2024-2025

**Milford Public Schools
Educator Professional Growth
& Learning Plan**

*PDEC Approved: May 6, 2024
BOE Approved: June 10, 2024*

Milford Board of Education
2024 - 2025

Susan Glennon, Board Chair
Una Petroske, Majority Leader
Christina Prete, Minority Leader

Meghan Doyle
Scott Firmender
Tracey Irby
Tom Koba
Loren Mahler
Mike Smith
Cindy Wolfe Boynton

Superintendent
Dr. Anna M. Cutaia

Assistant Superintendent
Teaching and Learning
Steven M. Autieri

Assistant Superintendent
Business and Operations
Sean Brennan

The following document provides information relative to the policies and procedures associated with the revised teacher evaluation program for the Milford Public Schools. The plan is reviewed annually in consideration of both CSDE guidelines and district needs.

Professional Development and Evaluation Committee (PDEC)

Kerrie Astrosky	|	Math Teacher, East Shore Middle School
Stephen Beale	|	TEC Teacher, Jonathan Law High School
Claire Bogart	|	Social Worker, Meadowside School
Sarah Breuer	|	Instructional Supervisor, Humanities (6-12)
Shannan Carlson	|	Principal, East Shore Middle School
Kellie Choquette	|	Grade 1 Teacher, Orchard Hills School
Mary-Ellen Coloski	|	Grade 8 Science Teacher, West Shore Middle, MEA President
Jennifer DeGiovanni	|	Pre-Kindergarten Teacher, John F. Kennedy School
Kathleen Drew	|	Resource Teacher, Jonathan Law High School
Amy Farotti	|	Assistant Principal, Jonathan Law High School
Beth Gilman	|	Assistant Principal, Joseph Foran High School
Christianne Golesky	|	Instructional Supervisor, Student Development & Wellness (6-12)
Christine Hammond	|	Grade 1 Teacher, Pumpkin Delight School
Ken Hayes	|	Assistant Principal, West Shore Middle School
Patrick Healy	|	English Teacher, Jonathan Law High School
Wendy Kopazna	|	Director, Talent Management & Development
Gail Krois	|	Principal, Meadowside School
Deva Lapatas	|	Instructional Coach, Calf Pen Meadow School
Mary-Ellen Luth	|	Kindergarten Teacher, Live Oaks School
Kirsten Mason	|	Teacher Leader, STEM
Suzanne Meyer Farrell	|	Social Worker, Jonathan Law High School
Sharon Mikucki	|	Health Teacher, West Shore Middle School
Thomas Nobili	|	Instructional Supervisor, STEM (PK-5)
Lauren O'Keefe	|	English/Reading Teacher, Joseph A. Foran High School
Megan Pallanti-Flynn	|	Social Worker, Calf Pen Meadow School
Amy Perras	|	Instructional Supervisor, Library/Media/Art/Music
Amy Rizzo	|	Principal, John F. Kennedy School
Tanya Rotzal	|	Grade 3 Teacher, Orange Avenue School
Laura Santelli	|	World Language Teacher, Harborside Middle School
Sarah Scionti	|	Principal, Orchard Hills School
Jennifer Shabarekh	|	Grade 5 Teacher, John F. Kennedy School
Jennifer Stewart	|	Director of Pupil Personnel Services
Lisa Swanson	|	Instructional Supervisor, STEM (6-12)
Frank Tupka	|	Social Studies Teacher, Joseph Foran High School
Suzzanne Vitaletti	|	Assistant Principal, Harborside Middle School
Nicole Wayne	|	Instructional Coach, Orchard Hills School
Kerry Wetmore	|	Library Media Specialist, Mathewson School
Jamie Whitaker	|	Principal, Calf Pen Meadow School
Gina Zappone	|	Math Teacher, The Academy

Table of Contents

Section 1
Introduction to the Professional Growth & Learning Plan

A.   Vision and Purpose of the Professional Growth Process

The Milford Public Schools *Professional Development and Evaluation Committee* (PDEC) engages in ongoing collaborative and reflective processes to implement the innovative and systematic plan to support and maximize every educator's professional growth. The PDEC works to engineer a professional learning system that aims to encourage educators within our district to stretch themselves professionally, build relationships, take risks, and improve their practice. We believe that teachers, administrators, and paraeducators serve as the key representatives on the committee to move this important work forward. This plan is intended to be responsive to adult learner needs and interests in order to transform teaching and learning practices, to foster relationships, and to provide support. The process helps foster a culture of professional learning that expands possibilities, creates opportunities, and ultimately promotes the growth of adult and student learners.

B.   Goals of the Professional Growth & Learning Plan (PGLP)

The primary goal of the PGLP process is to strengthen individual and collective educator practices in order to improve student growth.   The core beliefs we value include:

1. Ensuring learning and academic achievement for **ALL** learners;
2. Facilitating professional discourse and collaboration among educators, administrators, and other teacher leaders for the enhancement of student learning;
3. Providing feedback which motivates reflective practice and individualized professional learning and growth;
4. Allowing educators to build multiple pathways toward high quality collaborative and individual professional learning opportunities for improving learning outcomes; and
5. Establishing a system by which the four pillars of the district- *High Quality Instruction (HQI), Developmental Relationships Framework (DRF), Vision of the Learner (VoL), and Equity Framework-* can support planning for professional learning and growth.

The collaborative nature of the development process for the PGLP plan demonstrates our collective belief in the power of and need for collaborative practice among professional educators, making Milford a premier learning community.

C. The Development Process & Guiding Principles

During the 2023-2024 school year, the Milford Public Schools PDEC initiated the organization of a variety of working subcommittees to plan, design, and articulate the components of the MPS Professional Growth and Learning Plan (PGLP). The four subcommittees worked independently, as well as in communication with each

other, in order to develop common agreements about the direction of the improvements of the plan. The draft plan was generated for review and discussion by PDEC in order to maintain consensus about the changes.

The design of the educator evaluation and support model is grounded in guiding principles that advance educator practice and student learning, growth, and achievement.

1. **Focus on Educator Growth and Agency for High Quality Instruction (HQI):** Engage professionals by focusing on growth and practice in support of the high leverage practices identified in the MPS HQI v2. framework.

2. **Simplify and Reduce the Burden:** Reduce technical challenges, the number of steps and paperwork.

3. **Focus on Things that Matter Most:** Identify high leverage goal focus areas.

4. **Specific, Timely, Actionable and Reciprocal Feedback:** Quality feedback leads to opportunities for meaningful professional growth.

5. **Meaningful Connections to Professional Development:** Create/allow for multiple pathways for participants to improve their own practice in ways that are meaningful and impactful.

6. **Connect to Best Practices Aimed at the Development of the Whole Child:** Including, but not limited to, academic, social, emotional, and physical development.
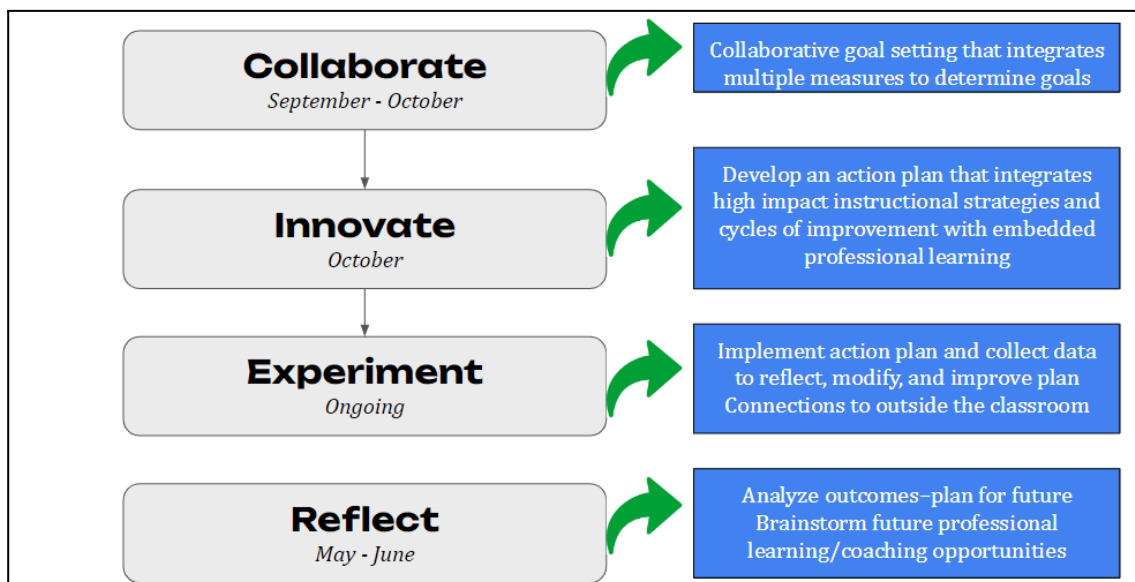
D. Rooted in Learning: Connections to High Quality Instruction

Milford Public Schools believes our classrooms reflect a sequence of high-quality learning experiences aligned to prioritized standards that support all learners. Our curriculum is grounded in *Milford's Vision of the Learner*: the belief that all learners in our community will engage in assured experiences that are rooted in scholarship, personal development, citizenship, creativity, and innovation.

Just as we embrace these expectations for our students, we value and promote these same ideals for adult learners. Connections can be made to the model for HQI to serve as a framework for the design and implementation of our Professional Growth and Learning Plan in the district. The current model supports educators in owning growth as part of the process. This is accomplished through self reflection, positive relationships, and systems of support that reflect the five elements of The Search Institute's Developmental Relationship Framework: expressing care, challenging growth, providing support, sharing power, and expanding possibilities.

By integrating the principles of the MPS Equity Framework into the Professional Growth & Learning Plan, we empower educators to strengthen their understanding of diverse student needs and bridge culturally responsive pedagogy into teaching practice. This fosters a learning environment where every educator has the support and resources they need to thrive, and every student has the opportunity to succeed.

Alignment of MPS HQI Model to Professional Growth & Learning Plan

Collaborate *September - October*	→	Collaborative goal setting that integrates multiple measures to determine goals
Innovate *October*	→	Develop an action plan that integrates high impact instructional strategies and cycles of improvement with embedded professional learning
Experiment *Ongoing*	→	Implement action plan and collect data to reflect, modify, and improve plan Connections to outside the classroom
Reflect *May - June*	→	Analyze outcomes–plan for future Brainstorm future professional learning/coaching opportunities

Section 2

Vision for High Quality Professional Learning

High-quality professional learning ensures all educators have equitable access to job-embedded, ongoing experiences throughout their career continuum. We value building relevant individual and collaborative opportunities to enhance educator practice so that all students advance towards positive academic and non-academic outcomes. Our commitment to high quality professional learning opportunities necessitates that all professional learning must:

- **Encompass Research-Based Practices:** We seek professional learning that is designed and implemented to reflect research-based professional learning strategies to maximize student achievement.
- **Ensure Relevance and Coherence**: We value professional learning offerings that ensure the content is professionally meaningful and aligned with the educator's professional learning goals. Professional learning opportunities should promote opportunities for application and practice across multiple contexts.
- **Emphasize Clear Goals and Targets:** Professional learning should include objectives related to improving the instructional core, the interdependent relationship between effective instruction, student learning, and curriculum.
- **Emphasize Application and Reflection:** We understand that integration of new learning occurs when educators are provided with opportunities to explore and implement new learning in a way that promotes deep internalization and growth.

In accordance with the *CSDE Professional Learning Guidelines*, the district will offer annually at least 18 hours of professional learning designed to improve instructional practice through effective, ongoing, job-embedded learning experiences that target student and school needs.

CONNECTICUT STANDARDS FOR PROFESSIONAL LEARNING			
Professional learning that enhances both educator practice and outcomes for each and every student...			
CULTURAL COMPETENCE: facilitates educators' self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally-responsive strategies to enrich the educational experiences for all students.	**LEARNING COMMUNITIES:** occurs within learning communities committed to continuous growth, collective responsibility, family and community engagement and alignment of district and school vision and goals	**LEADERSHIP:** requires and develops leadership capacity at all levels to advocate for and create systems for professional learning.	**RESOURCES:** requires purposeful planning for the identification, coordination, monitoring, evaluation, and equitable use and allocation of resources to support educator learning.
DATA: requires the use of both quantitative and qualitative student, educator and system data to plan, implement, monitor and assess professional learning.	**LEARNING DESIGNS:** integrates research on effective adult learning and uses flexible learning designs to achieve intended outcomes.	**IMPLEMENTATION:** applies change research and uses tools to identify and support the developmental stages of change and ensures the fidelity of implementation.	**OUTCOMES:** is aligned with district/school goals, relevant Connecticut standards, and other agreed-upon standards for educator practice and student growth.

Career Development/Professional Learning Opportunities

Milford Public Schools provides a variety of formats of professional learning experiences in order to support, nurture, and extend Milford's professional learning community. Some of the available opportunities for professional learning for educators include:

1. **District and/or School-Based Professional Learning Time:** The type of programs planned will be determined by an analysis of district, building and staff goals as related to increased student achievement. For district-based days, district administrators, building administrators and teachers will work collaboratively to plan and implement responsive professional learning experiences reflective of the district's model for high quality instruction.

2. **Teacher Induction Program (TEAM):** Educators new to Milford are provided with a specific new teacher support program. The program is designed to help new teachers become increasingly effective at promoting student learning and achievement while reducing the intensity of their transition into teaching in Milford.

3. **Professional Learning Communities (PLCs):** PLCs enable educators to explore a topic with other similarly interested colleagues related to improving student learning. Professional Learning Communities are grounded in shared goals for improving student learning, looking at student/teacher work protocols, collective inquiry into best practices, reflective practices, and an ongoing commitment to the continuous improvement process.

4. **Collegial Visits:** Milford educators have the opportunity to work collaboratively, provide and receive feedback in a non-evaluative setting, and use the knowledge and insight they have gained to create environments of high quality instruction in their classroom. All teachers have the opportunity to engage in collegial classroom visits and receive coverage for their own class during the time of the visit.

5. **Out-of-District Visits and Learning Programs:** In addition to in-district professional learning programs, educators can request to attend professional learning programs sponsored by other districts or out-of-district sponsors.

Performance Standards & Criteria

Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. A fusion of the Connecticut Common Core of Teaching and Service Delivery and the framework developed by Kim Marshall establish the standards that ground this model's framework. These standards guided the development of the Milford Public Schools Educator Feedback Guide single point competencies.

Section 3

Educator Professional Growth & Learning Process

Phase I: Continuous Learning Process: Goal Setting to Impact Practice

A. Crafting Goals to Maximize Student Learning (September 15 - November 1)

Prior to the start of the process each school year, the Office of Teaching & Learning will distribute an annual orientation video and presentation to administrators and educators on the Professional Growth & Learning Plan prior to September 15th. This training will provide a comprehensive overview of the differentiated supports and processes offered within the plan.

Each educator is assigned a primary evaluator holding the 092 or 093 endorsement. As educators begin the school year, the PDEC encourages and promotes staff to develop **a minimum of ONE** individual and/or shared learning goal by grade level or department. These learning goals will be consistent with the four pillars of the Milford Public Schools—the [Vision of the Learner](#), the [Developmental Relationships Framework](#), the [High Quality Instruction Framework](#) v2., and the district's [Equity Framework](#).

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

1. **Identify and Gather Evidence to Drive Goal Planning** *(Starting by September 13; Goals due in PowerSchool Perform by October 15)*

   Educators will gather evidence aligned to their selected goals which enables them to demonstrate the content of their work, their ability to improve student learning and performance, their ability to engage in reflective practice to improve their own knowledge and skills, and their ability to demonstrate their leadership skills within their classroom, school and district. Examples of quantitative or qualitative evidence can include, but are not limited to, student work samples, student feedback through surveys, numerical data, educator portfolios, administrative artifacts of practice, educator log of practices working towards goal and other formative measures.

2. **Professional Learning Pathway** *(September)*

   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 administrator 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 feedback focus.

As a component of goal development for educators at the start of each school year, staff will select professional learning that will enable attainment of selected goals. The professional learning pathway should:
- be in clear support of stated goals
- include strategies that will be utilized to share/implement feedback such as coaching, collegial visits, lab sites, lesson studies, and observations of practice from an administrator
- indicate how educators will utilize the review of student work as a mechanism to support professional learning
- provide opportunities for colleagues, such as grade level or department, to engage in targeted professional learning, dialogue, and reflections on the implications of practice.

Questions to guide the development of a professional learning pathway can include, but are not limited to:
- What is something you feel passionately about that you'd like to explore this year?
- How will your growth in this area impact student learning?
- What resources and support do you need to pursue your goal(s)?
- How will you measure your professional growth?
- What will your success criteria be?

Fall Goal Conference *(Conferences Completed by November 1)*
The initial goal setting meeting includes a dialogue between the educator and their administrator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and administrator come to mutual agreement on:
- high leverage professional goals:
  - Tenured educators may develop one, two, or three year goals. These goals may be in collaboration with other educators, however, non-tenured educator goals will only be one year in length.
- multiple measures of evidence (at least two measures indicated). Examples of quantitative or qualitative evidence can include, but are not limited to, student work samples, student feedback through surveys, numerical data, educator portfolios, administrative artifacts of practice, educator log of practices working towards goal and other formative measures.
- professional learning plan and support that is consistent with their professional status and goals to drive progress toward goal attainment.

Section 4

On the Road to Success (November - January)

Phase II: Inquiry and Reflection for Student Learning

Educators begin the school year by identifying the targeted goal, specifying its scope and breadth, making informed decisions about appropriate evidence to collect and analyze, and then actually collecting and analyzing the information, for purposes of improved student outcomes. Once the goals are mutually agreed upon between educator and administrator, the educator begins the process of implementing short cycles (responsive to an individual educator's goals) of inquiry and reflection in the classroom. Educators select an area of focus to prioritize in their classroom aligned to the stated goals.

Adapted from: Kemmis & McTaggart, 2004

As educators collect student learning evidence, a process of reflection and revision can occur. Specifically, the educator should consider:

- What happened when the strategy was implemented (**observations, surprises, questions, challenges**?)

- What were the **key findings and take-a-ways** from the cycle?
- What are possible **next steps**? What adaptations/refinements would you suggest for future cycles?

Educator Feedback Process Elements

Cohort 1	Cohort 2	Cohort 3
Who? Novice Educators (New to Profession) Non-Tenured	**Who?** New to District (previously tenured) Non-Tenured	**Who?** Tenured Staff
Minimum of 1 formal observation prior to mid-year conference Minimum of 2 mini-observations (at least 15 minutes) Minimum of 2 self documented feedback opportunities*	Minimum of 1 formal observation prior to mid-year conference Minimum of 1 mini-observation (at least 15 minutes) Minimum of 2 self documented feedback opportunities*	Minimum of 2 mini-observations (at least 15 minutes) Minimum of 2 self documented feedback opportunities*
Type, number, & frequency of observations can vary for teachers on supportive and/or corrective action plans.		

Self-documented feedback opportunities can include coaching cycles, lab sites or lesson studies, collegial visits, peer-observation, PLCs, student surveys, or other elements that can support the educator in maximizing professional growth.

Administrator Feedback Process Elements

Cohort 1	Cohort 2
Who? Administrators with less than 2 years of experience in Milford Public Schools	**Who?** Administrators with 2 or more years of experience in Milford Public Schools
Minimum of two artifact reviews OR site visits	Minimum of one artifact review OR site visit
Evaluators are encouraged to provide additional opportunities to check in with administrators regarding social and emotional well-being and support, and may implement additional site visits/artifact reviews as needed.	

Artifact reviews include evidence of a set of learner understandings, skills, tools, and dispositions that must be explicitly taught and modeled and reinforced through feedback. Educators require knowledge, skills, tools, and dispositions to achieve the expected learning outcomes.

Artifacts can come in many different forms including, but not limited to:
- evidence of opportunities for staff professional learning
- written reflections
- survey data
- received or provided feedback (ex.: within collaborative tech programs like emails, or Frontline staff written observation feedback, etc.). It is recommended by the committee to keep a Google Folder of artifacts.

Formal Observations
- Includes a scheduled pre-observation meeting, formal observation of at least 30 minutes, and post-observation meeting.
- A formal observation for educators in cohort #1 or cohort #2 should occur prior to the completion of the mid-year conference.
- Pre-observation paperwork must be completed and submitted at least 24 hours in advance of the observation.
- Must involve instruction with learners (classroom educators).
- May include coaching cycles, presentations, or development of programs and artifacts (non-classroom evaluators/leaders).
- Verbal feedback provided within three school days and written feedback within 10 working days from the date of observation.
- The educator would have ten school days from the date feedback is received to respond to written feedback.

Mini-Observations
The intent of mini-observations is for the evaluator to view the educator's authentic practice via short-duration visits. No documentation is required from the educator prior to or after the visit.
- May be scheduled or unscheduled at the planning between educator and supervisor.
- Examples of mini-observations could include direct teaching of students, instructional coaches supporting teacher practice, presentations, development of programs, facilitation of data meetings, facilitation of parent workshops, or other community engagement events which are mutually agreed upon and are in support of the educator's goals.
- Must occur for a minimum of 15 minutes.
- Verbal feedback provided within three school days and written feedback within 10 working days from the date of observation.
- The educator would have ten school days from the date feedback is received to respond to written feedback.

Quality Feedback
In Milford's *Professional Growth & Learning Plan,* quality feedback fuels growth and learning for educators. Our commitment extends to providing feedback that supports educators with descriptive information to support refinement of goals and enhancement of practice. Feedback should aim to be:
- Timely
- Descriptive
- Connected to supporting educator goals
- Growth-oriented

Midyear Goal Conference *(Completed by February 13)*
Educators will complete the midyear reflection form in Perform by January 17. The midyear conversation is a crucial progress check-in and consists of reciprocal dialogue between the educator and administrative thought partner and includes an educator self-reflection on their progress toward their goal(s) so far.

Educators should arrive at the conference with documentation of the feedback opportunities and evidence that have been utilized to inform practice. Feedback opportunities may include lab sites, collegial visits, instructional coaching, or other forms of dialogue that can support growth and reflection. Specifically, the educator should consider how the feedback has led to shifts in practice and has had an impact on learners.

Within the educator's process of reflection, specific connections to the professional learning pathway should be made to support the educator's continued work toward their goals.These conferences also pose an opportunity for mutual revision to goals to occur if needed.

Section 5

Finishing Strong (February - May)

Process At-A-Glance

End of Year Reflection Conference *(Completed by June 6)*

End-of-year reflection provides an opportunity for the educator and administrator to engage in reciprocal dialogue, similar to the midyear check-in. ***Educators will submit end of year reflection forms through Perform no later than May 16***.

Discussion highlights include progress toward the educator's goal(s); professional learning, including self documented feedback opportunities, as it has impacted professional practice; and professional learning as it has impacted student learning, growth, and achievement. Evidence from multiple and varied qualitative and/or quantitative indicators guide the discussion. This process provides an important "look back" and "look forward" that informs goal-planning for the following year.

The report that is completed during the meeting should not only recognize and celebrate the educator's successes and accomplishments throughout the year, but should identify two or three specific actions that will support the educator's continuous growth for the following school year. The successful and unsuccessful boxes do not indicate "pass" or "fail," but rather indicate that all steps of the growth and support process were completed with fidelity. Performance issues should be addressed with additional support and documented over time in the feedback. A pattern of documented, persistent concerns that do not improve despite substantive support should be addressed through the corrective action process.

The end of year process no longer reflects the need to provide a rating. This should be the dialogue that encourages reflection on success and provides time to co-construct initial goal areas for the next school year.

Section 6
Educator Support Process

A. Tiered Support and Corrective Action Plans

The Milford Professional Growth and Learning Plan expects that the educator will work to resolve any performance issues. In most cases, when the educator is made aware of unsatisfactory performance, they will work promptly to resolve performance issues. It is expected that under most circumstances, an educator will take the opportunity to resolve performance issues.

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

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

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

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

Tier 3 - Most Specific, Intensive Supports Based on Substantial Needs
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 - Mandated Improvement Course Based on Serious Concerns of Practice

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback will 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.

The purpose of this program is to provide the educator with the opportunity and assistance to improve performance. It is therefore necessary that the educator be given a reasonable period to make the improvements sought. This period, however, cannot be open-ended. At the end of the period specified by the evaluator in the plan, the evaluator will provide the educator with a formal written assessment which contains:
- a record of the assistance which has been provided,
- a record of the observations, data, and/or conferences conducted or held to monitor performance,
- an assessment of performance in the areas(s) of concern or deficiency as of the date of the report, and
- a statement that any areas of concern or deficiency have been resolved or a recommendation for further administrative action which, depending upon the nature of the concerns shall include one of the following:
  - an extension of the terms and time limits of the existing assistance plan,
  - revision of the assistance plan to include other suggestions for improvement and additional help and an extension of the time limits,
  - staff member moves from structured to intensive assistance, and
  - other administrative actions up to and including recommendation for termination of employment.

A copy of any written report will be given to the educator, one will be kept by the administrator and one will be forwarded to the Superintendent for inclusion in the Central Office Personnel files. The educator has the right to review the written report before it is filed and may submit written comments to be filed alongside the form. The

educator may have bargaining unit representation at all conferences if desired and requested. The Superintendent may assign other administrators to assist in this process.

Tier I: Structured Assistance Plan

Purpose. To provide short term support to an educator to resolve a weakness relative to job description or competencies which can be resolved in 45 days or less.

Participant. The educator identified by evaluator as needing to improve relative to competencies and/or job description.

Process:

1. Evaluator meets with the educator and explains why the evaluator is placing the educator on structured assistance. Reasons are provided in writing.
2. The evaluator and educator co-create a plan which, if followed, should lead to improvement in the identified areas. The plan must include specific areas of improvement, the support and assistance that the school system will provide, the level of improvement required, and the method of assessment. The evaluator should review the draft plan with the educator and their Union representative and discuss and consider educator suggestions for modifications if they will increase the probability of meeting the desired outcomes.
3. The time period for structured assistance should be as short as can mutually be agreed and completed within 45 school days.
4. If the educator successfully completes the structured assistance plan it should be documented.
5. If the educator does not reach the level of improvement necessary in the allotted time period, structured assistance can be extended with revised goals or the evaluator will initiate intensive assistance.

Tier II: Intensive Assistance Plan

Purpose. To provide intensive assistance to a professional staff member.

Participant. A professional staff member who was unsuccessful with structured assistance or who is not meeting performance expectations.

Process.

1. Evaluator meets with the professional staff member to define specific areas for improvement. Reasons are provided in writing.
2. The evaluator and educator co-create a plan which, if followed, should lead to improvement in the identified areas. The plan must include specific areas of improvement, the support and assistance that the school system will provide, the level of improvement required, and the method of assessment. Evaluator should review the draft plan with the educator and their Union representative and discuss and consider educator suggestions for modifications if they will increase the probability of meeting the desired outcomes.

3. The time period for intensive assistance may vary from 45 to 180 days.
4. If the educator successfully completes intensive assistance, it should be documented on summary evaluation form.
5. If concerns are not resolved, the case is referred to the Superintendent to determine further action.

An Assistance Plan, both structured and intensive:
- Clearly identifies the area(s) of concern;
- Clearly expresses the evaluator's expectations for improved performance;
- Outlines a plan for improvement which identifies appropriate resources and help to assist the educator to improve performance;
- Provides a monitoring system which includes a specific minimum number of observations and/or conferences; and
- Provides a reasonable and specific time period in which improvement will be made and a review completed.

Section 7
Educator Support Process

A. Dispute Resolution and/or Change of Evaluator Request

In such cases where the evaluator and educator cannot agree on goals/objectives, feedback, or the professional development plan, the issue in dispute may be referred for resolution. The Superintendent and the Union President (or their designee) shall each select one representative to listen to both parties and provide an agreed upon decision. The educator and evaluator must provide specific related data sources. In the event that a decision is not reached, the issue shall be resolved by the Superintendent whose decision shall be binding.

The following is the procedure for dispute resolution or a change of evaluator request:

1. The educator and evaluator should attempt to resolve any disputes at the lowest level, e.g., at the building level.
2. If a resolution is not achieved at the lowest level, either the educator or evaluator may initiate a) a *dispute resolution process*; or b) a *change of evaluator* request by formally submitting a request to the Superintendent. This request should be made within twenty (20) school days of the dispute.
3. After reviewing the formal request, the Superintendent's designee (typically the Assistant Superintendent) and the Union President (or designee) will hold separate meetings with the educator and the administrator.
4. Meeting procedure
   - **For a Dispute resolution**: Each party will provide evidence and specific, related data sources at these meetings.
   - **For a Change of evaluator**: The educator will provide reasons for the change in evaluator. The evaluator(s) will provide their input into the issue.
5. The Superintendent's designee and Union President (or designee) will listen to both parties and review the provided data sources and/or evidence.
   - **For a dispute resolution**, the expected outcome is to determine a mutual resolution
   - **For a change of evaluator**: the expected outcome is to determine if a change to the administrator is warranted.

   A written decision will be rendered and forwarded to the Superintendent, the educator and the administrator within 48 hours of the last scheduled meeting.
6. If the Superintendent's designee and the Union President (or designee) cannot come to a mutual resolution for the dispute resolution or change of evaluator, the issue will then be forwarded to the Superintendent.
7. The Superintendent will hold a meeting with the Superintendent's designee and the Union President (or his or her designee), who will provide an overview of the arguments, evidence, and data presented by the

educator and evaluator. The Superintendent will make a decision within 48 hours, which shall be final and binding. A written account of this decision will be forwarded to all parties.

C. Educator Appeal Process

The right of appeal is available to every participant at any point in the assistance process. Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation process when resources available at the building level are not sufficient. An appeal will be considered if it relates to process or procedure; an appeal will not be considered if it relates only to the content or substance of the evaluation. Appeals will be heard by the Superintendent or the Superintendent's designee.

To initiate an appeal, either party, evaluator or evaluatee, must submit an Appeal Request form to the Superintendent within ten (10) school days after the individual knew or should have known of the act or condition on which the appeal is based. Within five (5) days of receipt, copies will be sent to the other party. The Superintendent or the Superintendent's designee shall schedule a joint meeting of the parties involved within ten (10) school days of receipt of the appeal request. In accordance with the CSDE requirements, the process includes the Superintendent as the final decision maker when a resolution cannot be reached.

The procedure for conducting an appeal hearing is as follows:
A. The meeting is convened by the Superintendent, or the Superintendent's designee, who will serve as the Appeal Chairperson.
B. The participants are introduced by the Chairperson who explains the purpose of appeal.
C. The appeal procedures are reviewed by the Chairperson and then adhered to by the participants:
    - The Chairperson will conduct the meeting. All statements or requests to question must be addressed to the Chairperson.
    - The initiator of the appeal will cite the relevant area, section, process, or procedure within the evaluation program and state the nature of the appeal.
    - The initiator of the appeal will present their position(s) with the representation of the Union President (or their designee).
    - The Chairperson will address any clarifying questions to the initiator.
    - The second party in the appeal procedure will present their position.
    - The Chairperson will address any clarifying questions to the second party.
    - The Chairperson will allow each party to make a concluding statement.
    - The Chairperson will recess to formulate a recommendation.
    - Following the recess, the Chairperson will use that recommendation in an attempt to facilitate immediate resolution of the issue(s).

- The Appeal Hearing Summary, complete with a written recommendation for resolution, will be delivered to both parties within five (5) school days of the appeal hearing.

Appendix-Glossary of Terminology

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

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

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

Corrective Support Plan: A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The

Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Corrective Support Plans shall include clear objectives specific to the well documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; supportive actions from the evaluator; and outcomes or further action as determined in consultation with the evaluator, administrator, and bargaining unit representative.

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

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

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

formal observations: A formal observation is a structured and planned process of watching, assessing, and evaluating an educator's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within ten school days.

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

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

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

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

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

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

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

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

tenured: Educators reach tenure status after working for 40 school months, if their contracts are renewed for the following school year. Educators who attain tenure with one board of education and who are reemployed by the same or another board after a break in service attain tenure after 20 school months of continuous employment, if their contracts are renewed for the following school year. An educator who has completed forty school months for educators initially hired on or after said date provided the superintendent offers the educator a contract to return for the following school year.