Educator and Leader Evaluation and Support Plan

2024-2025

Middletown Public Schools

Acknowledgements

The Middletown Public Schools Professional Development and Evaluation Committee (PDEC) developed and will maintain the Educator and Leader Evaluation and Support Plan (ESP) to support a comprehensive educator and leader evaluation system to align with the CT *Guidelines for Educator and Leader Evaluation and Support* 2023. The Middletown Board of Education will approve the plan and any future revisions.

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Connecticut Guidelines

Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 Components

Reimagining Educator and Leader Evaluation and Support

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

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

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

Standards and Criteria

In Middletown Public Schools, the Evaluation and Support Plan (ESP) is designed so that teachers continuously improve in their enactment of the MPS Instructional Vision in order to help students develop the skills, knowledge, and dispositions articulated in the MPS Portrait of a Global Citizen. The Instructional Vision is aligned with professional standards across each educator job type.

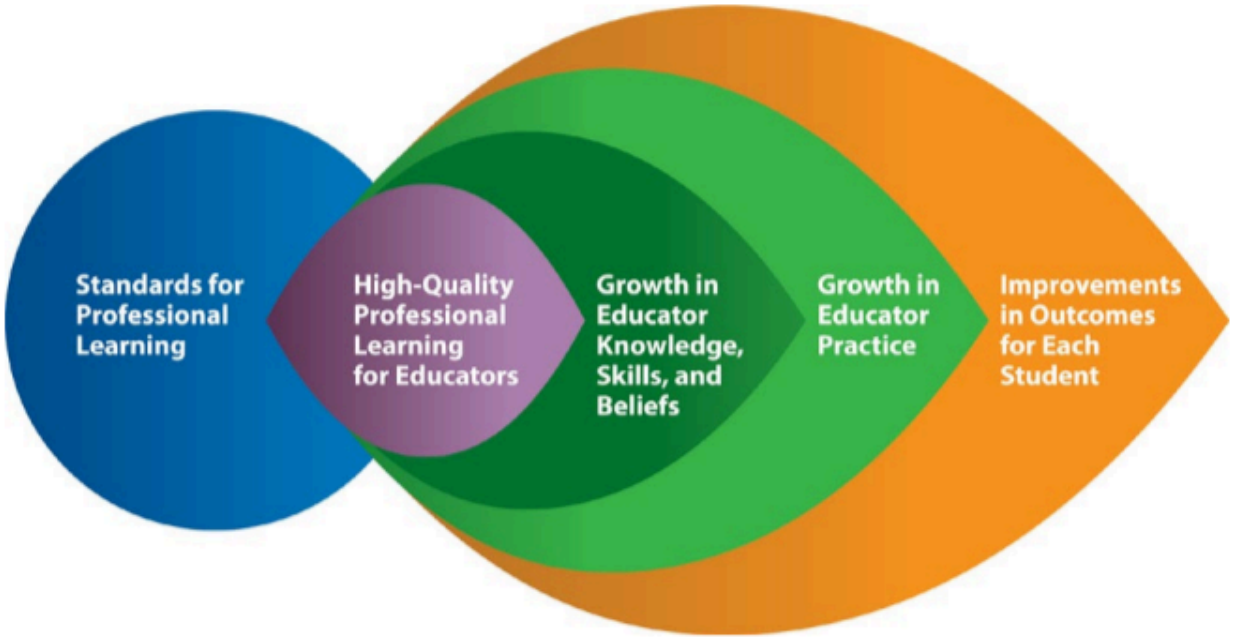
Professional standards for each of the following job types have been mapped to the Instructional Vision. To view the standards map, see Appendix A.

- Administrator
- Instructional Specialist (EIST, SPEIST, Instructional Coach)
- Library Media Specialist
- School Counselor
- School Psychologist
- Social Worker
- Special Education Teacher
- Speech and Language Pathologist
- Teacher

As professional learning is essential to the Evaluation and Support Plan (ESP), the *Learning Forward Professional Learning Standards 2022* serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired.

Standards and Criteria

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



Professional Learning Communities

The Evaluation and Support Plan (ESP) is centered around educators and leaders working together in Professional Learning Communities (PLCs).

PLCs are defined as groups of educators that collaborate purposefully to inspect and improve student learning. As stated by DuFour and Mattos, "The most powerful strategy for improving both teaching and learning, however, is not by micromanaging instruction but by creating the collaborative culture and collective responsibility of a professional learning community (PLC)" (2013, p. 37).

Research also strongly supports the impact PLCs can have on student learning. One review of the available research states, "The collective results of these studies offer an unequivocal answer to the question about whether the literature supports the assumption that student learning increases when teachers participate in professional learning communities. The answer is a resounding and encouraging yes."(Vescio, Ross, & Adams, 2008, p. 87)

Healthy, thriving PLCs are vital to the growth of educators and students. To that end, **all MPS educators will meet monthly in job-alike PLCs** in order to participate in a continuous learning process.

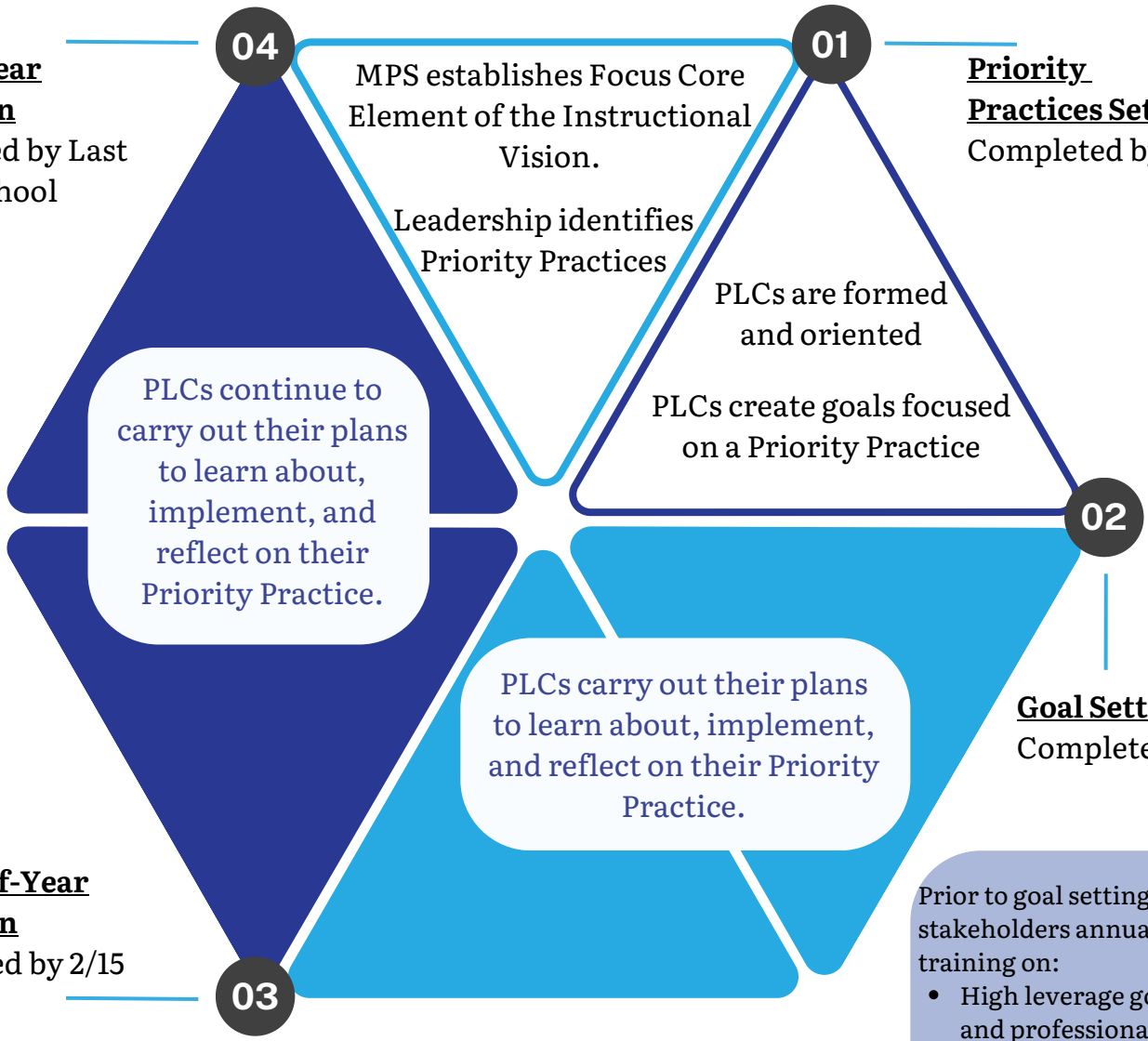
PLCs will be provided with structured agendas for each meeting and will be expected to document meeting notes using the PLC Agenda Form (*See PLC Meeting Agenda Sample Template*). PLC members will share meeting roles over the course of the year, including the role of facilitator.

Evaluators are expected to participate in PLCs to learn about the team's and individuals' progress in the continuous learning process, celebrate successes, and understand where teams and individuals might need more support. Evaluators, however, are not facilitators of PLCs.

The Educator

Educator Evaluation Process

The following pages contain the steps, reflections, and linked resources associated with each step of the continuous improvement process to assist educators and evaluators through the process. All educators are assigned a primary evaluator (092 or 093).



Priority Practices Set
Completed by 10/1

Goal Setting
Completed by 10/15

Middle-of-Year Reflection
Completed by 2/15

End-of-Year Reflection
Completed by Last Day of School

Prior to goal setting, all stakeholders annually receive training on:

- High leverage goal setting and professional learning plans
- Instructional Vision
- Observation of practice
- Tiered supports
- Dispute resolution

**If a deadline falls on a non-school day, then the deadline will be extended to the next school day.*

Educator Timeline

July-Early September

- District establishes Focus Core Element of the Instructional Vision.
- Leaders delineate limited set of Priority Practices to support Focus Core Element.
- Evaluators establish PLCs.

Early September-Mid October

- PLC Meeting #1- Evaluation orientation and building of group dynamics.
- PLC Meeting #2- Goal Setting Meeting. Evaluators introduce goal setting expectations and PLCs document goals.
- Evaluators conduct baseline walkthroughs.

Mid October-Mid February

- PLCs implement plans for learning, trying, and reflecting on practices
- PLC Meetings #3-5- PLCs reflect on evidence of learning and/or implementation of practice.
- Evaluators participate in and monitor PLCs for evidence of fidelity to the continuous learning process.
- Evaluators may decide individual educators are in need of tiered support.
- PLC Meeting #6- Midyear Meeting. PLCs reflect on evidence of impact.
- Evaluators conduct midyear walkthroughs.

Mid February-End of Year

- PLCs implement plans for learning, trying, and reflecting on practices
- PLC Meetings #7-8- PLCs reflect on evidence of learning and/or implementation of practice.
- Evaluators participate in and monitor PLCs for evidence of fidelity to the continuous learning process.
- Evaluators may decide individual educators are in need of tiered support.
- PLC Meeting #9- End-of-Year Meeting. PLCs reflect on evidence of impact.
- Individual educators complete End-of-Year Reflection to be rated by Evaluator.

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 Setting

During the summer months, the Superintendent determines a district-wide goal prioritizing one (1) Focus Core Element of the Instructional Vision.

School and department leaders then identify a limited set of Priority Practices, connected to professional standards (Appendix A), that support the implementation of the Focus Core Element. This identification of Priority Practices will require collaboration between school and department leadership so that where possible, practices can be consistent across schools and departments.

The PDEC must approve these Priority Practices by September 30. The PDEC will evaluate the practices on the following criteria:

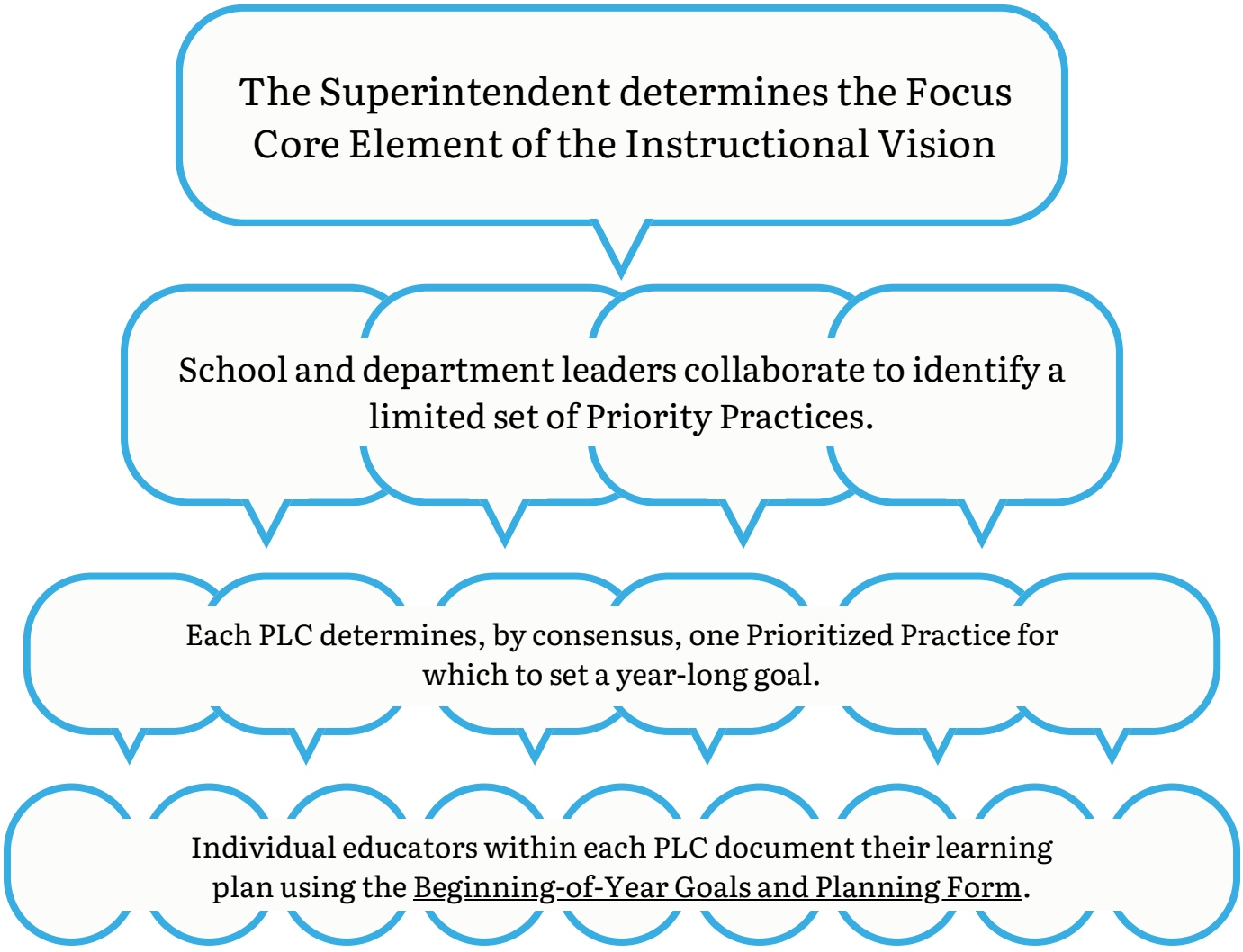
- Feasability to be reasonably implemented in one year
- Support in evidence and research
- Likely impact on student growth and achievement
- Alignment to the Instructional Vision

Job-alike PLCs will identify one of the Priority Practices on which to focus for the school year. All members of a PLC must identify the same practice, so consensus-achieving protocols may be used if necessary.

Using the Beginning-of-Year Goals and Planning Form, individuals will document their learning plans and what measures of student learning, growth and achievement, and educator growth they will provide to indicate impact. Though all members of a PLC will focus on the same Priority Practice, elements of the goal such as learning resources, implementation timelines, and measures of impact may be differentiated to align with each educator's level of readiness.* Goals must be approved by the assigned evaluator by October 15 and with mutual agreement and continued alignment to the Focus Core Element, may extend for up to three years.

**Beginning teachers in the TEAM program are highly encouraged to align these goal elements with their current Professional Growth and Action Plans (PGAPs).*

Goal Setting



Midyear Meeting

The Midyear Meeting provides an opportunity for PLCs to reflect on and review multiple and varied qualitative and quantitative pieces of artifactual evidence (as identified in the Beginning-of-Year Goals and Planning Form, and otherwise) in order to evaluate their progress in developing the Prioritized Practice and its impact on students. Individuals will complete the Middle-of-Year Reflection Form.

The evaluator provides feedback on this reflection, focused on the PLCs engagement in the continuous learning process. During this check-in, the PLC also provides feedback to the evaluator to delineate any need for continued and/or additional supports to continue to make progress on their goals. Finally, at this point, revisions to the goal, including establishing a new goal, may be completed.

Midyear Meetings must be complete by February 15.

End-of-Year Meeting

The End-of-Year Meeting provides an opportunity for PLCs to reflect on and review multiple and varied qualitative and quantitative pieces of artifactual evidence in a similar manner to the Midyear Meeting. The PLC provides feedback to the evaluator to make decisions around selecting Priority Practices for the next school year.

Each member of the PLC completes an individual End-of-Year Reflection Form documenting what they've learned, how they've learned it, how it has impacted their practice, and what effect it has had on students. Reflections must demonstrate the impact of professoinal learning and educator practice on student growth. The evaluator rates the engagement of each individual educator in the continuous learning process using the End-of-Year Reflection Rubric and Feedback Form.

All End-of-Year Reflection Forms must be completed by the last day of school.

Professional Practice and Growth

The implementation of the continuous learning process is shared between the members of the PLC and their evaluator. After setting goals in which PLC members and evaluators clearly identify a Priority Practice and delineate a plan for improving that practice, PLC members will **meet monthly** to engage in collaborative learning experiences and reflect on the implementation of the Priority Practice.

It is imperative that PLC members gather evidence of what they've learned, how they've applied it, and what impact it has had on students. **This evidence must include direct student feedback on the effectiveness of the practice** (*See Examples of Student Feedback Templates*). It is recommended that other evidence includes student data in various forms (daily formative assessments, common formative assessments, summative assessments, work products, etc.) as well as observational data. Members of the PLC are encouraged to provide each other with observational data through live classroom visits and/or recordings of classroom instruction. A plan for what evidence will be collected must be agreed upon in the goal setting process.

It is expected that all PLC members fully engage in the collaborative continuous learning process. Unequal commitment to the collaborative learning process can negatively impact the learning experiences of PLC members, and therefore negatively impact student outcomes. Evaluators will monitor group dynamics and individual contributions during live PLC meetings and in records of PLC meetings.

Observations and Feedback

Observations

Evaluators will consistently (at least monthly) conduct walkthroughs and observations of practice to identify patterns of improvement in the Priority Practices. These observations should not be used for the purpose of providing educators with task-level feedback, but rather to understand what should be continued or adjusted in the continuous learning process.

In the nature described above, the practice of all educators will be observed a minimum of **three times** during each school year. This expected number of observations can only be decreased, at the evaluator's discretion, for educators hired partially through a given school year. Additional observations of practice may also be deemed to be necessary for educators receiving Tier 2, 3, or Corrective Support.

PLC members are encouraged to provide each other with observational data through live classroom visits and/or recordings of classroom instruction. PLC members may also request that evaluators, other administors, instructional coaches, etc. observe their practice as evidence of participation in the continuous learning process.

Feedback

The Evaluation and Support Plan (ESP) embraces feedback from diverse sources to strengthen the continuous learning process. This feedback empowers educators and leaders to learn from diverse perspectives, fostering a collaborative and growth-oriented professional culture.

As such, feedback from specific individuals-- including, but not limited to the evaluator-- at designated times can be incorporated into a PLC's and/or individual's goals. The PLCs and educators will also provide regular and specific feedback to their evaluators to help improve the continuous learning process.

Observations and Feedback

Evaluators will provide feedback to educators in response to walkthroughs and evidence/artifacts presented in PLC meetings. After walkthroughs, evaluators will provide a written detail of the patterns observed to the observed staff, within five days of the walkthrough. During PLC meetings, evaluators will provide verbal feedback as participants, and also written feedback in response to the practices and evidence discussed, but also to group dynamics and meeting effectiveness. Written feedback within the PLC agendas must be provided within five days.

Student feedback is valued as a crucial data point, providing insights into the effectiveness of instructional practices and classroom dynamics. This feedback is collected through various means, such as surveys, focus groups, or classroom observations. Goals must include student feedback as evidence of impact (See Examples of Student Feedback Templates)

Rather than providing feedback after the enactment of a plan or process, the emphasis is on offering feedback during the planning stages and throughout the continuous learning process. This proactive approach allows for constructive input and refinement before implementation, promoting a culture of continuous improvement.

PLCs play a pivotal role in the feedback process. These collaborative groups serve as platforms for peer feedback, allowing educators to share best practices, discuss challenges, and provide constructive critiques in a supportive environment.

Tiered Support

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

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

Tier 1

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

Tier 2

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

Tiered Support

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

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

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

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

Dispute Resolution

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

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.

Claims that the district has failed to follow the established procedures of the ESP shall be subject to the grievance procedures set forth by the current collective.

Process

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

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1).
3. The superintendent or designee will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent or designee. The superintendent or

Dispute Resolution

designee will act as arbitrator and make a final decision, which shall be binding.

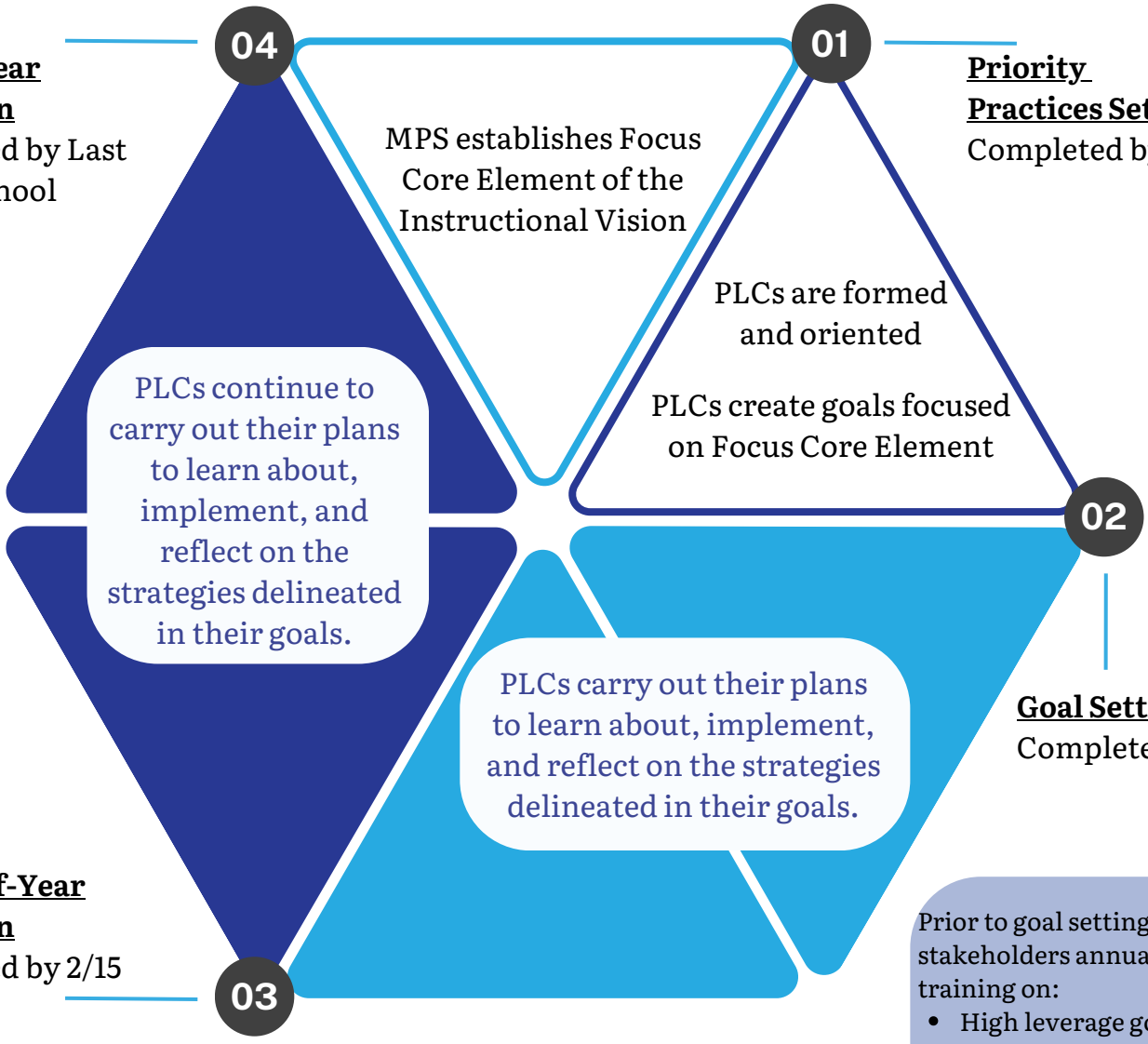
Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The educator being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

The Leader

Leader
Evaluation Process

The following pages contain the steps, reflections, and linked resources associated with each step of the continuous improvement process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator (092 or 093).



<u>Priority Practices Set</u>
Completed by 10/1

<u>Goal Setting</u>
Completed by 10/15

<u>Middle-of-Year Reflection</u>
Completed by 2/15

<u>End-of-Year Reflection</u>
Completed by Last Day of School

Prior to goal setting, all stakeholders annually receive training on:

- High leverage goal setting and professional learning plans
- Instructional Vision
- Observation of practice
- Tiered supports
- Dispute resolution

**If a deadline falls on a non-school day, then the deadline will be extended to the next school day.*

Leader Timeline

July-Early September

- District establishes Focus Core Element of the Instructional Vision.
- Evaluators establish PLCs.
- Training held during Administrator Retreat

Early September-Mid October

- PLC Meeting #1- Evaluation orientation and building of group dynamics.
- PLC Meeting #2- Goal Setting Meeting. Evaluators introduce goal setting expectations and PLCs document goals.
- Evaluators conduct baseline walkthroughs.

Mid October-Mid February

- PLCs implement plans for learning, trying, and reflecting on strategies
- PLC Meetings #3-5- PLCs reflect on evidence of learning and/or implementation of strategy.
- Evaluators participate in and monitor PLCs for evidence of fidelity to the continuous learning process.
- Evaluators may decide individual leaders are in need of tiered support.
- PLC Meeting #6- Midyear Meeting. PLCs reflect on evidence of impact.
- Evaluators conduct midyear walkthroughs.

Mid February-End of Year

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- PLC Meeting #9- End-of-Year Meeting. PLCs reflect on evidence of impact.
- Individual leaders complete End-of-Year Reflection to be rated by Evaluator.

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 Setting

During the summer months, the Superintendent determines a district-wide goal prioritizing one (1) Core Element of the Instructional Vision.

Job-alike PLCs will identify a key strategy or key strategies, connected to professional standards (Appendix A), on which to focus for the school year. All members of a PLC must identify the same strategy or strategies, so consensus-achieving protocols may be used if necessary.

Using the Beginning-of-Year Goals and Planning Form, individuals will document their learning plans and what measures of organizational health; leader and educator growth; and, student learning, growth, and achievement they will provide to indicate impact. Though all members of a PLC will focus on the same strategy or strategies, elements of the goal such as learning resources, implementation timelines, and measures of impact may be differentiated to align with each leader's level of readiness. Goals must be approved by the assigned evaluator by October 15 and with mutual agreement and continued alignment to the Focus Core Element, may extend for up to three years.

Goal Setting

The Superintendent determines the Focus Core Element of the Instructional Vision

Each PLC determines, by consensus, a key strategy or strategies for which to set a year-long goal.

Individual leaders within each PLC document their learning plan using the Beginning-of-Year Goals and Planning Form.

Midyear Meeting

The Midyear Meeting provides an opportunity for PLCs to reflect on and review multiple and varied qualitative and quantitative pieces of artifactual evidence (as identified in the goal setting form, and otherwise) in order to evaluate their progress in developing the strategy (or, strategies) and its impact on students. Individuals will complete the Middle-of-Year Reflection Form.

The evaluator provides feedback on this reflection, focused on the PLCs engagement in the continuous learning process. During this check-in, the PLC also provides feedback to the evaluator to delineate any need for continued and/or additional supports to continue to make progress on their goals. Finally, at this point, revisions to the goal, including establishing a new goal, may be completed.

Midyear Meetings must be complete by February 15.

End-of-Year Meeting

The End-of-Year Meeting provides an opportunity for PLCs to reflect on and review multiple and varied qualitative and quantitative pieces of artifactual evidence in a similar manner to the Midyear Meeting. The PLC provides feedback to the evaluator to make decisions around selecting strategies for the next school year.

Each member of the PLC completes an individual End-of-Year Reflection Form documenting what they've learned, how they've learned it, how it has impacted their leadership, and what effect it has had on educators and students. Overall, reflections must demonstrate the impact of professional learning and leadership practice on organizational health. The evaluator rates the engagement of each individual leader in the continuous learning process using the End-of-Year Reflection Rubric and Feedback Form.

All End-of-Year Reflection Rubric and Feedback Forms must be completed by the last day of school.

Professional Practice and Growth

The implementation of the continuous learning process is shared between the members of the PLC and their evaluator. After setting goals in which PLC members and evaluators clearly identify a key strategy or strategies and delineate a plan for improving that practice, PLC members will **meet monthly** to engage in collaborative learning experiences and reflect on the implementation of the strategy or strategies.

It is imperative that PLC members gather evidence of what they've learned, how they've applied it, and what impact it has had on students. **This evidence must include direct student feedback on the effectiveness of the strategy**. It is recommended that other evidence includes student data in various forms (daily formative assessments, common formative assessments, summative assessments, work products, etc.) as well as data from other constituents like educators, staff, and families. A plan for what evidence will be collected must be agreed upon in the goal setting process.

It is expected that all PLC members fully engage in the collaborative continuous learning process. Unequal commitment to the collaborative learning process can negatively impact the learning experiences of PLC members, and therefore negatively impact outcomes. Evaluators will monitor group dynamics and individual contributions during live PLC meetings and in records of PLC meetings.

Observations and Feedback

Observations

Evaluators will consistently (at least monthly) conduct walkthroughs and observations of practice to identify patterns of improvement in the key strategy or strategies. These observations should not be used for the purpose of providing leaders with task-level feedback, but rather to understand what should be continued or adjusted in the continuous learning process.

In the nature described above, the practice of all leaders will be observed a minimum of three times during each school year. This expected number of observations can only be decreased, at the evaluator's discretion, for leaders hired partially through a given school year. Additional observations of practice may also be deemed to be necessary for leaders receiving Tier 2, 3, or Corrective Support, or if leaders request additional observations as part of their learning plans.

Feedback

The Evaluation and Support Plan (ESP) embraces feedback from diverse sources to strengthen the continuous learning process. This feedback empowers educators and leaders to learn from diverse perspectives, fostering a collaborative and growth-oriented professional culture.

As such, feedback from specific individuals-- including, but not limited to the evaluator-- at designated times can be incorporated into a PLC's and/or individual's goals. The PLCs and leaders will also provide regular and specific feedback to their evaluators to help improve the continuous learning process.

Evaluators will provide feedback to leaders in response to walkthroughs and evidence/artifacts presented in PLC meetings. After walkthroughs, evaluators will provide a written detail of the patterns observed to the observed staff, within five days of the walkthrough. During PLC meetings, evaluators will provide verbal feedback as participants, and also written feedback in response to the practices and

Observations and Feedback

evidence discussed, but also to group dynamics and meeting effectiveness. Written feedback within the PLC agendas must be provided within five days.

Student feedback is valued as a crucial data point, providing insights into the effectiveness of instructional practices and classroom dynamics. This feedback is collected through various means, such as surveys, focus groups, or classroom observations. Goals must include student feedback as evidence of impact. Rather than providing feedback after the enactment of a plan or process, the emphasis is on offering feedback during the planning stages and throughout the continuous learning process. This proactive approach allows for constructive input and refinement before implementation, promoting a culture of continuous improvement.

PLCs play a pivotal role in the feedback process. These collaborative groups serve as platforms for peer feedback, allowing leaders to share best practices, discuss challenges, and provide constructive critiques in a supportive environment.

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

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Leaders must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader, and their exclusive bargaining representative if applicable. (*See Support Plan Template*)

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

Tier 2

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

Tiered Support

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 leader and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader, and their exclusive bargaining representative for certified administrators chosen pursuant to C.G.S. §10-153b. The start date and duration of time a leader is receiving this level of support should be clearly documented.

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the leader and their exclusive bargaining representative for certified administrators chosen pursuant to C.G.S. §10-153b.

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

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

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

Dispute Resolution

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

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

Claims that the district has failed to follow the established procedures of the ESP shall be subject to the grievance procedures set forth by the current collective.

Process

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

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1).
3. The superintendent or designee will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent or designee. The superintendent or designee will act as arbitrator and make a final decision, which shall be binding.

Dispute Resolution

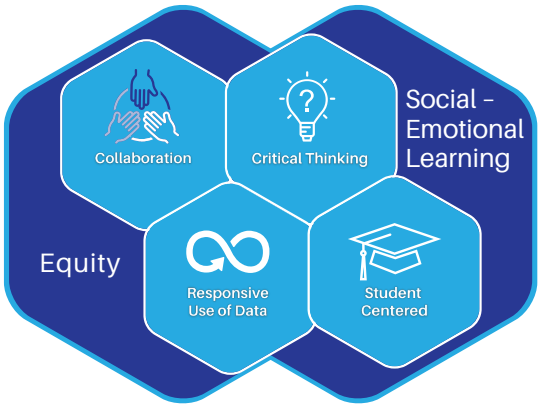
Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The leader being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the leader within five workdays, the educator 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.

Appendix

Appendix A: Instructional Vision-Professional Standards Mapping

The table that follows maps individual professional standards from each of the certified job types to the Middletown Public Schools Instructional Vision.



Professional standards are mapped across the four Core Elements: Collaboration, Critical Thinking, Responsive Use of Data, and Student Centered.

Job Type	Professional Standards
Administrator	Natoinal Policy Board for Educational Administration Professional Standards for Educational Leaders
Instructional Specialist	Danielson Framework for Instructional Specialists (DFIS), Learning Forward Standards (LF), Illinois Standards for Instructional Coaching Practice (ISICP)
Library Media Specialist	American Association of School Libraries National Standards (AASL), ISTE Standards for Educators (ISTE)
School Counselor	American School Counselor Association (ASCA) School Counselor Professional Standards & Competencies
School Psychologist	National Association of School Psychologists (NASP) Professional Standards
Social Worker	National Association of Social Workers Standards for School Social Work Services (NASW), Practice Guidelines for Delivery of School Social Work Services (SSSW)
Special Education Teacher	The Connecticut Common Core of Teaching Rubric for Effective Service Delivery 2017
Speech & Language Pathologist	American Speech-Language-Hearing Association Scope of Practice in Speech-Language Pathology
Teacher	The Connecticut Common Core of Teaching Rubric for Effective Teaching 2017

Ensuring learners have an opportunity to share their thinking and learning with others.

	Establishes an Environment	**Intentionally Groups**	**Engages Students in Learning**
Administrator	5a: Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student. 5b: Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.	4c: Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.	4a: Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. 4b: Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self. 5e: Cultivate and reinforce student engagement in school and positive student conduct.
Instructional Specialist	2a. Creates a respectful and emotionally safe culture that promotes collaboration. (DFIS) Contribute to a school or system culture where professional learning connects to each student's opportunity for and access to rigorous learning. (LF) Builds relationships based on partnership and transparency of methods and purpose. (ISICP) Supports a positive culture of learning throughout the school and district. (ISICP)	3b. Addresses the instructoinal improvement needs of the teachers served. (DFIS)	3a. Collaborates with teachers to design rigorous, standards-based classroom instruction. (DFIS) Support continuous collaborative learning for all educators. (LF) Creates and maintains collaborations with professional learning support team members. (ISICP)

Ensuring learners have an opportunity to share their thinking and learning with others.

	Establishes an Environment	Intentionally Groups	Engages Students in Learning
Library Media Specialist	III.A.1 School librarians facilitate collaborative opportunities by challenging learners to work with others to broaden and deepen understandings. (AASL) V.C.3 School librarians prepare learners to engage with the learning community by structuring activities for learners to collaboratively identify innovative solutions to a challenge or problem. (AASL)		
School Counselor	B-SS 1. Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings. B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings. B-SS 3. Provide short-term counseling in small-group and individual settings		
School Psychologist	Domain 2: Consultation and Collaboration (complete domain) Domain 4: School psychologists promote effective home–school collaboration and, when necessary, collaborate with other community providers to coordinate mental and behavioral health supports and wraparound services.	Domain 4: School psychologists integrate behavioral supports and mental health services with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and school-wide social–emotional learning programs, positive behavioral supports, and parent education and support. This may include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness.	Domain 4: School psychologists develop and implement positive behavioral supports at the individual, group, classroom, school, and district levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, restorative justice practices, and positive psychology) to promote effective student discipline practices and classroom management strategies. Domain 4: School psychologists use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.

Ensuring learners have an opportunity to share their thinking and learning with others.

	Establishes an Environment	Intentionally Groups	Engages Students in Learning
Social Worker	Standard 9: School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence. (NASW) Standard 11: School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress. (NASW)	Standard 4: School social workers shall understand and use evidence-informed practices in their interventions. (NASW)	Standard 11: School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress. (NASW)
	Standard 3: School social workers work with other professionals within the educational setting to promote student development and learning. They collaborate with families and work with community resources to minimize risk factors, promote resiliency and respond to student needs. (SSSW)		
Special Education Teacher	1a: Promoting a positive learning environment that is respectful and equitable. 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.	2b: Developing plans to actively engage learners in service delivery. 3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	

Ensuring learners have an opportunity to share their thinking and learning with others.

	Establishes an Environment	**Intentionally Groups**	**Engages Students in Learning**
Speech & Language Pathologist	Collaboration: partner with other professions/ organizations to enhance the value of speech-language pathology services; share responsibilities to achieve functional outcomes; consult with other professionals to meet the needs of individuals with communication and swallowing disorders; serve as case managers, service delivery coordinators, members of collaborative and patient care conference teams; and serve on early intervention and school pre-referral and intervention teams to assist with the development and implementation of individualized family service plans (IFSPs) and individualized education programs (IEPs).	Counseling: provide support and/or peer-to-peer groups for individuals with disorders and their families.	Counseling: empower the individual and family to make informed decisions related to communication or feeding and swallowing issues; educate the individual, family, and related community members about communication or feeding and swallowing disorders; provide support and/or peer-to-peer groups for individuals with disorders and their families; and provide individuals and families with skills that enable them to become self-advocates; Treatment: collaborate with other professionals in the delivery of services.
Teacher	1a: Creating a positive learning environment that is responsive to and respectful of the learning needs2 of all students. 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	2b: Planning instruction to cognitively engage students in the content. 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidencebased learning strategies.	

Providing students with the tools to effectively analyze, evaluate, and synthesize information in order to grapple with real-world challenges.

	Uses Questioning	Sparks Curiosity	Teaches to Transfer
Administrator	4c: Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student. 4d: Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.		
Instructional Specialist	Uses a variety of questioning techniques appropriately during a coaching conversation. (ISICP) Challenges practice as needed to advance the organization's vision to best support student learning. (ISICP)		3a. Collaborates with teachers to design rigorous, standards-based classroom instruction. (DFIS) Utilizes effective listening strategies to focus completely on the coaching conversation in order to understand their partner's current reality. (ISICP) Facilitates evaluating progress towards a goal through the use of evidence of student learning. (ISICP)
Library Media Specialist	I.D.3 School librarians implement and model an inquiry-based process by enabling learners to seek knowledge, create new knowledge, and make real-world connections for lifelong learning. (AASL) 2.6.c. Create learning opportunities that challenge students to use a design process and/or computational thinking to innovate and solve problems. (ISTE)		II.B.2 School librarians establish opportunities for learners to adjust their awareness of the global learning community by devising learning activities that require learners to evaluate a variety of perspectives. (AASL) V.B.1 School librarians stimulate learners to construct new knowledge by teaching problem solving through cycles of design, implementation, and reflection. (AASL)
School Counselor	B-SS 1. Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings. B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district. B-PF 1. Apply developmental, learning, counseling and education theories.		

Providing students with the tools to effectively analyze, evaluate, and synthesize information in order to grapple with real-world challenges.

	Uses Questioning	Sparks Curiosity	Teaches to Transfer
School Psychologist	Domain 4: School psychologists demonstrate skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies. Domain 5: School psychologists are actively involved in the development and measurement of school improvement plans that affect the programs and services available to children, youth, and families. School psychologists assist in conducting needs assessments to help select school-wide programs based on the needs of the learning community. Domain 5: School psychologists work collaboratively with other school personnel to create and maintain a multitiered system of services to support each student's attainment of academic, social–emotional, and behavioral goals.	Domain 4: School psychologists recognize risk and protective factors and use data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social–emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision making. Domain 5: School psychologists analyze systems-level problems and identify factors that influence learning and behavior. They help other school leaders evaluate outcomes of classroom, building, and system initiatives, and they support shared decision-making practices designed to promote teacher leadership, include student voice, and meet general public accountability responsibilities.	Domain 5: School psychologists provide professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective instructional strategies, positive classroom management practices, and the cultivation of supportive working relationships. Domain 5: School psychologists incorporate evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work).

Providing students with the tools to effectively analyze, evaluate, and synthesize information in order to grapple with real-world challenges.

	Uses Questioning	**Sparks Curiosity**	**Teaches to Transfer**
Social Worker	Standard 4: School social workers shall understand and use evidence-informed practices in their interventions. (NASW) Standard 9: School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence. (NASW) Standard 11: School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress. (NASW)	Standard 5: School social workers shall use data to guide service delivery and to evaluate their practice regularly to improve and expand services. (NASW)	Standard 4: School social workers shall understand and use evidence-informed practices in their interventions. (NASW) Standard 11: School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress. (NASW)
Special Education Teacher	2b: Developing plans to actively engage learners in service delivery. 3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	1a: Promoting a positive learning environment that is respectful and equitable. 2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. 3a: Implementing service delivery for learning.	2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. 2b: Developing plans to actively engage learners in service delivery. 3a: Implementing service delivery for learning.

Providing students with the tools to effectively analyze, evaluate, and synthesize information in order to grapple with real-world challenges.

	Uses Questioning	**Sparks Curiosity**	**Teaches to Transfer**
Speech & Language Pathologist	Collaboration: consult with other professionals to meet the needs of individuals with communication and swallowing disorders. Screening: consult with others about the results of screenings conducted by other professionals. Assessment: interview individuals and/or family to obtain case history to determine specific concerns	Assessment: • formulate impressions to develop a plan of treatment and recommendations.	Counseling: provide individuals and families with skills that enable them to become self-advocates. Assessment: discuss eligibility and criteria for dismissal from early intervention and school-based services. Treatment: integrate academic materials and goals into treatment. Population and Systems: support and collaborate with classroom teachers to implement strategies for supporting student access to the curriculum.
Teacher		1a: Creating a positive learning environment that is responsive to and respectful of the learning needs2 of all students. 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students. 3a: Implementing instructional content for learning.	
	2b: Planning instruction to cognitively engage students in the content. 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidencebased learning strategies.		

Making evidence-based decisions to address the collective and individual needs of all students.

	Gathers Evidence	Communicates Progress	Adjusts Instruction
Administrator	4f: Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. 10g: Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.	6e: Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice. 8c: Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.	1b: In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success. 4g: Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction. 10b: Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

Making evidence-based decisions to address the collective and individual needs of all students.

	Gathers Evidence	Communicates Progress	Adjusts Instruction
Instructional Specialist	1b. Identifies the instructional improvement needs of the teachers served. (DFIS) Serve as school- or system-level resource to use multiple types of data and evidence to plan, design, implement, and evaluate professional learning. (LF) Uses a variety of strategies to assist their coaching partner in the collection of evidence of student and professional learning. (ISICP) Values, collects, and utilizes a variety of types of evidence of student and professional learning. (ISICP) Shares the results of ongoing collaborations with professional learning support team members. (ISICP)	3d. Provides relevant and timely feedback to teachers. (DFIS) Support sustained learning for educators with opportunities for practice, feedback, and follow-up in concert with principals and team leads. (LF) Is clear, prompt, and direct in communication with colleagues. (ISICP) Provides clear, concise, and timely feedback that enables the coaching partner to identify potential goals, progress towards goals, and/or courses of action. (ISICP)	3e. Provides responsive professional support. (DFIS)
Library Media Specialist			2.5.a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. (ISTE)

Making evidence-based decisions to address the collective and individual needs of all students.

	Gathers Evidence	Communicates Progress	Adjusts Instruction
School Counselor	B-PA 3. Develop annual student outcome goals based on student data. B-PA 4. Develop and implement action plans aligned with annual student outcomes goals and student data. B-PA 5. Assess and report program results to the school community.	B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success.	B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity, and resources.
School Psychologist	Domain 1: Data-Based Decisin Making (complete domain). Domain 3: School psychologists incorporate all available information in developing instructional strategies to meet the individual learning needs of children and youth. Domain 4: School psychologists demonstrate skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies.	Domain 1: School psychologists provide support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social–emotional needs of students. Domain 3: School psychologists collaborate with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; they then recommend changes to instruction based on student responsiveness to interventions. Domain 4: School psychologists use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.	Domain 1: School psychologists provide support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social–emotional needs of students. Domain 3: School psychologists use assessment data to inform evidence-based instructional strategies that are intended to improve student performance. Domain 4: School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions.

Making evidence-based decisions to address the collective and individual needs of all students.

	Gathers Evidence	**Communicates Progress**	**Adjusts Instruction**
Social Worker	Standard 4: School social workers individually, or as part of a multidisciplinary team, systematically gather data using various methods and sources to assess the needs, characteristics and interactions of students within the school, family and community settings. (SSSW)		
Special Education Teacher	2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.	4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.	
	2c: Selecting appropriate assessment strategies to identify and plan learning targets. 3c: Assessing learning, providing feedback and adjusting service delivery. 4a: Engaging in continuous professional learning to enhance service delivery and improve student//adult learning.		

Making evidence-based decisions to address the collective and individual needs of all students.

	Gathers Evidence	Communicates Progress	Adjusts Instruction
Speech & Language Pathologist	Screening: select and use appropriate screening instrumentation; develop screening procedures and tools based on existing evidence; coordinate and conduct screening programs in a wide variety of educational, community, and health care settings. Assessment: administer standardized and/or criterion-referenced tools to compare individuals with their peers; review medical records to determine relevant health, medical, and pharmacological information; interview individuals and/or family to obtain case history to determine specific concerns; utilize culturally and linguistically appropriate assessment protocols; engage in behavioral observation to determine the individual's skills in a naturalistic setting/context; diagnose communication and swallowing disorders; use endoscopy, videofluoroscopy, and other instrumentation to assess aspects of voice, resonance, velopharyngeal function and swallowing; document assessment and trial results for selecting AAC interventions and technology, including speech-generating devices (SGDs)	Screening: participate in public school MTSS/RTI team meetings to review data and recommend interventions to satisfy federal and state requirements (e.g., Individuals with Disabilities Education Improvement Act of 2004 [IDEIA] and Section 504 of the Rehabilitation Act of 1973); review and analyze records (e.g., educational, medical); review, analyze, and make appropriate referrals based on results of screenings; consult with others about the results of screenings conducted by other professionals. Assessment: document assessment and trial results for selecting AAC interventions and technology, including speech-generating devices (SGDs); participate in meetings adhering to required federal and state laws and regulations (e.g., IDEIA [2004] and Section 504 of the Rehabilitation Act of 1973).; document assessment results, including discharge planning; formulate impressions to develop a plan of treatment and recommendations; discuss eligibility and criteria for dismissal from early intervention and school-based services.	Screening: utilize data to inform decisions about the health of populations. Assessment: discuss eligibility and criteria for dismissal from early intervention and school-based services. Treatment: utilize AAC performance data to guide clinical decisions and determine the effectiveness of treatment.

Making evidence-based decisions to address the collective and individual needs of all students.

<table>
<tr><th></th><th>Gathers Evidence</th><th>Communicates Progress</th><th>Adjusts Instruction</th></tr>
<tr><td>Teacher</td><td>2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students.

4a: Engaging in continuous professional learning to impact instruction and student learning.</td><td>4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.</td><td></td></tr>
<tr><td></td><td colspan="2">2c: Selecting appropriate assessment strategies to monitor student progress.</td><td></td></tr>
<tr><td></td><td colspan="3">3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.</td></tr>
</table>

Empowering students to realize their individual potential and responsibility as change agents in the community and the world.

	Provides Agency and Choice	Sets Goals	Personalizes
Administrator	10j: Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.	10d: Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.	2c: Place children at the center of education and accept responsibility for each student's academic success and well-being. 3a: Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context. 3b: Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context. 4d: Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
Instructional Specialist	2c. Develops processes and procedures for teachers to participate in support activities. (DFIS) Honors the voice of coaching partners in order to promote professional agency. (IFICP)	1c. Identifies clear, specific, and appropriate goals for the instructional support program. (DFIS) Help staff members set professional learning goals tied to student needs to engage in or create aligned professional learning. (LF) Supports the coaching partnership by facilitating the establishment of a clearly defined and measurable goal(s). (ISICP) Establishes individual goals and action plans to develop their coaching skills. (ISICP)	3e. Provides responsive professional support (DFIS) Identifies the coaching partner's learning needs and communication style in order to adapt access and/or direction to appropriate professional learning resources. (ISICP) Identifies and implements specific actions to support and develop coaching program based on stated needs of the building/district and/or feedback from partners. (ISICP)

Empowering students to realize their individual potential and responsibility as change agents in the community and the world.

	Provides Agency and Choice	Sets Goals	Personalizes
Library Media Specialist	II.B.1 School librarians explicitly lead learners to demonstrate empathy and equity in knowledge building within the global learning community by creating an atmosphere in which learners feel empowered and interactions are learner-initiated. (AASL)	2.6.a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. (ISTE)	
School Counselor	B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district. B-SS 1. Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings.	B-PA 3. Develop annual student outcome goals based on student data. B-PA 4. Develop and implement action plans aligned with annual student outcomes goals and student data. B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual setting.	B-SS 1. Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings. B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual setting. B-SS 4. Make referrals to appropriate school and community resources.
School Psychologist	Domain 4: School psychologists recognize risk and protective factors and use data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social–emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision making.	Domain 5: School psychologists work collaboratively with other school personnel to create and maintain a multitiered system of services to support each student's attainment of academic, social–emotional, and behavioral goals.	Domain 5: School psychologists incorporate evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work).

Empowering students to realize their individual potential and responsibility as change agents in the community and the world.

	Provides Agency and Choice	**Sets Goals**	**Personalizes**
Social Worker	Standard 9: School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence. (NASW) Standard 4: School social workers shall understand and use evidence-informed practices in their interventions.(NASW)	Standard 4: School social workers shall understand and use evidence-informed practices in their interventions.(NASW) Standard 3: School social workers shall conduct assessments of individuals, families and systems/organizations (namely, classroom, school, neighborhood, district, state) with the goal of improving student social, emotional, behavioral, and academic outcomes. (NASW)	Standard 11: School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress. (NASW)
Special Education Teacher	1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment. Domain 2: Planning for Active Learning (all indicators) Domain 3: Service Delivery (all indicators)	1a: Promoting a positive learning environment that is respectful and equitable. 2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. 2c: Selecting appropriate assessment strategies to identify and plan learning targets. 3c: Assessing learning, providing feedback and adjusting service delivery.	1a: Promoting a positive learning environment that is respectful and equitable. 1c: Maximizing service delivery by effectively managing routines and transition. 2b: Developing plans to actively engage learners in service delivery. 3a: Implementing service delivery for learning. 3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

Empowering students to realize their individual potential and responsibility as change agents in the community and the world.

	Provides Agency and Choice	**Sets Goals**	**Personalizes**
Speech & Language Pathologist	Counseling: empower the individual and family to make informed decisions related to communication or feeding and swallowing issues; provide individuals and families with skills that enable them to become self-advocates	Assessment: document assessment results, including discharge planning; discuss eligibility and criteria for dismissal from early intervention and school-based services. Treatment: integrate the highest quality available research evidence with practitioner expertise and individual preferences and values in establishing treatment goals; integrate academic materials and goals into treatment.	Assessment: interview individuals and/or family to obtain case history to determine specific concerns; utilize culturally and linguistically appropriate assessment protocols; engage in behavioral observation to determine the individual's skills in a naturalistic setting/context. Treatment: provide culturally and linguistically appropriate services. Population and Systems: reduce the cost of care by designing and implementing case management strategies that focus on function and by helping individuals reach their goals through a combination of direct intervention, supervision of and collaboration with other service providers, and engagement of the individual and family in self-management strategies

Empowering students to realize their individual potential and responsibility as change agents in the community and the world.

	Provides Agency and Choice	Sets Goals	Personalizes
Teacher	2b: Planning instruction to cognitively engage students in the content. 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidencebased learning strategies.	2c: Selecting appropriate assessment strategies to monitor student progress. 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.	1a: Creating a positive learning environment that is responsive to and respectful of the learning needs2 of all students. 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students. 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidencebased learning strategies. 4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.
	2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students.		

Appendix B: Beginning-of-Year Goals and Planning

Educator: Beginning-of-Year Goals and Planning

What Priority Practice will be the focus of your PLC's continuous improvement process?
Describe your current practice specific to the Priority Practice identified above.
What is your learning plan to improve upon your practice described above? What specific learning activities will you participate in? What resources will you need? (See Examples of Learning Activities/Resources)
In addition to student feedback, what evidence will you use to reflect, monitor, and adjust your goal? (See Examples of Sources of Evidence)

Leader: Beginning-of-Year Goals and Planning

What Priority Practice will be the focus of your PLC's continuous improvement process?

Initial Summary: Describe your current practice specific to the Priority Practice identified above.

What is your learning plan to improve upon your practice described above? What specific learning activities will you participate in? What resources will you need? (See Examples of Learning Activities/Resources)

In addition to constituent feedback, what evidence will you use to reflect, monitor, and adjust your goal? (See Examples of Sources of Evidence)

Appendix C: Middle-of-Year Reflection

Educator: Middle-of-Year Reflection

Describe your progress on your individual learning plan. What have you learned? How has it changed your practice? How has it made an impact?
How have you contributed to the continuous improvement of your PLC? How do you know?

Leader: Middle-of-Year Reflection

Describe your progress on your individual learning plan. What have you learned? How has it changed your practice? How has it made an impact?

How have you contributed to the continuous improvement of your PLC? How do you know?

Appendix D: End-of-Year Reflection

Educator: End-of-Year Reflection

Describe your progress on your individual learning plan. What have you learned? How has it changed your practice? How has it made an impact?
What challenges did you encounter and what are your next steps with your professional learning?
How have you contributed to the continuous improvement of your PLC? How do you know?

Leader: End-of-Year Reflection

Describe your progress on your individual learning plan. What have you learned? How has it changed your practice? How has it made an impact?

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

How have you contributed to the continuous improvement of your PLC? How do you know?

Appendix E: Year-End Reflection Rubric and Feedback

Educator: End-of-Year Reflection Rubric and Feedback		
Does Not Meet	**Criteria**	**Meets**
Development of New Learning		
	The reflection describes how the educator developed new learning.	
	The reflection describes what the educator learned from the learning activities, resources, and work in their PLC.	
Impact on Practice		
	The reflection explains, using specific examples/ evidence, how the educator's practice is different.	
Impact on Students		
	The reflection explains, using specific examples/ evidence, how student performance/learning has improved as a result of changes in the educator's practice.	
Did the educator successfully complete the evaluation cycle?		☐ Yes ☐ No

Leader: End-of-Year Reflection Rubric and Feedback

Does Not Meet	Criteria	Meets
Development of New Learning		
	The reflection describes how the leader developed new learning.	
	The reflection describes what the leader learned from the learning activities, resources, and work in their PLC.	
Impact on Practice		
	The reflection explains, using specific examples/ evidence, how the leader's practice is different.	
Impact on Students		
	The reflection explains, using specific examples/ evidence, how constituent performance/learning has improved as a result of changes in the leader's practice.	
Did the leader successfully complete the evaluation cycle?		☐ Yes ☐ No

Appendix F: Examples of Learning Activities/Resources

Examples of Learning Activities/Resources

- Observations of practice- as observee and/or observer
- Co-planning/lesson plan feedback
- Lesson study
- Coaching
- Research articles
- Professional journals
- Websites/blogs
- Podcasts
- Professional texts/chapters
- Video tutorials
- Recording and reviewing practice (audio and/or visual)
- etc.

Appendix G: Examples of Sources of Evidence

Examples of Sources of Evidence	
Educators	**Leaders**
• Required student feedback • Classroom observations • Implementation plans/lesson plans • Educator learning logs/impact on practice reflection • Educator created learning materials • Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. • Educator and/or student self-reflection • Student learning artifacts • Mastery-based demonstrations of achievement • Observational evidence of students' words, actions, interactions (including quotations when appropriate) • Rubrics, interim or benchmark assessments, other assessments • Other artifacts/sources	• Required student feedback • Information from site visits • Strategic plans • Walkthroughs/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 H: Support Plan Template

Educator Support Plan

Educator _____ Evaluator _____ School/Assignment _____	**Support Level** ☐ Tier 2 ☐ Tier 3 ☐ Corrective Support Plan (CSP)

Describe the objective(s) of the support:
Describe recommended (Tier 2) or required (Tier 3, CSP) resources, strategies, and/or learning activities:
Describe the indicator(s) of success (Required for Tier 3 and CSP).

_____ *Educator Signature* _____ *Evaluator Signature* _____ *MFT Signature* *(Required for Tier 3 and CSP)*	Beginning Date _____ End Date _____ *(Required for Tier 3 and CSP)*

Leader Support Plan

Educator _____	**Support Level**
Evaluator _____	☐ Tier 2 ☐ Tier 3 ☐ Corrective Support Plan (CSP)
School/Assignment _____	

Describe the objective(s) of the support:
Describe recommended (Tier 2) or required (Tier 3, CSP) resources, strategies, and/or learning activities:
Describe the indicator(s) of success (Required for Tier 3 and CSP).

_____ *Leader Signature* _____ *Evaluator Signature* _____ *MSAA Signature* *(Required for Tier 3 and CSP)*	Beginning Date _____ End Date _____ *(Required for Tier 3 and CSP)*

Appendix I: PLC Meeting Agenda Sample Template

Time Estimate	Agenda Item	Notes
<5 min.	Welcome and Meeting Foundations	Celebrations: Roles- Facilitator: Note taker: Timekeeper: Review of meeting norms/expectations Review of previous actions items
35	Looking at Student Work	Repeat the following protocol for each PLC member 1. Educator presents evidence of student work. Educator provides context for work sample. 2. PLC members review student work to look for patterns, strengths, and areas for improvement. 3. All members discuss the patterns of strength and areas for improvement and provide specific feedback and recommendations for continuous improvement in the educator's practice. 4. Presenting educator commits to next steps.
5	Closing Reflection	Describe any support you may need from your evaluator. What additional learning/resources might you need to take the next steps? What expectations do you need clarified?
After Meeting	Evaluator Feedback	Please document areas of strength and growth for this PLC to consider in their enactment of their Priority Practice. Feedback verbally shared during the PLC meeting should be documented here. (Please complete within 5 school days of the PLC meeting).

Appendix J: Examples of Student Feedback Templates

Lesson Feedback
How do you feel about today's lesson?
How successful do you think you'd be in teaching someone else about what you learned in today's lesson?
What part of the lesson was you favorite? Why?
What part of the lesson was challenging? Why?

Lesson Feedback

Did you like the lesson?
😊 Yes, I loved it! 🙂 It was okay. 😟 I didn't like it.
Was the lesson easy to understand?
😊 Yes, it was easy! 🙂 It was a little hard. 😟 It was very hard.
Did you have fun during the lesson?
😊 Yes, it was lots of fun! 🙂 It was a little fun. 😟 It was not fun.
Did you learn something new today?
😊 Yes, I learned a lot! 🙂 I learned a little. 😟 I didn't learn anything new.
Do you want to do more lessons like this?
😊 Yes, please! 🙂 Maybe. 😟 No, thank you.

Appendix K: 2024-25 ESP Calendar

With minimal exceptions, all PLCs must be held during the weeks outlined below. Some PLCs (e.g., school administrators) will meet during priorly established group meetings.