

EDUCATOR EVALUATION AND SUPPORT PLAN



LEDYARD PUBLIC SCHOOLS

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PLEC Approved this plan on June 12, 2024.

Ledyard Board of Education Approved this plan on June 9, 2024.

Vision of Effective Professional Learning

Every educator engages in purposeful professional learning so that every student excels.

High-quality professional learning:

- Strengthens craft
- Focuses on continuous improvement
- Values collaboration and the shared ownership of student outcomes
- Removes inequities in students' access to relevant learning
- Is grounded in best practices

Vision of Effective Instruction

Every student is provided with experiences, supports, and opportunities that focus on developing the whole child.

High-quality instruction:

- Creates positive relationships and a sense of belonging for all students
- Includes rigorous, relevant learning experiences that encourage cognitive engagement, problem-solving, critical thinking skills, and perseverance
- Incorporates ongoing reflection and adjustment
- Is culturally relevant and responsive

Guiding Principles

This plan is grounded in six guiding principles that use high-quality professional learning to advance educator practice and student learning, growth, and achievement.

- Recognize differentiation of roles (*for example: teachers, counselors, instructional coaches, student support staff*)
- Simplify and reduce administrative burdens (*eliminate technical challenges, paperwork, etc.*)
- 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 valuable and impactful*)

Framework

The elements of the plan are representative of research-based effective practice and include six elements:

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

The combined vision, guiding principles, and overall framework reflect a systematic process of continuous improvement and professional learning leading to high-quality professional practice and improved learning, growth, and achievement for students.

Standards and Criteria for Educators

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based upon a set of performance standards identified in the rubrics listed below. The rubrics will serve as a resource for self-evaluation, dialogue, and feedback. A single point rubric will be used to provide focus for high-leverage goal setting and professional learning.

The following rubrics will guide our work:

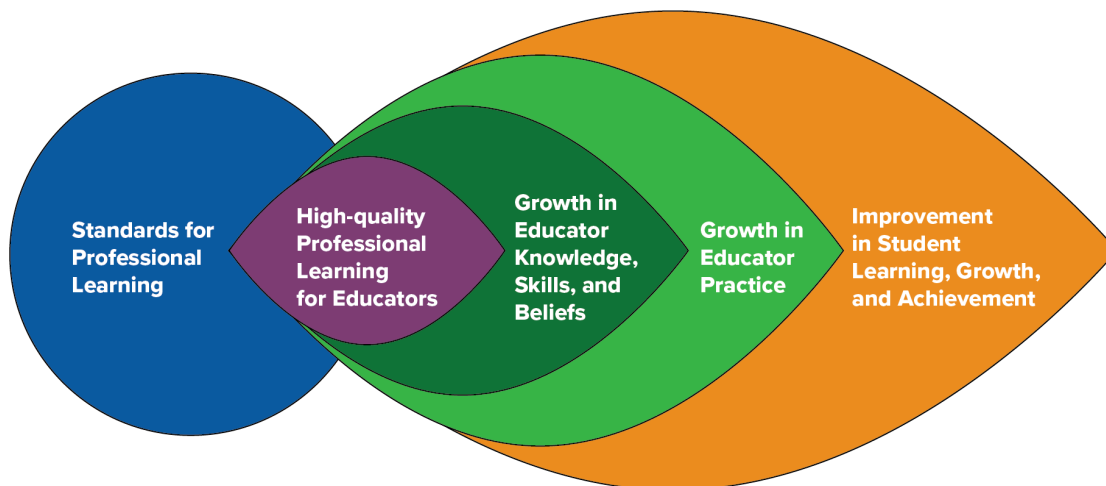
- [CCT Rubric for Effective Teaching 2017](#)
- [CCT Rubric for Effective Service Delivery 2017](#)
- [Teacher Leader Model Standards 2008](#)

- [Teacher Single Point Competencies](#)
- [Service Delivery Single Point Competencies](#)
- [Teacher Leader Single Point Competencies](#)

Professional Learning Standards and Structures

The Professional Learning and Evaluation Committee (PLEC) will use the [Learning Forward Professional Learning Standards 2022](#) as a tool to intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired.

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



Educator Continuous Learning Process

Cohort 1A	Cohort 1B	Cohort 2A	Cohort 2B	Cohort 2C
		Educators who complete Cohort 1A or 1B will annually rotate through 2A-2C.		
<p>Who: New to the profession (first four years, non-tenured, or never reached tenure)</p> <p>What: Self-Reflection</p> <p>Three observations and/or reviews of practice (2 formal, 1 informal)</p> <p>Artifact Review (by end of year)</p> <p>Verbal and written feedback</p> <p>Additional observations as deemed necessary</p>	<p>Who: New to LPS (first two years)</p> <p>What: Self-Reflection</p> <p>Two observations and/or reviews of practice (1 formal, 1 informal)</p> <p>Artifact Review (by end of year)</p> <p>Verbal and written feedback</p> <p>Additional observations as deemed necessary</p>	<p>Who: Educators who are tenured and have completed Cohort IA or IB</p> <p>What: Self-Reflection</p> <p>One informal observation and/or review of practice</p> <p>Artifact Review (by end of year)</p> <p>Verbal and written feedback</p> <p>Additional observations as deemed necessary</p>	<p>Who: Educators who are tenured</p> <p>What: Self-Reflection</p> <p>Artifact Review (by end of year)</p> <p>Verbal and written feedback</p> <p>Additional observations as deemed necessary</p>	<p>Who: Educators who are tenured</p> <p>What: Self-Reflection</p> <p>Artifact Review (by end of year)</p> <p>Verbal and written feedback</p> <p>Additional observations as deemed necessary</p>

A review of practice could include a concert, art show, professional learning facilitation, book club, etc.

Goal Setting	Mid-Year Check-in	End-of-Year Reflection
<p>Beginning-of-the-Year Goal(s) and Planning</p> <ul style="list-style-type: none"> Self-reflection Review evidence Draft goal(s), rationale, alignment, professional learning plan <p>Goal Setting Conference</p> <ul style="list-style-type: none"> Mutually agree on 1, 2 or 3-year goal(s) Determine individual or group goal(s) Mutually agree on professional learning needs and support 	<p>Mid-Year Check-in: Reflection, Adjustments, and Next Steps</p> <ul style="list-style-type: none"> Review and discuss collected evidence toward goal(s) Review professional practice, evidence, and impact on educator practice, student learning, growth, and achievement Feedback from evaluator, adjust and revise goal(s) as needed 	<p>End-of-Year Reflection and Feedback Process</p> <ul style="list-style-type: none"> Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth, and achievement <p>End-of-Year Conference/ Summative Feedback and Growth Criteria</p> <ul style="list-style-type: none"> Evaluator provides written summative feedback and guides next steps Annual Summary sign-off

Goal(s) Setting (Completed by mid-October)

The initial goal setting meeting includes a dialogue between the educator and his/her evaluator focused on the educator’s initial self-reflection based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, student learning, growth, and achievement. The educator and evaluator mutually agree on high-leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment.

- For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules would enhance their learning and practice.
- Educator goals can be written as an individual or a group.

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

The mid-year check-in consists of dialogue between the educator and evaluator on progress toward goal(s). The check-in shall include an analysis on the impact of practice.

- Educators should include multiple and varied qualitative and quantitative indicators of evidence related to the goal(s).
- The evaluator provides specific, standards-based feedback related to the educator’s goal that is aligned to the single-point rubric.
- The mid-year conversation is a crucial progress check-in and provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator’s goal(s) may be considered based on multiple measures of evidence.

End-of-Year Reflection/Summative Feedback (Completed before the last day of school)

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

- A written end-of-year summary should include the impact of new learning on educator practice and growth, impact on student learning, and possible next steps for the upcoming year.
- The evaluator should provide a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator’s successful completion of the professional learning process.

Professional Practice and Educator Growth

The implementation of the continuous learning process is shared between the educator and evaluator. For the duration of the learning process, educators pursue learning and attainment of their goal(s), collecting evidence of practice related to their high-leverage professional learning goal. Evaluators will provide educators with feedback from observation and dialogue, ensure timely access to supports, and collect evidence of educator performance and practice toward goal(s) through multiple sources, which include observation and may include student, staff, or family feedback.

Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process. The identified high-leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, standards, and the educator’s goal. Feedback, written or verbal, is provided within five school days.

Quality feedback:

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

Growth Criteria

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

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

Tiered Support

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. Tiers 1 and 2 of support must be implemented prior to Tier 3 and the potential development of a corrective plan.

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

All three tiers of support will be implemented prior to the development of a Corrective Support Plan unless there are significant concerns that impact the safety of students and staff. This determination will be made by the Superintendent or his/her designee.

Tier 1

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

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus that can be either suggested by the educator and/or recommended by an evaluator.

Examples of Tier 2 support may include:

- Attendance at a professional learning session specifically identified by administration
- Opportunity to observe colleagues for an identified purpose
- Coaching relevant to area(s) of desired growth

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and are assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration, criteria for success, and may include a decision to move to a Corrective Support Plan.

Examples of Tier 3 support may include:

- Mandatory attendance at specific professional learning sessions as identified by administration
- Mandatory observations of colleagues with follow-up conversations pertinent to new learning
- Required cycle of coaching

Tier 3 supports shall be developed in consultation with the evaluator, educator, and an LEA 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 will be clearly documented.

Corrective Support Plan

An ongoing pattern of lack of growth and reflection or resistance to growth-oriented feedback may 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 an LEA representative for certified teachers chosen pursuant to C.G.S. §10-153b.

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

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

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

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

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

Process

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

1. Within five school days of articulating the dispute in writing to his/her evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within five school days of the meeting with his/her evaluator.
3. The Superintendent (or his/her designee) will arrange a dispute resolution conference with the educator within five school days of the receipt of the written request from the educator.

At this conference, the educator may request an additional evaluator from within Ledyard Public Schools to become a co-evaluator with the principal in order to provide a supplemental evaluation. The

additional evaluator's responsibility will be to perform an observation of the teacher according to the CCT Rubric or the Teacher Leader Model Standards Rubric.

All data provided by the additional evaluator will be shared with the educator, principal, and Assistant Superintendent. This data will be taken into consideration in the dispute resolution process.

4. The Superintendent (or his/her designee) will arrange a formal meeting with both the principal and the educator within five school days of the dispute resolution conference.

If the dispute resolution process requires an additional classroom observation and the school year has ended, said observation will take place prior to mid-September of the following school year.

5. The Superintendent (or his/her designee) will respond to the appeal in writing with a decision regarding the status of the dispute no later than twenty school days after the conclusion of the collection of additional evidence. In the event that a resolution cannot be reached, the Superintendent will serve as the final decision maker. Once the Superintendent renders a decision, that decision is final.

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 school days.
3. The educator being evaluated must initiate the appeals procedure within five school days of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five school days, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

The Role of the Professional Learning and Evaluation Committee (PLEC)

The PLEC 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.

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"> • Counselor • Paraeducator • Parent and family liaison • Social emotional support staff • Social worker • School psychologist • Speech pathologist 	<ul style="list-style-type: none"> • Classroom teacher • CTE teacher • Library media specialist • Reading interventionist • Instructional coach • Special education teacher 	<ul style="list-style-type: none"> • Principal • Assistant principal • Special education supervisor • Assistant superintendent

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

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

Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education annually as required by law
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education annually as required by law

Appendices

Appendix A: Sample Reflection Questions

Self-Reflection Questions

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

Professional Learning and Action Questions

Indicators of Success

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

Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal/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, and 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?

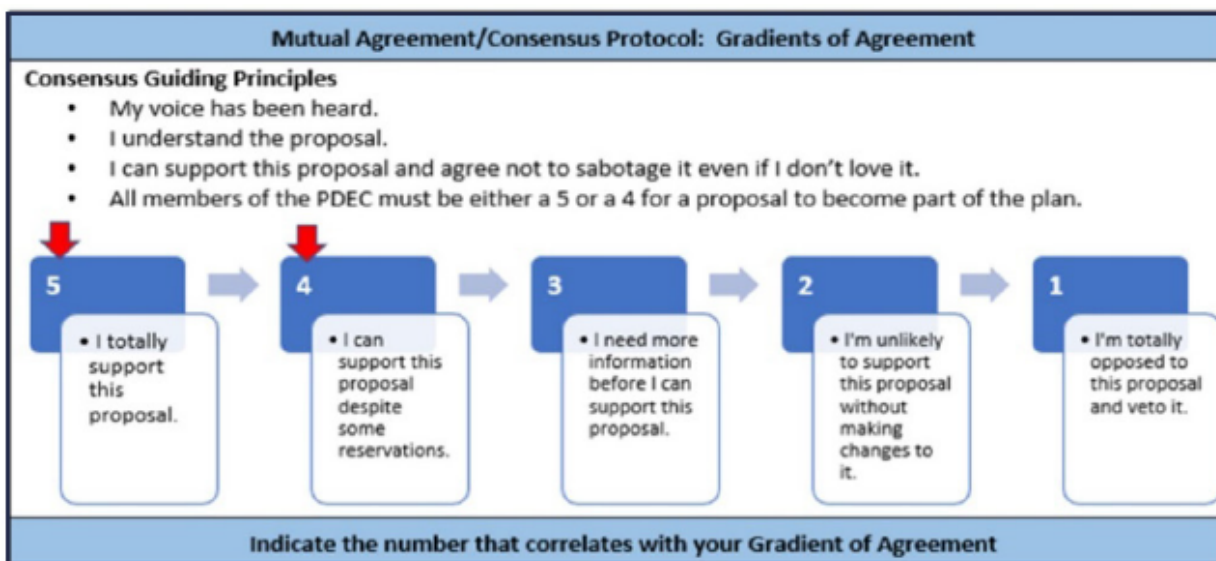
Appendix B: Growth Criteria and Sources of Evidence

Growth Criteria	Possible Source of Evidence
<p>Development of New Learning and Impact on Practice</p> <ul style="list-style-type: none"> ● Required student learning evidence aligned to high-leverage indicator focus ● Required observational evidence <p>Impact on Students</p> <ul style="list-style-type: none"> ● Mastery-based demonstration ● Required observational evidence 	<ul style="list-style-type: none"> ● Demonstration of how educators developed new learning within the implementation plans/lesson plans ● Demonstration of educator impact on practice and continuous learning through multiple sources (e.g., analyzing student work, educator created learning materials, observational feedback, etc.) ● Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. ● Evidence from observation of educator and how they utilized new learning to improve practice aligned to learning goal/strategy ● Educator and/or student self-reflection positively impacted student learning ● Observational evidence of students' words, improved learning, and their own change in actions, interactions ● Rubrics, interim or benchmark assessments, other assessments ● Additional artifacts/sources

Appendix C: General Glossary

Artifact Review: Review of educator work and student work, or review of other educators' artifacts.

Consensus Protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with. By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.



From *Consensus decision making*. Seeds for Change. (n.d.).

<https://www.seedsforchange.org.uk/consensus>

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

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

Community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school. A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs

within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

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

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

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

Quality Feedback:

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

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

Formal observations: A formal observation is a structured and planned process of watching, assessing, and evaluating an educator’s performance. This typically includes a pre-conference and post-conference and results in a written evaluation. (Minimum of 30 minutes)

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

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

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

Informal observations: An informal observation is an unplanned or planned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within five school days. (Minimum of 15 minutes)

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

Multiple measures: Can include, but is not limited to, student learning, educator learning, cultural changes, growth, and achievement as mutually agreed upon during the goal-setting process and may include additional evidence relative to one or more competencies.

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

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

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

Review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, data team meetings, observations of coaching/mentoring sessions. **Rubric:** A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of educators based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.

Single point competency: A description of a standard of behavior or performance that represents the enduring understanding of content and skill from a specific domain that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance.

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

Tiered Support:

Tier 1

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

Tier 2

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

Tier 3

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

Appendix D: Glossary of Professional Learning Opportunities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix E: Continuous Learning Process

[Educator Evaluation Orientation Form](#)

Download these forms:

[Educator Beginning-of-the-Year Goals & Planning Form](#)

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

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

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

[Educator Informal Observation Form](#)

[Educator Formal Observation Form](#)

[Educator Tiered Support Plan Form](#)

[*Sample Educator Tiered Support Plan Form*](#)

[Educator Corrective Support Plan Form](#)

[*Sample Educator Corrective Support Plan Form*](#)



Ledyard Educator and Leader Evaluation and Support Model

Evaluation Orientation

Orientation to Educator Evaluation was Completed on:

Date

Name:		Location:	
<p>Select One:</p> <p><input type="checkbox"/> Cohort 1A <i>New to profession, first four years, non-tenured</i></p> <p><input type="checkbox"/> Cohort 1B <i>New to LPS (first two years)</i></p> <p><input type="checkbox"/> Cohort 2A <i>Tenured and have completed Cohort 1A or 1B</i></p> <p><input type="checkbox"/> Cohort 2B <i>Educators who are tenured</i></p> <p><input type="checkbox"/> Cohort 2C <i>Educators who are tenured</i></p>	<p>Select One:</p> <p><input type="checkbox"/> Individual goal</p> <p><input type="checkbox"/> Collaborative goal</p> <p style="text-align: center;"><i>Decided upon mutual agreement.</i></p>	<p>Select One:</p> <p><input type="checkbox"/> 1-year goal</p> <p><input type="checkbox"/> 2-year goal</p> <p><input type="checkbox"/> 3-year goal</p> <p style="text-align: center;"><i>Decided upon mutual agreement.</i></p>	<p>Select One:</p> <p><input type="checkbox"/> CCT Rubric For Effective Teaching 2017</p> <p><input type="checkbox"/> CCT Rubric For Effective Service Delivery</p> <p><input type="checkbox"/> Teacher Leader Model Standards 2008</p>

June 2024



LPS Educator Evaluation and Support Plan

Beginning-of-the-Year Goals & Planning	
<p>Self-Reflection - Date: <input style="width: 150px;" type="text"/></p> <p><i>Completed by Educator</i></p> <p><small>(See Appendix A and Appendix D for examples.)</small></p>	
<p>Name: <input style="width: 100%;" type="text"/></p>	<p>Location: <input style="width: 100%;" type="text"/></p>
<p>Self-Reflection:</p> <p>What are your strengths?</p> <p>What are areas in which you would like to grow?</p>	<p><i>(Click below to enter text)</i></p> <div style="background-color: #d9e1f2; height: 100px;"></div>
Goal, Rationale, Alignment and Professional Learning Plan	
<p>Based on your reflection above, what is/are your goal(s)?</p> <p>Include a rationale for the length of your goal(s) (1, 2, 3 year).</p>	<p><i>(Click below to enter text)</i></p> <div style="background-color: #d9e1f2; height: 100px;"></div>
<p>What evidence will be used toward reaching your goal(s)?</p> <p>What is your learning plan to support achieving your goal(s)?</p>	<p><i>(Click below to enter text)</i></p> <div style="background-color: #d9e1f2; height: 100px;"></div>

<p>For multi-year goal(s), what might be the potential focus of years 2 and 3?</p> <p>(To be revisited and revised annually and as needed)</p>	<p>(Click below to enter text)</p>
<p>In what ways do your goal(s) contribute to the school's and/or district's vision, mission, and strategic goals?</p>	<p>(Click below to enter text)</p>
<p>Goal-Setting Conference Completed by Evaluator</p>	
<p>Notes: (Click below to enter text)</p>	<p>Supports Required/Suggested</p> <p><input type="checkbox"/> Tier 1</p> <p><input type="checkbox"/> Tier 2</p> <p><input type="checkbox"/> Tier 3</p>
<p>Educator Signature:</p>	<p>Date: <input type="text"/></p>
<p>Evaluator Signature:</p>	<p>Date: <input type="text"/></p>



LPS Educator Evaluation and Support Plan

Mid-Year Check-in: Reflection, Adjustment(s) & Next Steps
Completed by Educator (by mid-February)
Date: Name: Location:

What has been your progress on your goal(s)?

(Click below to add text)

What is the impact of your professional learning on your current practice?

(Click below to add text)

What are your next steps?

(Click below to add text)

Mid-Year Conference <i>Completed by Evaluator (by mid-February)</i> Date: <input style="background-color: #ADD8E6;" type="text"/>	
Evidence/Artifacts Reviewed (optional): <i>(Click below to add text)</i> <div style="background-color: #E6E6FA; height: 100px; width: 100%;"></div>	
Feedback: (include change in tiered supports, if recommended) <i>(Click below to add text)</i> <div style="background-color: #E6E6FA; height: 100px; width: 100%;"></div>	
Educator Signature:	Date: <input style="background-color: #ADD8E6;" type="text"/>
Evaluator Signature:	Date: <input style="background-color: #ADD8E6;" type="text"/>



LPS Educator Evaluation and Support Plan

<p>End-of-Year Self-Reflection <i>Completed by Educator (by last day of school)</i></p>	
<p>Date: <input style="width: 150px; height: 20px;" type="text"/></p>	
<p>Name: <input style="width: 90%; height: 20px;" type="text"/></p>	<p>Location: <input style="width: 90%; height: 20px;" type="text"/></p>
<p>Self-Reflection</p>	
<ul style="list-style-type: none"> What impact did your new learning have on your practice/goal(s) and how do you know? What impact did your new learning and practice have on student learning, growth and/or achievement, and how do you know? What challenges did you encounter and what are your next steps for professional learning? 	
<p>Artifacts:</p> <div style="background-color: #D9E1F2; height: 100px; width: 100%;"></div>	
<p>Link to Evidence:</p> <div style="background-color: #D9E1F2; height: 100px; width: 100%;"></div>	
<p>Self-Reflection:</p> <div style="background-color: #D9E1F2; height: 150px; width: 100%;"></div>	



LPS Educator Evaluation and Support Plan

End-of-Year Conference - Date: <i>Completed by Evaluator (by last day of school)</i>	
Name:	Location:
Summative Feedback & Growth Criteria	
Summative Feedback: <i>(Click below to enter text)</i>	
Development of new learning and impact on practice: <i>(Click below to enter text)</i>	
Impact on student learning, growth, and achievement: <i>(Click below to enter text)</i>	
Artifact Review: <i>(if needed) (Click below to enter text)</i>	

Successful Completion of the Evaluative Cycle	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>Supports Required/Suggested</p> <p><i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i></p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Tier 2</p> <p><input type="checkbox"/> Tier 3</p>	<p>If Tier 2 and/or Tier 3, please specify strategies:</p> <div style="background-color: #e6e6fa; height: 100px;"></div>	
<p>For multi-year goals only:</p> <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)? 	<p><input type="checkbox"/> Educator will continue multi-year goal.</p> <p><input type="checkbox"/> Educator will adjust multi-year goal.</p> <p><input type="checkbox"/> Educator completed multi-year goal.</p> <p>Notes: <i>(Click below to enter text)</i></p> <div style="background-color: #e6e6fa; height: 80px;"></div>	
<p>Educator Signature:</p>	<p>Date: <div style="background-color: #e6e6fa; width: 150px; height: 20px;"></div></p>	
<p>Evaluator Signature:</p>	<p>Date: <div style="background-color: #e6e6fa; width: 150px; height: 20px;"></div></p>	



LPS Educator Evaluation and Support Plan

Informal Observation <small>Completed By Evaluator</small>	
Date: 	
Name: 	Time/Location:
Grade/Role: 	Subject Area:
<input type="checkbox"/> Cohort 1 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> Cohort 2 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	
Observation	

Feedback
<i>See attached Single Point Competency Rubric for feedback</i>



LPS Educator Evaluation and Support Plan

Formal Observation <i>Completed By Evaluator</i> Date: <input style="width: 150px;" type="text"/>	
Name: <input style="width: 95%;" type="text"/>	Time/Location: <input style="width: 95%;" type="text"/>
Grade/Role: <input style="width: 95%;" type="text"/>	Subject Area: <input style="width: 95%;" type="text"/>
<input type="checkbox"/> Cohort 1 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> Cohort 2 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	
Pre-Observation Conference <i>Completed by Evaluator</i>	
Pre-Conference/Lesson Plan Discussion	Notes: <input style="width: 95%; height: 80px;" type="text"/>
Observation <i>Completed by Evaluator</i>	
<input style="width: 100%; height: 100%;" type="text"/>	

Post-Observation Reflection
Completed by Educator

Large empty light blue rectangular area for the educator to provide a post-observation reflection.

Post-Observation Conference Feedback
Completed by Evaluator

See attached Single Point Competency Rubric for feedback

Large empty light blue rectangular area for the evaluator to provide post-observation conference feedback.



LPS Educator Evaluation and Support Plan

Educator Tiered Support Plan - Date:	
<input type="checkbox"/> Tier 2	<input type="checkbox"/> Tier 3
Teacher: <input style="width: 100%;" type="text"/>	Date: <input style="width: 100%;" type="text"/>
Evaluator: <input style="width: 100%; height: 20px;" type="text"/>	Timeline: 30 School Days Start Date: <input style="width: 100%;" type="text"/> End Date: <input style="width: 100%;" type="text"/>
Area(s) of Need: <input style="width: 100%; height: 60px;" type="text"/>	
Goals: <input style="width: 100%; height: 100px;" type="text"/>	
Educator will: <input style="width: 100%; height: 100px;" type="text"/>	
Evaluator will: <input style="width: 100%; height: 100px;" type="text"/>	

June 2024



LPS Educator Evaluation and Support Plan

Criteria to Exit Tiered Support Plan: Educator meets at least two of the following three specific requirements:

- Feedback based on district rubrics demonstrates an overall trend of growth over the course of the plan
- Formal observations at the end of designated time demonstrate improvement in goal areas as outlined in the plan
- A review of professional practice of educator's plan shows clear improvement and professional learning

An unsatisfactory outcome may result in a plan extension.

Teacher: _____ Date:

Evaluator: _____ Date:

Collective Bargaining Representative: _____



LPS Educator Evaluation and Support Plan

Educator Corrective Support Plan	
Teacher:	Date:
Evaluator:	
Timeframe: 45 School Days	Start Date: End Date:
Concern:	
Objective:	
Goals:	
Intended Outcome/Evidence:	
Resources:	
Supportive Actions:	

Criteria to Exit Corrective Support Plan: Educator meets at least two of the following three specific requirements:

- Feedback based on district rubrics demonstrates an overall trend of growth over the course of the plan
- Formal observations at the end of designated time demonstrate improvement in goal areas as outlined in the plan
- A review of professional practice of educator’s plan shows clear improvement and professional learning

An unsatisfactory outcome may result in a plan extension or nonrenewal.

Teacher: _____ Date: _____

Evaluator: _____ Date: _____

Collective Bargaining Representative: _____



LEADER EVALUATION AND SUPPORT PLAN



LEDYARD PUBLIC SCHOOLS

The following people were instrumental to the plan development and approval:

Board of Education Members

Alex Rode, Chairman

Mary Harris, Vice Chairman

Anthony Favry

Danya Hill

Joanne Kelley

Ty Lamb

Jenn Reguin

Sarah Treaster

Brandon Graber

Superintendent

Jason S. Hartling

Assistant Superintendent

Anne E. Hogsten

Special thanks and recognition are extended to Professional Learning and Evaluation Committee (PLEC) members who convened from Spring 2023-Spring 2024 to develop the Ledyard Leader Evaluation and Support Plan.

Krissa Anderson, Ledyard Public Schools

Tricia Baran, Gales Ferry School

Michael Conklin, Ledyard Middle School

Sally Davidson, Ledyard Middle School

Catherine Dowler, Ledyard Public Schools

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Martha Dwyer, Gallup Hill School and Ledyard Middle School

Ryan Earley, Ledyard Middle School

Amanda Fagan, Ledyard High School

Kendall Fenton, Gales Ferry and Juliet W. Long School

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Christy Toppa, Ledyard High School

Mark Westkott, Gales Ferry and Juliet W. Long School

Kimberly Williamson, Gallup Hill School

Ashley Zelinski, Gallup Hill School

PLEC Approved this plan on June 12, 2024.

Ledyard Board of Education Approved this plan on June 9, 2024.

Vision of Effective Professional Learning

Every educator engages in purposeful professional learning so that every student excels.

High-quality professional learning:

- Strengthens craft
- Focuses on continuous improvement
- Values collaboration and the shared ownership of student outcomes
- Removes inequities in students' access to relevant learning
- Is grounded in best practices

Vision of Effective Instruction

Every student is provided with experiences, supports, and opportunities that focus on developing the whole child.

High-quality instruction:

- Creates positive relationships and a sense of belonging for all students
- Includes rigorous, relevant learning experiences that encourage cognitive engagement, problem-solving, critical thinking skills, and perseverance
- Incorporates ongoing reflection and adjustment
- Is culturally relevant and responsive

Guiding Principles

This plan is grounded in six guiding principles that use high-quality professional learning to advance leader practice and student learning, growth, and achievement.

- Recognize differentiation of roles (*for example: assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal*)
- Simplify and reduce administrative burdens (*eliminate technical challenges, paperwork, etc.*)
- Focus on things that matter (*identify high-leverage goal focus areas*)
- Connect to best practices aimed at the development of the whole child (*including, but not limited to, academic, social, emotional, and physical development*)
- Focus on leader growth and agency (*meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus*)
- Meaningful connections to professional learning (*provide multiple pathways for participants to improve their own practice in a way that is valuable and impactful*)

Framework

The elements of the plan are representative of research-based effective practice and include six elements:

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

The combined vision, guiding principles, and overall framework reflect a systematic process of continuous improvement and professional learning leading to high-quality professional practice and improved learning, growth, and achievement for students.

Standards and Criteria for Educators

The primary goal 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 upon a set of performance standards identified in the rubrics listed below. The single point rubric will provide focus for high-leverage goal setting and professional learning.

The following rubrics will guide our work:

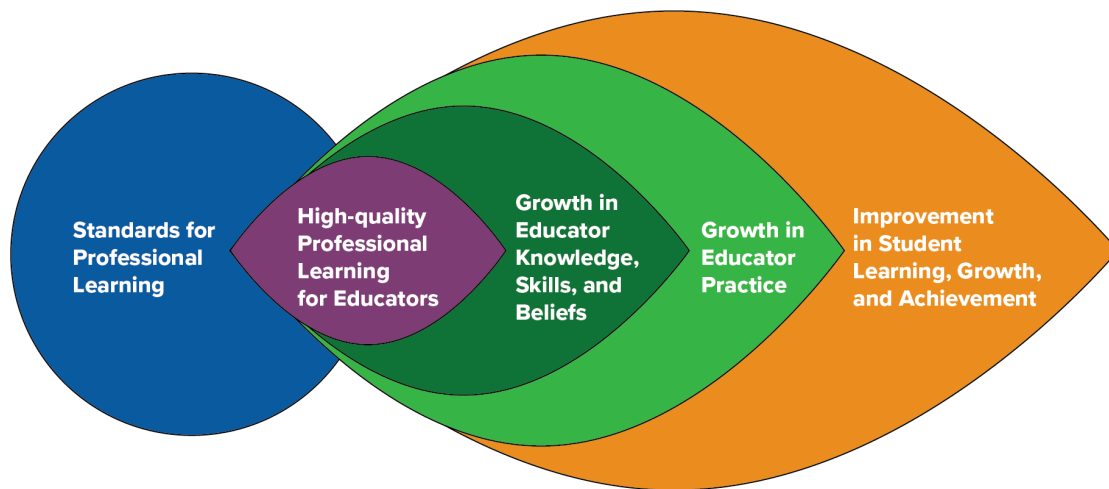
[Connecticut Leader Evaluation and Support Rubric 2017](#)

[Leader Single Point Competency Rubric](#)

Professional Learning Standards and Structures

The Professional Learning Evaluation Committee (PLEC) will use the [Learning Forward Professional Learning Standards 2022](#) as a tool for designing professional learning to intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired.

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



Leader Continuous Learning Process

Cohort 1	Cohort 2
<p>Who:</p> <ul style="list-style-type: none"> • New to the LAA (first two years) • New to leader role (first four years) <p>What: Self-Reflection</p> <p>Three observations of professional practice (minimum 30 minutes)</p> <ul style="list-style-type: none"> • One observation of professional practice may be substituted for a review of practice <p>Verbal and written feedback</p> <p>Additional observations of professional practice as deemed necessary</p>	<p>Who: Leaders who have completed Cohort 1 in LAA</p> <p>What: Self-Reflection</p> <p>Two reviews of practice with one being an observation of professional practice (minimum 20 minutes)</p> <ul style="list-style-type: none"> • One observation of professional practice may be substituted for a review of practice <p>Verbal and written feedback</p> <p>Additional observations of professional practice as deemed necessary</p>

Goal Setting by October 15	Mid-Year Check-in by February 28	End-of-Year Reflection by June 30
<p>Beginning of the Year Goal(s) and Planning</p> <ul style="list-style-type: none"> • Self reflection • Review evidence • Draft goal(s), rationale, alignment, professional learning plan <p>Goal Setting Conference</p> <ul style="list-style-type: none"> • Mutually agree on 1, 2 or 3-year goal(s) • Determine individual or group goal(s) • Mutually agree on professional learning needs and support 	<p>Mid-Year Check-in: Reflection, Adjustments, and Next Steps</p> <ul style="list-style-type: none"> • Review and discuss collected evidence towards goal(s) • Review professional practice, evidence, and impact on educator practice, student learning, growth, and achievement • Feedback from evaluator, adjust and revise goal(s) as needed 	<p>End-of-Year Reflection and Feedback Process</p> <ul style="list-style-type: none"> • Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth, and achievement <p>End-of-Year Conference/ Summative Feedback and Growth Criteria</p> <ul style="list-style-type: none"> • Evaluator provides written summative feedback and guides next steps • Annual Summary sign-off

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

Goal(s) Setting (Completed by November 30)

The initial goal-setting meeting includes a dialogue between the leader and his/her evaluator focused on the leader's initial self-reflection based on a review of evidence and an analysis of their own practice to identify and support an area for leader practice and growth, student learning, growth, and achievement.

The leader and evaluator mutually agree upon high-leverage professional practice one-, two, or three-year goal(s), multiple measures of evidence (at least two measures), and develop a plan for professional learning and support that are consistent with their professional status and goals to drive progress toward goal attainment.

Mid-Year Check-in (Completed by February 28):

The mid-year 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 Feedback(Completed by June 30)

End-of-year reflection provides an opportunity for the leader and evaluator to engage in dialogue focused on progress toward the leader's goal(s); professional learning as it relates to the leaders'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 should include the impact of new learning on the leader's practice and growth, impact on student learning, and possible next steps for the upcoming year.
- The evaluator should provide a concise summary based upon evidence related to the mutually agreed upon leader 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) provide(s) a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the leader'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.

Quality feedback:

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

Growth Criteria

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:

- Reflection supported with evidence of the impact of the 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

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 will be implemented prior to the development of a Corrective Support Plan unless there are significant concerns that impact the safety of students and staff. This determination will be made by the Superintendent or his/her designee.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback, as evidenced by observation and feedback or lack of progress toward leader-developed goals, 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 an LAA 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 PLEC and other leader supports (e.g., leadership coaching). These resources may 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 LAA representative for certified leaders chosen pursuant to C.G.S. §10153b. 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, as evidenced by observation and feedback or lack of progress toward leader-developed goals, 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 LAA representative 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
- well-defined timeframes for implementing the resources, support, and interventions
- supportive actions from the evaluator

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader, and LAA 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, 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 twenty (20) school days 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 five school days of articulating the dispute in writing to his/her evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within five school days of the meeting with his/her evaluator.
3. The Superintendent (or his/her designee) will arrange a dispute resolution conference with the leader within five school days of the receipt of the written request from the leader.
4. The Superintendent (or his/her designee) will arrange a formal meeting with both the evaluator and the leader within five school days of the dispute resolution conference.
5. The Superintendent (or his/her designee) will respond to the appeal in writing with a decision reporting the status of the dispute no later than twenty (20) school days after the conclusion of the collection of additional evidence. Once the Superintendent (or his/her designee) renders a decision, that decision is final.

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 school days.
3. The leader being evaluated must initiate the appeals procedure within five school days of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five school days, the leader shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

The Role of the Professional Learning and Evaluation Committee (PLEC)

The PLEC 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.

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"> • Counselor • Paraeducator • Parent and family liaison • Social emotional support staff • Social worker • School psychologist • Speech pathologist 	<ul style="list-style-type: none"> • Classroom teacher • CTE teacher • Library media specialist • Reading interventionist • Instructional coach • Special education teacher 	<ul style="list-style-type: none"> • Principal • Assistant principal • Special education supervisor • Assistant superintendent

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

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

Local and State Reporting

The superintendent shall report:

1. the status of evaluations to the local or regional board of education annually as required by law
2. the status of the implementation of the evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education annually as required by law

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

Appendices

Appendix A: Sample Reflection Questions – Leader

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of success

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

Determine Evidence

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

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix B: Definition of Cohorts – Leader

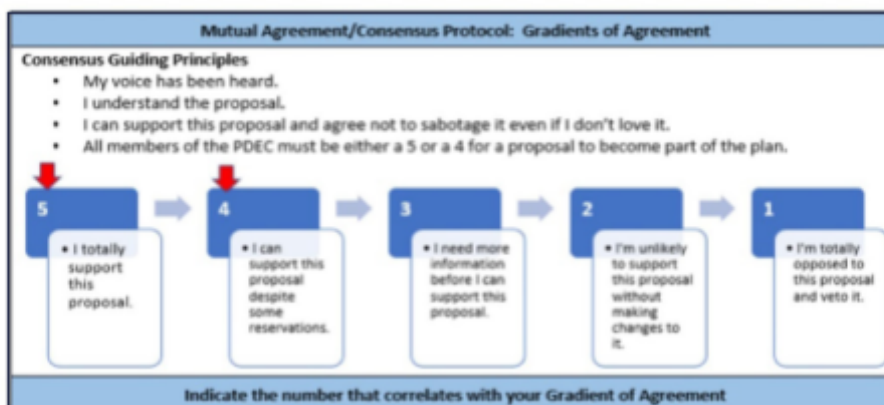
Cohort 1	Cohort 2
<p>Who:</p> <ul style="list-style-type: none"> • New to the LAA (first two years) • New to leader role (first four years) <p>What: Self-Reflection</p> <p>Three observations of professional practice (minimum 30 minutes)</p> <ul style="list-style-type: none"> • One observation of professional practice may be substituted for a review of practice <p>Verbal and written feedback</p> <p>Additional observations of professional practice as deemed necessary</p>	<p>Who: Leaders who have completed Cohort 1 in LAA</p> <p>What: Self-Reflection</p> <p>Two reviews of practice with one being an observation of professional practice (minimum 20 minutes)</p> <ul style="list-style-type: none"> • One observation of professional practice may be substituted for a review of practice <p>Verbal and written feedback</p> <p>Additional observations of professional practice as deemed necessary</p>

Appendix C: Growth Criteria and Sources of Evidence – Leader

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

Appendix D: General Glossary – Leader

Consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with. By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone’s needs.



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

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

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

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

Continuous Learning Process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:

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

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

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

Quality feedback:

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

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

Formal Observations: A formal observation is a structured and planned process of watching, assessing, and evaluating a leader’s performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Tiered Support:

Tier 1

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

Tier 2

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

Tier 3

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

Appendix E: Glossary of Professional Learning Opportunities – Leader

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix F: Continuous Learning Process – Leader

[Leader Evaluation Orientation Form](#)

Download these forms:

[Leader Beginning-of-the-Year Self-Reflection & Goal Setting Form](#)

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

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

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

[Leader Observation/Site Visit Form](#)

[Leader Tiered Support Plan Form](#)

[*Sample Leader Tiered Support Plan*](#)

[Leader Corrective Support Plan Form](#)

[*Sample Leader Corrective Action Plan*](#)



Ledyard Leader Evaluation and Support Model

Evaluation Orientation

Orientation to Leader Evaluation was Completed on:

Date:

Name: <input type="text"/>		Location: <input type="text"/>	
<p>Select One:</p> <p><input type="checkbox"/> Cohort 1</p> <ul style="list-style-type: none"> New to leader role (first four years) New to the LAA (first two years) <p><input type="checkbox"/> Cohort 2</p> <ul style="list-style-type: none"> Completed Cohort 1 in LAA 	<p>Select One:</p> <p><input type="checkbox"/> Individual goal</p> <p><input type="checkbox"/> Collaborative goal</p> <p><i>Decided upon mutual agreement.</i></p>	<p>Select One:</p> <p><input type="checkbox"/> 1-year goal</p> <p><input type="checkbox"/> 2-year goal</p> <p><input type="checkbox"/> 3-year goal</p> <p><i>Decided upon mutual agreement.</i></p>	<p>Select One:</p> <p><input type="checkbox"/> Connecticut Leader Evaluation and Support Rubric 2017</p>



LPS Leader Evaluation and Support Plan

Beginning-of-the-Year Goals & Planning	
<p>Self-Reflection - Date: <input style="width: 150px;" type="text"/></p> <p><i>Completed by Leader</i></p> <p>(See Appendix A and Appendix E for examples.)</p>	
<p>Name: <input style="width: 250px;" type="text"/></p>	<p>Location: <input style="width: 250px;" type="text"/></p>
<p>Self-Reflection:</p> <p>What are your strengths?</p> <p>What are areas in which you would like to grow?</p>	<p><i>(Click below to enter text)</i></p> <div style="background-color: #d9e1f2; height: 80px;"></div>
Goal, Rationale, Alignment and Professional Learning Plan	
<p>Based on your reflection above, what is/are your goal(s)?</p> <p>Include a rationale for the length of your goal(s) (1, 2, 3 year).</p>	<p><i>(Click below to enter text)</i></p> <div style="background-color: #d9e1f2; height: 80px;"></div>
<p>What evidence will be used toward reaching your goal(s)?</p> <p>What is your learning plan to support achieving your goal(s)?</p>	<p><i>(Click below to enter text)</i></p> <div style="background-color: #d9e1f2; height: 80px;"></div>
<p>For multi-year goal(s), what might be the potential focus of years 2 and 3?</p> <p><small>(to be revisited and revised annually and as needed)</small></p>	<p><i>(Click below to enter text)</i></p> <div style="background-color: #d9e1f2; height: 80px;"></div>

<p>In what ways do your goal(s) contribute to the school's and/or district's vision, mission, and strategic goals?</p>	<p><i>(Click below to enter text)</i></p>
<p>Goal-Setting Conference <i>Completed by Evaluator</i></p>	
<p>Notes:<i>(Click below to enter text)</i></p>	<p>Supports Required/Suggested</p> <p><input type="checkbox"/> Tier 1</p> <p><input type="checkbox"/> Tier 2</p> <p><input type="checkbox"/> Tier 3</p>
<p>Leader Signature:</p>	<p>Date:</p>
<p>Evaluator Signature:</p>	<p>Date:</p>



LPS Leader Evaluation and Support Plan

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

Completed by Leader (by mid-February)

Date:

Name: <input type="text"/>	Location: <input type="text"/>
What has been your progress on your goal(s)?	<input type="text"/>
What is the impact of your professional learning on your current practice?	<input type="text"/>
What are your next steps?	<input type="text"/>
Evaluator Notes	
<input type="text"/>	

Mid-Year Conference <i>Completed by Evaluator (by mid-February)</i> Date: <input style="background-color: #ADD8E6;" type="text"/>	
Evidence/Artifacts Reviewed: <div style="background-color: #E6E6FA; height: 100px; width: 100%;"></div>	
Feedback: (include change in tiered supports, if recommended) <div style="background-color: #E6E6FA; height: 100px; width: 100%;"></div>	
Leader Signature:	Date: <input style="background-color: #ADD8E6;" type="text"/>
Evaluator Signature:	Date: <input style="background-color: #ADD8E6;" type="text"/>



LPS Leader Evaluation and Support Plan

Observation/Site Visit Form <small>Completed By Evaluator</small>	
Date: <input style="background-color: #d8bfd8;" type="text"/>	
Name: <input style="width: 90%;" type="text"/>	Time/Location: <input style="width: 90%;" type="text"/>
Grade/Role: <input style="width: 90%;" type="text"/>	Subject Area: <input style="width: 90%;" type="text"/>
<input type="checkbox"/> Cohort 1 <input type="checkbox"/> Cohort 2	
Observation	

Feedback
<i>See attached Single Point Competency Rubric for feedback</i>



LPS Leader Evaluation and Support Plan

<p>End-of-Year Self-Reflection <i>Completed by Leader (by last day of school)</i></p>	
<p>Date: <input style="background-color: #e0f2f1;" type="text"/></p>	
<p>Name: <input style="background-color: #e0f2f1;" type="text"/></p>	<p>Location: <input style="background-color: #e0f2f1;" type="text"/></p>
<p>Self-Reflection</p>	
<ul style="list-style-type: none"> What impact did your new learning have on your practice/goal(s) and how do you know? What impact did your new learning and practice have on student learning, growth and/or achievement, and how do you know? What challenges did you encounter and what are your next steps for professional learning? 	
<p>Artifacts:</p> <div style="background-color: #e0f2f1; height: 100px;"></div>	
<p>Link to Evidence:</p> <div style="background-color: #e0f2f1; height: 100px;"></div>	
<p>Self-Reflection:</p> <div style="background-color: #e0f2f1; height: 100px;"></div>	



LPS Leader Evaluation and Support Plan

<p>End-of-Year Conference <i>Completed by Evaluator (by last day of school)</i> Date: <input style="background-color: #e0e0e0;" type="text"/></p>	
Name: <input style="width: 80%;" type="text"/>	Location: <input style="width: 80%;" type="text"/>
<p>Summative Feedback & Growth Criteria</p>	
<p>Summative feedback:</p> <div style="background-color: #e0e0ff; height: 150px; border: 1px solid black;"></div>	
<p>Development of new learning and impact on practice:</p> <div style="background-color: #e0e0ff; height: 150px; border: 1px solid black;"></div>	
<p>Impact on student learning, growth, and achievement</p> <div style="background-color: #e0e0ff; height: 150px; border: 1px solid black;"></div>	

Successful Completion of the Evaluative Cycle	Yes	No
<p>Supports Required/Suggested</p> <p><i>Are tiered supports required beyond tier 1 (included in feedback above)?</i></p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Tier 2</p> <p><input type="checkbox"/> Tier 3</p>	<p>If Tier 2 and/or Tier 3, please specify strategies:</p> <div style="background-color: #e6e6fa; height: 100px;"></div>	
<p>For multi-year goals only:</p> <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)? 	<p><input type="checkbox"/> Leader will continue multi-year goal.</p> <p><input type="checkbox"/> Leader will adjust multi-year goal.</p> <p><input type="checkbox"/> Leader completed multi-year goal.</p> <p>Notes:</p> <div style="background-color: #e6e6fa; height: 60px;"></div>	
<p>Leader Signature:</p>	<p>Date: <div style="background-color: #e6e6fa; width: 150px; height: 15px;"></div></p>	
<p>Evaluator Signature:</p>	<p>Date: <div style="background-color: #e6e6fa; width: 150px; height: 15px;"></div></p>	



LPS Leader Evaluation and Support Plan

Leader Tiered Support Plan	
<input type="checkbox"/> Tier 2	<input type="checkbox"/> Tier 3
Leader: <input style="width: 90%;" type="text"/>	Date: <input style="width: 80%;" type="text"/>
Evaluator: <input style="width: 90%;" type="text"/>	Timeline: 45 School Days Start Date: <input style="width: 80%;" type="text"/> End Date: <input style="width: 80%;" type="text"/>
Area(s) of Need: <div style="background-color: #d9e1f2; height: 60px; margin-top: 5px;"></div>	
Goals: <div style="background-color: #d9e1f2; height: 100px; margin-top: 5px;"></div>	
Leader will: <div style="background-color: #d9e1f2; height: 100px; margin-top: 5px;"></div>	
Evaluator will: <div style="background-color: #d9e1f2; height: 100px; margin-top: 5px;"></div>	

Criteria to Exit Tiered Support Plan: Leader meets at least two of the following three specific requirements:

- Feedback based on district rubrics demonstrates an overall trend of growth over the course of the plan
- Formal observations at the end of designated time demonstrate improvement in goal areas as outlined in the plan
- A review of professional practice of leader's plan shows clear improvement and professional learning

An unsatisfactory outcome may result in a plan extension.

Leader: _____ Date: _____

Evaluator: _____ Date: _____

Collective Bargaining Representative: _____



LPS Leader Evaluation and Support Plan

Leader Corrective Support Plan	
Name: <input style="width: 90%;" type="text"/>	Date: <input style="width: 90%;" type="text"/>
Evaluator: <input style="width: 90%;" type="text"/>	
Timeframe: 60 School Days Start Date: <input style="width: 150px;" type="text"/> End Date: <input style="width: 150px;" type="text"/>	
Concern: <input style="width: 100%; height: 40px;" type="text"/>	
Objective: <input style="width: 100%; height: 40px;" type="text"/>	
Goals: <input style="width: 100%; height: 40px;" type="text"/>	
Intended Outcome/Evidence: <input style="width: 100%; height: 40px;" type="text"/>	
Resources: <input style="width: 100%; height: 40px;" type="text"/>	
Supportive Actions: <input style="width: 100%; height: 40px;" type="text"/>	

Criteria to Exit Corrective Support Plan: Leader meets at least two of the following three specific requirements:

- Feedback based on district rubrics demonstrates an overall trend of growth over the course of the plan
- Formal observations at the end of designated time demonstrate improvement in goal areas as outlined in the plan
- A review of professional practice of leader's plan shows clear improvement and professional learning

An unsatisfactory outcome may result in a plan extension or non-renewal.

Leader: _____ Date: _____

Evaluator: _____ Date: _____

Collective Bargaining Representative: _____

