
LEARN

Educator Development and Performance Plan:

A Process of Support and Evaluation for LEARN Professionals

June 2024



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District PDEC Members

- Tara Amatrudo, Marine Science Magnet High School, Administrator
- Isabel Acampora, LEARN Student Support Services, SLP
- Elizabeth Beaumont, Regional Multicultural Magnet School, Administrator
- Lisa Caplet, The Friendship School, Teacher
- Brad Columbus, Three Rivers Middle College Magnet High School, Administrator
- Linda T. Darcy, LEARN, Administrator
- Elizabeth Davis, LEARN Student Support Services, Certified Coordinator
- Ryan Donlon, LEARN, Administrator
- Jenny Dowker, The Friendship School, Administrator
- Kristin Gemaly, Regional Multicultural Magnet School, Teacher, LEA Representative
- Bridgette Gordon-Hickey, LEARN, Administrator
- Melissa Graffam, LEARN Student Support Services, Certified Coordinator
- Colleen Hardison, Marine Science Magnet High School, Administrator
- Jean-Anne Jordan, LEARN Student Support Services, Administrator
- Caitlin Kimberlin, LEARN Student Support Services, Social Worker
- Michele Knudsen, LEARN Student Support Services, SLP
- Jessica Lillge, LEARN Student Support Services, Teacher
- Erica Mahon, LEARN Student Support Services, Administrator
- Amanda Mann, Marine Science Magnet High School, Teacher
- Jamie Matos, LEARN Student Support Services, Certified Coordinator
- Elizabeth McCaffery, LEARN, Administrator
- Sarah Moon, LEARN, Administrator
- Leah Moran, Regional Multicultural Magnet School, Teacher
- Mariana Reyes, Regional Multicultural Magnet School, Administrator
- Jessica Silvestro, The Friendship School, Administrator
- Lindsay Skinner, LEARN Student Support Services, Certified Coordinator
- Tina Steele, The Friendship School, Paraeducator
- Amy Woodruff, LEARN Student Support Services, Certified Coordinator



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Purposes of Educator and Leader Evaluation

The purpose of educator evaluation is to improve and support high levels of achievement for all students by supporting and strengthening teacher and director performance and practice.

Guiding Principles

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

- **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 Evaluation and Support Components: Reimagining Educator and Leader Evaluation and Support

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CTEVAL) are representative of research-based effective practice and include six elements.

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

The combined vision, guiding principles and overall framework for educators and leader 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 leaders, resulting in two sections with similar processes within a district's evaluation and support system.



Theory of Action

The LEARN Educator Development and Performance Plan is grounded in a theory of action of growth and continuous improvement. It is grounded in the theory that improvement in teaching is derived from work in the key components of the “instructional core” that is “the teacher and the student in the presence of content.” (City, Elmore, Fiarman and Teitel, 2009, p. 22). The instructional core provides the basic framework for how to intervene in the instructional process to improve the quality and level of student learning. The authors assert:

...There are only three ways to improve student learning at scale. The first is to increase the level of knowledge and skill that the teachers bring to the instructional process. The second is to increase the level and complexity of the content that students are asked to learn. And the third is to change the role of the student in the instructional process.

That’s it. If you are not doing one of these three things, you are not improving instruction and learning. Everything else is instrumental. That is, everything that’s not in the instructional core can only affect student learning and performance by somehow influencing what goes on inside the core.” (p. 24)

At LEARN, we also acknowledge that changes in context can affect the teaching/learning process and outcome.

The Instructional Core (A Framework for Improvement)

The Teacher:

Our definition of teacher expectations is clearly defined in our rubric for effective teaching described later in this document. In the instructional core, the teacher brings himself or herself into the classroom. Parker Palmer asserts: “Good teachers join self and subject and students in the fabric of life.” (p. 11) He argues that “good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.” (p. 10)

Good teachers possess a capacity for connectedness. They are able to weave a complex web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves. The methods used by these weavers vary widely: lectures, Socratic dialogues, laboratory experiments, collaborative problem solving, creative chaos. The connections made by good teachers are held not in their methods but in their hearts—meaning heart in its ancient sense, as the place where intellect and emotion and spirit and will converge in the human self.” (p. 11)

So, the teacher is an integral part of the core—what they believe and what they do, what they enact and how they enact it, and how they live their daily practice in the service of helping children to grow and learn. It is both technique and the self. It is grounded in reflection.

(City, et al, p. 27)

We designed this model to support educators at every stage of their respective careers.



The Content:

The evaluation supports the teaching of rigorous and relevant content. Teachers are expected to know the disciplines that they teach and to remain abreast of changes in state and national standards and expectations. Written curriculum provides the blueprint for what is to be taught as well as individualized plans for student learning. One function of professional development is to provide the opportunity for teachers to explore the content more deeply.

The Student:

What students are expected to know, understand, and be able to do are defined in our national, state, and local curricula. In the instructional core, we examine more precisely what it is students are asked to do, the tasks they are given, the level of difficulty of those tasks and the depth of knowledge that is expected of them. We examine how student learning is scaffolded and how and when we move toward the release of responsibility to students for their own learning. We consider their ability not only to answer questions, but also to ask the questions themselves. This element of the instructional core is not just about the tasks that students are given, but also about the tasks that address who students are, their needs, their difficulties, and their interests. It is about how the tasks serve to engage and challenge and change students “in the presence of content.”

The Context:

The instructional core does not exist in a vacuum. Each of the LEARN programs is unique and resides in an evolving set of communities. All teachers’ work takes place in a school community of professionals, a community of parents, guardians and families, and a local community that is both geographical and cultural. Teaching must also be responsive to the broader state and national communities, by adhering to the expectations for magnet schools and individualized special needs programs. To that end, teacher development requires that each professional community of practice be supported by a model of continuous improvement for all educators.

Developing the instructional core requires a framework for professional learning that is grounded in ongoing reflection and addresses these diverse contexts with flexibility. However, no matter what the setting, all educators are expected to reflect on their practice, to use data to inform that reflection, and then to use that learning to take intelligent action in their practice. It is an experiential cycle that is both rigorous and profound: a model of continuous improvement.

Guiding Beliefs/Core Values

The following beliefs/core values have guided the development of this plan:

1. We are committed to learning—our students and our own.
2. We know the children that we teach and personalize learning experiences to meet student needs.
3. We are responsible for collecting data using multiple means to analyze students’ performance, and to use that data to inform planning and instruction.
4. We think systematically about our practice and continuously learn from our experience—we reflect on our practice both individually and collectively.



5. We learn from challenges, mistakes and setbacks and use that learning to inform our practice—we look for progress not perfection.
6. Our professional learning is driven by student learning needs, teacher needs, and research/best practices in teaching, learning, and content.
7. We build a professional community through relational trust—reciprocal, respectful and responsive relationships and we create safe environments—psychologically, emotionally, and physically safe.
8. We hold ourselves accountable for demonstrating/practicing our beliefs in action.

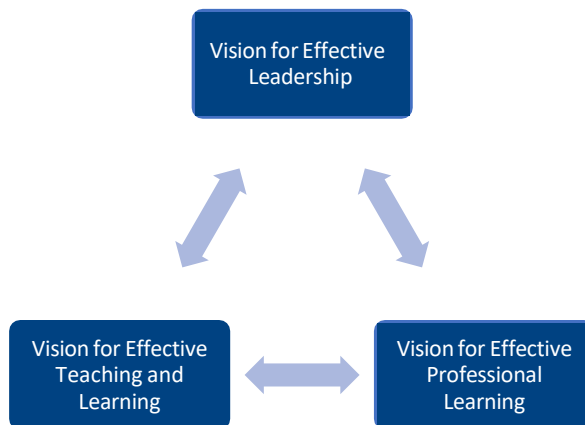
Standards and Criteria for Educators

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. The following professional practice standards ground this model's framework. While the rubric serves as a continuum for self-reflection and feedback, the final evaluation will be based on a single point rubric. At the end of each school year, educators are asked to give feedback on the rubrics used for the evaluation and feedback process and invited to submit for approval additional rubrics tied to national standards. A subcommittee of the PDEC will review the suggested rubrics and make recommendations to the full PDEC at the Spring meeting. If approved, the addition/s will be made to the plan prior to submitting the plan to the state.

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 CTEVAL 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 outcomes. 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 feedback in a continuous learning cycle.

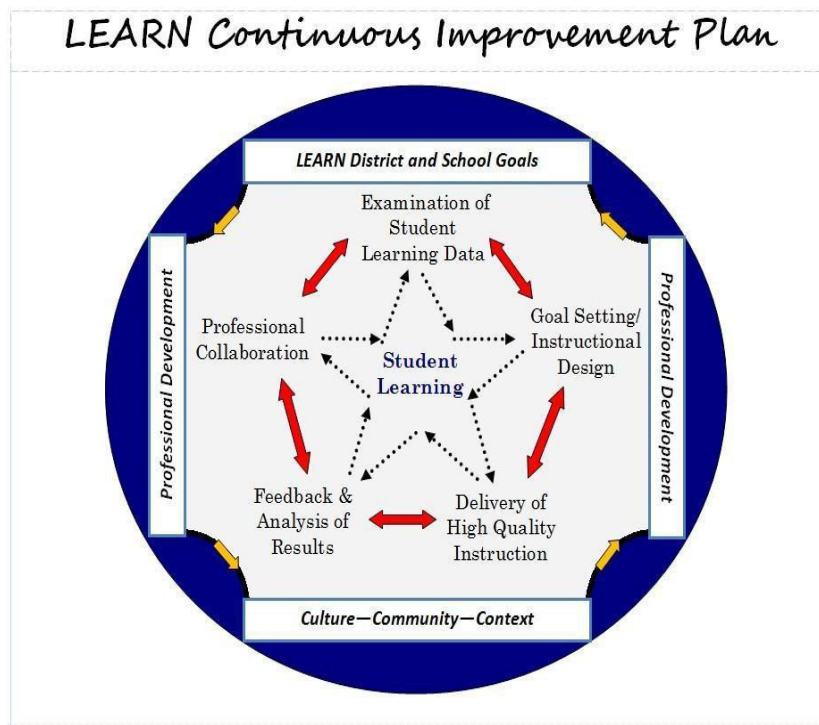


The LEARN Model of Continuous Improvement

The LEARN Model of Continuous Improvement is one of supporting the development of teacher skill, knowledge, understanding and practice. It is grounded in our definition of high-quality teaching, defined in the rubric later in this document. It depends on teacher reflection, teacher collaboration, and ultimately, teacher growth.

This model is a concrete representation of our district vision and strategy for improvement. The LEARN Model of Continuous Improvement, used at each level of the organization, creates interdependence among district/organization, school, and classroom improvement plans, priorities, and efforts. The model requires a collective effort, centered on aligned expectations, and creates focused energy for positive change. At the district/organization level, the strategic approach, recursive in its nature, must be driven by data—multiple forms of performance measures and indicators that inform the cycle of improvement. Analysis of data occurs at every level of the organization. Collectively, we own the data, the results, and the efforts and initiatives to support those results. This model is then replicated at the school level and at the classroom level, where teams of teachers examine student learning data to shape their instruction and use assessment results to refine and revise instruction. Moreover, the LEARN Model of Continuous Improvement is grounded in the notion that leadership must be “distributed,” that is, all members of the school community should have an opportunity to contribute to the action and decisions that most directly affect their work. In other words, the knowledge base of the entire professional staff is valued as a critical variable for improvement.

Therefore, for teacher evaluation, the LEARN Model of Continuous Improvement is *the process* by which we design and carry out teacher development, teacher support, and teacher evaluation. Created to foster ongoing teacher growth, it is driven by data collection, data analysis, teaching practice, collaboration, and reflection. The process is aligned with our LEARN goals, mission, and core values. It reflects and honors the processes that our educators use every day, year in and year out, in their work with students and families. The work of improvement is an ongoing and continuous process over the life of a teacher’s career. This model highlights the role of professional learning as central and collaboration and teacher collaborative teams as the means to teacher continuous growth and development.



At each stage of the process, student learning and student achievement are at the center. From the individual level of creating student learning objectives, to the team level of working on instructional planning or practices together, to the departmental or school level, professional learning *about learning* is a central tenet of The LEARN Model of Continuous Improvement. Research, assessment, empirical observation, and experience continue to inform the best practice of teaching and learning. The collective knowledge and skills of staff are a key source of new learning as they continue to extend their knowledge base and develop as reflective, collaborative professionals. The model acknowledges that each LEARN school or program is shaped by its unique context, be it the magnet theme, the program structure or setting, the culture of the school and its own goals/mission, as well as each unique school community. The context, culture and community all help to shape the learning expectations of children and teachers alike.

Professional collaboration is central to this model. Collaborative teaming forms the foundation of our continuous improvement efforts. Teams begin with student learning data and use it to design, redesign, and modify instructional practices together. A team may examine individual student work generated from common assessments, locally determined assessments, as well as district and state assessments as starting points. Each school has designated opportunities for staff to engage in professional collaboration. Their job, no matter what the structure, is to adhere to the continuous improvement cycle, to examine student learning data together, to engage in collaborative planning for high quality curricular and instructional design, to deliver that instruction, then to examine the results of that instruction. The process applies whether teachers are setting individual student learning goals or collective whole school goals.

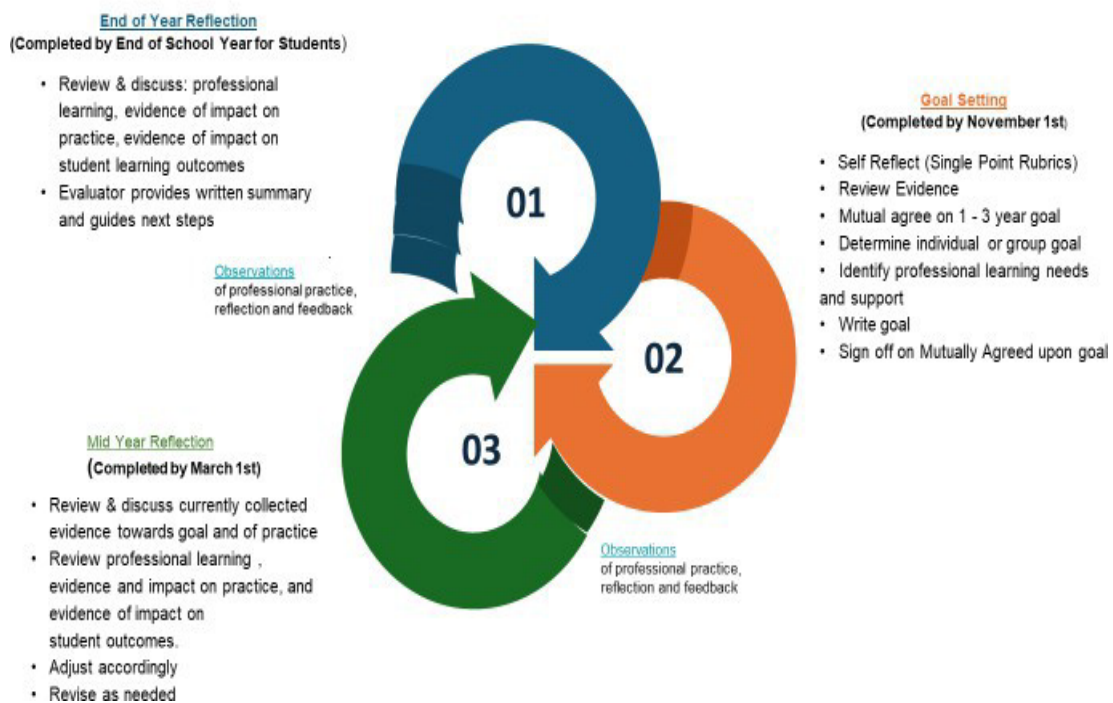
The process of continuous improvement is shaped by the district and school goals and requires ongoing professional learning to help keep teachers vibrant and growing. Professional development is broadly



defined to include not only traditional teacher professional development sessions, but also observations of teaching, coaching, feedback, instructional rounds, and sharing student work outcomes, to name a few. Professional development is driven by student learning data and results in this plan.

The LEARN Teacher Development and Performance Plan is grounded in the work of continuous improvement. The processes and structures described herein rely upon both collaborative and individual work.

Educator Continuous Learning Cycle



Goal Setting (completed by November 1):

Educators will be assigned a primary evaluator (092 or 093). Educators and their evaluators mutually agree upon a one-, two- or three-year goal and develop a plan for professional development and support that is consistent with their professional status and goals.

Educators new to LEARN or new to the profession (in their first two years) or educators in need of support must submit a one-year goal. All other educators may submit a one-, two-, or three-year goal.

The continuous learning cycle begins with the educator's self-reflection to the identified rubric while



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collecting and analyzing evidence to identify and support an area for self-growth and student growth.



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- The educator self-assesses themselves using the appropriate rubric.



- The educator recognizes and wonders about a learning challenge, collects and analyzes evidence to identify a high leverage goal. Beginning teachers are encouraged to work with their TEAM mentors in identifying their goal.
- The educator determines if the goal is a 1,2- or 3-year goal with rationale
- The educator determines if the goal will be an individual goal or a collaborative goal.
- The educator plans for professional learning to build knowledge and skill.
- The educator shares the above with their evaluator, evaluators work with the educator to refine proposed goal and professional learning plan as needed, in partnership the educator and evaluator come to mutual agreement on multiple measures of evidence for professional learning and educator growth, student learning, growth and achievement, and support to drive progress toward goal attainment.
- The educator implements learning and reflects upon outcomes and next steps.

In this model, if the first high leverage strategy is not effective, the cycle starts over again. The educator recognizes what remains of the identified goal and repeats the steps to collect more evidence and brainstorm new and different strategies that may need to continue or be repeated.

Professional Practice and Educator Growth:

The learning cycle implementation is shared between the educator and evaluator. For the duration of the learning cycle, educators pursue learning and attainment of their goal, collecting evidence of practice related to their high leverage professional learning standard goal. Relevant to each educator's 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 goals through multiple sources, including observation, student, staff or family feedback.

The number and type of observations is determined by the educator's experience and standing.

Cohort 1	Cohort 2
Educators in their 1 st or 2 nd year in the profession or at LEARN	Educators with more than 2 years and having successfully completed Cohort 1
<ul style="list-style-type: none">• Minimum of 3 informal observations (min. of 20 minutes)• Minimum of 1 review of practice• Must have 1-year goals• Educators new to the profession are encouraged to align their goal to TEAM• Post Conferences are recommended	<ul style="list-style-type: none">• Minimum of 2 informal observations (min. of 20 minutes)• Minimum of 1 review of practice• May have 1-, 2-, or 3-year goals

Observation and Feedback:

Observations are typically unannounced but can be scheduled for specific purposes (such as providing feedback on planning, allowing for pre-observation conferencing, following up on a specific next step, or showcasing a particular instructional strategy).



Pre-conferences are not required but can be held at the request of either the evaluator or the educator.

Observations need not collect evidence for every indicator included in the rubric; however, evidence of all indicators should be collected over the course of the year through a variety of sources including observations and artifacts.

Post conferences are not required but are highly recommended for individuals in Cohort 1. In addition, either the evaluator or the educator may request a post-conference at any time.

Observations occur throughout the learning cycle. The identified high leverage goal 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 supports and continue to collect evidence of educator practice and progress toward goals through multiple sources of evidence including observation. The immediacy of actionable feedback is critical to educators' growth and development. As such, evaluators are encouraged to provide feedback within 24 - 48 hours of an observation. If an evaluator experiences an unavoidable circumstance that prevents the issuance of feedback within 24 - 48 hours, the evaluator will have up to a maximum of 5 school days to provide feedback following an observation.

"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
- Personalized
- Learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expand 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
- Timely, frequent, and reciprocal

Plan Implementation/Mid-Year Check-in (completed by March 1):

The mid-year reflection provides an opportunity for the educator(s) and evaluator to have a reciprocal dialogue, discussing multiple forms of evidence and reflection that have been collected in relation to the educator's goal, professional practice and impact on student outcomes. As the mid-year is formative in nature, the purpose of this check-in is for the educator(s) to share reflections on their professional progress towards their goal(s) and make adjustments necessary to ensure the most significant impact on student learning outcomes. Evaluators provide educators with specific feedback based on evidence, standards, and the educator's goal, ensure timely access to planned supports and *continue* to collect



evidence of educator practice and progress toward goals through multiple sources of evidence including observation. It is a time for the educator to make adjustments or revisions to the goal or learning plan and to review support and next steps in the learning process.

End of the Year Reflection/Summative Review (completed by the last day of school):

End of year reflection provides an opportunity for the educator(s) and evaluator, learning partners, to engage in another reciprocal dialogue, discussing multiple forms of evidence and reflection in relation to the educator's goal, professional practice, and impact on student outcomes at a particular moment in time. Analyzed evidence from the summative evaluation becomes important information for the educator's next self-assessment and subsequent goal setting adjustments, revisions or new goal.

An appropriate summary of educator growth achieved through the process and the provision of a platform to consider future work will be provided by the evaluator on an annual basis. This summary is tied to the agreed standards and goals upon which the process was based and will make a distinction regarding the educator's successful completion of the evaluative cycle. The end of year review provides a summative assessment by the evaluator regarding each individual educator's professional performance throughout the school year. The purpose is to acknowledge the educator's success in the achievement of professional goals, inspire authentic self-reflection and identify areas in need of further growth and development, and serve as a new starting point, or continuation, for improving the positive impact on student learning moving forward.

Success Criteria

Successful completion of the annual evaluation process is determined through multiple forms of evidence and reflection that includes

- 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

All three criteria must be met for successful completion of the annual evaluation process.

Educator Reflection on:	Criteria for Success
Impact of new learning on educator's practice/goal, supported with evidence	Adequately describes how the educator's new learning had an impact on their instruction/practice.
Impact on student learning, growth, and/or achievement, supported by evidence	Adequately describes how the educators' new learning had an impact on their instructional practice.
Next Steps (if a multiyear goal, where do you	Adequately describes how the work and



go from here; if a single year goal, how does your learning this year inform your goal choice from next year?)	results of this year's learning will inform the educator's practice
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Orientation and Training

A comprehensive introduction to the plan will occur for all new LEARN educators and administrators, prior to the start of the continuous learning process, during new educator orientation. 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

Ongoing training will occur to ensure all stakeholders understand differentiated supports and process. 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. In addition, an annual review will occur at each site for all educators.

Tiered Support:

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators should thoughtfully consider and apply three tiers of support as needed within an evaluation process. The PDEC should plan for ongoing training to ensure all stakeholders understand the tiers, supports, and process.

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 support is 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. 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 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 or decision to move to a corrective support plan. They shall be developed in consultation with the evaluator, educator, and 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;
- timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

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/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 educator/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 educator/leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

The educator/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 educator/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 by writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator/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 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/leader may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified educator and may or may not be from within the district.*

b. **Option 2:**

The educator/leader 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 evaluatee) as soon as possible, but no longer than 5 school days from the date of the written communication to the superintendent. The Superintendent will act as an 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/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 educator/leader shall be considered to have waived the right of appeal.
4. The educator/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.

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreement between the local or regional board of education and the relevant bargaining unit.



Leader Development and Evaluation

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. The following professional practice standards ground this model's framework. This leadership framework will be used for developing professional learning goals and providing reciprocal feedback and not as a rating tool for each Performance Expectation.



Final 05/01/15

LEARN Leadership Framework					
Key Attributes of Leadership Practice	Personal Leadership Practice				Potential Evidence of Performance
Educational Leadership Practice	A. Efficacy, Initiative, and Strategy:	B. Feedback and Decision Making:	C. Change Management	D. Communication and Relationships:	
1. Instructional Leadership	Demonstrates an urgency to improve outcomes for all students through a strategic improvement plan. Consistently applies initiative and persistence to accomplish ambitious goals.	Develops and implements systems that generate feedback for and from school community (teachers, students, parents). Uses multiple sources of information when making decisions.	Manages resistance to change and engages school community to maintain a consistent focus on high levels of achievement.	Builds trusting and positive relationships with adults, students, families and communities to improve student learning.	
1.1 Mission, Vision and Goals: Develops and maintains a clear instructional mission and vision for all students that is shared by the school community and articulated in a strategic plan.	1.1A: Develops a strategic improvement plan aligned to school and district mission and goals. Establishes and supports a common vision of high quality instruction.	1.1B: Engages broad stakeholder input into the implementation of the school's strategic plan aligned to the vision, mission, and goals. Uses the strategic plan in conjunction with the school's vision, mission, and goals to guide decisions.	1.1C: In monitoring the implementation of the strategic plan, uses data systems to identify student strengths and needs, assess and modify programs, and addresses barriers to achieving the vision, mission, and goals.	1.1D: Collaboratively develops a shared mission and vision to guide the work of the school. Clearly communicates mission, vision, and strategic initiatives to stakeholders. Regularly shares strategic plan with school community.	School Improvement Plan Leadership Team Meetings Professional Development Sessions
1.2 Student Achievement Focus: Sets clear and high expectations for student academic, social, and behavioral outcomes. Regularly develops and uses multiple sources of student learning information in collaboration with school and district staff to develop, monitor,	1.2A: Ensures the implementation and evaluation of curriculum, instruction, and assessment by aligning content, standards, teaching and professional development. Develops clear and measurable indicators of progress toward school and district goals.	1.2B: Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning. Regularly monitors and evaluates progress toward strategic goals based on real time data to address student and adult learning needs.	1.2C: Develops a shared understanding of standards-based curriculum, instructional best practices, and ongoing monitoring of student progress. Attends to the differentiated needs of stakeholders as the school implements strategic plan.	1.2D: Develops shared commitment to close the achievement gap and raise the achievement of all students, provides support, time, and resources, and evaluates effectiveness of improvement efforts. Builds positive and trusting relationships and uses authority to create opportunities for shared understanding, commitment, and effort toward building student success.	School Improvement Plan Student Learning Data Professional Development Sessions Teacher Feedback

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Sources: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation



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and adjust instructional focus and strategic plan based on student needs.					
1.3 Collaborative Practice: Works with others for the good of the school. Creates a clear structure and direction for the work of teams. Builds the capacity of teams to make decisions aligned to mission of the school and district.	1.3A: Collaboration and distributed leadership are key components of mission, vision, and strategic plan.	1.3B: Monitors and gives feedback to teams. Ensures that staff and community members engage in leadership roles and actively supports the distribution of leadership responsibilities. Seeks and applies feedback from key stakeholders and colleagues to guide leadership work.	1.3C: Manages team growth and internal conflict and effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective.	1.3D: Builds collaborative and productive relationships with colleagues, teachers, parents, students, and other stakeholders. Regularly communicates with individuals and teams and facilitates communication within and among key stakeholder groups.	Team Meetings School Schedule Formative Data Professional Development Sessions
2. Human Capital	A. Efficacy, Initiative and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationships	Sample Evidence of Performance
2.1: Recruitment, Selection, and Retention: Recruits, selects, develops, and retains effective educators needed to implement school mission and strategic plan.	2.1A: Develops and applies a recruitment and selection strategy that is integrated with strategic plan.	2.1B: Consistently uses evidence/data of effective teaching (e.g., demonstration lessons, lesson/unit plan analysis) as primary factor in recruiting and selection decisions. Involves teacher leaders in selection process for all instructional staff.	2.1C: Uses multiple channels to identify the most effective teachers and strategically places them into positions based on his/her knowledge of teachers' strengths and areas for growth, considering student needs.	2.1D: Creates and maintains trusting and positive relationships with teachers and staff. Builds relationships in profession (e.g., training programs) and within district to obtain highly qualified and diverse staff.	Staffing Patterns
2.2: Professional Learning: Establishes a collaborative professional learning program linked to student, classroom, and school data, individual teacher needs, and school goals.	2.2A: Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities. Models a commitment to continuous learning.	2.2B: Aligns school professional development plan to strategic plan and data collected through performance evaluation and student learning information. Ensures that all teachers receive feedback and aligned professional learning opportunities.	2.2C: Ensures coherence in the development, implementation, and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development and assessment methods.	2.2D: Collaborates to foster a professional learning culture through ongoing, differentiated and job-embedded professional development to strengthen teaching and learning. Actively seeks and allocates resources to build and sustain improvement.	PD Calendar Team Meetings School development plan
2.3: Observation and Performance Evaluation: Ensures	2.3A: Administrators and teachers collaboratively develop a shared	2.3B: Regularly gives staff clear, timely, and actionable feedback based on	2.3C: Regularly looks at a body of evidence, including student achievement data, to assess	2.3D: Addresses areas of underperformance in a timely manner with individuals, teams, and staff;	School Improvement Plan

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high quality, standards based instruction by building the capacity of teachers to lead and perfect their craft.	understanding of effective performance aligned with the instructional mission and vision of the school and district.	observation, student learning data, and other evaluation criteria.	performance in order to identify supports and make performance management decisions.	proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary	Observations and Evaluations Special Education Data
3. Management and Operations	A. Efficacy, Initiative and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationships	Sample Evidence of Performance
3.1 Management of the Learning Environment: Uses all available resources to create an environment conducive to student and adult learning.	3.1A: Establishes and implements plans, procedures, and routines that ensure orderly and efficient operation of the school to support student learning.	3.1B: Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.	3.1C: Develops information systems and capacity of staff to document and access student learning progress over time. Uses information systems to ensure optimal use of time for teaching, learning, and collaboration.	3.1D: Communicates in a regular, timely and clear manner reflecting the core values of school. Develops meaningful processes for creating communication systems with stakeholders. Uses a variety of media to clarify and report on school operating and learning systems.	Parent and staff communication Newsletters Schedules Office Environment Parent and Student Surveys
3.2 Safety and Security: Develops, Implements, and regularly evaluates a comprehensive safety and security plan	3.2A: Continually engages the school community in the development, implementation and evaluation of a comprehensive safety plan aligned with the strategic plan, including the provision of appropriate health and social services.	3.2B: Implements a clear crisis management plan that is known by all staff, periodically tested, and updated as needed.	3.2C: Assists teachers in engaging in effective classroom management practices and supports the provision of appropriate health and social services.	3.2D: Develops positive and trusting relationships with adults and students. Ensures that school community takes initiative and ownership to support a safe and effective learning environment.	Crisis Team Plan Safety Plan ED166
3.3 Resource Management: Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan.	3.3A: Develops and implements a budget aligned to the school and district improvement plans that is transparent and fiscally responsible.	3.3B: Aligns resources based on data to address the gaps between the current outcomes and goals toward continuous improvement.	3.3C: Engages and supports individuals and school community when faced with reduced or increasing resources.	3.3D: Collaborates with multiple stakeholders to develop a fiscally responsible budget and secure necessary resources to support school and district improvement goals.	Budget Spending patterns
4. Culture and Climate	A. Efficacy, Initiative and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationship	Sample Evidence of Performance
4.1 Family and Community Engagement:	4.1A: Publicly advocates the vision, mission, and goals so that the school	4.1B: Ensures that all members of the school community have	4.1C: Consistently and effectively empowers parents to use a variety of strategies to engage	4.1D: Maintains a high degree of visibility, accessibility and responsiveness by consistently	School Improvement Plan Parent Survey

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Promotes the growth of all students by actively engaging with families, community partners, and other stakeholders to support the mission of the school and district	community understands and supports equitable and effective learning opportunities for all students.	a strong voice in regard to concerns, ideas, and interests.	families as leaders and partners in decisions about improving school-wide and student- specific learning.	interacting with students, staff, parents, and community. Actively communicates the successes of the school to the broader community.	Parent Meetings
4.2 School Culture and Climate: Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the school	4.2A: Implements and monitors clear expectations for adult and student conduct aligned to stated values for the school and provides appropriate training for staff to uphold these expectations.	4.2B: Uses assessment strategies and research methods to collaboratively monitor school culture and climate and understand and address the diverse needs of students and community.	4.2C: Effectively anticipates and responds to challenges and conflicts and remains focused on the vision of high expectations when faced with adversity. Takes a proactive approach to defusing and resolving disagreements among stakeholders.	4.2D: Models positive relationship building and teamwork for the benefit of all students. Involves colleagues, families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.	Observation School Improvement Plan Discipline Data Bully Log Staff Survey SRBI Data
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 community.	4.3A: Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students in the broad educational community.	4.3B: Using school district and state data, communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.	4.3C: Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students in accordance with the CT Code of Responsibility for Educators.	4.3D: Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse stakeholders. Ensures an inclusive process and incorporates different perspectives and dissenting voices in decision making.	Student Learning Data SRBI Data Special Education Data

Rate Each Performance Expectation:

1. Instructional Leadership:

Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.

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Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision, and goals for academic, behavioral and social improvement for all students.	(3) Accomplished: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.	(2) Developing: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision, and goals for improvement.	(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.

2. Human Capital/Talent Development:

Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high-quality support and evaluation.			
Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches.	(3) Accomplished: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.	(2) Developing: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.



3. Management and Operations:

Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.

Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:

(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.	(3) Accomplished: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.	(2) Developing: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities.	(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.
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4. Culture and Climate:

Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.

Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:

(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.	(3) Accomplished: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.	(2) Developing: Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.	(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.
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RATE each Performance Expectation:

Performance Expectation 1: Instructional Leadership

Performance Expectation 2: Human Capital/Talent Development

Performance Expectation 3: Management and Operations

Performance Expectation 4: Culture and Climate

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership).	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

40% Leadership Practice =



Evaluation Orientation

Leaders will be assigned a primary evaluator (092 or 093). 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.



LEARN TEVAL Plan 2024



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



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 and educator growth, organizational health, 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 student learning, growth, and achievement, 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.

Professional Practice and Leader Growth

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

Observation of Professional Practice/Site Visits and Feedback

Observation 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.

Cohort 1	Cohort 2
Leaders in their 1 st or 2 nd year in the profession or at LEARN	Leaders with more than 2 years and having successfully completed Cohort 1
<ul style="list-style-type: none">• 3 informal observations of professional practice and/or site visits• Feedback written and verbal within 5 school days• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	<ul style="list-style-type: none">• 2 informal observations of professional practice and/or site visits• Feedback written and verbal within 5 school days• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

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



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

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.

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 by 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.
 - 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 an 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 Professional Development & Evaluation Committee (PDEC)

The PDEC Committee 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](#), 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, and other school 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 ● Behavior Technician ● Parent & 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 not be limited to,

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b, and
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees 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 one of the two model educator and leader evaluation and support programs 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.



Appendices: Information and Resources to Support Effective Implementation

Appendix A

Sample Reflection Questions

Self-Reflection Sample Questions:

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about 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 & Action Questions:

Indicators and 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 with 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	
Cohort 1	Cohort 2
<p>Who:</p> <ul style="list-style-type: none">● Educators in their 1st or 2nd year in the profession or at LEARN and those identified as needing additional support <p>What:</p> <ul style="list-style-type: none">● Minimum of 3 informal observations (min. of 20 minutes)● Minimum of 1 review of practice● Must have 1-year goals● Educators new to the profession are encouraged to align their goal to TEAM● Post Conferences are recommended	<p>Who:</p> <ul style="list-style-type: none">● Educators with more than 2 years and not identified as needing additional support <p>What:</p> <ul style="list-style-type: none">● Minimum of 2 informal observations (min. of 20 minutes)● Minimum of 1 review of practice● May have 1-, 2-, or 3-year goals



Appendix C

Growth Criteria & Sources of Evidence	
Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning & Impact on Practice</p> <ul style="list-style-type: none">● Educator can demonstrate how they developed new learning within the continuous learning cycle 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 cycle goal/strategy focus. <p>Impact of Students</p> <ul style="list-style-type: none">● Educator can demonstrate how they positively impacted student learning within the continuous learning cycle 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 D

General Glossary	
Consensus Protocol	<p>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.</p> <p>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.</p> <p>From <i>Consensus decision making</i>. Seeds for Change. (n.d.). https://www.seedsforchange.org.uk/consensus</p>
Corrective Support Plan	<p>A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. 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.</p>
Check-Ins	<p>Formal or informal meetings are held to discuss what is happening in one's practice. (i.e.: classroom/school/building or district—identify additional needs which are mutually agreed upon).</p>
Community	<p>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.</p> <p>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</p>



	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/leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional development plan.
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 growth as part of the educator feedback process.
Feedback	<p>“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).</p> <p>Feedback should:</p> <ul style="list-style-type: none"> • Be personalized • Be learning-focused or growth-oriented • Increase one’s level of performance by refining or revising strategies • Expand understanding of one’s experiences and their implications for future experiences • Rework, refine, and reorder knowledge, attitudes, skills, and/or practices • Be timely, frequent and reciprocal <p>From Killion, J. (2019). <i>The feedback process: Transforming Feedback for Professional Learning</i>. Learning Forward.</p>
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 5 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.



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 2 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 not limited to student learning, educator learning, cultural changes, 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	<p>Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and teachers. This includes co-designing with educators, interactive, sustained and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective.</p> <p>See also: Glossary of Professional Learning Opportunities Appendix E</p>
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.
Successful Completion	Successful completion of The Continuous Improvement Cycle, 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.
Tiered Support	<p>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.</p> <p>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.</p> <p>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 and criteria for success or decision to move to a corrective support plan.</p>

**Appendix E****Glossary of Professional Learning Opportunities**

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

Advanced Coursework	Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.
Case Study	A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining next steps, i.e. IEP review, or attendance records.
Coaching	A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.
Examination of Student Work	Individuals or groups of educators review samples of work from various students. . They identify strengths, areas for improvement and design instructional plans as a result of the examination.
Job-embedded	Any activity that is tied in with authentic classroom practice. May include, but not limited to: <ul style="list-style-type: none">● 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, to improve one's own teaching practice.
Practicum	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; learning a new model of instruction; or analyze classroom processes and procedures.
Professional Literature Study	Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of 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	<p>A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals.</p> <p>May include article discussions, case studies, book reviews, and other procedures used in workshops and other learning designs.</p>
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 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

Evaluation Orientation

Orientation to Educator Evaluation was Completed on:

Date

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

Name:		Location:	
Select One: <ul style="list-style-type: none">Cohort 1: <i>Educators in their 1st or 2nd year in the profession or at LEARN and those identified as needing additional support</i>Cohort 2 <i>Educators with more than 2 years and having successfully completed Cohort 1</i>	Select One: <ul style="list-style-type: none">Individual goalCollaborative goal <p><i>Decided upon mutual agreement.</i></p>	Select One: <ul style="list-style-type: none">1-year goal2-year goal3-year goal <p><i>Decided upon mutual agreement.</i></p>	Select One: <ul style="list-style-type: none">CCT Teacher RubricCCT Service Delivery Rubric

Beginning of the Year Goals & Planning

Self-Reflection

Completed by Educator
[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	
Completed by Educator	
Based on your analysis above, what is your goal? Include a rationale for the length of your goal (1, 2, 3 years).	
What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal? See professional learning & action questions to guide your plan	
For multi-year goals, what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning cycle)?	
In what ways might this goal 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 <ul style="list-style-type: none"> • Tier 1 • Tier 2 (Link to Examples of Supports) • Tier 3 (Link to Examples of Supports)
Educator Agreement <ul style="list-style-type: none"> • Yes • No 	Evaluator Agreement <ul style="list-style-type: none"> • Yes • No
Educator Signature: _____ Date _____	Educator Signature: _____ Date _____



Planned observations of professional practice

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

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

Completed by Educator

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

See Sample Reflection Questions & Professional Learning & Action Questions

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

Self-Reflection:

Links to Evidence:

Mid-Year Conference

Completed by Evaluator (by March1)

Date

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



End-of-Year Reflection & Feedback Process <i>Non-negotiable Process Element of the CT Guidelines (2023)</i>	
Self-Reflection <i>Completed by Educator</i> <u>See Sample Reflection Questions & professional learning & action questions</u>	
<p>What impact did your new learning have on your practice/goal, and how do you know?</p> <p>What impact did your new learning and practice have on your student learning, growth, and achievement, and how do you know?</p> <p>What challenges did you encounter and what are your next steps with your professional learning?</p>	Self-Reflection:
Links to Evidence:	

End-of-Year Conference <i>Completed by Evaluator (by June/last day of school for students)</i> <i>Date</i>		
Summative Feedback & Growth Criteria <i>Completed by Evaluator</i> <u>See appendix for full description</u>		
<i>Summative Feedback</i>		
<i>Development of new learning & impact on practice related to goal</i>		
<i>Impact on student learning, growth and achievement</i>		
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">• <i>What adjustments are needed to the goal?</i>• <i>Why?</i>• <i>How might adjustments impact the timing of the goal?</i>	<ul style="list-style-type: none">• Educator will continue multi-year goal.• Educator will adjust multi-year goal.• Educator completed multi-year goal. <p>Notes:</p>
Educator Signature	Date:
Evaluator Signature	Date:



End of Year Competencies

Single Point Competencies for Classroom Teachers

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

	Competency Met?	Evidence of Strengths	Evidence for Growth and/or Next Steps
Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.			
Establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences.			
Creates a learning environment in which most students are willing to take risks and respond to questions and challenges, and feel safe to make and learn from mistakes.			
Establishes and consistently reinforces appropriate expectations for learning for all students.			
Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.			
Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions.			
Establishes and manages routines and transitions resulting in maximized instructional time.			

Single Point Competencies for Classroom Teachers

Domain 2: Planning for Active Learning

	Competency Met?	Evidence of Strengths	Evidence for Growth and/or Next Steps
--	-----------------	-----------------------	---------------------------------------



Plans content that directly addresses Connecticut Core Standards and/or other appropriate content standards.			
Plans lessons that are logically sequenced and support an appropriate level of challenge.			
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.			
Plans instruction that integrates literacy strategies and academic vocabulary.			
Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement.			
Identifies observable and measurable criteria for student success.			
Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.			

Single Point Competencies for Classroom Teachers

Domain 3: Instruction for Active Learning

	Competency Met?	Evidence of Strengths	Evidence for Growth and/or Next Steps
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.			



Presents content accurately using content-specific language that leads to student understanding.			
Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.			
Presents instruction that integrates literacy strategies and academic vocabulary within the lesson content.			
Employs differentiated strategies, tasks and questions that cognitively engage student in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.			
Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make connections between concepts.			
Implements instruction that provides multiple opportunities for students to develop independence as learners.			
Communicates specific observable and measurable criteria for student success.			
Monitor student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress towards achievement of the intended instructional outcomes.			



Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.			
Adjusts instruction as necessary in response to individual and group performance.			

Single Point Competencies for Classroom Teachers

Domain 4: Professional Responsibilities and Teacher Leadership

	Competency Met?	Evidence of Strengths	Evidence for Growth and/or Next Steps
Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.			
Responds to supervisor or peer feedback and makes changes in practice based on feedback.			
Engagements in relevant professional learning and applies new learning to practice.			
Collaborates with colleagues to improve teaching and learning.			
Consistently exhibits professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.			
Actively engages with colleagues, students and families to develop and/or sustain a positive school climate.			
Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success.			



Interacts with students, families, and community in a culturally respectful manner.			
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Single Point Competencies for Service Delivery

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

	Competency Met?	Evidence of Strengths	Evidence for Growth and/or Next Steps
Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions.			
Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences.			
Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges and feel safe to make and learn from mistakes.			
Establishes and consistently reinforces high and realistic expectations for learning/growth and development.			
Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment.			
Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.			
Implement and manages effective routines and transitions that maximize service delivery time.			



Single Point Competencies for Service Delivery

Domain 2: Planning for Active Learning

	Competency Met?	Evidence of Strengths	Evidence for Growth and/or Next Steps
Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.			
Designs plans using evidence-based practice.			
Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge.			
Develops objectives that are targeted and specific to the needs of learners.			
Selects or designs plans that include strategies, tasks, and questions that promote opportunities for active learner engagement.			
Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning.			
Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.			
Identifies objective and measurable criteria for assessing learner success.			
Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery.			



Single Point Competencies for Service Delivery

Domain 3: Instruction for Active Learning

	Competency Met?	Evidence of Strengths	Evidence for Growth and/or Next Steps
Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or the other appropriate content standards.			
Delivers services accurately, resulting in learning.			
Delivers services in a logical and purposeful progression that meet the needs of learners.			
Consistently delivers services at a level of challenge that aligns to learners' needs.			
Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical and creative thinking, purposeful discourse or inquiry.			
Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings.			
Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.			
Communicates specific observable and measurable criteria for learner success.			
Monitors learning with focus on eliciting evidence of learning at			



critical points in order to assess progress toward the achievement of the intended purpose/objective.			
Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes.			
Adjusts to service delivery in response to learners' performance or engagement in tasks.			

Single Point Competencies for Service Delivery

Domain 4: Professional Responsibilities and Teacher Leadership

	Competency Met?	Evidence of Strengths	Evidence for Growth and/or Next Steps
Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional practice.			
Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice.			
Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.			
Collaborates with colleagues to improve service delivery and learning.			
Consistently exhibits professional responsibilities and ethical practices in accordance with the Connecticut Code of Professional for Teachers.			
Records/ data are complete, organized and accurate.			



Confidential information is stored in a secured location.			
Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.			
Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success.			
Interacts with stakeholders in a culturally responsive manner.			



Appendix G.1 Classroom Teacher Observation Forms

Observation Forms

Building

Staff Type

Grade

Subject

Observation Date

Observation Time

Observation Length

Activity Description

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

Creating a positive learning environment

Not Observed

Improvement Needed

Consistently Demonstrated

Promoting developmentally appropriate standards of behavior

Not Observed

Improvement Needed

Consistently Demonstrated

Maximizing instructional time

Not Observed

Improvement Needed

Consistently Demonstrated

Classroom Environment, Student Engagement, and Commitment to Learning Comments:



— Domain 2: Planning for Active Learning —

Planning of instructional content

Not Observed

Improvement Needed

Consistently Demonstrated

Planning instruction to cognitively engage students

Not Observed

Improvement Needed

Consistently Demonstrated

Selecting appropriate assessment strategies

Not Observed

Improvement Needed

Consistently Demonstrated

Planning for Active Learning Comments:

— Domain 3: Instruction for Active Learning —

Implementing instructional content

Not Observed

Improvement Needed

Consistently Demonstrated

Leading students to construct meaning and apply new learning

Not Observed

Improvement Needed

Consistently Demonstrated

Assessing student learning, providing feedback to students, and adjustments to instruction

Not Observed

Improvement Needed

Consistently Demonstrated

Instruction for Active Learning Comments:



— Domain 4: Professional Responsibilities and Teacher Leadership —

Engaging in continuous professional learning

Not Observed	Improvement Needed	Consistently Demonstrated
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Collaborating to develop and sustain a professional learning environment

Not Observed	Improvement Needed	Consistently Demonstrated
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Working with colleagues, students and families to develop and sustain a positive school climate

Not Observed	Improvement Needed	Consistently Demonstrated
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Professional Responsibilities and Teacher Leadership Comments:

Next Steps



Appendix G.2 Service Provider Observation Forms

Building

Staff Type

Grade

Subject

Observation Date

Observation Time

Observation Length

Activity Description

— Domain 1: Learning Environment, Engagement, and Commitment to Learning —

Promoting a positive learning environment that is respectful and equitable

Not Observed

Improvement Needed

Consistently Demonstrated

Promoting developmentally appropriate standards of behavior that support a productive learning environment

Not Observed

Improvement Needed

Consistently Demonstrated

Maximizing service delivery by effectively managing routines and transition

Not Observed

Improvement Needed

Consistently Demonstrated

Learning Environment, Engagement, and Commitment to Learning Comments:

— Domain 2: Planning for Active Learning —

Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge

Not Observed

Improvement Needed

Consistently Demonstrated

Developing plans to actively engage learners in service delivery

Not Observed

Improvement Needed

Consistently Demonstrated

Selecting appropriate assessment strategies to identify and plan learning targets

Not Observed

Improvement Needed

Consistently Demonstrated



Planning for Active Learning Comments:

— Domain 3: Service Delivery —

Implementing service delivery for learning

Not Observed

Improvement Needed

Consistently Demonstrated

Leading student / adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence based learning strategies

Not Observed

Improvement Needed

Consistently Demonstrated

Assessing learning, providing feedback and adjusting service delivery.

Not Observed

Improvement Needed

Consistently Demonstrated

Service Delivery Comments:

— Domain 4: Professional Responsibilities and Leadership —

Engaging in continuous professional learning to enhance service delivery and improve student / adult learning

Not Observed

Improvement Needed

Consistently Demonstrated

Collaborating to develop and sustain a professional learning environment to support student / adult learning

Not Observed

Improvement Needed

Consistently Demonstrated

Working with colleagues, students and families to develop and sustain a positive school climate that supports student / adult learning

Not Observed

Improvement Needed

Consistently Demonstrated

Professional Responsibilities and Leadership Comments:

Next Steps







Appendix H

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 to 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)

SAMPLE Corrective Support Plan - Leader

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

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

RESOURCES:

- All communications are 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

(Evaluatee) has consistently struggled with _____. Tiered supports have been provided by the evaluator throughout the year. (Evaluatee) 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 Evaluatee 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 F: Evaluation Orientation – Leader



Evaluation Orientation

Orientation to Leader Evaluation was Completed on:

Date

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

Leader Information

Name:		Location:	
<div>Select One:</div> <div><div>Cohort 1</div><div>*New to leader role or first three years in LEA</div></div> <div><div>Cohort 2</div><div>*Years 4 (in LEA)</div></div>	<div>Select One:</div> <div><div>Individual goal</div><div>Collaborative goal</div></div> <div>Decided upon mutual agreement.</div>	<div>Select One:</div> <div><div>1-year goal</div><div>2-year goal</div><div>3-year goal</div></div> <div>Decided upon mutual agreement.</div>	<div>Select One:</div> <div><div>PSEL Rubric</div></div>

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)

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](#)

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:

End-of-Year Conference

Completed by Evaluator (by June 30)

Date

Summative Feedback and Growth Criteria

Completed by Evaluator

[See appendix for full description](#)

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. <p>Notes:</p>
Leader Signature	Date:
Evaluator Signature	Date:

Appendix G: Observation/Site Visit Forms – Leader

 [Download a copy of this appendix](#)

Leader Evaluation Observation/Site Visit #1 – Required		
Name:		Location:
Administrator Role:		Leader Goal/Observation Focus:
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	Insert competencies	

Leader Evaluation Observation/Site Visit #2 – Required

Name:		Location:	
Leadership Role:		Leader Goal/Observation Focus:	
<ul style="list-style-type: none"> Cohort 1 (Pre-/Post-Conference Required) Cohort 2 (Post-Conference Required) Additional Site Visit (Pre-/Post-Conference Optional) 			
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>			
Meeting Plan and/or Context	<i>Upload and provide hyperlink here, as appropriate</i>		
Pre-Conference Notes			
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>			
Post-Observation/Visit Reflection <i>Completed by the Leader</i>			
What does today's evidence tell you?			
Are there patterns, trends, or outliers?			
<i>How will our collaborative reflection help you move forward and apply your learning in your next steps?</i>			
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>			
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps	
	<i>Insert competencies</i>		

Leader Evaluation Observation/Site Visit #3

Name:		Location:	
Leadership Role:		Leader Goal/Observation Focus:	
<ul style="list-style-type: none"> • Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional) 			
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>			
Meeting Plan and/or Context		Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes			
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>			
Post-Observation/Visit Reflection <i>Completed by the Leader</i>			
What does today's evidence tell you?			
Are there patterns, trends, or outliers?			
How will our collaborative reflection help you move forward and apply your learning in your next steps?			
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>			
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps	
	Insert competencies		

Leader Evaluation Observation/Site Visit #4

Name:		Location:	
Leadership Role:		Leader Goal/Observation Focus:	
<ul style="list-style-type: none"> Cohort 1 (Pre-/Post-Conference Required) Cohort 2 (Post-Conference Required) Additional Site Visit (Pre-/Post-Conference Optional) 			
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>			
Meeting Plan and/or Context		<i>Upload and provide hyperlink here, as appropriate</i>	
Pre-Conference Notes			
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>			
Post-Observation/Visit Reflection <i>Completed by the Leader</i>			
What does today's evidence tell you?			
Are their patterns, trends or outliers			
<i>How will our collaborative reflection help you move forward and apply your learning in your next steps?</i>			
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>			
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps	
	<i>Insert competencies</i>		

Appendix H: Sample Corrective Support Plan – Leader

↓ [Download a copy of this appendix](#)

(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.