

# Professional Development, Evaluation, and Support Plan

Educators and Leaders



Monroe Public Schools

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## PROFESSIONAL DEVELOPMENT AND EVALUATION COMMITTEE (PDEC)

The Monroe Public Schools PDEC consists of teachers and administrators from every building in our district and meets throughout the year to collaborate on a comprehensive professional learning plan for all educators and leaders. This plan reflects the latest Connecticut state statute requirements while supporting the needs of the students, educators, and administrators of our community.

### Monroe PDEC Committee

<b>Teachers</b>	<b>Administrators</b>
Sue Dixon (MEA Co-President) Ralph Franco (MEA Co-President) Jackie DelVecchio Teresa Gucwa-Heines Cindy Herman Lauren Iverson Laura Lawlor Jennifer Nyquist Kelly Pecca Sean Serafino	Joe Kobza Sheila Casinelli Mike Crowley Ashley Furnari Roseanne Haughton Ian Lowell Ann Odoy Jennifer Parsell Leonard Rutigliano Julia Strong

<b>Monroe Board of Education</b>
David Ferris, Chair Christine Cascella, Vice Chair Dr. Alan Vaglivelov, Secretary Greg Beno Dennis Condon Jeff Fulchino Chrissy Martinez Justin Orlando Jerry Stevens

## **Introduction**

This document outlines a new model for the evaluation and development of educators and leaders in Monroe. The plan is designed to support an educator's and a leader's professional journey and address the changing needs of students. A variety of resources were used in its creation, including:

- Connecticut Common Core of Teaching (CCT)
- Common Core of Leading: CT School Leadership Standards
- Professional Standards for Educational Leaders
- Danielson Framework for Teaching
- EdAdvance's Professional Educator Review of Practice (PEROP)
- *Rethinking Teacher Supervision and Evaluation* by Kim Marshall
- New England Association of Schools and Colleges (NEASC) Standards

## **Core Beliefs**

Throughout the design of this plan, the PDEC kept the following core beliefs central to their discussion:

- access to high-quality educators and leaders is the most important factor in student success
- an effective evaluation system is directly tied to the professional development program
- timely and relevant feedback is necessary for educator and leader growth
- goal-setting is more effective when personalized and focused on high leverage areas
- educator and leader reflection informs and improves future practice, supporting a culture of continuous improvement

## **Roles and Responsibilities**

*Evaluator* refers to all individuals (including school and district administrators) whose job responsibilities include supervision and evaluation of educators and/or administrators.

*Educator*, as used in this document, shall mean all certified instructional and related services personnel.

*Leader*, as used in this document, shall mean all individuals with administrative responsibilities working under an 092 certification.

## **Orientation to the Educator/Leader Evaluation and Support Plan**

All educators and leaders will be oriented to the district evaluation and support plan on an annual basis, including the use of differentiated supports available. New educators and leaders will receive comprehensive training during their orientation process. Calibration will occur for all evaluators annually during the months of August and January.

### **Local and State Reporting**

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

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

### **Failure to Follow Established Procedures**

A teacher or leader’s claim that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreement between the Monroe Board of Education and the relevant bargaining unit.





# Educator Evaluation and Support Plan

## COMPONENTS OF EDUCATOR EVALUATION AND SUPPORT SYSTEM

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of educator performance. This system meets the requirements of the 2023 Connecticut Guidelines for Educator Evaluation and Support.

The FOUR Components of the Evaluation Plan:



Educators will be holistically evaluated through observations of classroom instruction, evidence of professional practice, goal-setting, and personal reflection. They will be assigned a primary evaluator (092) who will be responsible for the completion and review of all evaluation documents.

At the end of the school year, evaluators will indicate whether the educator has met expectations for an educator in the Monroe Public Schools.



## **GOAL SETTING (Completed by mid-October)**

Prior to the goal-setting meeting, educators will meet with their evaluator to complete the Planning Narrative Form, using the context of district and school goals to reflect on their recent instructional and professional experiences.

Using a Theory of Action (“*If...then....as measured by*”), educators will indicate a skill or attribute that they are looking to improve and explain how they will know that improvement has occurred. This goal must be tied explicitly to an indicator from the [Danielson Framework for Teaching](#). Educators and their evaluators will work together to plan relevant professional learning activities and resources that will support them in their goal.

Educator goals will be centered on student learning, growth, and achievement and will specifically describe the method in which success will be measured. Multiple measures of student learning, growth, and achievement as mutually agreed upon can include, but not be limited to: student learning, educator learning, cultural changes, etc. These measures may include both qualitative and quantitative data. Additional evidence relevant to one or more competencies may be part of the process and discussion. Multiple measures should be adjusted and be appropriate per the role of the educator in the process (classroom teacher, school counselor, school psychologist, etc).

These goals can take place over a one, two, or three year period depending on their design and their purpose.

Additionally, educators have the opportunity to work in teams on their own goals if that structure would best suit student achievement and educator growth.

By mid-October, all educators will meet with their evaluators to review and agree on their goals and on the timeline for activities and possible observations.

## **Mid-Year Review & Planning (Completed by mid-February)**

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

- Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence aligned to the single point rubric.
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

Additionally, the following questions will be discussed during the meeting (although no written preparation is required by the educator):

*How have you engaged with students and families outside of the classroom?*

*How have you added to the culture of the school?*

*What are you looking forward to for the second half of the year?*

*What challenges do you think you'll face in the second half of the year?*

## **End of Year Reflection & Planning (Completed by June 1)**

All educators will meet with their evaluators to review the progress they have made on reaching their goal throughout the school year.

Educators will prepare for this meeting by providing a written reflection on their goal and their work on the four domains of the Danielson rubric: Planning and Preparation, Learning Environments, Learning Experiences, and Principled Teaching.

Finally, they will reflect upon their experiences of the year and how it might impact their goal setting for the upcoming school year.

Additionally, the following questions will be discussed during the meeting (although no written preparation is required by the educator):

*How have you engaged with students and families outside of the classroom?*

*How have you added to the culture of the school?*

*What has been your greatest accomplishment and biggest challenge this year?*

During the End of Year Reflection Meeting, the evaluator will review the educator's strengths and areas of focus in the following areas: Goals, Instruction, and Professional Practice through the (evaluator-composed) End of Year Summary.

On this form, the evaluator will also designate whether the educator has met expectations for an educator in the Monroe Public Schools. If the educator has not met expectations, the evaluator must attach comments supporting this judgment.

**School Counselors, School Psychologists, and Speech Pathologists** will follow the same timeline as classroom teachers, but their documents will reflect their appropriate professional standards:

**School Counselors:** [ASCA School Counselor Professional Standards](#)

**School Psychologists:** [National Association of School Psychologists Standards](#)

**Speech Pathologists:** [CCT Rubric for Effective Service Delivery](#)

## Observations of Professional Practice and Feedback

Throughout the year, educators will be observed by their primary evaluator using the Danielson Framework and its four domains: Planning and Preparation, Learning Environment, Learning Experiences, and Principled Teaching.

(Counselors will be evaluated through the ASCA School Counselor Professional Standards and Competencies; School Psychologists through the National Association of School Psychologists Standards; Speech Pathologists through the CCT Rubric for Effective Service Delivery)

### Number of Observations

Cohort 1	Cohort 2
New to Profession (Years 1-4) Tenured in Another District and New to Monroe (Years 1-2)	Successful Completion of Cohort 1
A minimum of 2 informal observations of at least 15 minutes each <ul style="list-style-type: none"> <li>• 1 scheduled</li> <li>• 1 unscheduled</li> </ul> a minimum of 1 planned formal observation	A minimum of 2 informal observations of at least 15 minutes each <ul style="list-style-type: none"> <li>• 1 scheduled</li> <li>• 1 unscheduled</li> </ul>
Additional observations of professional practice as mutually agreed upon or deemed necessary	Additional observations of professional practice as mutually agreed upon or deemed necessary

Evaluators will schedule a post-observation conversation no more than 5 school days after the observation. During that meeting, the educator and evaluator will discuss strengths and areas of focus for advancement in the various domains. The conversations will follow a coaching model to help expand knowledge, skills, and capabilities. Reciprocal feedback is an important facet of this process with educators and evaluators partnering to improve student learning and school culture. Written feedback will be included in these conversations.

### Quality feedback:

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

## **Growth Criteria**

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

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

## **Tiered Support**

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. 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**

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**

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

### **Tier 3**

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to 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.

Please see Appendix E: Tiered Support Plan Template

## 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 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.

The Primary Evaluator will:

- schedule a conference with the teacher for the purpose of discussing performance concerns and notify the teacher in advance of the purpose of the conference.
- notify MEA and inform the teacher of the notification to the MEA.
- clearly identify the areas of concern or deficiency, referencing the specific data collected through the tiered process of support and review the performance expected.
- establish a time frame and a plan for monitoring the teacher performance during corrective assistance. The plan will include specific meeting times with the evaluator to discuss progress.
- plan improvement strategies cooperatively with the teacher.
- provide the teacher with a copy of the minutes of the meetings and plan, maintaining a copy in the teacher's personnel file in Central Office.
- Monitor the teacher's performance as indicated in the plan.
- Schedule a follow-up meeting(s) to review the teacher's progress in meeting the expectation as described in the minutes and assess the effectiveness of the support plan.
- At the end of the designated time frame, prepare a formal written assessment which includes:
  - a record of the assistance provided
  - a record of observations and conferences and other data which documents monitoring of performance
  - an assessment of performance of the area(s) of identified concerns or deficiencies
  - a clear statement of the status of the area(s) of concern, whether resolved or requiring further action
  - identification of next step(s) such as extension of the terms and timeframes of the existing plan, revision of the plan to include other strategies, and other administrative actions up to and including recommendation of termination of employment

The teacher will:

- respond promptly to the request for the meeting to discuss performance concerns
- invite MEA representation to the meeting if s/he desires
- plan improvement strategies and timeframe cooperatively with the evaluator
- schedule classroom observations or other opportunities for the evaluator to observe the teacher's progress in meeting expectations.



## **Dispute Resolution**

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

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

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

## **Process**

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

1. Within **five** workdays of the communication of the disputed feedback, the educator shall articulate the dispute in writing to his/her evaluator.
2. Within **three** school days of articulating the dispute in writing to his/her evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
3. 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 evaluator.

*A panel composed of the superintendent or designee, MEA president or designee, and a neutral third person, as mutually agreed upon between the superintendent and the collective bargaining unit, shall resolve disputes where the evaluator and the educator cannot agree on goals, the evaluation period, feedback on performance, or summary evaluation. This resolution meeting will be scheduled within **ten** workdays. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision 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.



## Appendices: Educator

Information and Resources to Support Effective Implementation

## Appendix A: Definition of Educator Cohorts

Cohort 1	Cohort 2
<p>New to Profession (Years 1-4)            Tenured in Another District and New to Monroe (Years 1-2)</p>	<p>Successful Completion of Cohort 1</p>
<p>A minimum of 2 informal observations of at least 15 minutes each</p> <ul style="list-style-type: none"> <li>• 1 scheduled</li> <li>• 1 unscheduled</li> </ul> <p>A minimum of 1 planned formal observation</p> <p>Additional observations of professional practice as mutually agreed upon or deemed necessary</p>	<p>A minimum of 2 informal observations of at least 15 minutes each</p> <ul style="list-style-type: none"> <li>• 1 scheduled</li> <li>• 1 unscheduled</li> </ul> <p>Additional observations of professional practice as mutually agreed upon or deemed necessary</p>

## Appendix B: General Glossary

**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.

<b>Mutual Agreement/Consensus Protocol: Gradients of Agreement</b>				
<b>Consensus Guiding Principle</b> <ul style="list-style-type: none"> <li>• My voice has been heard.</li> <li>• I understand the proposal.</li> <li>• I can support this proposal and agree not to sabotage it even if I don’t love it.</li> <li>• All members of the PDEC must be either a 5 or a 4 for a proposal to become part of the plan.</li> </ul>				
<b>5</b> I totally support this proposal.	<b>4</b> I can support this proposal despite some reservations.	<b>3</b> I need more information before I can support this proposal.	<b>2</b> I’m unlikely to support this proposal without making changes to it.	<b>1</b> I’m totally opposed to this proposal and veto it.
<b>Indicate the number that correlates with your Gradient of Agreement</b>				

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

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

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

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

**community:** A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school.

A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

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

- The Supporting Teacher Effectiveness Project (STEP)
- Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and Model System for Educator Evaluation

- Ohio Department of Education – Ohio Teacher Evaluation System (OTES 2.0) Framework • Tennessee Educator Acceleration Model
- Connecticut TEAM Model (CAPA)

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

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

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

Quality Feedback:

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

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

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

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

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

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

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

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

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

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

**organizational health:** Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource



management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

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

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

**review of practice:** Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, data team meetings, observations of coaching/ mentoring sessions, review of educator work and student work, or review of other educators' artifacts.

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

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

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

**tiered support:**

**Tier 1** It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by your district 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. 57 Connecticut Educator Evaluation and Support Plan 2024

**Tier 2** In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency and focus (e.g., attending a workshop, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator. Tier 3 Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator.

**Tier 3** supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

## Appendix C: Glossary of Professional Learning Opportunities

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

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

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

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

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

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

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

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

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

**peer observation:** An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in

action, learn a new model of instruction, or analyze classroom processes and procedures.

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

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

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

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

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

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

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

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

## Appendix D: Educator Goal Setting and Observation Forms

Goal Setting

Date:

<b>Educator Planning Narrative</b> ( <i>Using the context of the district/school goals, reflect on your recent instructional and professional experiences. How will these experiences help in goal setting for the coming year?</i> )
<b>Danielson Focus Indicator:</b>
<b>Goal</b> ( <i>What student skill/attribute are you trying to improve and how will you know that improvement has occurred?</i> ) Please use a “Theory of Action” structure for the goal: “ <b>IF....., THEN.....,AS MEASURED BY...</b> ”
<b>Learning Activities and Resources</b> ( <i>What professional learning activities and resources will support you in this goal?</i> )
<b>Timeline</b> ( <i>Be as specific as possible</i> )
<b>Evaluator Feedback</b>

Mid-Year Review

Date:

<b>Goal - Copy from above or enter new goal (<i>Please indicate whether it has changed from the start of the year</i>)</b>
Has your goal changed since the start of the school year? <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Describe the progress you have made towards your goal: consider student learning, educator learning, cultural changes, etc. (<i>Please indicate any artifacts, data, or evidence that you have placed in your PDEC Google Classroom folder</i>)</b>
<b>What are your next steps to achieve your stated goal? If you have met your goal, what will be your instructional focus for the second half of the year?</b>
<b>Evaluator Feedback</b>
<b>Please be prepared to discuss the following during your mid-year check-in:</b> <i>How have you engaged with students and families outside of the classroom?</i> <i>How have you added to the culture of the school?</i> <i>What are you looking forward to for the second half of the year?</i> <i>What challenges do you think you'll face in the second half of the year?</i>

End of Year Reflection

Date:

<b>Goal Reflection: How successful were you in meeting the specifics of your goal? (<i>Consider student learning, educator learning, cultural changes, etc. Please indicate any artifacts, data, or evidence that you have placed in your PDEC Google Classroom folder</i>)</b>
<b>Strengths/Areas of Focus for Advancement Domain 1: Planning and Preparation</b>
<b>Strengths/Areas of Focus for Advancement Domain 2: Learning Environments</b>
<b>Strengths/Areas of Focus for Advancement Domain 3: Learning Experiences</b>
<b>Strengths/Areas of Focus for Advancement Domain 4: Principled Teaching (with specific attention paid to indicators 4C <i>Engaging Families and Communities</i> and 4D <i>Contributing to School Community and Culture</i>)</b>
<b>How might your experiences this school year inform your goal setting next year?</b>
<b>Please be prepared to discuss the following during your end of year conference:</b> <i>How have you engaged with students and families outside of the classroom?</i> <i>How have you added to the culture of the school?</i> <i>What has been your greatest accomplishment and biggest challenge this year?</i>

**End of Year Summary**

<b>In a narrative form, please provide strengths and areas of focus for the educator in the following:</b>
<b>Goals</b>
<b>Instruction</b>
<b>Professional Practice</b> (with specific attention paid to indicators <i>4C Engaging Families and Communities</i> and <i>4D Contributing to School Community and Culture</i> )

**The educator has met expectations for an educator in the Monroe Public Schools.**

- YES**
  
- NO (please attach further comments, including all supports provided to the educator during the school year)**



**Date of Informal Observation:**

**Time/Period:**

	Strengths	Areas of Focus for Advancement
Planning & Prep		
Learning Environments		
Learning Experiences		
Principled Teaching		
Other Comments		

**Formal Observation Pre-Conference Planning** *(to be completed by teacher)*

Educator:	Date:
Class/Period:	Lesson Title:
Lesson Objective (include related standards):	
Where are you in the unit?	
Methods and Instructional Strategies	
Introduction/Anticipatory Set	
Instructional Activities	
Closure	
How will you know that students met the objective?	
Differentiation According to Student Needs:	
Specific concern/anticipated difficulties for the lesson:	
How this lesson supports one or more of the competencies of the Vision of the Graduate:	

**Date of Formal Observation:**

**Time/Period:** *(to be completed by evaluator)*

Evidence of Learning Objective:		
Evidence of Differentiation:		
	<b>Strengths</b>	<b>Areas of Focus for Advancement</b>
Planning & Prep		
Learning Environments		
Learning Experiences		
Principled Teaching		
Other Comments		

**Formal Observation Reflection** *(complete before post-observation conference) (to be completed by teacher)*

Educator:	Date of Lesson:
Class/Period:	Lesson Title:
Did you meet the objective(s) of the lesson? How do you know?	
Did you depart from your lesson plan? If so, how and why?	
What changes would you make if you were to teach this lesson again?	
What do you see as your next steps in your professional growth given the experience of this lesson?	

## Appendix E: Sample Educator Tiered Support Plan

Educator	
School/Assignment	
Evaluator	
Area(s) of Concern	
Meeting Date	

### Tiered Supports

Objective: \_\_\_\_\_

Tier 1 Resources/Activities	
Timeline (including check-in dates and final review of progress)	
Tier 1 Supports Outcome (indicate whether educator is moving to Tier 2 Supports)	

Tier 2 Resources/Activities	
Timeline (including check-in dates and final review of progress)	
Tier 2 Supports Outcome (indicate whether educator is moving to Tier 3 Supports)	

Tier 3 Resources/Activities	
Timeline (including check-in dates and final review of progress)	
Tier 3 Supports Outcome (indicate whether educator is moving to Corrective Support Plan)	

## Appendix F: Sample Educator Corrective Support Plan

Educator:		MEA Rep	
Evaluator:		Date of Meeting	
Areas of Concern or Deficiency:			
Objective:			
Time Frame for Plan:			
Improvement Strategies:			
Process to Measure Progress:			
Scheduled Follow-Up Meeting Dates:			

*Failure to meet the established goal(s) within a reasonable period may result in the recommendation of non-renewal of the educator's contract for the following year.*

\_\_\_\_\_  
Signature of Educator

\_\_\_\_\_  
Signature of Evaluator

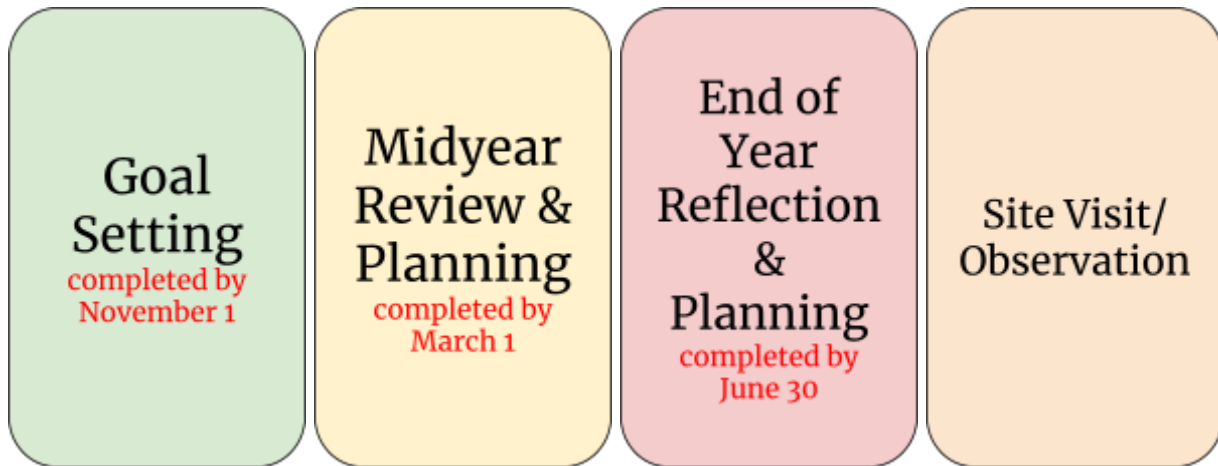


## Leader Evaluation and Support Plan

## COMPONENTS OF LEADER EVALUATION AND SUPPORT SYSTEM

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of leader performance. This system meets the requirements of the 2023 Connecticut Guidelines for Leader Evaluation and Support.

The FOUR Components of the Evaluation Plan:



Leaders will be holistically evaluated through observations of practice (meetings, walkthroughs, presentations), goal-setting, and personal reflection. They will be assigned a primary evaluator (092 or 093) who will be responsible for the completion and review of all evaluation documents.

At the end of the school year, evaluators will indicate whether the leader has met expectations for a leader in the Monroe Public Schools.

## **Goal Setting (Completed by November 1)**

Leaders will develop **one** goal for each school year.

Prior to the goal-setting meeting with their evaluator, leaders will choose a focus domain from the [Connecticut Leader Evaluation and Support Rubric](#): Instructional Leadership, Talent Management, Organizational Systems, Culture and Climate. They will complete the Planning Narrative Form, using the context of district and school goals to reflect on their recent professional experiences.

Using a Theory of Action (“*If...then....as measured by*”), leaders will indicate a skill, attribute, or structure that they are looking to improve and explain how they will know that improvement has occurred. This goal must be tied explicitly to an indicator from the Common Core of Leading. Leaders will plan relevant professional learning activities and resources that will support them in their goals.

Leader goals will be centered on promoting a positive, safe, and equitable learning culture, engaging in instructionally focused interactions, facilitating collaboration and professional learning, as well as managing operations, personnel, and resources strategically. Additional evidence relevant to one or more competency may be part of the process and discussion. Multiple measures should be adjusted and be appropriate per the role of the leader in the process (assistant superintendent, principal, instructional leader, etc).

These goals can take place over a one, two, or three year period depending on their design and their purpose.

Before **November 1st**, all leaders will meet with their evaluators to review and agree on their goal and on the timeline for activities and possible observations of practice.

## **Mid-Year Review & Planning (Completed by March 1st)**

All leaders will meet with their evaluators to review the progress they have made towards their goal and/or any changes they may have made to their plan.

During this meeting, leaders and evaluators may discuss the relevant activities and observations of practice that have occurred in the first half of the year. Leaders have the opportunity to share any artifacts/evidence that reflect their goal work.

Additionally, the following questions will be discussed during the meeting (although no written preparation is required by the leader):

*How has your goal affected the culture of the school?*

*How have you supported your administrative colleagues in the first half of the year?*

*What unforeseen challenges have you faced in the first half of the year?*



## **End of Year Reflection & Planning (Completed by June 30th)**

All leaders will meet with their evaluators to review the progress they have made on reaching their goal throughout the school year.

Leaders will prepare for this meeting by providing a written reflection on their goal and their work on the four domains of the CT Leader Evaluation and Support Rubric: Instructional Leadership, Talent Management, Organizational Systems, Culture and Climate.

Finally, they will reflect upon their experiences of the year and how it might impact their goal setting for the upcoming school year.

Additionally, the following questions will be discussed during the meeting (although no written preparation is required by the leader):

*How have you engaged with students and families outside of school?*

*How have you added to the culture of the district?*

*What has been your greatest accomplishment and challenge this year?*

During the End of Year Reflection Meeting, the evaluator will review the leader's strengths and areas of focus in the following areas: Goals, Instructional Leadership, Talent Management, Organizational Systems, Culture and Climate (evaluator-composed) End of Year Summary.

On this form, the evaluator will also designate whether the leader has met expectations for a leader in the Monroe Public Schools. If the leader has not met expectations, the evaluator must attach comments supporting this judgment.

## **Professional Practice and Leader Growth**

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

## Observation of Professional Practice/Site Visits and Feedback

Throughout the year, a leader’s practice will be observed by their primary evaluator using the CT Leader Evaluation and Support Rubric and its four domains: Instructional Leadership, Talent Management, Organizational Systems, and Culture and Climate. These observations can occur in a variety settings, including: meetings, presentations, or walkthroughs.

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator’s goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days.

Cohort 1	Cohort 2
New to Leadership Role (e.g. principal from assistant principal): Years 1-3 New to District: Years 1-3	Successful Completion of Cohort 1 in district
A minimum of 3 observations of professional practice and/or site visits  Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	A minimum of 2 observations of professional practice and/or site visits  Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Evaluators will schedule a post-observation conversation no more than 5 days after the observation. During that meeting, the leader and evaluator will discuss strengths and areas of focus for advancement in the various domains. The conversations will follow a coaching model to help expand knowledge, skills, and capabilities. Reciprocal feedback is an important facet of this process with leaders and evaluators partnering to improve student achievement, teacher advancement, and school culture. Written feedback will be included in these conversations.

### Quality feedback:

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

## **Growth Criteria**

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

- Reflection supported with evidence of the impact of the leader's new learning on their practice/goal
- The impact the leader's new learning and practice had on the leader's practice, organizational growth, educator growth, and student outcomes.
- Next steps

## **Tiered Support**

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

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

### **Tier 1**

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

### **Tier 2**

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

### **Tier 3**

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

## **Corrective Support Plan**

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.11

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The Corrective Support Plan must contain:

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

The Superintendent will:

- schedule a conference with the administrator for the purpose of discussing performance concerns and notify the administrator in advance of the purpose of the conference.
- notify MASA and inform the administrator of the notification to MASA.
- clearly identify the areas of concern or deficiency, referencing the specific data collected through the tiered process of support and review the performance expected.
- establish a time frame and a plan for monitoring the administrator performance during corrective assistance. The plan will include specific meeting times with the superintendent (and possible other administrators) to discuss progress.
- plan improvement strategies cooperatively with the administrator.
- provide the administrator with a copy of the minutes of the meetings and plan, maintaining a copy in the administrator's personnel file in Central Office.
- Monitor the administrator's performance as indicated in the plan.
- Schedule a follow-up meeting(s) to review the administrator's progress in meeting the expectation as described in the minutes and assess the effectiveness of the support plan.
- At the end of the designated time frame, prepare a formal written assessment which includes:
  - a record of the assistance provided
  - a record of observations and conferences and other data which documents monitoring of performance
  - an assessment of performance of the area(s) of identified concerns or deficiencies
  - a clear statement of the status of the area(s) of concern, whether resolved or requiring further action
  - identification of next step(s) such as extension of the terms and timeframes of the existing plan, revision of the plan to include other strategies, and other administrative actions up to and including recommendation of termination of employment

The administrator will:

- respond promptly to the request for the meeting to discuss performance concerns
- invite MASA representation to the meeting if s/he desires
- plan improvement strategies and timeframe cooperatively with the evaluator
- schedule observations of practice or other meetings for the evaluator to observe the administrator's progress in meeting expectations.

## **Dispute Resolution**

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

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

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

## **Process**

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

1. Within **five** workdays of the communication of the disputed feedback, the leader shall articulate the dispute in writing to his/her evaluator.
2. Within **three** school days of articulating the dispute in writing to his/her evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
3. 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 evaluator.

*A panel composed of the superintendent or designee, MASA president or designee, and a neutral third person, as mutually agreed upon between the superintendent and the collective bargaining unit, shall resolve disputes where the evaluator and the educator cannot agree on goals, the evaluation period, feedback on performance, or summary evaluation. This resolution meeting will be scheduled within **ten** workdays. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.*

**Time Limits**

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





## Appendices: Leader

Information and Resources to Support Effective Implementation

## Appendix G: Definition of Leader Cohorts

Cohort 1	Cohort 2
<p>New to Leadership Role (e.g. principal from assistant principal): Years 1-3                      New to District: Years 1-3</p>	<p>Successful Completion of Cohort 1 in district</p>
<p>A minimum of 3 observations of professional practice and/or site visits                       Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</p>	<p>A minimum of 2 observations of professional practice and/or site visits                       Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</p>

## Appendix H: General Glossary

**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.

<b>Mutual Agreement/Consensus Protocol: Gradients of Agreement</b>				
<b>Consensus Guiding Principle</b> <ul style="list-style-type: none"> <li>• My voice has been heard.</li> <li>• I understand the proposal.</li> <li>• I can support this proposal and agree not to sabotage it even if I don’t love it.</li> <li>• All members of the PDEC must be either a 5 or a 4 for a proposal to become part of the plan.</li> </ul>				
<b>5</b> I totally support this proposal.	<b>4</b> I can support this proposal despite some reservations.	<b>3</b> I need more information before I can support this proposal.	<b>2</b> I’m unlikely to support this proposal without making changes to it.	<b>1</b> I’m totally opposed to this proposal and veto it.
<b>Indicate the number that correlates with your Gradient of Agreement</b>				

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

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

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

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

**community:** A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school.

A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

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

- The Supporting Teacher Effectiveness Project (STEP)

- Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and Model System for Educator Evaluation
- Ohio Department of Education - Ohio Teacher Evaluation System (OTES 2.0) Framework • Tennessee Educator Acceleration Model
- Connecticut TEAM Model (CAPA)

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

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

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

Quality Feedback:

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

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

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

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

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

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

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

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

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

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

**organizational health:** Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource

management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

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

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

**review of practice:** Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, data team meetings, observations of coaching/ mentoring sessions, review of educator work and student work, or review of other educators' artifacts.

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

**single point competency:** A description of a standard of behavior or performance that 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.

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

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

**tiered support:**

**Tier 1**

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional

learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

**Tier 2**

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

**Tier 3**

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



## Appendix I: Glossary of Professional Learning Opportunities

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

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

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

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

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

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

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

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

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

**peer observation:** An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in

action, learn a new model of instruction, or analyze classroom processes and procedures.

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

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

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

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

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

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

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

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

## Appendix J: Leadership Goal Setting and Observation Forms

Goal Setting

Date:

<b>Goal (Choose a focus domain from the <a href="#">CT Leader Evaluation and Support Rubric</a>)</b>
<input type="checkbox"/> Domain 1: Instructional Leadership <input type="checkbox"/> Domain 2: Talent Management <input type="checkbox"/> Domain 3: Organizational Systems <input type="checkbox"/> Domain 4: Culture and Climate
<b>CT Leader Focus Indicator:</b>
<b>Administrator Planning Narrative (<i>Using the context of the district/school goals and the indicators of your chosen domain, reflect on your recent professional experiences. How will these experiences inform goal setting for the coming year?</i>)</b>
<b>Goal (<i>What skill/attribute/structure are you trying to improve and how will you know that improvement has occurred?</i>) Please use a “Theory of Action” structure for the goal: “IF....., THEN.... AS MEASURED BY...”</b>
<b>Learning Activities and Resources (<i>What professional learning activities and resources will support you in this goal?</i>)</b>
<b>Timeline (<i>Be as specific as possible</i>)</b>
<b>Evaluator Feedback</b>

Mid-Year Review

Date:

<b>Goal - Copy from above or enter new goal (<i>Please indicate whether it has changed from the start of the year</i>)</b>
Has your goal changed since the start of the school year? <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Describe the progress you have made towards your goal: consider student/educator learning, cultural/structural changes, etc. (<i>Please indicate any artifacts, data, or evidence that you have placed in your PDEC Google Classroom folder</i>)</b>
<b>What are your next steps to achieve your goal? If you have met your goal, how will you extend it for the remainder of the school year?</b>
<b>Evaluator Feedback</b>
<b>Please be prepared to discuss the following during your mid-year check-in:</b> <i>How has your goal affected the culture of the school?</i> <i>How have you supported your administrative colleagues in the first half of the year?</i> <i>What unforeseen challenges have you faced in the first half of the year?</i>

End of Year Reflection

Date:

<b>Goal Reflection: How successful were you in meeting the specifics of your goal? (Consider student/educator learning, cultural/structural changes, etc.)</b>
<b>Strengths/Areas of Focus for Advancement Domain 1: Instructional Leadership</b>
<b>Strengths/Areas of Focus for Advancement Domain 2: Talent Management</b>
<b>Strengths/Areas of Focus for Advancement Domain 3: Organizational Systems</b>
<b>Strengths/Areas of Focus for Advancement Domain 4: Culture and Climate</b>
<b>How might your experiences this school year inform your goal setting next year?</b>
<b>Please be prepared to discuss the following during your end of year conference:</b> <i>How have you engaged with students and families outside of school?</i> <i>How have you added to the culture of the district?</i> <i>What has been your greatest accomplishment and challenge this year?</i>

**End of Year Summary**

<b>In a narrative form, please provide strengths and areas of focus for the administrator in the following:</b>
<b>Goal</b>
<b>Instructional Leadership</b>
<b>Talent Management</b>
<b>Organizational Systems</b>
<b>Culture and Climate</b>

**The administrator has met expectations for an administrator in the Monroe Public Schools.**

- YES**
  
- NO (please attach further comments, including all supports provided to the educator during the school year)**

**Date of Observation of Practice:**

**Time:**

<i>Complete any domains that are observable.</i>	<b>Strengths</b>	<b>Areas of Focus for Advancement</b>
Instructional Leadership		
Talent Management		
Organizational Systems		
Culture and Climate		
Other Comments		

## Appendix K: Sample Leadership Tiered Support Plan

Leader	
School/Assignment	
Evaluator	
Area(s) of Concern	
Meeting Date	

### Tiered Supports

Objective: \_\_\_\_\_

Tier 1 Resources/Activities	
Timeline (including check-in dates and final review of progress)	
Tier 1 Supports Outcome (indicate whether leader is moving to Tier 2 Supports)	

Tier 2 Resources/Activities	
Timeline (including check-in dates and final review of progress)	
Tier 2 Supports Outcome (indicate whether leader is moving to Tier 3 Supports)	

Tier 3 Resources/Activities	
Timeline (including check-in dates and final review of progress)	
Tier 3 Supports Outcome (indicate whether leader is moving to Corrective Support Plan)	



## Appendix L: Sample Leadership Corrective Support Plan

Leader:		MASA Rep	
Evaluator:		Date of Meeting	
Areas of Concern or Deficiency:			
Objective:			
Time Frame for Plan:			
Improvement Strategies:			
Process to Measure Progress:			
Scheduled Follow-Up Meeting Dates:			

*Failure to meet the established goal(s) within a reasonable period may result in the recommendation of non-renewal of the leader's contract for the following year.*

\_\_\_\_\_  
Signature of Leader

\_\_\_\_\_  
Signature of Evaluator

