

Hebron Public Schools Leader and Educator Evaluation and Support Plans 2024





Hebron Public Schools Leader and Educator Evaluation and Support Plans

Adopted from the Connecticut State Model Plan

State of Connecticut

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Connecticut Association of Public School Superintendents (CAPSS)
Connecticut Association of Schools (CAS)
Connecticut Education Association (CEA)
Connecticut Association of School Administrators (CASA)
Connecticut Federation of School Administrators (CFSA)
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Leader Evaluation and Support Plan



HHebron Public School

Date	Logo

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We have adopted the Connecticut Model Evaluation and Support Plan with minor revisions to reflect our local district needs.

Vision

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

The Purpose of this Model Guide

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

The CT Model Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all educators and leaders. Professional Development and Evaluation Committees (PDECs) can adopt the model plan, adapt the model plan, or revise their own evaluation system to align with the CT Guidelines for Educator and Leader Evaluation and Support 2023. It is the intent that this model can serve as a foundation of evaluation and support practice aligned to the 2023 guidelines beginning in the initial year of implementation (2024-25) allowing for PDECs to develop an action plan from self-assessment toward best practices and innovation that will evolve over time. This plan will:

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

Guiding Principles

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

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

Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 Components: Reimagining Educator and Leader Evaluation and Support

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. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system.

Standards and Criteria for Leaders

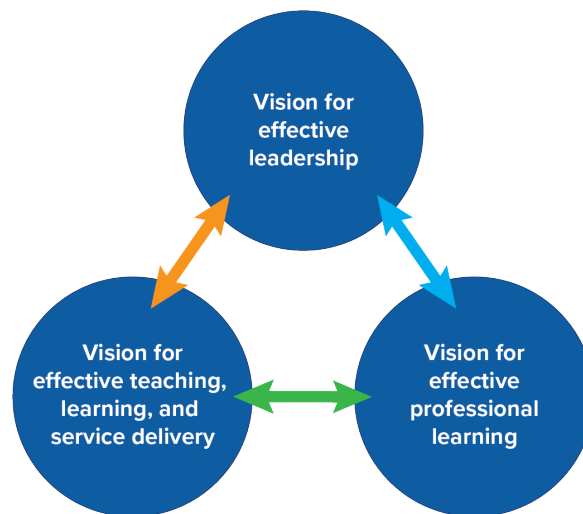
One of the primary goals of the leader evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. We have adopted the single competency version of the CT Leader Evaluation and Support Rubric found in [Appendix I](#). The following professional practice standards ground this model's framework. It is recommended that each PDEC create a process to review the standards and ensure a rubric accompanies the standards. While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

Leader

1. [Professional Standards for School Leaders \(PSEL\)](#)
2. [Learning Forward's Professional Learning Standards \(2022\)](#)

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. [Learning Forward Professional Learning Standards 2022](#), serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.



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

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

Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is

important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

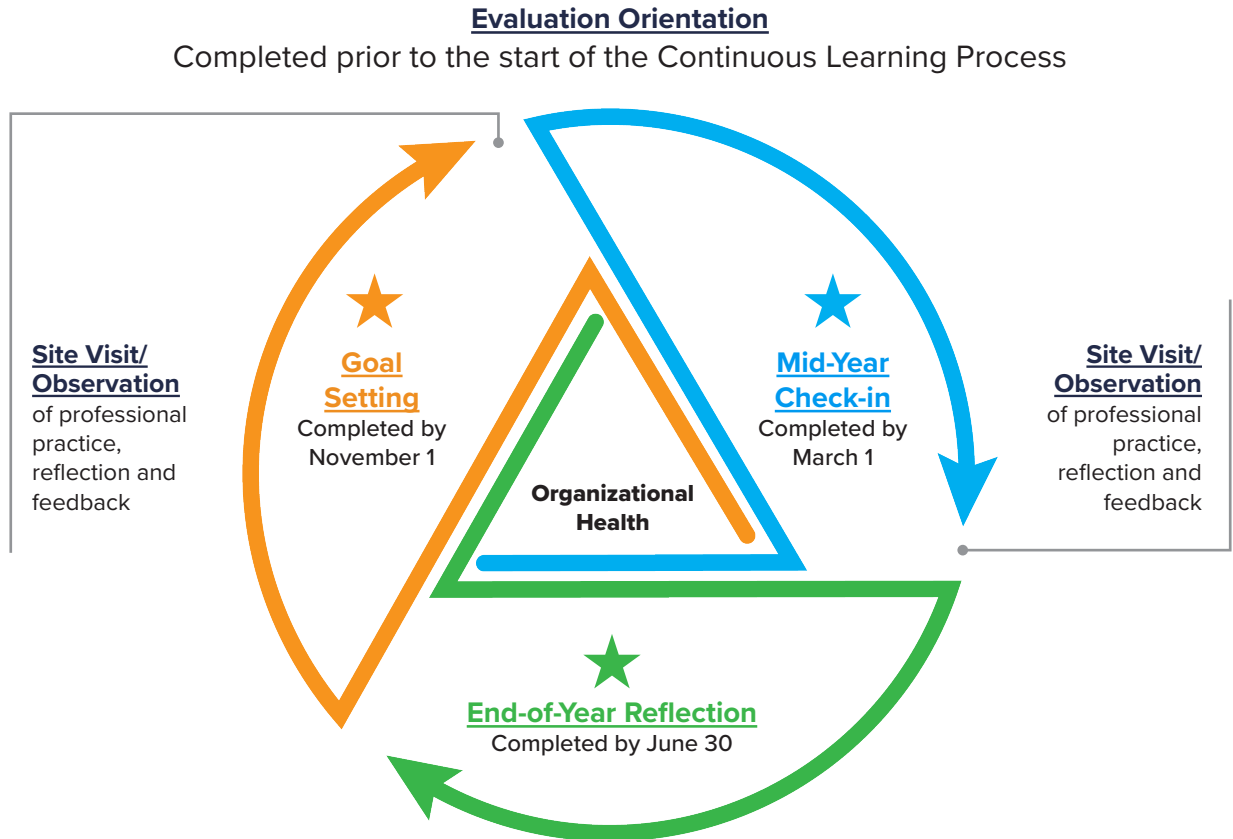
At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports —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

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



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

Leader Continuous Learning Process



Goal Setting

Completed by November 1

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

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

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

Goal Setting Conference

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

Mid-year Check-in

Completed by March 1

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

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

Mid-Year Conference

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

End-of-Year Reflection

Completed by June 30

End-of-Year Reflection and Feedback Process

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

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

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

Orientation on the leader 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 1)

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals ([see appendix B](#)). 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 leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

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

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

Midyear Check-in (Completed by March 1):

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

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

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s).

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

All forms for documentation are hyperlinked within the graphic of the continuous learning process, with further detail for each step.

Professional Practice and Leader Growth

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

Observation of Professional Practice/Site Visits and Feedback

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

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

Quality feedback:

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

Definition of Cohorts

Cohort 1

Who:

- New to leadership role (e.g., principal from assistant principal etc.; first three years)
- New to LEA (first three years)

What:

- Three observations of professional practice and/or site visits
- Feedback written and verbal within five school days
- Additional observations of professional practice and/or site visits as needed

Cohort 2

Who:

- Leaders who have successfully completed Cohort 1 in their current LEA

What:

- Two observations of professional practice and/or site visits
- Feedback written and verbal within five school days
- Additional observations of professional practice and/or site visits as needed

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 leader's new learning on their practice/goal
- The impact the leader's new learning and practice had on the leader's practice, organizational growth, educator growth, and student outcomes.
- Next steps

[See appendix C for further detail.](#)

Tiered Support and Corrective Support Planning

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, 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 a leader 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, leader and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial 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 leader supports (e.g., leadership 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 leadership practices, etc.) that can be either suggested by the leader 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, leader and their exclusive bargaining representative for certified leaders 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 ([see appendix H](#)).

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 a leader 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, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan must contain:

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

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative.

[See appendix H](#) for a Corrective Support Plan form and example.

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, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

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

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

a. Option 1:

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.* The superintendent or designee 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 and to notify the superintendent of the decision.

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

b. Option 2:

The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader 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 leader 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 leader shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

The Role of 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 (see examples below).

Other School Personnel	Educator	Leader
<ul style="list-style-type: none"> • Attendance counselor • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support staff 	<ul style="list-style-type: none"> • Classroom teacher • CTE teacher • Library media specialist • Reading interventionist • Instructional coach • Special education teacher • Social worker • School psychologist • Speech pathologist 	<ul style="list-style-type: none"> • Principal • Assistant principal • TESOL supervisor • Special education supervisor • Assistant superintendent • Curriculum coordinator • Talent development supervisor

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.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the state model evaluation and support plan adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

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

Local and State Reporting

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.

Technical Assistance and Professional Learning

The CSDE works closely with schools and districts to learn what support is most needed for effective implementation of the CT Guidelines 2023 framework. To that end, the CSDE continues to develop resources in partnership with the six regional educational service centers, ACES, CES, CREC, EASTCONN, EdAdvance, and LEARN along with CAS and feedback from districts. You are encouraged to reach out for technical assistance and professional support during the transition to this new framework.

Appendices — Leader:
Information and Resources to Support Effective Implementation

Appendix A: 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 rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current organization's strengths and needs, and/or knowledge of district/school/program goals, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of success

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

Determine Evidence

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

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix B: Definition of Cohorts – Leader

Definition of Cohorts

Cohort 1

Who:

- New to leadership role (e.g., principal from assistant principal etc.; first three years)
- New to LEA (first three years)

What:

- Three observations of professional practice and/or site visits
- Feedback written and verbal within five school days
- Additional observations of professional practice and/or site visits as needed

Cohort 2

Who:

- Leaders who have successfully completed Cohort 1 in their current LEA

What:

- Two observations of professional practice and/or site visits
- Feedback written and verbal within five school days
- Additional observations of professional practice and/or site visits as needed

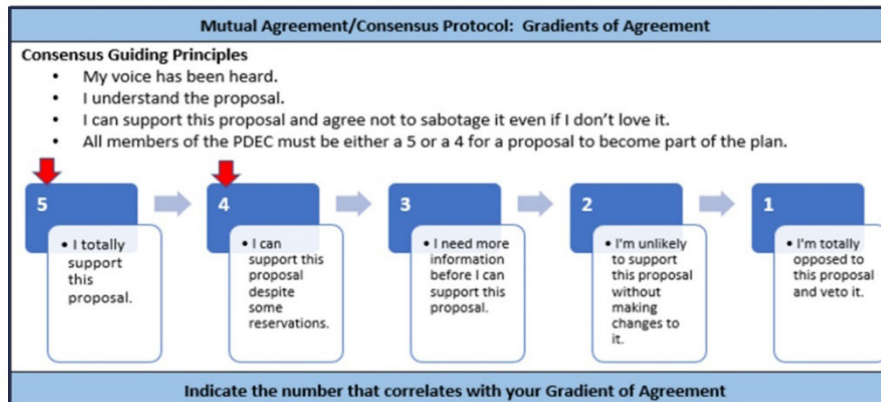
Appendix C: Growth Criteria and Sources of Evidence – Leader

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

Appendix D: General Glossary – Leader

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

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



From *Consensus decision making*. Seeds for Change. (n.d.).
<https://www.seedsforchange.org.uk/consensus>

Corrective Support Plan: A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Corrective Support Plans shall include clear objectives specific to the well documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; 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 leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional learning plan or other outcomes of the evaluation process.

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 leader impact on organizational health, educator growth, and student learning, growth, and achievement as part of the leader 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 a leader’s performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

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

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 co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also appendix E, Glossary of Professional Learning Opportunities.

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 leader 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.

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 leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial 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 leader supports (e.g., leadership 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 leadership practices, etc.) that can be either suggested by the leader 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.

Appendix E: Glossary of Professional Learning Opportunities – Leader

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

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

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

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

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

job-embedded: Any activity that is tied in with authentic classroom practice.

May include, but is not limited to:

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

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

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

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

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

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

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

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

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

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

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

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

Appendix F: Continuous Learning Process – Leader

Evaluation Orientation

Orientation to Leader Evaluation was Completed on:

Date

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

Download these forms:



[Leader Goal-Setting Form](#)



[Leader/Site Visit Form](#)



[Leader Mid-Year Check-In Form](#)



[Leader End-of-Year Self-Reflection Form](#)




[Leader End-of-Year Conference Form](#)

Leader Information

 [Download this form](#)

Name:		Location:	
Select One: <ul style="list-style-type: none"> Cohort 1 <i>*New to leader role or first three years in LEA</i> Cohort 2 <i>*Years 4 (in LEA)</i> 	Select One: <ul style="list-style-type: none"> Individual goal Collaborative goal <i>Decided upon mutual agreement.</i>	Select One: <ul style="list-style-type: none"> 1-year goal 2-year goal 3-year goal <i>Decided upon mutual agreement.</i>	Select One: <ul style="list-style-type: none"> PSEL Rubric

 [Download this form](#)

Beginning-of-the-Year Goals and Planning

Self-Reflection

Completed by Leader

[See Sample Reflection Questions](#)

Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking.

[See Examples of Evidence Types](#)

Goal, Rationale, Alignment and Professional Learning Plan

Completed by Leader

Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).

What evidence of leader learning, educator learning, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?

See [professional learning and action questions](#) to guide your plan.

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)?

In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?

Goal Setting Conference

Completed by Evaluator (By November 1)

Date

Notes:

Supports Required/Suggested

- Tier 1
- Tier 2 ([Link to Examples of Supports](#))
- Tier 3 ([Link to Examples of Supports](#))

 [Download this form](#)

Planned Site Visit/Observation of Professional Practice

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

[Observation of Professional Practice/Site Visit #1 - Required](#)

[Additional Observation of Professional Practice/Site Visit](#)

Midyear Check-in: Reflection, Adjustment(s), and Next Steps

Completed by Leader

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

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

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

Self-Reflection:

Links to Evidence:

Midyear Conference

Completed by Evaluator (by March 1)

Date

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

[Observation of Professional Practice/Site Visit #2 - Required](#)

[Additional Observation of Professional Practice/Site Visit](#)

 [Download this form](#)

End-of-Year Reflection and Feedback Process

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

Self-Reflection

Completed by Leader

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

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

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

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

Self-Reflection:

Links to Evidence:

 [Download this form](#)

End-of-Year Conference Completed by Evaluator (by June 30) <u>Date</u>	
Summative Feedback and Growth Criteria Completed by Evaluator <u>See appendix for full description</u>	
Summative Feedback	
Development of new learning and impact on leadership practice related to goal(s).	
Impact of new learning and leadership practice on key partners and or organizational outcomes.	
Impact of new learning on greater community.	
Successful Completion of the Evaluative Cycle	<ul style="list-style-type: none"> • Yes • No
Supports Required/Suggested <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> <ul style="list-style-type: none"> • Not applicable • Tier 2 (Specify below) • Tier 3 (Specify below) 	If Tier 2 and/or Tier 3, please specify strategies:
For multi-year goals only: <ul style="list-style-type: none"> • What adjustments are needed to the goal(s)? • Why? • How might adjustments impact the timing of the goal(s)? 	<ul style="list-style-type: none"> • Leader will continue multi-year goal. • Leader will adjust multi-year goal. • Leader completed multi-year goal. Notes:
Leader Signature	Date:
Evaluator Signature	Date:

Appendix G: Observation/Site Visit Forms – Leader

↓ [Open this form](#)



HEBRON PUBLIC SCHOOLS HIGH EXPECTATIONS, BRIGHT FUTURES

Hebron Public Schools Leader Evaluation Form	
Leader Evaluation Observation	
Name:	Time/Location:
Grade/Role:	Discipline/Focus:
<input type="checkbox"/> Cohort 1 - 3 Observations of Professional Practice <input type="checkbox"/> Cohort 2 - 2 Observations of Professional Practice <input type="checkbox"/> Additional Site Visit (Optional)	
Observation Evidence Completed by the Evaluator	Single-Point Competencies Completed by the Evaluator
	1. Instructional Leadership
	2. Talent Management
	3. Organizational Systems
	4. Culture and Climate
Areas of Strengths	
Post-Observation Conference Feedback Completed by the Evaluator	
Post-Observation Reflection/Response Completed by the Leader (optional)	

Appendix H: Sample Corrective Support Plan – Leader

(Sample)

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

Objective:

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

Resources:

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

Timeframes:

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

Supportive Actions:

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

Corrective Support Plan Template

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

Objective:

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

(Possible) Resources:

A blend of opportunities and resources should be extended to the Leader being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

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

Supportive Actions:

(Suggested supportive actions)

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

Appendix I: Leader Evaluation and Support Rubric

The Connecticut Leader Evaluation and Support Rubric 2017

*A Rubric to Guide the Development, Support and Evaluation of
School and District Leaders*







Connecticut State Department of Education

September 2017

Connecticut Leader Evaluation and Support Rubric 2017

Connecticut Leader Evaluation and Support Rubric 2017 — At a Glance

 Domain 1: Instructional Leadership	 Domain 2: Talent Management
<p><i>Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.</i></p> <p>1.1 Shared Vision, Mission and Goals — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.</p> <p>1.2 Curriculum, Instruction and Assessment — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.</p> <p>1.3 Continuous Improvement — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.</p>	<p><i>Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.</i></p> <p>2.1 Recruitment, Selection and Retention — Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.</p> <p>2.2 Professional Learning — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.</p> <p>2.3 Observation and Performance Evaluation — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.</p>
 Domain 3: Organizational Systems	 Domain 4: Culture and Climate
<p><i>Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.</i></p> <p>3.1 Operational Management — Strategically aligns organizational systems and resources to support student achievement and school improvement.</p> <p>3.2 Resource Management — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.</p>	<p><i>Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.</i></p> <p>4.1 Family, Community and Stakeholder Engagement — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.</p> <p>4.2 School Culture and Climate — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.</p> <p>4.3 Equitable and Ethical Practice — Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.</p>

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.1 Shared Vision, Mission and Goals

Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.

		PROFICIENT	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	High expectations for students	Develops, implements and sustains shared vision, mission and goals that articulate high expectations, including life skills and/or college- and career-readiness, for all students.	<ul style="list-style-type: none"> • School vision and mission statement • Faculty meeting agendas, minutes, observations • Parent group agenda, minutes, observations • Student, parent, staff surveys • Professional learning plan, content, feedback • School or district improvement plan • Student learning data • Educator evaluation data • Communications (including social media, website, newsletters, public appearances, etc.) • School functions and activities • Survey data • Implementation of policies on bullying or stakeholder engagement • Implementation of policies on stakeholder engagement • Presence of IEPs or 504 plans; implementation for special education staff • Evidence of vertical teaming for curriculum staff • Evidence of intra- or inter-building communication and cooperation • School or district community collaborations • Use and organization of community or parent volunteers • Various team and committee meeting agendas, minutes, observations • Data tracking parental involvement • PBIS implementation • Parent handbook • Use of interdistrict resources and professional learning cooperative designs
	School/District Improvement Plan (SIP/DIP) <i>Plans for school and/or district may be referred to by other titles (e.g., Continuous Improvement Plan, Strategic Plan). In this document, we will use SIP/DIP to refer to plans for school and/or district improvement</i>	Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization.	
	Stakeholder engagement	Engages relevant stake-holders to develop, implement and sustain the shared school or district vision, mission and goals. Identifies and addresses barriers to achieving the vision, mission and goals.	

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

		1.2 Curriculum, Instruction and Assessment Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment	
		PROFICIENT	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Curriculum development	Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.	<ul style="list-style-type: none"> • Professional development sessions • Educator evaluation data • Student learning data (formative and summative) • Data team agendas, minutes, observations • School or district improvement plan • Curriculum guides • Lesson plans • Faculty meeting agendas, minutes, observations • Teacher formative assessments • Student learning goals or objectives and indicators of academic growth and development (IAGDs)
	Instructional strategies and practices	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.	
	Assessment practices	Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.	

1. **Diverse student needs:** students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socioeconomic backgrounds, varied school readiness or other factors affecting learning.

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

		1.3 Continuous Improvement	
		Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.	
		PROFICIENT	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Data-driven decision-making	Analyzes varied sources of data ² about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals.	<ul style="list-style-type: none"> • School or district improvement plan • Leadership team agendas, minutes, observations • Faculty or departmental meeting agendas, minutes, observations • Professional development plan • Data team schedule, processes and minutes • Data team agendas, minutes, observations • Educator evaluation data, including informal or formal observations • Student intervention data • Parent group agenda, minutes, observations • School governance council agendas, minutes, observations
	Analysis of instruction	Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students.	
	Solution-focused leadership	Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.	

2. Data sources may include but are not limited to formative and summative student learning data, observation of instruction or other school processes, survey data, school climate or discipline data, graduation rates, attendance data.

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.1 Recruitment, Selection and Retention

Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.

		PROFICIENT	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Recruitment, selection and retention practices ³	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.	<ul style="list-style-type: none"> • School or district improvement plans • Educator evaluation data • Application materials and interviews • Personnel records • Leadership team agendas, minutes, observations • Professional development sessions • ED 163 • Climate survey • Retention data • Faculty or departmental meeting agendas, minutes, observations
	Evidence-based personnel decisions	Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions.	
	Cultivation of positive, trusting staff relationships	Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.	
	Supporting early career teachers	Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	

3. If responsibilities do not include directly recruiting and selecting, then emphasize support for retention.

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

		2.2 Professional Learning	
		Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.	
		PROFICIENT	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Professional learning system	Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school or district's vision, mission and goals.	<ul style="list-style-type: none"> • School or district improvement plans • Leadership team agendas, minutes, observations • Professional learning plan • Professional learning survey or feedback • Educator evaluation data
	Reflective practice and professional growth	Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities.	
	Resources for high-quality professional learning	Provides multiple conditions, including support, time or resources for professional learning, that lead to improved practice.	

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.3 Observation and Performance Evaluation

Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

		PROFICIENT	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Evidence-based evaluation strategies	Evaluates staff using sources of evidence such as observation, review of artifacts, collegial dialogue and student-learning data that is clearly aligned to educator performance standards, which result in improved teaching and learning.	<ul style="list-style-type: none"> • School or district improvement plan • Educator evaluation data • Student learning goals or objectives and indicators of academic growth and development (IAGDs) • Leadership team agendas, minutes, observations • Professional development sessions • Professional learning recommendations • Teacher mentorship or peer support programming
	Feedback	<p>Regularly provides clear, timely and actionable feedback based on evidence.</p> <p>Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.</p>	

Domain 3: Organizational Systems

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

		3.1 Operational Management Strategically aligns organizational systems ⁴ and resources to support student achievement and school improvement.	
		PROFICIENT	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Organizational systems	Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district.	<ul style="list-style-type: none"> • Schedules • Student assistance team • Safe school climate committee • Leadership team agendas, minutes, observations • Instructional improvement committees • Professional development and evaluation committees (PDEC), or school-based equivalent • School conditions • Maintenance of facilities, playgrounds, equipment, etc. • Processes for arrival and dismissal • Safety procedures • Use of electronic systems for student or staff data and communication • Phone logs, bulletins, website • Use of social media
	School site safety and security	<p>Designs and implements a comprehensive school site safety and security plan.</p> <p>Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.</p>	
	Communication and data systems	<p>Develops or implements communication and data systems that assure the accurate and timely exchange of information.</p> <p>Develops capacity of staff to document and access student learning progress over time.</p>	

4. Including but not limited to management systems and operations, data system design and oversight, scheduling of students and staff, routines and communication.

Domain 3: Organizational Systems

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

		3.2 Resource Management	
		Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.	
		PROFICIENT	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Budgeting	Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible.	<ul style="list-style-type: none"> • School or district budget documents or processes • School or district improvement plan • Leadership team agendas, minutes, observations • Parent group agenda, minutes, observations • School governance council agendas, minutes, observations • Technology plan
	Securing resources to support vision, mission and goals	Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals.	
	Resource allocation	Allocates resources to ensure educational equity for all diverse student, family and staff needs.	

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

		4.1 Family, Community and Stakeholder Engagement	
		Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.	
		PROFICIENT	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Communica-tions	Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportuni-ties for all students.	<ul style="list-style-type: none"> • Communications (including social media, website, newsletters, public appearances, etc.) • Feedback from climate survey • Parent group agenda, minutes, observations • Committee membership • Participation in community groups (Rotary, Lions Club, etc.) • Participation in professional organizations • Community groups (United Way, etc.) • School or district improvement plan • Family resource centers or outreach programs • School or district community collaborations • Use and organization of community or parent volunteers • Data on parental involvement • PBIS implementation • Parent handbook • Use of interdistrict resources and professional learning cooperative designs
	Inclusive decision-making	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.	
	Relationship building	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.	
	Cultural competence⁶ and community diversity	Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.	

6. Cultural competence in school communities enhances the teaching and learning process and helps ensure equitable opportunities and supports for each and every student.

Cultural competence encompasses:

- An understanding of one’s own cultural identity, biases, prejudices, and experiences of both privilege and marginalization;
- The continuous pursuit of skills, knowledge, and personal growth needed to establish a meaningful connection with people from various cultural backgrounds; and
- A lifelong commitment to action that supports equity within each school community.

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

		4.2 School Culture and Climate	
		Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.	
		PROFICIENT	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Student conduct	Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations.	<ul style="list-style-type: none"> • Discipline data • Student surveys • Observation of students and behaviors (cafeteria, halls, unstructured areas, etc.) • Faculty or departmental meeting agendas, minutes, observations • Observations of faculty • Social media • Educator evaluation data (professional responsibilities) • Parent surveys • Participation in parent meetings or school events • Records of safety issues • Collaboration with police and fire departments (minutes from meetings) • Procedure manuals • Emergency management drills • Communication with parents and families • Safe school climate committees • Contingency plans
	Professional conduct	Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators.	
	Positive school climate for learning	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.	

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

		4.3 Equitable and Ethical Practice Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community.	
		PROFICIENT	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	Professional Responsibility and Ethics	Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	<ul style="list-style-type: none"> • Transparency of policies and procedures • Leadership team agendas, minutes, observations • Professional organizations or memberships • Feedback from colleagues, parents, community members • Educator evaluation data (professional responsibilities) • Faculty or staff handbook • Faculty or departmental meeting agendas, minutes, observations • Professional development • Use of technology • Technology plan or acceptable use policy • Social media efforts
	Equity, cultural competence and social justice	Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate.	
	Ethical use of technology	Holds self and others accountable for the ethical use of technology, including social media, to support the school or district’s vision, mission and goals. Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community.	

Educator Evaluation and Support Plan



Hebron Public Schools

Date	Logo

District Board of Education Members	District PDEC Members
<p>Heather Petit, Board Chair</p> <p>Joe Margaitis, Vice Chair</p> <p>Sera Coppolino, Secretary</p> <p>Kim Hills</p> <p>Eleisha LeMay</p> <p>Nicole Matthews</p> <p>Allyson Nadeau-Schmeizl</p>	<p>Adam Parks</p> <p>Beth Green</p> <p>Beth Killoran-Niosi</p> <p>Catherine Luddy</p> <p>Dr. Donald Briere</p> <p>David LeFevre</p> <p>Dana Mutch</p> <p>Gabrielle Anderson</p> <p>Jennifer Guernsey</p> <p>Karen Esposito</p> <p>Katie Finlan</p> <p>Kathy Jurgelas</p> <p>Katie Uriano</p> <p>Michael Larkin</p> <p>Rebekah Anderson</p> <p>Susan Giammarco</p> <p>Sarah Haynes</p> <p>Dr. Thomas Baird</p>

We have adopted the Connecticut Model Evaluation and Support Plan with minor revisions to reflect our local district needs.

Vision

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

The Purpose of this Model Guide

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

The CT Model Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all educators and leaders. Professional Development and Evaluation Committees (PDECs) can adopt the CT Model Plan, adapt the CT Model Plan, or revise their own evaluation system to align with the CT Guidelines for Educator and Leader Evaluation and Support 2023. It is the intent that this model can serve as a foundation of evaluation and support practice aligned to the 2023 guidelines beginning in the initial year of implementation (2024-25) allowing for PDECs to develop an action plan from self-assessment toward best practices and innovation that will evolve over time. This plan will:

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

Guiding Principles

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

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

Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 Components: Reimagining Educator and Leader Evaluation and Support

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 learning, growth, and achievement for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system.

Standards and Criteria for Educators

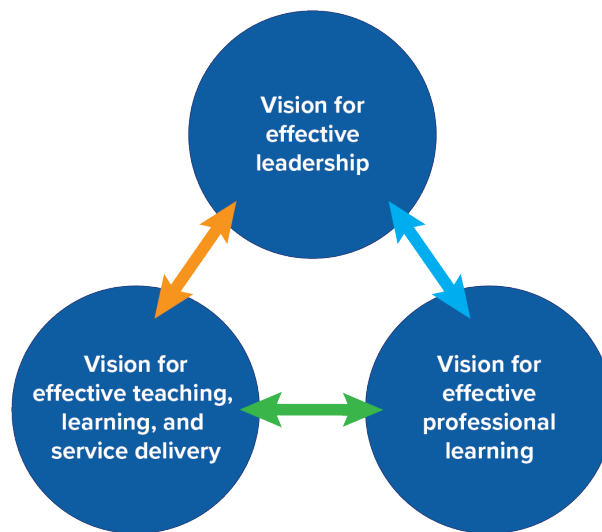
The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. We have adopted the single competency version of the Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching found in [Appendix R](#). The following professional practice standards ground this model's framework. It is recommended that each PDEC create a process to review the standards and ensure a rubric accompanies the standards. The rubric serves as support for self-evaluation, dialogue, and feedback. While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

Educator

1. [CCT Rubric for Effective Teaching 2017](#)
2. [CCT Rubric for Effective Service Delivery 2017](#)
3. [Learning Forward's Professional Learning Standards \(2022\)](#)
4. [Teacher Leader Model Standards \(2008\)](#)

Professional Learning Standards and Structures

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

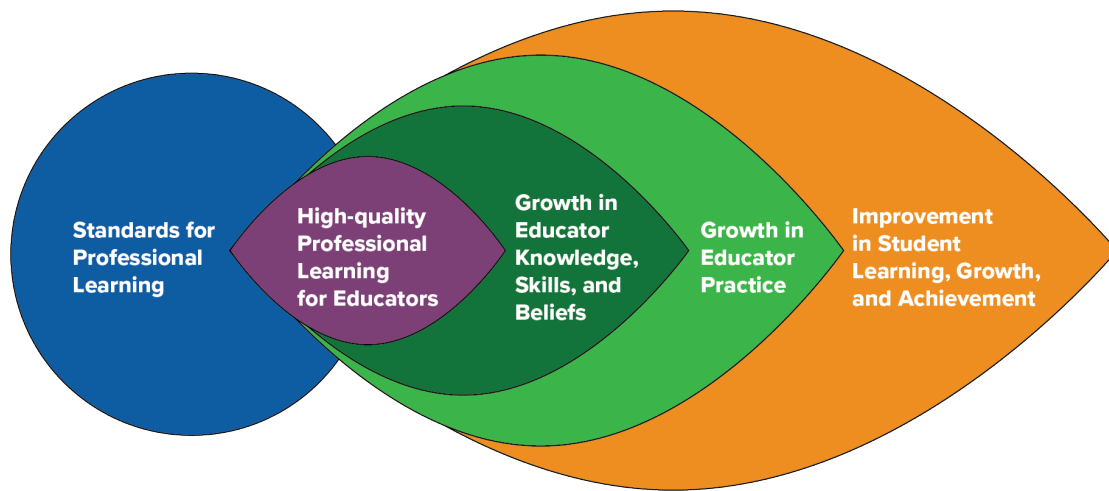


The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement

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

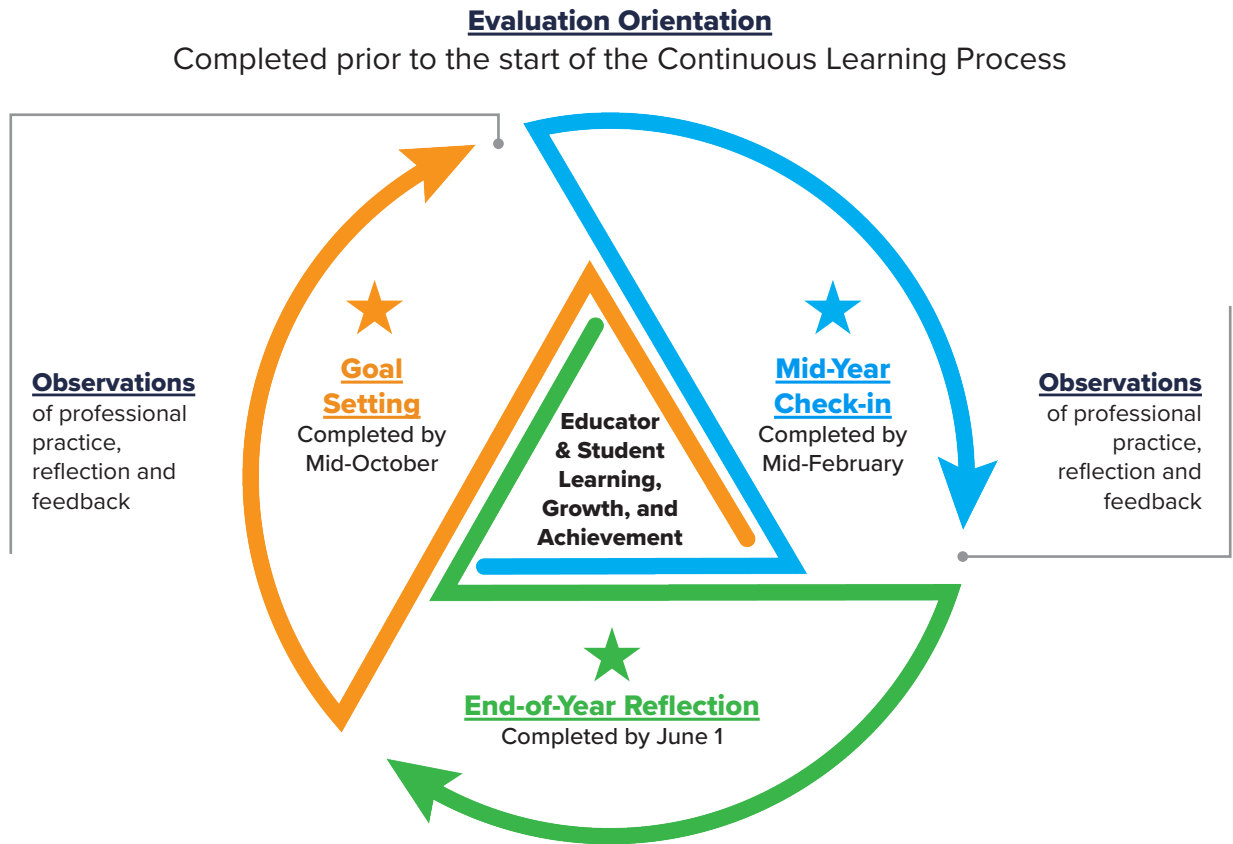
During each school year, a minimum of three check-ins provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings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

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



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

Educator Continuous Learning Process



Goal Setting

Completed by Mid-October

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

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

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

Goal Setting Conference

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

Mid-year Check-in

Completed by Mid-February

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

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

Mid-Year Conference

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

End-of-Year Reflection

Completed by June 1

End-of-Year Reflection and Feedback Process

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

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

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

Orientation on the educator evaluation and support process 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/Review of practice
- 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 mid-October)

The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment ([see appendix L](#)).

For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules would enhance their learning and practice.

Midyear Check-in (Completed by mid-February):

The midyear check-in consists of reciprocal dialogue between the educator and evaluator and includes an educator self-reflection on their progress toward their goal(s) so far. The reflection shall include an analysis of the impact of their learning on their practice, student learning, growth and achievement and the school community.

- Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence aligned to the single point rubric.
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

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

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 the educator's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal.

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

All forms for documentation are hyperlinked within the graphic of the continuous learning process with further detail for each step.

Professional Practice and Educator 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 ([see appendix K](#)).

Observation of Professional Practice and Feedback

Observations 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; 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

Definition of Cohorts

Cohort 1

Who:

- New to profession (first four years)
- New to LEA (first two years)

What:

- Three observations of Professional Practice (minimum 30 minutes in length) with pre and post meetings
 - One review of practice may be substituted for an observation of professional practice
- Verbal and written feedback within five school days
- Additional observations of professional practice as needed

Cohort 2

Who:

- Educators who have successfully completed Cohort 1 in their current LEA

What:

- Two Observations of Professional Practice (minimum 20 minutes in length) with post meetings.
 - One review of practice may be substituted for an observation of professional practice
- Verbal and written feedback within five school days
- Additional observations of professional practice as needed

Growth Criteria

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

- Reflection supported with evidence of the impact of the educators' new learning on their practice/goal.
- The impact the educators' new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- Next steps.

[\(See appendix L\)](#)

Tiered Support

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, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a 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 professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

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

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the 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 educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan is separate from the normal educator growth model and must contain:

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

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative.

[See appendix Q](#) for a Corrective Support Plan form and example.

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

**In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and educator 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.

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.

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 (PDEC) 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, and other school personnel are representative of the various classifications within the groups (see examples below).

Other School Personnel	Educator	Leader
<ul style="list-style-type: none"> • Attendance counselor • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support staff 	<ul style="list-style-type: none"> • Classroom teacher • CTE teacher • Library media specialist • Reading interventionist • Instructional coach • Special education teacher • Social worker • School psychologist • Speech pathologist 	<ul style="list-style-type: none"> • Principal • Assistant principal • TESOL supervisor • Special education supervisor • Assistant superintendent • Curriculum coordinator • Talent development supervisor

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.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the model educator and leader evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Local and State Reporting

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.

Technical Assistance and Professional Learning

The CSDE works closely with schools and districts to learn what support is most needed for effective implementation of the CT Guidelines 2023 framework. To that end, the CSDE continues to develop resources in partnership with the six regional educational service centers, ACES, CES, CREC, EASTCONN, EdAdvance, and LEARN along with CAS and feedback from districts. You are encouraged to reach out for technical assistance and professional support during the transition to this new framework.

Appendices — Educator:
Information and Resources to Support Effective Implementation

Appendix J: 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 rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current students'/adult learners' strengths and needs, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning 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 K: Definition of Cohorts – Educator

Definition of Cohorts

Cohort 1

Who:

- New to profession (first four years)
- New to LEA (first two years)

What:

- Three observations of Professional Practice (minimum 30 minutes in length) with pre and post meetings
 - One review of practice may be substituted for an observation of professional practice
- Verbal and written feedback within five school days
- Additional observations of professional practice as needed

Cohort 2

Who:

- Educators who have successfully completed Cohort 1 in their current LEA

What:

- Two observations of Professional Practice (minimum 20 minutes in length) with post meetings.
 - One review of practice may be substituted for an observation of professional practice
- Verbal and written feedback within five school days
- Additional observations of professional practice as needed

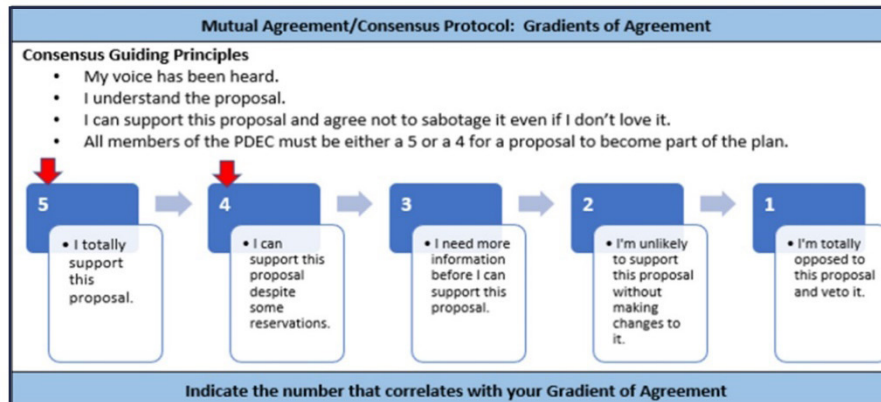
Appendix L: Growth Criteria and Sources of Evidence – Educator

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

Appendix M: General Glossary – Educator

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

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



From *Consensus decision making*. Seeds for Change. (n.d.).
<https://www.seedsforchange.org.uk/consensus>

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 Model (CAPA)

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

check-ins: Formal or informal meetings 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 of 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.

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.

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

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

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 a written evaluation within five school days.

goals and standards: Goals and standards should be based on an evidence based, high leverage strategy or practice aligned with 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 professional practice.

growth criteria: Successful completion of the Continuous Learning Process, supported with evidence that includes the impact the educators’ new learning had on their practice/goal, along with a reflection on challenges and next steps, and the impact the educators’ new learning and practice had on student learning, growth, and or achievement, supported by evidence.

high leverage goal: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus (i.e., a portrait of a graduate). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).

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 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, student learning, educator learning, cultural changes, growth, and achievement as mutually agreed upon during the goal-setting process and may include additional evidence relative to one or more competencies.

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

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

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

professional learning: Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also [appendix N, Glossary of Professional Learning Opportunities](#).

review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, data team meetings, observations of coaching/mentoring sessions, review of educator work and student work, or review of other educators' 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 represents the enduring understanding of content and skill from a specific domain that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance.

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 professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by your district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

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

Tier 3

Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

Appendix N: Glossary of Professional Learning Opportunities – Educator

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix O: Continuous Learning Process – Educator

Evaluation Orientation

Orientation to Educator Evaluation was completed on:

Date

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

Download these forms:



[Educator Goal-Setting Form](#)



[Educator Observation Form](#)



[Educator Mid-Year Check-In Form](#)



[Educator End-of-Year Self-Reflection Form](#)




[Educator End-of-Year Conference Form](#)

Educator Information

 [Download this form](#)

Name:		Location:	
<p>Select One:</p> <ul style="list-style-type: none"> Cohort 1 <i>*New to Profession (first four years) or New to LEA (first two years)</i> Cohort 2 <i>*Educators who have successfully completed Cohort 1</i> 	<p>Select One:</p> <ul style="list-style-type: none"> Individual goal Collaborative goal <p><i>Decided upon mutual agreement.</i></p>	<p>Select One:</p> <ul style="list-style-type: none"> 1-year goal 2-year goal 3-year goal <p><i>Decided upon mutual agreement.</i></p>	<p>Select One:</p> <ul style="list-style-type: none"> CCT Teacher Rubric CCT Service Delivery Rubric

 [Download this form](#)

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

Goal Setting Conference	
<p>Completed by Evaluator (By November 1) <u>Date</u></p>	
<p>Notes:</p>	<p>Supports Required/Suggested</p> <ul style="list-style-type: none"> Tier 1 Tier 2 (Link to Examples of Supports) Tier 3 (Link to Examples of Supports)

 [Download this form](#)

Planned Observation of Professional Practice

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

[Observation of Professional Practice #1 - Required](#)

[Additional Observation of Professional Practice](#)

Midyear Check-in: Reflection, Adjustment(s), and Next Steps

Completed by Educator

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

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

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

Self-Reflection:

Links to Evidence:

Midyear Conference

Completed by Evaluator (by March 1)

Date

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

[Observation of Professional Practice #2 - Required](#)

[Additional Observation of Professional Practice](#)

 [Download this form](#)

End-of-Year Reflection and Feedback Process

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

Self-Reflection

Completed by Educator

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

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

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

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

Self-Reflection:

Links to Evidence:

 [Download this form](#)

End-of-Year Conference Completed by Evaluator (by June 1) <u>Date</u>	
Summative Feedback and Growth Criteria Completed by Evaluator <u>See appendix for full description</u>	
Summative Feedback	
Development of new learning and impact on practice related to goal(s).	
Impact on student learning, growth, and achievement	
Successful Completion of the Evaluative Cycle	<ul style="list-style-type: none"> • Yes • No
Supports Required/Suggested <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> <ul style="list-style-type: none"> • Not applicable • Tier 2 (Specify below) • Tier 3 (Specify below) 	If Tier 2 and/or Tier 3, please specify strategies:
For multi-year goals only: <ul style="list-style-type: none"> • What adjustments are needed to the goal(s)? • Why? • How might adjustments impact the timing of the goal(s)? 	<ul style="list-style-type: none"> • Educator will continue multi-year goal. • Educator will adjust multi-year goal. • Educator completed multi-year goal. Notes:
Educator Signature	Date:
Evaluator Signature	Date:

Appendix P: Observation Forms – Educator

↓ [Open this form](#)



HEBRON PUBLIC SCHOOLS HIGH EXPECTATIONS, BRIGHT FUTURES

Hebron Public Schools Educator Evaluation Form	
Educator Evaluation Observation	
Name:	Time/Location:
Grade/Role:	Discipline/Focus:
<input type="checkbox"/> Cohort 1 (Pre-Post- Conference Required) <input type="checkbox"/> Cohort 2 (Post-Conference Required) <input type="checkbox"/> Additional Site Visit (Pre-/Post-Conference Optional)	
Pre-Observation <i>Completed by Educator (as needed/required)</i>	
Lesson Plan/Meeting Plan	<i>Upload and provide hyperlink here</i>
Pre-Conference Notes including the identified competency focus for the observation.	
Observation Evidence <i>Completed by the Evaluator</i>	Single-Point Competencies <i>Completed by the Evaluator</i>
	1. Classroom Environment, Student Engagement and Commitment to Learning
	2. Planning for Active Learning
	3. Instruction for Active Learning
	4. Professional Responsibilities and Teacher Leadership
Areas of Strengths	
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>	
Post-Observation Reflection/Response <i>Completed by the Teacher (optional)</i>	

Appendix Q: Sample Corrective Support Plan – Educator

(Sample)

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

Objective:

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

(Suggested) Resources:

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

Timeframes:

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

Supportive Actions:

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

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

Appendix R: Teacher Evaluation and Support Rubric

The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2017





*A Rubric for the Observation of Teacher Performance and Practice to
Help Identify the Foundational Skills and Competency Standards That Will
Prepare Connecticut Students to Succeed in College, Career and Life.*



Connecticut State Department of Education

September 2017

CCT Rubric for Effective Teaching 2017 — At a Glance

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-Classroom/Reviews of Practice
<p> Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</p>	<p> Domain 2: Planning for Active Learning</p>
<p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ol style="list-style-type: none"> 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. 1c. Maximizing instructional time by effectively managing routines and transitions. 	<p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ol style="list-style-type: none"> 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. 2b. Planning instruction to cognitively engage students in the content. 2c. Selecting appropriate assessment strategies to monitor student progress.
<p> Domain 3: Instruction for Active Learning</p>	<p> Domain 4: Professional Responsibilities and Teacher Leadership</p>
<p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ol style="list-style-type: none"> 3a. Implementing instructional content for learning. 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing student learning, providing feedback to students and adjusting instruction. 	<p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ol style="list-style-type: none"> 4a. Engaging in continuous professional learning to impact instruction and student learning. 4b. Collaborating to develop and sustain a professional learning environment to support student learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

<p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs² of all students.</p>		
PROFICIENT		
ATTRIBUTES	<p>Rapport and positive social interactions</p>	<p>Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.</p>
	<p>Respect for student diversity³</p>	<p>Establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences.</p>
	<p>Environment supportive of intellectual risk-taking</p>	<p>Creates a learning environment in which most students are willing to take risks⁴ and respond to questions and challenges, and feel safe to make and learn from mistakes.</p>
	<p>High expectations for student learning</p>	<p>Establishes and consistently reinforces appropriate expectations for learning for all students.</p>

2. **Learning needs of all students:** includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomics and environment on the learning needs of students.

3. **Student diversity:** recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

4. **Take risks:** Fostering a classroom environment that promotes risk-taking involves building trust; students' trust in the teacher and other students in the class. Students who trust their teachers believe that teachers will turn their failures into learning opportunities.

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

<p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>INDICATOR 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</p>	
<p>PROFICIENT</p>	
<p>ATTRIBUTES</p>	<p>Communicating, reinforcing, and maintaining appropriate standards of behavior</p> <p>Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.</p> <p>Promoting social competence⁵ and responsible behavior</p> <p>Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions.</p>

5. **Social competence:** Exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).

6. **Proactive strategies:** Include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

<p>Teachers <i>promote student engagement, independence and interdependence</i> in learning and facilitate a positive learning community by: INDICATOR 1c: Maximizing instructional time by effectively managing routines and transitions.⁷</p>	
<p>PROFICIENT</p>	
<p>ATTRIBUTES</p>	<p>Routines and transitions appropriate to needs of students</p>
<p>Establishes and manages routines and transitions resulting in maximized instructional time.</p>	

7. **Routines and transitions:** Routines are non-instructional organizational activities such as taking attendance or distributing materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task, or context to another.

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge⁸ for all students.

PROFICIENT

ATTRIBUTES	Content of lesson plan ⁹ is aligned with standards	Plans content that directly addresses <u>Connecticut Core Standards and/or other appropriate content standards.</u>
	Logical sequence of lessons at an appropriate level of challenge	Plans lessons that are logically sequenced and support an <u>appropriate level of challenge.</u>
	Use of data to determine students' prior knowledge and skills and differentiation based on students' learning needs	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.
	Literacy strategies ¹¹	Plans instruction that <u>integrates literacy strategies and academic vocabulary.</u>

Underlined text reflects Connecticut Core Standards connections.

8. **Level of challenge:** The range of challenge in which a learner can progress because the task is neither too hard nor too easy. **Bloom's Taxonomy** — provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. **Webb's Depth of Knowledge (DOK)** a scale of cognitive demand identified as four distinct levels [1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work]. **Hess's Cognitive Rigor Matrix** — aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

9. **Lesson plan:** a purposeful planned learning experience.

10. **Content standards:** Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

11. **Literacy through the content areas:** Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning.

Domain 2: Planning for Active Learning

<p>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</p> <p>INDICATOR 2b: Planning instruction to cognitively engage students in the content.</p>	
PROFICIENT	
ATTRIBUTES	<p>Strategies, tasks and questions cognitively engage students</p> <p>Selects or designs instructional <u>strategies, tasks, and questions</u> that promote student cognitive engagement.</p>
ATTRIBUTES	<p>Instructional resources¹⁵ and flexible groupings¹⁶ support cognitive engagement and new learning</p> <p>Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.</p>

Underlined text reflects Connecticut Core Standards connections.

12. **Cognitive engagement:** Problem-solving, critical or creative thinking, discourse or inquiry-based learning and application to other situations
13. **Discourse:** Is defined as the purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning), or dialogue through technological or digital resources.
14. **Inquiry-based learning:** Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.
15. **Instructional resources:** Includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.
16. **Flexible groupings:** Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

Domain 2: Planning for Active Learning

<p>Teachers plan instruction to <i>engage students in rigorous and relevant learning and to promote their curiosity about the world at large</i> by: INDICATOR 2c: Selecting appropriate assessment strategies¹⁷ to monitor student progress.</p>	
PROFICIENT	
ATTRIBUTES	<p>Criteria for student success</p> <p>Identifies observable and measurable criteria for student success.</p> <p>Ongoing assessment of student learning</p> <p>Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.</p>

17. **Assessment strategies** are used to evaluate student learning during and after instruction.

1. **Formative assessment** is a part of the instructional process, used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (FAST SCASS, October 2006).
2. **Summative assessments** are used to evaluate student learning at the end of an instructional period. Summative assessment helps determine to what extent the instructional and learning goals have been met

Domain 3: Instruction for Active Learning

<i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i> INDICATOR 3a: Implementing instructional content¹⁸ for learning.		
PROFICIENT		
ATTRIBUTES	Instructional purpose	Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction.
	Content accuracy	Presents content accurately using content-specific language that leads to student understanding.
	Content progression and level of challenge	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.
	Literacy strategies ¹⁹	Presents instruction that <u>integrates literacy strategies and academic vocabulary within the lesson content.</u>

Underlined text reflects Connecticut Core Standards connections.

18. **Content:** Discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

19. **Literacy strategies:** To convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning.

Domain 3: Instruction for Active Learning

<p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p>	
PROFICIENT	
ATTRIBUTES	<p>Strategies, tasks and questions</p> <p>Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated <u>recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.</u></p> <p>Instructional resources²⁰ and flexible groupings</p> <p>Uses resources and flexible groupings that cognitively en-gage students in demonstrating new learning in multiple ways, including application of new learning to make connections between concepts.</p> <p>Student responsibility and independence</p> <p>Implements instruction that provides multiple opportunities for students to develop independence as learners.</p>

Underlined text reflects Connecticut Core Standards connections.

20. **Instructional resources:** includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures,

audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes..

Domain 3: Instruction for Active Learning

<i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i> INDICATOR 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.	
PROFICIENT	
ATTRIBUTES	<p>Criteria for student success</p> <p>Communicates specific observable and measurable criteria for student success.</p> <p>Ongoing monitoring of student learning</p> <p>Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes.</p> <p>Feedback²¹ to students</p> <p>Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.</p> <p>Instructional adjustment²²</p> <p>Adjusts instruction as necessary in response to individual and group performance.</p>

21. **Feedback:** Effective feedback provided by the teacher is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

22. **Instructional adjustment:** Based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

Domain 4: Professional Responsibilities and Teacher Leadership

<p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <p>INDICATOR 4a: Engaging in continuous professional learning to impact instruction and student learning.</p>	
PROFICIENT	
ATTRIBUTES	<p>Teacher self-evaluation and reflection and impact on student learning</p> <p>Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.</p> <p>Response to feedback</p> <p>Responds to supervisor or peer feedback and makes changes in practice based on feedback.</p> <p>Professional learning²³</p> <p>Engages in relevant professional learning and applies new learning to practice.</p>

23. **Connecticut's Definition of Professional Learning:** High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.

Domain 4: Professional Responsibilities and Teacher Leadership

<p>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</p> <p>INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student learning.</p>	
PROFICIENT	
ATTRIBUTES	<p>Collaboration with colleagues²⁴</p> <p>Collaborates with colleagues to improve teaching and learning.</p> <p>Professional responsibility and ethics</p> <p>Consistently exhibits professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i>.</p>

24. **Colleague:** A colleague is a person with whom an educator works, including, but not limited to, other teachers, administrators, support staff, and paraeducators.

25. **Connecticut Code of Professional Responsibility for Teachers:** A set of principles which the teaching profession expects its members to honor and follow; and serves as a basis for decisions on issues pertaining to licensure and employment. (Regulations of Connecticut State Agencies Section 10-145d-400a).

Domain 4: Professional Responsibilities and Teacher Leadership

<i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i> INDICATOR 4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.	
PROFICIENT	
ATTRIBUTES	<p>Positive school climate</p> <p>Actively engages with colleagues, students and families to develop and/or sustain a positive school climate.</p> <p>Family and community engagement</p> <p>Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success.</p> <p>Culturally responsive²⁶ communications</p> <p>Interacts with students, families and the community in a culturally respectful manner.</p>

26. **Culturally-responsive:** Using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experiences.

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