

Mansfield Public Schools

EDUCATOR EVALUATION & SUPPORT PLAN For Teachers & Administrators



**MBOE Approved May 9th, 2024
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Pending final CSDE Approval**

Professional Development and Evaluation Committee (PDEC)

An effective PDEC is composed of certified teachers, paraeducators, administrators and other appropriate school personnel. Members of a PDEC collaboratively define a shared vision and establish collective responsibility for the development, evaluation and updating of a local comprehensive professional learning plan and participation in the development or adoption of the district educator evaluation and support program. The PDEC designs and regularly updates a comprehensive plan that clearly describes how professional learning is developed, implemented, monitored and evaluated within a district. In addition, PDEC develops an annual survey to help inform practices related to professional learning and evaluation. A district-level PDEC is required by statute. The Mansfield PDEC team generally meets during the academic year on the first Monday of each month.

The following educators serve on the 2023-2024 Mansfield Public Schools PDEC team and supported the development of this plan:

Members:

Teachers	Erika Labella (MEA Representative), Amanda Doyle, Mary Kate Bellavance, Kim King, Carly Paine, Mike DiCicco
Paraeducators	Corrine Bergeron
Administrators	Peter Dart, Candace Morell, Shamim Patwa, Larry Barlow, Kate McCoy, Danielle Vliet



Introduction

The Mansfield Public School's Educator Evaluation and Support Plan is designed to create pathways for the continuous learning and advancement of educational professionals throughout their careers while improving outcomes for our students.

The Mansfield Professional Development and Evaluation Committee (PDEC) continues to monitor the implementation of the evaluation process and has engaged in research of effective practices that are aligned to the most recent CSDE evaluation guidelines. This plan recognizes the tenacious focus on self-improvement and professional learning through action-based research and collaboration. The past work on "STEP" goals and processes have been transformative for educators and continues to lift up the district's Core Belief to "Grow Educators." This work led to the development of a plan that meets State of Connecticut requirements, employs best practices in professional learning, and supports continuous student achievement.

The Educator Evaluation and Support Plan supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for student learning, and ongoing evaluation with professional learning and support. The plan utilizes the CT Common Core of Teaching (CCT) Rubric for Effective Teaching (2017), the CT Common Core of Teaching (CCT) Rubric for Effective Service Delivery (2017), and the CT Leader Evaluation and Support Rubric (2017) as performance standards. This plan focuses on establishing professional learning goals connected to district and school goals for student achievement as well as providing timely, actionable, and aligned observational feedback that includes a review of practices and artifacts.

Annually, the Educator Evaluation and Support Plan is annually reviewed by the District's Professional Development and Evaluation Committee (PDEC). The committee, with representation from both teachers, paraeducators, and administrators, solicits feedback from stakeholder groups and uses this information to suggest revisions to the plan if needed. The committee reports their recommendations to the Mansfield Board of Education and to the Connecticut Department of Education as required. Any revisions to the plan are disseminated to all stakeholders.

Inclusive Plan & Language

This plan is for all educators and contains both the teacher and administrator professional learning and evaluation plans. "Educator" will be used to signify both groups in order to highlight the similarity of plans between the two. "Teacher" and "Administrator" will be used when there are differences in the plan.

Mansfield's PDEC Core Beliefs

It is understood that high-quality educators are key factors in promoting student success. The primary purpose of professional learning and evaluation is to strengthen individual and collective practices to facilitate student growth. Effective teaching and learning are grounded in the vision and core values of the district and its schools. It is our belief that educators improve when given opportunities to direct their own professional learning by collaboratively developing an understanding of students, engaging in action research to identify best practices to support continuous student growth, and together evaluating the effect of their goal work. Furthermore, learning continues as educators are provided authentic feedback regarding their practices and professional learning.



The Mansfield Public School Educator Evaluation and Support Plan is built upon the following core beliefs:

- Educators and students grow when professional learning and evaluation are aligned;
- Educators are capable meaning makers and facilitators of their own learning;
- A culture of risk-taking and collaboration fuels continuous learning for all;
- Effective professional learning and evaluation keeps the focus on student learning;
- When educators succeed, students succeed.

Guiding Principles

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

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

Connecticut Guidelines for Educators Evaluation and Support 2023 Components:

The Mansfield Educator Evaluation and Support Plan is based on the Connecticut Guidelines for Educator Evaluation and Support 2023 that include six elements:

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

The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved learning, growth, and achievement for students.



Standards and Criteria

Educator practice feedback, reflections, professional learning, and discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. The following rubrics serves as support for self-evaluation, dialogue, and feedback.

[CCT Rubric for Effective Teaching 2017](#)

[CCT Rubric for Effective Service Delivery 2017](#)

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

Plan at a Glance

The Mansfield Educator Evaluation and Support plan supports continuous learning that is organized around three check-in meetings which will continuously happen in the fall, winter, and spring. The focus of these check-ins are based goals and action-based research process (Seek, Discover, Confirm, and Share). Throughout the year, educators will be supported with professional learning, observational feedback, time, reflection, collaboration, data, and artifacts/resources. Each component is described below under the sections of: Goals, Observations, and Supports.



Evaluators & Educators

All teachers and administrators will be assigned to a primary evaluator who is a certified (092 or 093) leader at the start of each year. The Superintendent, by contract and policy, will be evaluated by the Board of Education.



Goals

The evaluation and support model is designed as a continuous learning process. Based on the Supporting Teacher Effectiveness Project (STEP), Mansfield Public Schools uses an action-based research model based on four phases: Seek, Discover, Confirm, Share.

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

In Mansfield, educators are encouraged to collaborate and set goals within teams that reflect their core work. Goal setting meetings can be conducted individually or with the goal setting team of collaborators. The collegiality, synergy, collaboration, and professional support of a team often accelerates action-based research and provides more opportunities to reflect, discuss, and plan as related to the goal. In the past, educators used the goal setting process to help them create an action plan. Some may find it helpful to review this work and use the STEP structure as needed. You can read about STEP goals [here](#). STEP follows a “plan-do-study-act” model. Another resource that maybe helpful is the [PDSA Toolkit](#).

During each school year, a minimum of three goal check-ins provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. These meetings may be conducted with the individual educator and/or with the goal setting team.

Orientation (Completed by mid-September)

Orientation on the educator evaluation and support process shall take place prior to the start of the process, no later than September 15. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/Review of practice
- Tiered supports
- Dispute resolution

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



Stages of Goal Work: Seek, Discover, Confirm, Share

Seek: Goal(s) Setting (Completed by end of November)

The initial goal setting meeting includes a dialogue between the educator(s) and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student/stakeholder learning, growth, and achievement. The educator(s) and evaluator come to mutual agreement on high leverage professional practice 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.

The Seek stage typically begins with forming a collaborative team. The team will analyze student data to identify a broad focus of improvement that includes growth goal with two indicators.

Educators will need to review the District Development Plan to ensure that goals are strategically aligned and actionable as related to the Core Beliefs, Key Drivers, Actions, and/or Indicators. Use this link to review the most current District Development Plan.

For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules is encouraged. In fact, making TEAM your professional goal is appropriate and encouraged given the challenges of starting a new job as an educator.

Discover: Midyear Check-in (Completed by end of February):

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

- Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the educator's goal.
- Observation feedback and evidence aligned to the appropriate rubric and/or single point rubric, as appropriate. NOTE: Educators will receive this feedback with observations, as scheduled, requested, and/or conducted.
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence. It is at this point that the goal setting team decides if this is a one- or two-year goal.

Educators in the Discover stage work together to conduct research and continue to gather student performance information. Teams research best practices, summarize their findings, and identify action steps to implement in the classroom to improve student achievement.



NOTE: At some point after the Discover, teams enter the Confirm stage. This typically happens in the spring and is shared during the end-of-year review. The goal of the Confirm stage is to determine whether practices that appeared promising in the Discover phase are effective. The team engages in an active cyclical process by which they plan, implement, reflect, and revise to improve student achievement. Throughout this rapid cycle the team creates a summary of data to analyze and discuss. Each team member reflects on what they have learned and the results of their growth goal.

Confirm & Share: End-of-Year Reflection/Summative Review (On or about June 1)

The end-of-year reflection, or Share stage, provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator’s goal(s); professional learning as it relates to the educator’s professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator’s subsequent self-assessment and goal setting revisions or new goal.

The Share stage is also an opportunity for the educator and/or collaborative team to think about how they might share their learnings and results with a larger audience. Sharing these practices with other educators is a high impact, practitioner-driven, sustainable method for promoting reflection and professional learning. This stage may inspire others to replicate these practices across a school or district.

<p style="text-align: center;">Goal Setting: Seek</p>	<p style="text-align: center;">Mid-Year Check-In: Discovery</p>	<p style="text-align: center;">End-of-Year Reflection: Confirm & Share</p>
<ul style="list-style-type: none"> ● Completed by the End of November ● Self-Reflect & Review Evidence ● Review District & School Development Plans ● Form Group ● Draft Goals & Professional Learning Plan 	<ul style="list-style-type: none"> ● Completed by the End of February ● Review and Discuss Progress/Evidence ● Reflect ● Decide on Multi-Year Goal ● Share Next Steps 	<ul style="list-style-type: none"> ● Completed On or About June 1st ● Summarize Learnings ● Reflect ● Identify Impact ● Discuss How to Share Findings ● Think About Next Steps



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. The plan works best when observations align to on-going goal work. For example, a teacher who is working on a reading strategy may be able to receive observational feedback from a classroom visit in addition to goal meetings. However, professional practice feedback can be broader and does not have to align to specific goal work.

Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process and year. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Single point rubrics, when appropriate and available, are helpful in ensuring that feedback is targeted and actionable. Evaluators provide educators with specific feedback based on evidence, standards, and the educator's goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Feedback, written or verbal, is provided within five school days. "Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused and growth-oriented
- Provides questions for reflection to refine and 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

The educator practice rubrics which are used for feedback and self-reflection, are differentiated for teachers and administrators in different roles and stages of their careers. Classroom teachers are observed using a simple single-point competency rubric based on a streamlined version of Connecticut's Common Core of Teaching (CCT). Teachers who have responsibilities outside of classroom settings, such as school counselors, content area coaches, and others, should use the CCT for Effective Service Delivery rubric. Administrators will use the Connecticut Leader Evaluation and Support rubric. The number and type of observations required differs depending on the educator's role and years of experience.



Observation Cohorts

	First two years in District	Three years and beyond in District
Formal Observations	At least 3 formal observations <ul style="list-style-type: none"> • First observation: on or about by end of November • Second observation: on or about by end of January • Third observation: on or about by end of March 	Can be requested by administration or teacher
Informal Observations	As needed and/or requested	1-3 informal observations at administrator's discretion, at least one informal to take place prior to the midyear conference
Review of Practice (See glossary for menu of options)	At administrator's discretion as a formal observation	Part of the 1-3 informal observations listed above under informal observations

Growth Criteria

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

- Reflection supported with actionable evidence of the impact of the educators' new learning on their practice feedback and/or goal work.
- The impact the educators' new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- Observational feedback, aligned with standards, confirms appropriate and professional practices that support students, families, and/or colleagues.



Dispute Resolution

Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter to the superintendent for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

The purpose of the resolution process is to secure at the lowest possible administrative level, equitable solutions or disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As our evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and evaluatees (this applies to teachers or administrators) in the Mansfield Public Schools Professional Learning and Evaluation Plan. The resolution process may be implemented when there is a question as to whether or not:

1. Evaluation procedures and/or guidelines have been appropriately followed.
2. Adequate data has been gathered to support fair and accurate decisions.

The resolution process shall be conducted in accordance with the law governing confidentiality.



Tiered Supports & Professional Learning

All educators thrive when provided opportunity and access to high-quality, targeted, self-directed professional learning support to improve practice over time. To “Grow Educators” which is a district core belief, all staff must have time, resources, and supports to participate in aligned and meaningful professional learning. Effective tiered supports empower educators to lead their learning by setting goals and self-directing learning that align to their practices and needs.



Tier 1: For ALL Educators

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, and other general support for all educators (e.g., instructional coaching). A Mansfield educator is coachable, seeks feedback, embraces new learning, collaborates, and is a reflective practitioner. Tier 1 professional learning aims to help all staff become “meaning makers” and use data/evidence to expand their professional practices. Tier 1 Professional Learning includes educator’s goal work and action-based research that are often self-directed and responsive to need. In addition, observational feedback is also considered professional learning. To learn more about the Mansfield Professional Learning Tool Box that lists various ways to engage in professional learning, click here: [add link](#)

Tier 2:

In addition to Tier 1, some educators may need or request additional Tier 2 supports that are more intensive and targeted in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator. Tier 2 supports may include additional observations, coaching, and/or attending professional learning outside of the classroom/school.

Tier 3:

For educators who continue to need support and have not met Tier 2 targets, the evaluator may recommend moving to Tier 3. Tier 3 supports are more targeted and intensive supports with clearly articulated areas of focus, duration of time, and criteria for success. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Professional Assistance and Support System (PASS)

Teachers who have not successfully completed the growth and support learning expectations for the year, and have had all three tiers of support, may be required to begin a Professional Assistance and Support System plan (PASS) in collaboration with the evaluator (or designee). PASS is a Corrective Support Plan that may only be started if all three tiers of support have been implemented. 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 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.

The plan must include the following:

1. Identify area of needed improvement
2. Evidence from observations that show an area needing improvement.
3. Identify exemplary practices in the area identified as needing improvement.
4. Provide strategies that the teacher can implement to show improvement.
5. Specific tasks the Educator will complete.
6. List of supports and resources the Teacher can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
7. How the teacher will show progress and meet expectations in identified domain(s) through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner. The teacher, union representative, and evaluator or designee will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Superintendent. The contents of the plan will be confidential.

PASS Improvement and Remediation Plan (30 Days)

The PASS Remediation Plan is a further step in the attempt to provide the educator with the support, supervision, and resources needed to foster positive growth in identified areas. Based on a determination by the appropriate administrator, the administrator and/or evaluator will help the educator outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or educator may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Consistent supervision and, at minimum, a weekly observation followed by timely feedback, will be provided by the evaluator. This intervention will operate for a period of time that the evaluator determines to be appropriate, but will normally conclude within 30 school days. At the end of the intervention period, the evaluator will issue a recommendation. If the teacher demonstrates that they have successfully met the goals, the evaluator will designate placement of that teacher to a normal plan. In situations when progress is unacceptable, the educator will move into a 60 day Intensive Remediation Plan.

PASS Intensive Remediation Plan (60 Days)

A 60 day PASS Intensive Remediation Plan is implemented after a 30-day PASS plan has not been successful. The educator, evaluator, and/or another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The teacher may choose to include their bargaining representative. The evaluator and/or the teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time that the evaluator determines to be appropriate, but will normally conclude after 60 school days. Weekly observations followed by feedback will be provided during this phase. At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be extended. If the teacher demonstrates that he/she is successful the evaluator will designate placement of that educator on the normal plan.



Resources/Forms

[District Development Plan](#)

[Mansfield Data Dashboard](#)

[Forms Observation](#)

[Forms Goals](#)

[Glossary](#)

[Professional Learning Tool Box](#)

[VT Plan Do Study Act Tool Kit](#)

[Standards for Professional Learning](#)

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

[The Connecticut Common Core of Teaching \(CCT\) Rubric for Effective Teaching 2017](#)

[The Connecticut Common Core of Teaching \(CCT\) Rubric for Effective Service Delivery 2017](#)

[CT Guidelines for Educator and Leader Evaluation and Support 2023](#)

