do Well
In Douglas McGregor's seminal book *The Human Side of Enterprise* (1960), he proposed a leadership theory that informs this educator growth plan. McGregor posited that there are two kinds of leaders, Theory X and Theory Y. Theory X leaders believe that people are essentially disinterested in work and must be motivated by rewards and consequences; they must be directed and controlled. Theory Y leaders believe that work is as natural as rest and people want to do well and be competent. People are creative, imaginative, and able to solve problems. Further, under the right conditions, people will learn in ways that support the goals of their organization. Therefore, an organization is only limited by its leaders' ability to create the conditions and provide the resources for people to do their best work.

This educator evaluation plan takes a Theory Y stance, positioning educators in all roles as competent, creative, motivated individuals who willingly work to grow their practices when the organization provides the systems and resources to support that growth. As such, this plan outlines a district-wide system that allocates time and human resources with the express goal of supporting educator learning and instructional improvement, in service of the greater goal of enhancing student learning.

Systems for Learning
A fundamental component of cultivating a growth-focused organization is systems thinking (Senge 2010). Learning organizations center around the premise that learning together is the primary activity of that organization. In fact, it may be said that organizations learn regardless of the conditions, and that where they focus their learning is determined by the presence or absence of supportive structures (Weick 1995). This collective sensemaking is contextual, responsive to the individuals and conditions in the organization, and to changes in that context. Harnessing the responsive power of that sensemaking is what separates learning organizations from organizations that do not improve. This also makes collective sensemaking an excellent

tool for working on complex, adaptive problems, like those that we encounter in schools, where multiple factors influence the evolution of every situation.

Additionally, this plan recognizes the power of peer collaboration. In *Professional Capital*, Hargreaves and Fullan (2012) argue that educators must work with colleagues to collectively improve instruction and that "professional autonomy can no longer be individual autonomy" (p. 149). This plan builds on that idea, asserting that educators are best positioned to support one another in solving instructional challenges and growing practice. Small groups of people closest to the work of teaching have the greatest leverage to make positive change (Harrison & Stevenson 2024; Rosenberg 2011).

We believe that educators improve instruction by learning together, resulting in all students' attainment of the competencies outlined in our Portrait of a Graduate. Therefore, this Educator Growth Plan is a road map for organizational learning, providing the structure necessary to realize the benefits of collective learning. This plan supports educators in identifying barriers to equitable achievement and devising ways to overcome those barriers.

Liberatory Improvement
Drawing on the ideas that collective learning is a powerful improvement driver, and that creating the conditions for that learning is the role of the leaders in the organization, this plan seeks to rethink the traditional roles of teachers and administrators in the professional growth process (Cobb, et al 2021; Edmondson 2012). Guilford's Educator Growth model moves away from a system in which administrators have power over teachers' learning, deciding what, when, how, and even *if* they engage in job-embedded learning. It moves to a power-with system in which teachers and administrators share responsibility for their collective learning and are co-accountable for student outcomes (Hargreaves & Fullan 2012; Schein & Schein 2018; Harrison & Stevenson 2024). Finally, this growth model moves beyond power-over and power-with systems toward a liberatory, power-to improvement model in which teachers make the decisions about professional learning that improves instruction (Harrison & Stevenson 2024).

Continuous Improvement
Finally, Guilford's Educator Growth Plan assumes that all people, in every organization, can and should continuously improve their professional practice. It positions educator learning as ongoing, job-embedded, and fundamentally equity-focused (Learning Forward 2023). Part and parcel of a continuous improvement ethos must be a system for identifying needs, change ideas, experiments, and outcomes. In Guilford, we use a Plan-Do-Study-Act (PDSA) model; this plan seeks to expand that model to encompass the entire district and offer more opportunity to spread and scale effective instructional practices, as modeled in *Making Coaching Matter* (Woulfin, Stevenson & Lord, 2023, p. 100-101). In this way, we believe that all educators will grow incrementally and constantly, improving learning for each and every student.
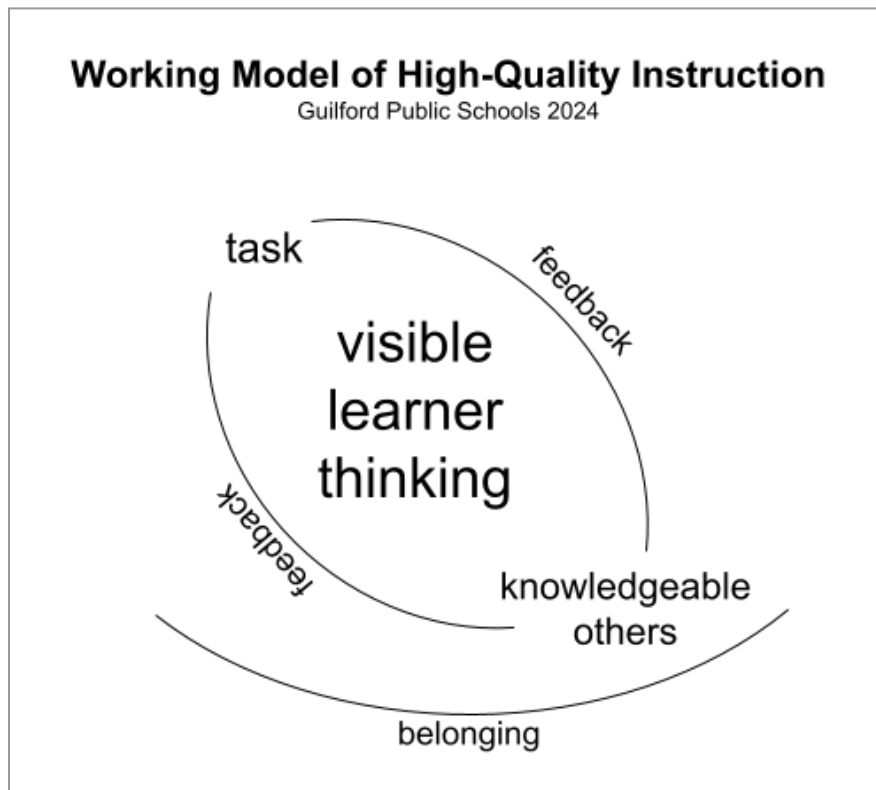
Context

Goals for the Educator Growth Plan
To guide the development of Guilford's Educator Growth Plan, the Evaluation Revision Team defined goals for the final plan. Those goals are listed below.

We want to create a plan in which:
- educators are thinking & continuously improving their instructional practice
- there are ample opportunities to reflect and grow, in service of student learning
- educators try new things in order to learn how to get better
- educators are encouraged to take risks and stay current in their instructional practice
- educators are supported to keep meeting the changing needs of students
- educators have voice & choice with some opportunities for self-designed learning
- there is consistency of plan implementation across the district
- the **end goal is ensuring high-quality instruction** so every student learns

High-Quality Instruction
Guilford Public Schools have a Working Model of High-Quality Instruction (HQI) that guides our thinking about teaching and learning and offers coherence across the district. This model is ever-evolving and improving. Because of this, it is represented in a rudimentary way, making it easy to adjust the model as it grows over time. Our 2024 working model of HQI is shown below.

Working Model of High-Quality Instruction
Guilford Public Schools 2024

task · feedback · visible learner thinking · feedback · knowledgeable others · belonging

Portrait of a Graduate
Guilford's Working Model of High Quality Instruction is our current best thinking about how to cultivate student growth toward Guilford's Portrait of a Graduate. The Portrait and competencies are below.

Adaptable Learner

- Work effectively in a climate of uncertainty and changing priorities.
- Respond productively to feedback, praise, setbacks, and criticism.
- Demonstrate vulnerability to understand, negotiate, and balance diverse views and beliefs to reach workable solutions.
- Exhibit flexibility in thoughts and actions when acclimating to various roles and situations.

Responsible Collaborator

- Elicit and honor diverse perspectives and contributions to build collective commitment and action.
- Enrich the learning of both self and others through shared, sustained effort and experiences.
- Engage with others to seek, contribute, and respond to feedback to achieve collective outcomes.

Effective Communicator

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
- Listen actively to better understand others and to more effectively decipher meaning including knowledge, values, attitudes and intentions.
- Use communication for a range of purposes, to inform, instruct, motivate, and create shared understanding.
- Exhibit an understanding that communications impact individuals and audiences in complex ways.

Critical Thinker

- Understand complex problems and propose innovative solutions that are mindful of the impact they have on other parts of a system.
- Consistently question and reflect upon the quality of one's own thinking by skillfully analyzing, assessing and reconstructing.
- Persevere with deep, disciplined thinking that is clear, rational, open-minded, and informed by evidence.
- Embrace curiosity to experience new ideas.

Empathetic Individual

- Embody open-mindedness, awareness, sensitivity, concern, and respect to deeply connect with others' feelings, opinions, experiences and culture.
- Imagine what others are thinking, feeling, or experiencing.
- Vicariously share in the thoughts, feelings, and lived experiences of others.

Global Citizen

- Value and embrace diverse cultures and unique perspectives with mutual respect and open dialogue.
- Demonstrate personal, civic, social, local, and global responsibility through ethical and empathetic behaviors.
- Contribute to solutions that benefit people on the local, national, and global level.
- Promote environmental sustainability.

Toward Excellent, Equitable Instruction

Together, the Educator Growth Team's goals, Guilford's Working Model of High-Quality Instruction, and Guilford's Portrait of a Graduate served as the guiding principles for this document. In Guilford, we recognize that we are all learners and these principles apply to not only students, but teachers and leaders, as well. We intentionally wrote a **single plan for educator growth that encompasses both teachers and leaders**. This plan further develops the skills of the Portrait of a Graduate, at a professional level, through a system aligned to Guilford's Model for High-Quality Instruction. We know that student learning mirrors teacher learning, which mirrors leader learning; each is a fractal part of a comprehensive system. When leaders learn well, teachers learn well. When teachers learn well, students learn well. This Educator Growth Plan improves learning for all educators so that we may improve learning for all students.

Standards

1. CCT Rubric for Effective Teaching 2017
2. CCT Rubric for Effective Service Delivery 2017
3. Connecticut Leader Evaluation Rubric 2017
4. Learning Forward's Professional Learning Standards 2023

Guilford Public Schools' Model of High-Quality Instruction, the central element of this growth plan, is grounded in the Common Core of Teaching and the Common Core of Leading. The professional growth model is aligned with Learning Forward's newly revised Professional Learning Standards and serves as the primary driver of instructional improvement that fosters student learning toward Guilford's Portrait of a Graduate.

Process for Continuous Educator Improvement and Evaluation

The process for continuous educator improvement and evaluation is heavily informed by the research of Paul Cobb, Kara Jackson, Erin Henrick, Thomas A. Smith, and the MIST Team as described in their book *Systems for Instructional Improvement* (2021). Their insights about educator learning, the formal observation process, and feedback from both peers and evaluators validated the experiences of the Educator Growth Team and offered a springboard for the creation of this plan. This plan was co-created by Guilford Public Schools community members with the ultimate goal of ensuring high-quality instruction for every student. The principles of Guilford's Working Model of High-Quality Instruction and Portrait of a Graduate, the district's routines of professional collaboration and continuous improvement, and the guardrails of the Connecticut Department of Education's Non-Negotiables further shaped the team's work.

Outlined below are the components and responsibilities, by role, of the educator growth system. Supporting documents can be found in the Appendices section.

Educator Growth Plan Orientation

Growth Plan Orientation is completed annually prior to continuing the learning process each year. Orientation will include the information on pages 7 -13 of this plan, with attention given to the levels of support available to educators.

Direct Support (by and with peers)

There are four types of educator professional learning that, when woven together, form an effective educator learning system (Cobb et al. 2021).

- Pull-out Professional Learning (e.g. workshops, professional learning days)
- Educator Collaboration
- Instructional Coaching
- Educator Advice Networks

Pull-Out Professional Learning

Pull-Out Professional Learning may occur in after school meetings and on half and full days pre-designated for professional learning. Internal and external experts on topics related to Guilford's Model of High-Quality Instruction may provide school-based professional learning opportunities for which educators may be released from other professional duties to attend. Pull-Out Professional Learning provided by the district will focus on district and school goals and state-mandated training.

Educators may also request opportunities to attend professional workshops and network meetings for the purpose of learning. Requests should be aligned to district, school, and individual professional learning goals or be required (e.g. AP/IB training, safety/security training, specialized student support training, etc.). Priority will be given first to educators on Corrective

Support Plans and then in Support Levels 3 through 1, in descending order. Choosing to participate in Level 2 Support provides increased access to professional learning opportunities.

Summary: Every educator will participate in regularly scheduled professional learning aligned with district and school goals (and mandated training). Educators may request district support for more personalized new learning sessions.

Educator Collaboration
Guilford has a rich history of educator collaboration. That tradition will continue under this plan. Educator collaboration includes, but is not limited to, shared continuous improvement (PDSA) cycles, the examination of student data, peer observations/lab sites/classroom visitations/learning walks, book studies, and other collaborative activities that lead to high-quality instruction. For leaders, this may also include activities focused on organizational health.

Each school will set up a system for regularly scheduled educator collaboration within the work day. During those collaborative meetings, educators will engage in instructionally-focused continuous improvement cycles. Together, they will use data to identify areas for improvement and research potential solutions (**P**lan). After planning together, the team will run a test or experiment to see if instruction is improved (**D**o). During this phase, peer observations will allow for the collection of data regarding the efficacy of the proposed improvement (**S**tudy). After reconvening, the educator team will decide whether to adopt, adapt, or abandon the proposed improvement (**A**ct).
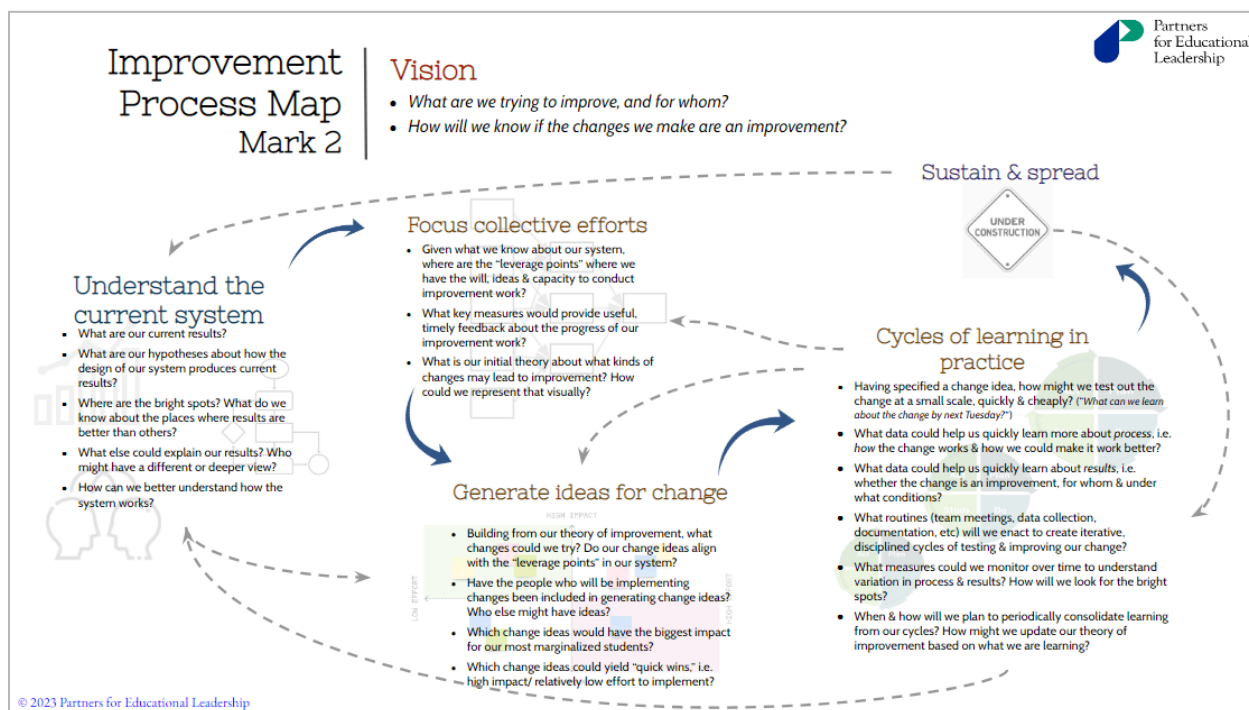
From *Equitable School Improvement*, Harrison & Stevenson, 2024

These steps do not need to occur in order or even in a cyclical manner. What matters in this process is that educators identify a need for improvement, learn about evidence-based solutions, experiment with implementation of new strategies, and collectively determine their efficacy and scalability.

Summary: All educators will collaborate with colleagues to improve instruction using systems of continuous improvement and peer observation.

Instructional Coaching
Instructional Coaching is ongoing, job-embedded professional learning, designed to meet the evolving needs of individual educators and their students. It focuses on developing an educator''s thinking about instruction (and/or organizational health for leaders), using student work/data from the classroom, and prioritizes collective learning in a reflective setting. Guidance through questioning and specific strategies offered by coaches are research-based and intentionally aligned to district goals. Using instructional coaching to advance change over time, coaching within our organization is a professional learning routine to support scaled improvement toward district goals. At the individual level, "coaching is a conversation to support thinking" (Wouflin, Stevenson & Lord 2023).

We believe that "all professionals can learn and improve their practice by engaging in a recursive cycle in which they design, enact, reflect and refine their work by thinking aloud with colleagues. Coaching is a useful professional practice for all educators, not just inexperienced or ineffective [educators]" (Institute for Learning 2021). Instructional Coaching supports educators in this improvement cycle through listening, questioning, setting goals, and providing feedback. As such, educators will engage with instructional coaches and content specialists in collaborative continuous improvement work to realize the district's goals, encourage new thinking and sharing with colleagues, and support decision making to achieve individual goals.

Summary: Educators will engage with instructional coaches (and/or department leaders/content specialists, where applicable) as part of collective continuous improvement cycles.

Educator Advice Networks
Educator Advice Networks are informal structures through which educators share information and solve problems. Formalized systems may inhibit the flow of information through these networks and they are, therefore, excluded from this plan. Wherever practical, educators should work together to support the natural occurrence of these networks by providing cross-school and cross-district learning opportunities, vertical communication across grades and courses, common work and break spaces, and time for unstructured professional conversation among colleagues.

Summary: Educators learn from informal interactions with one another. Within practical means, attention should be given to creating opportunities to build professional connections among colleagues.

Indirect Support (092 and 093 certified evaluators)
In recent years, research has shown that having leaders observe educators' practice and give feedback is not effective in increasing student outcomes (Bleiberg et al. 2021; Cobb et al. 2021). Effective leadership in a modern, complex, adaptive system is no longer about being the keeper of the knowledge and having all the answers (Schein & Schein 2018). Instead, effective leaders work to flatten hierarchy, build effective teams, and improve organizational learning (Edmondson 2012). In schools, leaders' primary supervisory effort should be expended on indirect support for instruction; leaders should create systems for educator collaboration, and schedule and protect time for that collaboration to occur (Cobb et al. 2021).

Leaders must also be in classrooms for a host of reasons, including to understand the conditions and practical realities of teaching and learning in real time (Rother 2009). Further, they can make accurate assessments of the overall efficacy of educators' practice and should be including those broad performance assessments in the evaluation process, especially for educators new to the district and those in need of additional support.

In this plan, leaders (092 or 093 certified) are responsible to:
- Create systems and schedules for educator collaboration, which will include
  - Instructional coaching
  - Peer observation (lab sites/learning walks/site visits, etc.)
  - Collaborative engagement in continuous improvement (PDSA cycles)
  - New learning (book study, workshops, content coaching, etc.)
  - Informal leadership opportunities for expert educators (mentoring, providing PL)
- Engage in at least three formal check-ins with each educator annually for the purpose of
  - Setting a learning focus; focus may last 1-3 years (by October 15)
  - Mid-Year Growth Reflection about agreed upon standards and goals (by February 15)
  - End-of-Year Growth Reflection about agreed upon standards and goals, *including the determination of successful or unsuccessful completion of the growth cycle* (form due by June 1; meet by last day of school)
- Solicit feedback from educators about the obstacles to achieving Guilford's Model of HQI
- Monitor school and educator growth toward Guilford's Model of High-Quality Instruction
- Provide direct instructional support for new educators, new-to-district educators, and those in need of accelerated growth and improvement plans including, but not limited to
  - Observations with feedback
  - Shared, guided, or directed goal-setting, as needed for student learning
  - Additional professional learning

Summary: Leaders will meet with each educator three times annually, create and maintain systems for educator collaboration, solicit feedback, and directly support educators in need of accelerated growth.

Growth Criteria

An educator is determined to have successfully completed the learning and continuous improvement process by demonstrating:

- Evidence of growth through active engagement in the continuous improvement process including, but not limited to:
    - Peer collaboration on shared aims or goals within the PDSA process
    - At least three documented peer observations
    - Instructional coaching (with instructional coaches/department leaders/content specialists as part of peer collaboration and/or individual coaching cycles)
    - District-sponsored pull-out professional learning and mandated training
- Reflection supported with evidence of the impact of the educators' new learning on their professional practice
- Multiple indicators of the impact of new learning and practice on student learning, growth and/or achievement (quantitative and/or qualitative data); for leaders, educator learning and growth and overall organizational health
- A plan for next steps in the continuous improvement process

Levels of Support

All educators deserve regular access to high-quality professional learning, peer collaboration, and opportunities to reflect on their practice and its impact on learners. Guilford's Educator Growth Plan outlines three levels of support, with varying degrees of choice, guidance, and direction for professional learning and instructional practice. All three levels will be implemented prior to the development of a corrective support plan.

Levels of Educator Support

Level of Support	Educators	Requirements	Timeline
Level 1	All Certified Educators: Teachers and Leaders	- Ongoing participation in collaborative PDSA cycles - At least 3 peer observations - Reflection on educator growth, impact of growth on students - Plan for next steps - Participation in instructional coaching (individual or group w/coaches and/or department leaders) - Completion of district-sponsored PL, including mandated training - Three check-in meetings with the designated administrator (092 or 093 certified)	August - June, annually
Level 2	Non-tenured	- All requirements of Level 1 - Engagement in additional, tailored professional learning aligned with assignment and needs - At least 2 observations by a supervisor (092 or 093 certified) with a post-observation meeting and feedback - Evidence of growth toward mutually-agreed upon learning goals	Until tenure
Level 2	Educators seeking a higher degree of support		Determined by mutual agreement
Level 2	Educators not meeting the goals of Level 1		Until goals of Level 2 are met
Level 3	Educators not meeting the goals of Level 2	- All requirements of Levels 1 and 2 - Engagement in additional, tailored professional learning	As determined by individual plans, developed in

		aligned with assignment and needs ● At least 3 observations by a supervisor (092 or 093 certified) with a post-observation meeting and written feedback ● Evidence of growth toward guided learning goals ● Other requirements and supports as outlined in C.G.S. §10-153b	consultation with the exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b *Start date and duration must be clearly documented.*
Corrective Plan	Individual educators who are not meeting the goals of Level 3	● All requirements of Levels 1, 2, and 3 ● Plans will include: ○ well-documented area(s) of concern ○ timeframes ○ interventions and supportive actions by the evaluator ● Additional requirements as determined by the corrective plan, outlined in C.G.S. §10-153b	As determined by the individual plan, in consultation with the exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b *Start date and duration must be clearly documented.*

Dispute Resolution

This section is taken, without adaptation, from the Connecticut Educator Evaluation and Support Model Plan (2023).

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

Ultimately, should an educator 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.

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 Guilford Educator Growth Team (aka PDEC), which will serve as a neutral party*. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.
    In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and educator may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified educator and may or may not be from within the district.

    b. Option 2:
    The educator 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.

Local and State Reporting

This section is taken, without adaptation, from the Connecticut Educator Evaluation and Support Model Plan (2023).

The superintendent shall report:
1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

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

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Appendices
Forms and Resources

Educator Growth Plan
Continuous Improvement Plan
Goal-Setting, Mid-Year Reflection, and End-of-Year Reflection

Educator: Date:

This form should be used on an **ongoing basis** throughout the school year. Only three PDSA cycles need to be documented and can be documented collaboratively, provided that each educator submits a copy of the shared, completed form to their evaluator. More cycles can be added to the form at the discretion of the educator.

In the event the PDSA cycle doesn't occur in the typical cyclical manner, educators are encouraged to describe the actual process as it occurred, including all the steps of the PDSA cycle, but repeating steps as needed.

Cycle 1 Plan
What are you trying to improve? What is the evidence that it needs to be improved?

What will you try? What new learning led you to determine that course of action?

Cycle 1 Do
How will you know if the change you make is an improvement?

Cycle 1 Study (not included in goal meeting, but for mid-year and end-of-year reflection)
What happened? What student learning data did you gather? (quantitative and/or qualitative)

Cycle 1 Act (not included in goal meeting, but for mid-year and end-of-year reflection)
Based on the student learning data you collected, will you adapt, abandon, or adopt this practice? Why?

Next Steps:
Cycle 2 Plan (to be completed before the mid-year conference)
What are you trying to improve? What is the evidence that it needs to be improved?

What will you try? What new learning led you to determine that course of action?

Cycle 2 Do (to be completed before the mid-year conference)
How will you know if the change you make is an improvement?

Cycle 2 Study (to be completed before the mid-year conference)
What happened? What student learning data did you gather? (quantitative and/or qualitative)

Cycle 2 Act (to be completed before the mid-year conference)
Based on the student learning data you collected, will you adapt, abandon, or adopt this practice? Why?

Next Steps:
Cycle 3 Plan (to be completed before the end-of-year conference)
What are you trying to improve? What is the evidence that it needs to be improved?

What will you try? What new learning led you to determine that course of action?

Cycle 3 Do (to be completed before the end-of-year conference)
How will you know if the change you make is an improvement?

Cycle 3 Study (to be completed before the end-of-year conference)
What happened? What student learning data did you gather? (quantitative and/or qualitative)

Cycle 3 Act (to be completed before the end-of-year conference)
Based on the student learning data you collected, will you adapt, abandon, or adopt this practice? Why?

What are your next steps?

Educator Growth Plan
Continuous Improvement
**Suggested Topics of Conversation for Mid-Year
and End-of-Year Reflection Conversations**

This is not a form to complete, but a series of questions to consider when preparing for your mid-year and end-of-year conversations.

1. Through continuous improvement cycles (PDSA cycles), peer observations, instructional coaching, and other professional learning opportunities, what have you learned so far this year?

2. How has that learning impacted your instructional practice?

3. How have the changes in your practice impacted student learning? What is your evidence? (quantitative and/or qualitative data)

4. What are your next steps, in terms of professional growth and learning?

5. What obstacles to achieving Guilford's Working model of High-Quality Instruction have you encountered? What support do you need?

Educator Growth Plan
Continuous Improvement
Peer Observation

Working Model of High-Quality Instruction
Guilford Public Schools 2024

task   feedback

visible
learner
thinking

feedback   knowledgeable
                        others

belonging

Educator: Date:

Educator Observed:

What do you want to get out of this observation?
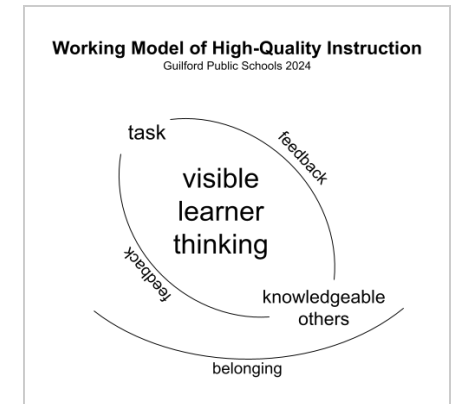
Please note objective observations and quotes that provide evidence of the elements of High-Quality Instruction listed below.

Element of High-Quality Instruction	Evidence: Observations and Quotes
Task	
Learner Thinking	
Feedback	
Knowledgeable Other	
Social & Academic Belonging	

Reflection
What did you learn from this peer observation?

Educator Growth Plan
Continuous Improvement
Evaluator Observation
Support Levels 2, 3, & Corrective Support

Working Model of High-Quality Instruction
Guilford Public Schools 2024

task   feedback

visible
learner
thinking

feedback

knowledgeable
others
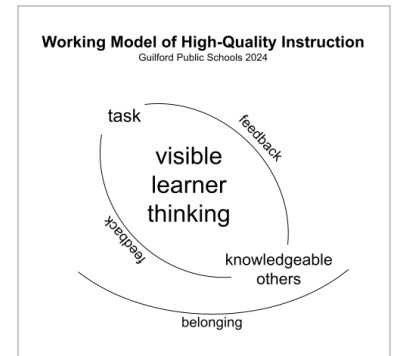
belonging

Educator: Date:

Evaluator: Support Level: Observation #:

Element of High-Quality Instruction	Evidence: Observations and Quotes
Task	
Learner Thinking	
Feedback	
Knowledgeable Other	
Social & Academic Belonging	

Educator Reflection:

Evaluator Feedback:

Educator Growth Plan
Continuous Improvement
Goal-Setting
Level 3 Support

Educator: Date:

Evaluator:

Start Date of Level 3 Support: End Date:

Growth Needs, Goals, and Supports

Area of Need for Growth	Goal for Improvement	Supports

_____   _____
Educator Signature   Date

_____   _____
Evaluator Signature   Date

Educator Growth Plan
Continuous Improvement
Progress Check-In
Level 3 Support

Educator: Date of Check-in:

Evaluator:

Start Date of Level 3 Support: End Date:

Educator Reflection:
What progress have you made toward the Goals of your Level 3 Support Plan? What student learning evidence do you have to support that claim?

What have you learned, in relation to the goals of your Level 3 Support Plan, from evaluator observations, instructional coaching, or other sources of professional learning?

What are your next steps, in terms of professional growth and learning?

Evaluator Feedback:

Educator Growth Plan
Continuous Improvement
Individualized Corrective Support Plan

Educator: Date:

Evaluator:

Start Date of Corrective Support: End Date:

Growth Needs, Goals, and Supports

Area of Need for Growth	Goal for Improvement	Supports

_____   _____
Educator Signature   Date

_____   _____
Evaluator Signature   Date

Educator Growth Plan
Continuous Improvement
Progress Check-In
Individualized Corrective Support Plan

Educator: Date of Check-in:

Evaluator:

Start Date of Corrective Support: End Date:

Educator Reflection:
What progress have you made toward the Goals of your Corrective Support Plan? What student learning evidence do you have to support that claim?

What have you learned, in relation to the goals of your Corrective Support Plan, from evaluator observations, instructional coaching, or other sources of professional learning?

What are your next steps, in terms of professional growth and learning?

Evaluator Feedback:

SAMPLE

Educator Growth Plan
Continuous Improvement Plan
Goal-Setting, Mid-Year Reflection, and End-of-Year Reflection

Educator: *Educator A*   Date: *goal-setting by October 15*
                                                  mid-year by February 15
                                                  end-of-year by June 1 (meet by last day of school)

This form should be used on an **ongoing basis** throughout the school year. Only three PDSA cycles need to be documented and can be documented collaboratively, provided that each educator submits a copy of the shared, completed form to their evaluator. More cycles can be added to the form at the discretion of the educator.

In the event the PDSA cycle doesn't occur in the typical cyclical manner, educators are encouraged to describe the actual process as it occurred, including all the steps of the PDSA cycle, but repeating steps as needed.

Cycle 1 Plan
What are you trying to improve? What is the evidence that it needs to be improved?
Broad Goal: increase student thinking
Immediate Goal: get students thinking as soon as class begins
When students enter class, it often takes twenty minutes to give a mini-lesson and get students working on a task. During this time, many/most students are not thinking about the focus of the lesson. This means that more than a third of each day is spent not thinking (about school) for many/most students.

What will you try? What new learning led you to determine that course of action?
I want to increase student thinking by giving less instruction prior to asking students to work on a task. My team has been working on implementing Toolkit 2 from Peter Liljedahl's Building Thinking Classrooms and launching the task within 3-5 minutes is the next strategy we want to try.

Cycle 1 Do
How will you know if the change you make is an improvement?
My team and I decided that we'd watch for the amount of time it takes most groups to start talking about the task as one measure of improvement. We also think monitoring the amount of time groups persist with the task will indicate deeper levels of student thinking.

Cycle 1 Study (not included in goal meeting, but for mid-year and end-of-year reflection)
What happened? What student learning data did you gather? (quantitative and/or qualitative)

We had a really hard time launching the task in 3-5 minutes. We decided to work together to write a brief script for the launch. Then, we went into Colleague Z's classroom and watched them try out the script (see Peer Observation 1). That script worked to launch the task in 3-5 minutes, so we will all try it in our classes.

> **Cycle 1 Study** (not included in goal meeting, but for mid-year and end-of-year reflection)
> *When I launched the task in 3-5 minutes, students started talking almost before they arrived at their boards. Most groups persevered until they found at least one possible solution. Some groups found several solutions. Previously, it took 30 - 60 seconds for them to start talking about the task and groups often stopped after finding a single possible solution.*
>
> *I noticed that students had more to say when I asked them about their answers. Their vocabulary wasn't formal academic vocabulary but they seemed to have a better understanding of what was really going on in their solutions. One student said, "... [student quote here]..."*

Cycle 1 Act (not included in goal meeting, but for mid-year and end-of-year reflection)
Based on the student learning data you collected, will you adapt, abandon, or adopt this practice? Why?
Based on students' speed in starting the task and willingness to seek multiple solutions, we will adopt the practice of launching the task within 3-5 minutes of the start of class. Right now, that practice leads to more students thinking more of the time.

Next Steps:
Cycle 2 Plan (to be completed before the mid-year conference)
What are you trying to improve? What is the evidence that it needs to be improved?
Since our goal is to get students thinking more of the time, we identified another place where students aren't thinking as much as they could be: practice problems. We notice that a lot of students make simple calculation mistakes, throwing off their solutions, and don't even notice.

What will you try? What new learning led you to determine that course of action?
We will try asking them to check their work by working backwards from their answers. We spoke with colleagues at _____ and they said this strategy has worked for their students. They said they first heard about it at ATOMIC a few years ago.

Cycle 2 Do (to be completed before the mid-year conference)
How will you know if the change you make is an improvement?
If this strategy works, students will be able to self-correct the errors they make in practice problems. We assume self-correction requires student thinking, though we don't all agree about

whether this is really thinking or just mimicking - using an algorithm to complete a prescribed sequence of tasks.

Cycle 2 Study (to be completed before the mid-year conference)
What happened? What student learning data did you gather? (quantitative and/or qualitative)
Students were able to self-correct, but fewer completed the practice problems. I asked a few students why they didn't finish their work and they told me that the new process takes twice as long.

Also, I watched a group of students working on their practice problems and I noticed that they ask each other questions about the steps in the algorithm, not the reasoning used to solve the problems. They still make minor errors that don't make sense if one understands the thinking behind the algorithm.

Cycle 2 Act (to be completed before the mid-year conference)
Based on the student learning data you collected, will you adapt, abandon, or adopt this practice? Why?
We will adapt the practice because we think it gets more students thinking, but about fewer practice problems. Students are generally able to self-correct, which we believe demonstrates thinking. We'll also limit the number of problems. We plan to choose a handful of the most important problems and expect students to check their work using substitution.

Next Steps:
Cycle 3 Plan (to be completed before the end-of-year conference)
What are you trying to improve? What is the evidence that it needs to be improved?
We want all students thinking more of the time. We found that asking students to self-check by substitution allowed them to self-correct most of the time. Fewer students finished their practice problems, though.

What will you try? What new learning led you to determine that course of action?
We will try limiting the number of problems students attempt to only the most vital to their success with future topics. We found this article on Edutopia after our students complained that checking the solutions made for twice as much homework.

Side note: The article started a conversation about Three-Act Math Tasks. We will plan one aligned with an upcoming lesson and do our next Peer Observation to gather data about how well it works.

Cycle 3 Do (to be completed before the end-of-year conference)
How will you know if the change you make is an improvement?

More students will complete and self-correct the practice problems. We think that indicates that more students are thinking, but we are still debating if they're thinking or mimicking. Right now, about 50% of students complete and check their practice problems.

<u>Cycle 3 Study</u> (to be completed before the end-of-year conference)
What happened? What student learning data did you gather? (quantitative and/or qualitative)
By limiting the number of examples and requiring students to check their work, about 70% of students are now completing their practice problems and checking them, which has curtailed calculation errors.

<u>Cycle 3 Act</u> (to be completed before the end-of-year conference)
Based on the student learning data you collected, will you adapt, abandon, or adopt this practice? Why?
We will adopt this practice and will continue to discuss thinking and mimicking. Our next plan is to work on embedding a Three-Act Task into an upcoming lesson to see if that increases student thinking.

What are your next steps?
We will try embedding a Three-Act Task into our next lesson sequence to see if that increases student thinking. We found [this resource](#) and noticed that there are many tasks that align with the standards in the upcoming unit.

SAMPLE

Educator Growth Plan
Continuous Improvement
Peer Observation

Educator: *Educator A*   Date: *November 5*

Educator Observed: *Colleague Z*

What do you want to get out of this observation?
I want to see if the script for launching a task in 3-5 minutes works and if launching the task quickly increases student thinking.

Please note objective observations and quotes that provide evidence of the elements of High-Quality Instruction listed below.

Element of High-Quality Instruction	Evidence: Observations and Quotes
Task	*T: Task launch script - T launches task in 4:30* *Ss: Skeleton Tower - Ss are talking about the task as they approach their boards.*
Learner Thinking	*T: Launch task without limiting student thinking* *Ss: quadratic functions* *S: "We could count the cubes in each layer and add them together."* *S2: "Or count the columns." (Ss count in layers or rows.)* *S3: "There has to be a better way to figure this out than just adding them all together."*
Feedback	*Ss look at other boards to see if anyone has figured out a better way to do the computation than adding all the numbers together by hand.* *Ss find the group that has created an algorithm. Many other groups try it, but some keep working on their own solutions.* *T brings group to one board for consolidation: "What were the people in this group thinking?"* *Ss tell what they notice about the work on the board, speculating about thinking. This gives the group and the*

	other students peer feedback.
Knowledgeable Other	*peers*
Social & Academic Belonging	*Random groups of three (one group of 2)* *Ss work with groupmates without comment about the makeup of the group* *All Ss work on the same task; T circulates and provides hints and extensions, as needed, based on work on the board in front of the students*

Reflection

What did you learn from this peer observation?

Colleague Z was able to launch the task in 4 minutes and 30 seconds using the script we wrote together. Students began talking to each other almost immediately, which is faster than before, so this routine might be working to increase student thinking. The rest of us will try it with our classes and see what happens in multiple settings with different students.

I was surprised that students are encouraged to look at each others' solutions and no one complains about cheating or copying. It was interesting that some groups kept working on their ideas, rather than adopt the solution that was already identified. I wonder if that tells us something about student thinking.

Until I watched it in another class, I didn't realize that the teacher isn't the primary giver of feedback in this instructional model - peers are. Colleague Z said very little during the entire class. I think that tells a lot about student thinking, too. If kids are the ones talking, they are the ones thinking - about the math, at least. I think Colleague Z was doing a lot of thinking, too, but it was mostly about creating opportunities for students to think and talk to each other, not about how to do the task. That's different than if they were standing at the board demonstrating how to do examples like this one.

SAMPLE

Educator Growth Plan
Continuous Improvement
Individualized Corrective Support Plan
Growth Needs, Goals, and Supports

Educator: Educator B   Date: 00/00/0000

Evaluator: Principal Y

Start Date of Corrective Support: 00/00/0000   End Date: 00/00/0000

Area of Need for Growth	Goal for Improvement	Supports
student thinking & belonging: Every student will be working on grade level tasks.	All learning tasks focus on grade level standards	- Individual coaching cycles with Instructional Coach - Peer observations (3 during this support plan) - Peer collaboration (ongoing) - Workshops/network meetings, as agreed upon by teacher and evaluator - Biweekly evaluator observations and check-ins - Designing Academic Tasks Needs Assessment - Analyzing Task Tool - Model 1 and Model 2 Lessons - HQI and the importance of good tasks
student thinking & belonging: Every student will be working on grade level tasks.	All learning tasks are universally designed to provide entry points and access for all	- Individual coaching cycles with Instructional Coach - Peer observations (3 during this support plan) - Peer collaboration (ongoing) - Workshops/network meetings, as agreed upon by teacher and evaluator - Biweekly evaluator observations and check-ins - CAST website - Texts - Novak Education website

_____   _____

Educator Signature   Date

_____   _____

Evaluator Signature   Date