Naugatuck Public Schools Professional Educator Growth and Development Process 2024

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Introduction

Purpose and Goal of the Professional Educator Growth and Development Process

The purpose of the NPS Educator Professional Growth and Evaluation process is to foster and support continuous teacher growth through collaboration between educator(s) and leader(s). The Naugatuck Public School System is committed to cycles of continuous growth and improvement through professional learning that leads to high-quality professional practice and improved equitable outcomes for students. The primary goal of the NPS Educator Growth and Development Process is to develop the collective capacity of educators to achieve our inclusive vision of high-quality teaching and learning and equitable outcomes for each and every learner.

Theory of Action for the Professional Educator Growth and Development Process

IF students are provided access to highly effective educators who develop caring, responsive relationships, AND IF the culture of continuous, collaborative professional growth is used to support high expectations for diverse student learning experiences, THEN we will meet the needs of all learners and all students will achieve at high levels.

IF leaders and educators cultivate an inclusive collaborative culture of belonging, relentlessly focused on the growth and development of all learners (educators, students, family), THEN all students will experience growth and success.

Beliefs and Core Values

We believe:
- All students deserve high-quality educators and a high-quality education
- Equity is a fundamental value necessary for a high-quality education and student achievement and that all children can learn and achieve at high levels - especially when equity is infused into every aspect of education
- All educators can improve their practice through cycle(s) of continuous growth and development, self-reflection, and meaningful feedback
- The process of reflection and continuous growth is integral to sustainable student success
- The diversity of our greater community is both an asset and a strength; it is a critical component in facilitating the growth of each and every student

District Vision and Mission

Vision of the Naugatuck Public Schools: Educating All Students Today for Tomorrow's Future

Mission: Our mission is to create a community of learners who:
- Are responsible and engaged community members
- Demonstrate initiative, persistence, and adaptability
- Are curious and value risk taking as part of the learning process
- Access and analyze information and formulate an opinion
- Communicate effectively
- Work individually and on teams to solve real world problems

Educator Evaluation and Support (EES) Council Vision

All Connecticut educators and leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator and leader evaluation and support system so that all Connecticut students experience growth and success.

The Purpose of this Guide

The Naugatuck Evaluation and Support Plan is designed to support a comprehensive educator and leader evaluation system adopted by the Naugatuck Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. Connecticut General Statutes 10-151b requires that "the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher."

The Naugatuck Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all educators and leaders. The Naugatuck Professional Learning and Evaluation Committee adapted the Connecticut (CT) Model Evaluation and Support Plan to align with the CT Guidelines for Educator and Leader Evaluation and Support 2023. This plan will:

- Introduce key components of the educator evaluation framework and the requirements set forth in the regulations;
- Outline specific action steps, forms, and tools from the Naugatuck Evaluation and Support Plan specific to the evaluation of educators; and
- Highlight considerations, conditions, and systems necessary for effective implementation at the school/district level.

The purpose of the NPS Educator Professional Growth and Development process is to foster and develop continuous educator growth through collaboration between educator(s) and leader(s).

The Naugatuck Public School System is committed to a cycle of continuous growth and improvement through professional learning that leads to high-quality professional practice and improved equitable outcomes for students. The primary goal of the NPS Educator Growth and Development Process is to develop the collective capacity of educators to achieve an inclusive vision of high-quality teaching and learning and equitable outcomes for each and every learner.

CT Guiding Principles for a Reimagined Model

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

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

In this process, the educator and leader serve as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process.

Naugatuck Guidelines for Educator and Leader Evaluation and Growth 2023 Components: Reimagining Educator and Leader Evaluation and Growth

The Naugatuck Plan is aligned to the CT guidelines for Educator Evaluation and Support 2023 and are representative of research-based effective practice that include six elements.

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

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

Standards and Criteria for Educators

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. Naugatuck's PDEC will create a process to review the standards and ensure a rubric accompanies the standards. The single-point rubric serves as support for self evaluation, dialogue, and feedback.

Educator

1. [CCT Rubric for Effective Teaching 2017](#)
2. [CCT Rubric for Effective Service Delivery 2017](#)
3. [Teacher High Leverage Practice Single Point Rubric](#)
4. [Service Delivery Provider High Leverage Practice Single Point Rubric](#)
5. [Learning Forward's Professional Learning Standards (2022)](#)
6. [Teacher Leader Model Standards (2008)](#)

Professional Learning Standards and Structures

Professional learning is essential to the Naugatuck Educator Evaluation and Growth document. Learning Forward Professional Learning Standards 2022, serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.
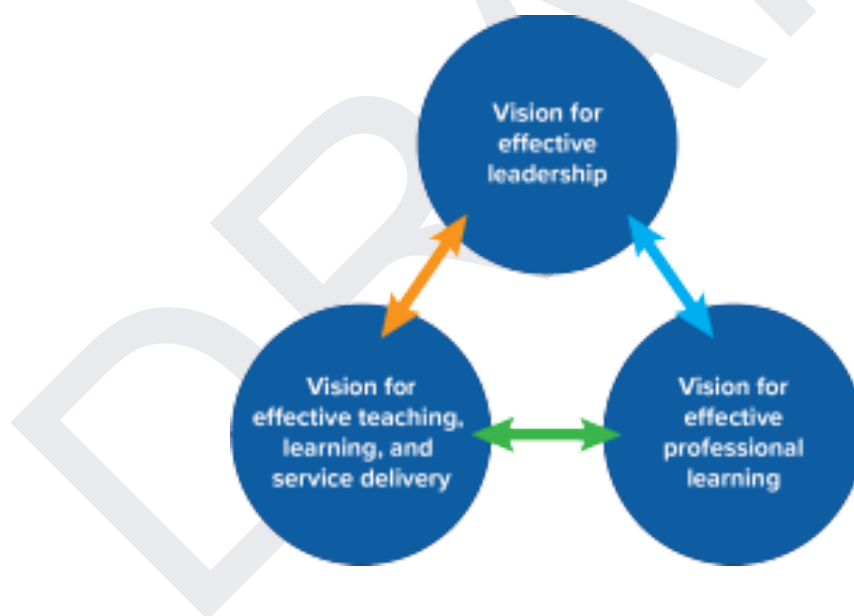
The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement

A CAPA Framework:
A Collaborative Cycle of Continuous Professional Learning and Growth

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

During each school year, a minimum of three check-ins (BOY, MOY, EOY) 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. Dialogue is important, and evaluators will provide a balance of written and

verbal feedback between check-ins.

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

Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist educators and evaluators through the process. All educators are assigned a primary evaluator (092) who has completed comprehensive orientation on this model and relevant rubrics.

Educator Continuous Learning Process

Annual Orientation to the NPS Professional Educator Growth and Development Process
Completed prior to the start of the Continuous Learning Process

Goal Setting
Completed by Mid-October

Beginning of the Year Goal(s) and Planning
- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan
- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference
- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-year Check-in
Completed by Mid-February

Mid-Year Check-in: Reflection, Adjustments, and Next Steps
- Review and discuss currently collected evidence toward goal(s) and of practice
- Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement

Mid-Year Conference
- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection
Completed by June 1 or 2 weeks prior to the last day of school (whichever is later)

End-of-Year Reflection and Feedback Process
- Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria
- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off
- Adjust & Revise as needed for multi-year goals

Orientation to the NPS Professional Educator Growth and Development Process shall take place prior to the start of the process. The orientation shall include:

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

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

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

The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator come to mutual agreement on: high leverage professional practice; one, two, or three-year goal(s); multiple measures of evidence (at least two measures); professional learning plan; and support that is consistent with their professional status and goals to drive progress toward goal attainment (see appendix C).

For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules enhance their learning and practice.
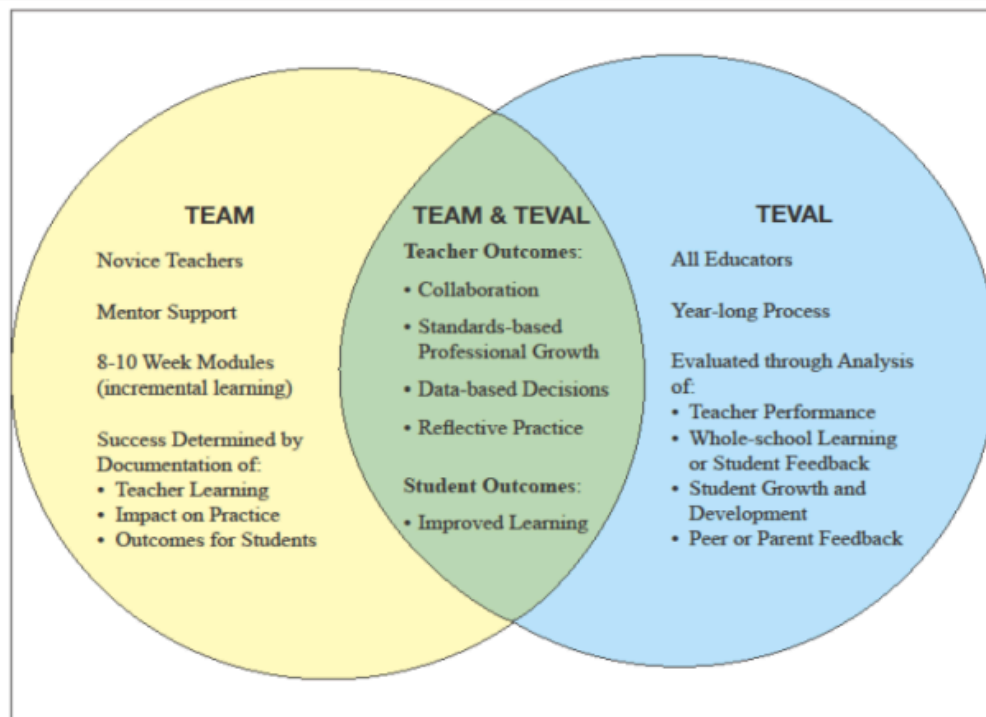
(Teacher Education and Mentoring (TEAM) Program, 2015)

Midyear Check-in (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 may 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 are aligned to the single point rubric.
- The midyear conversation is an integral progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that mutually agreed upon revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

End-of-Year Reflection/Summative Review

Completed by June 1 or 2 weeks prior to the last day of school (whichever is later)

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

The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process.

Professional Practice and Educator Growth

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

Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, standards, and the educator's goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Feedback, written or verbal, is provided within five school days of the observation.

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, specific, frequent, and collaborative.

"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)

Educator Observations and Feedback Throughout the CAPA Framework

There are multiple opportunities throughout the CAPA framework for educators to receive focused feedback tied to their identified goal, to identify strengths and areas for advancement.

Within the context of the CAPA framework, observations with written feedback include:

- Minimum of 1 Observation of Professional Practice and 1 Review of Practice for teachers with tenure in the district at the start of the school year
- Minimum of 2 Observations of Professional Practice and 1 Review of Practice for teachers new to the profession (first four years) or new to the district (first two years)
- Evaluators may schedule and conduct additional observations with feedback as needed to support the educator's CAPA framework process, and they may provide additional support and feedback as needed throughout the educator's CAPA framework process.

Observation Definitions

- **Observation of Professional Practice:** In-class unplanned observations for a minimum of 15 minutes, with written feedback within five school days.
- **Review of Practice:** Reviews of practice/non-classroom observations include, but are not limited to: observations of data team meetings, observations of coaching/mentoring, and other teacher artifacts, with written feedback within five school days.
- **Non-classroom Based Educators, who are being evaluated using the Effective Service**

Delivery CCT rubric/single-point rubric: a review of practice/non-classroom observations may be used in place of in-class observations (e.g., diagnostic reports, summary of counseling strategies used and impact on student progress, evidence of supporting students with the most significant needs, etc.), with written feedback within five school days.
- **Informal Observation:** 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.
- **Formal Observation:** 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.

Upon receipt of written feedback from the evaluator, a teacher's signature is required within two school days to indicate receipt of feedback. Best practice is to provide verbal feedback with written feedback. An electronic signature indicates only a receipt of the feedback, not agreement with its content.

One observation typically occurs early in the school year to support the educator's goal setting; another observation may take place at the end of the school year to observe for evidence of improvement as a result of reflection and growth within the CAPA Framework. Tier 3 supports may include formal observations as a part of the collaborative plan.

Evaluators may schedule and conduct additional observations with feedback as needed to support the educator's CAPA framework process, and they may provide additional support and feedback as needed throughout the educator's CAPA framework process.

Definition of Cohorts	
Non-Tenured Cohort **Who:** - New to the profession or never achieved tenure in a previous district (first four years) - New to the district and achieved tenure in a previous district (first two years) **What:** - Two Observations of Professional Practice - One Review of Practice Written feedback within five school days. Upon receipt of written feedback, teachers sign within two school days. Best practice is to provide verbal feedback with written feedback.	**Tenured Cohort** **Who:** - Tenured educators in the district at the start of the school year **What:** - One Observation of Professional Practice - One Review of Practice Written feedback within five school days. Upon receipt of written feedback, teachers sign within two school days. Best practice is to provide verbal feedback with written feedback.

Growth Criteria

An educator is determined to have successfully completed the learning process by reflecting with evidence on the development of their new learning and its impact on their practice, reflection of its impact on students, and the next steps they will take.

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice ● The educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus. **Impact on Students** ● The educator can demonstrate how they positively impact student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.	● Required observational evidence ● Required student learning evidence aligned to high-leverage indicator focus ● Implementation plans/lesson plan(s) ● Educator learning logs/impact on practice reflection ● Educator-created learning materials ● Evidence from Observation of Professional Practice and/or Review of Practice ● Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. ● Educator and/or student self-reflection ● Student learning artifacts ● Mastery-based demonstrations of achievement ● Observational evidence of students' words, actions, and interactions (including quotations when appropriate) ● Rubrics, interim or benchmark assessments, other assessments ● Other artifacts/sources

Tiered Support

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators (tenured or nontenured) 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 an Individualized 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 an

Individualized 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 an Individualized Corrective Support Plan. The Individualized 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 (tenured or nontenured) educators, 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 when a need arises.

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. Educators move to Tier 3 when there exists a pattern of need for support or resistance to growth-oriented feedback. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented and a decision to move to an Individualized Corrective Support Plan may be required.

Individualized 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 an Individualized 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 an Individualized Corrective Support Plan. Once the determination of being placed on an Individualized Corrective Support Plan has been made, the educator will be notified by the evaluator in writing or at the end-of-year conference that they are being placed on an Individualized Corrective Support Plan. A copy of the notification or the End of Year Conference Form will be given to the educator, superintendent, the NTL president, and placed in the educator's personnel file within five (5) school days. The Individualized Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for the certified educator chosen pursuant to C.G.S. §10-153b.

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

See Appendix H for an Individualized Corrective Support Plan form and example.

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 feedback, the parties are encouraged to discuss these differences and seek a 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 tiered support or an Individualized Corrective Support Plan.

Naugatuck Public Schools has established the following process for resolving disputes in cases where the evaluator and educator cannot agree on goals/objectives, the evaluation period, feedback, or the professional development plan.

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

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three work days of the meeting with their evaluator (step 1). The educator being evaluated may choose between two options.

    a. **Option 1:**

    When such an agreement cannot be reached, the issue in dispute will be referred

for resolution to the Appeals Committee, a subcommittee of the Professional Development and Evaluation Committee (PDEC). The superintendent or designee and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent or designee and the collective bargaining unit. 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.

b. **Option 2:**

When such an agreement cannot be reached, the educator being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent or designee will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent or designee. The superintendent or designee will act as arbitrator and make a final decision, which shall be binding.

Time Limits

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.

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within the resolution process 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 process within five workdays of the scheduled meeting in which the goals/objectives, evaluation period, feedback, and/or professional development plan, which may include tiered support or an Individualized Corrective Support Plan, was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

The Role of the Professional Development and Evaluation Committee (PDEC)

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan.

Pursuant to [Connecticut General Statute 10-220a](#) and [Public Act 23-159 Section 11 (b) (3),](#) each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups (see NPS PDEC bylaws).

The duties of PDECs shall include, but are not limited to:
- participation in the development or adoption of an educator evaluation and support program
- for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees, paraeducators, and other school personnel of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local board of education and the PDEC. If the local board of education and the PDEC are unable to come to a mutual agreement, they shall consider the model educator and leader evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Appendices — Educator:

Information and Resources to Support Effective Implementation

Appendix A: Sample Educator Reflection Questions

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

Sample Educator Professional Learning and Action Questions

Indicators of Success

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

Determine Evidence

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

growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix B: Definition of Cohorts

Definition of Cohorts	
Non-Tenured Cohort **Who:** ● New to the profession or never achieved tenure in a previous district (first four years) ● New to the district and achieved tenure in a previous district (first two years) **What:** ● Two Observations of Professional Practice ● One Review of Practice Written feedback within five school days. Upon receipt of written feedback, teachers sign within two school days. Best practice is to provide verbal feedback with written feedback.	**Tenured Cohort** **Who:** ● Tenured educators in the district at the start of the school year **What:** ● One Observation of Professional Practice ● One Review of Practice Written feedback within five school days. Upon receipt of written feedback, teachers sign within two school days. Best practice is to provide verbal feedback with written feedback.

Appendix C: Growth Criteria and Sources of Evidence

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice ● The educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus. **Impact on Students** ● The educator can demonstrate how they positively impact student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.	● Required observational evidence ● Required student learning evidence aligned to high-leverage indicator focus ● Implementation plans/lesson plan(s) ● Educator learning logs/impact on practice reflection ● Educator-created learning materials ● Evidence from Observation of Educator Practice and/or review of practice ● Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. ● Educator and/or student self-reflection ● Student learning artifacts ● Mastery-based demonstrations of achievement ● Observational evidence of students' words, actions, and interactions (including quotations when appropriate) ● Rubrics, interim or benchmark assessments, other assessments ● Other artifacts/sources

Appendix D: General Glossary

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching an 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.

PDEC Mutual Agreement/Consensus Rubric

Consensus Guiding Principles:
- My voice has been heard
- I understand the proposal
- I can support the protocol
- All members of the PDEC must be either a 1 or a 2 for the proposal to become part of the plan

1	2	3	4	5
I totally support this proposal	I can support this proposal despite some reservations.	I need more information before I can support this proposal.	I'm unlikely to support this proposal without making changes to it.	I'm totally opposed to this proposal and veto it.

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.

check-ins: During each school year, a minimum of three check-ins (BOY, MOY, EOY) 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. Dialogue is important, and evaluators will provide a balance of written and verbal feedback between check-ins.

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

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

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

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

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

Quality Feedback:

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

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

formal observations: A formal observation is a structured and planned process of watching, assessing, and evaluating an educator's performance. This typically includes a pre-conference and post-conference and results in a written evaluation 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 vision of the graduate). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).

Individualized 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 an Individualized 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 an Individualized Corrective Support Plan. Once the determination of being placed on an Individualized Corrective Support Plan has been made, the educator will be notified by the evaluator in writing or at the end-of-year conference that they are being placed on an Individualized Corrective Support Plan. A copy of the notification or the End of Year Conference Form will be given to the educator, superintendent, the NTL president, and placed in the educator's personnel file within five (5) school days. The Individualized Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for the certified educator chosen pursuant to C.G.S. §10-153b.

informal observation: 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 the superintendent, principal, dean of students, assistant principal, special services director, and department chair. This is not an exhaustive list, but rather to illustrate the definition. The superintendent 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.

observation of professional practice: In-class observations for a minimum of 15 minutes, with written feedback within five school days.

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. See also Appendix E, Glossary of Professional Learning Opportunities.

review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, 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 rubric: 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.

[Teacher High Leverage Practice Single Point Rubric](#)
[Service Delivery Provider High Leverage Practice Single Point Rubric](#)

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 (tenured or nontenured) educators, 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.

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 when a need arises.

Tier 3: 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. Educators move to Tier 3 when there exists a pattern of need for support or resistance to growth-oriented feedback. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented and a decision to move to an Individualized Corrective Support Plan may be required.

Appendix E: 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.

action research: Action research is a form of investigation designed for use by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection, decision-making, and the development of more effective classroom strategies. (Parsons and Brown, 2002) Action research can be a multi-year process.

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 the 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 afterward.

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

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

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

Appendix F: Evaluation Orientation

Evaluation Orientation
Orientation to Educator Evaluation was completed on:
Date: _____

Name:		Location:	
Select One: ● Non-Tenured Cohort New to the profession (first four years) or new to the district (first two years) ● Tenured Cohort Tenured educators in the district at the start of the school year	**Select One:** ● Individual goal ● Collaborative goal *Decided upon by mutual agreement.*	**Select One:** ● 1-year goal ● 2-year goal ● 3-year goal *Decided upon by mutual agreement.*	**Select One:** ● Teacher High Leverage Practice Single Point Rubric ● Service Delivery Provider High Leverage Practice Single Point Rubric

Beginning-of-the-Year Goals and Planning

Self-Reflection
Completed by Educator
[See Sample Reflection Questions](#)

Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking. *See Examples of Evidence Types*	

Goal, Rationale, Alignment and Professional Learning Plan
Completed by Teacher

Based on your self-reflection, which high-leverage CCT Rubric for Effective Teaching indicator will you use as the focus of your improvement strategy?

- ☐ **Positive Learning Environment** - 1a) Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
- ☐ **Cognitive Engagement for Active Learning** - 3b) Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- ☐ **Feedback and Assessment for Active Learning** - 3c) Assessing student learning, providing feedback to students and adjusting instruction.
- ☐ Other indicator for special circumstances:

Goal, Rationale, Alignment and Professional Learning Plan
Completed by Service Delivery Provider

Based on your self-reflection, which high-leverage CCT Rubric for Effective Service Delivery indicator will you use as the focus of your improvement strategy?

- ☐ **Positive Learning Environment** - 1a) Promoting a positive learning environment that is respectful and equitable.
- ☐ **Cognitive Engagement within Service Delivery** - 3b) Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- ☐ **Feedback and Assessment within Service Delivery** - 3c) Assessing learning, providing feedback and adjusting service delivery.
- ☐ Other indicator for special circumstances:

What will you do to improve your performance in this area? How could you work with colleagues, students, and families to enhance learning and support your growth and improvement process? Include a rationale for the length of your goal/plan (1, 2, 3 year).	
What is your goal(s)? What student skill/attribute are we trying to improve?	
What evidence of educator learning, student growth and achievement, and/or	

organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal? How will you know that student improvement occurred? *See [professional learning and action questions](#) to guide your plan.*	
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	

Goal Setting Conference
Completed by Evaluator (By mid-October)
Date

Length of Goal/Plan:	**Current Year of Goal/Plan:**
☐ 1 Year ☐ 2 Year ☐ 3 Year	☐ Year 1 ☐ Year 2 ☐ Year 3

Evaluator Goal Setting Conference Notes:
Include change in tiered supports, if recommended.

Supports Required/Suggested:
Are tiered supports required beyond Tier 1 (included in feedback above)?

    ☐ Not applicable

    ☐ Tier 2

    ☐ Tier 3

    ☐ Individualized Support Plan (A copy of the notification will be given to the superintendent, the NTL president, and the educator's personnel file within five (5) school days)

Observation of Professional Practice
[Observation of Professional Practice](#)

| **Midyear Check-in: Reflection, Adjustment(s), and Next Steps** |
| *Completed by Educator* |
| [See Sample Reflection Questions](#) *and* [Professional Learning and Action Questions](#) |

What has been your progress to date on your professional learning and how do you know?	**Self-Reflection:**
Evidence/Links to Evidence:	

Midyear Conference
Completed by Evaluator (<u>by mid-February</u>)
<u>Date</u>

Feedback to Educator (Feedback regarding progress on professional learning and progress toward goal(s). Include change in tiered supports, if recommended.):

Supports Required/Suggested:
Are tiered supports required beyond tier 1 (included in feedback above)?

- ☐ Not applicable
- ☐ Tier 2
- ☐ Tier 3
- ☐ Individualized Corrective Support Plan (A copy of the notification will be given to the superintendent, the NTL president, and the educator's personnel file within five (5) school days)

End-of-Year Reflection and Feedback Process
Self-Reflection *Completed by Educator* *See Sample Reflection Questions and Professional Learning and Action Questions*

What impact did your new learning have on your practice/goal(s), and how do you know? What impact did your new learning and practice have on your student learning, growth, and/or achievement, and how do you know? What challenges did you encounter and what are your next steps with your professional learning?	**Self-Reflection:**
Evidence/Links to Evidence:	

End-of-Year Conference
Completed by Evaluator (by June 1 or 2 weeks prior to the last day of school, whichever is later)
Date

Summative Feedback and Growth Criteria
Completed by Evaluator
[See Appendix C for full description](#)

Summative Feedback:

CAPA Cycle Status
- ☐ Criteria ***have been successfully met"** within this CAPA cycle
    - ☐ Continue multi year goal/plan
    - ☐ Initiate a new CAPA Cycle goal/plan
- ☐ Criteria ***have not yet been successfully met"** within this CAPA cycle.
    - ☐ Repeat CAPA cycle with the same goal/focus
    - ☐ Initiate a new CAPA Cycle goal/plan
    - ☐ Other actions based on need

*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 described in state statute, guidelines and the NPS growth and support plan.

Supports Required/Suggested
Are tiered supports required beyond tier 1 (included in summative feedback above)?
- ☐ Not applicable
- ☐ Tier 2
- ☐ Tier 3
- ☐ Individualized Corrective Support Plan (A copy of the notification will be given to the superintendent, the NTL president, and the educator's personnel file within five (5) school days)

For multi-year goals only: ● What adjustments are needed to the goal(s)? ● Why? ● How might adjustments impact the timing of the goal(s)?	● Educator will continue multi-year goal. ● Educator will adjust multi-year goal. ● Educator completed multi-year goal. Notes:
Educator Signature	**Date:**
Evaluator Signature	**Date:**

Appendix G: Evaluator Observation Form

Naugatuck Public Schools Evaluator Observation Form	
Name:	**Location:**
Grade/Role:	**Discipline/Focus:**
☐ Non-tenured Cohort ☐ Tenured Cohort	
Observation Evidence Aligned to Single Point Rubric *Completed by the Evaluator*	
Evidence of Strengths Aligned to Single Point Rubric	**Evidence for Growth and/or Next Steps aligned to Single Point Rubric**
Teacher Comments:	

Appendix H: Individualized Corrective Support Plan Sample

(Sample)

Educator A has consistently struggled with classroom management. Tiered supports have been provided by the evaluator throughout the CAPA cycle. Educator A has demonstrated a lack of growth/improvement, which has led the evaluator to assign an Individualized Corrective Support Plan.

Objective:

To improve classroom management practices in order to improve a positive learning environment (CCT – 1A) to support learning.

(Suggested) Resources:

- Observe a mutually agreed upon peer for structures, systems, and dispositions that support positive classroom management skills.
- Read and discuss "The First Six Weeks of School" - Center for Responsive Classroom with evaluator.
- Training in Restorative Practices.

Timeframes:

- Educator A will remain on this Individualized Corrective Support Plan for six weeks.
- Improvements in classroom management within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:

- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.
- Modeling of effective classroom management strategies
- Weekly, bi-weekly meetings with progress reporting from Teacher A and written feedback from evaluator (dependent upon need for plan)

Appendix I: Individualized Corrective Support Plan Template

(Educator being evaluated has demonstrated a lack of growth/improvement in the area of_____. Tiered supports have been provided by the evaluator throughout the CAPA Cycle. An Individualized Corrective Support Plan with advancing levels of support is needed. The supports and timeline are listed below.

Objective:

To improve _____

_____ (Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Educator being supported on the Individualized Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Individualized Corrective Support Plan - typically six to eight weeks in length)
- Improvements in (standard) within this (Length of the Individualized Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Educator A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.

Appendix J: Teacher High Leverage Practice Single Point Rubric

Teacher High Leverage Practice Single Point Rubric
CCT Rubric for Effective Teaching 2017

Positive Learning Environment		
Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by: *INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.*		
Areas of Strength	*Effective Practice* Adapted from the *CCT Rubric for Effective Teaching 2017*	*Opportunities for Growth/ Next Steps*
	The teacher establishes a positive learning environment which: ● Includes consistently positive and respectful interactions between teacher and students ● Promotes positive social interactions among students ● Is consistently respectful of students' cultural, social and/or developmental differences ● Recognizes and incorporates students' diversity to enrich learning opportunities ● Establishes and consistently reinforces appropriate expectations for learning And where the students: ● Proactively demonstrate positive social interactions ● Take risks and responds to questions and challenges ● Feel safe to make and learn from mistakes ● Take responsibility for their learning	

Cognitive Engagement for Active Learning		
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: *INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence based learning strategies.*		
Areas of Strength	*Effective Practice* *Adapted from the [CCT Rubric for Effective Teaching 2017](#)*	*Opportunities for Growth/ Next Steps*
	The teacher implements effective instruction for active learning which: ● Employs differentiated strategies, tasks, and questions that cognitively engage students through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry ● Uses resources and flexible groupings that cognitively engage students ● Fosters students' ownership, self-direction and choice of resources and/or flexible groupings to develop their learning ● Provides multiple opportunities for students to develop independence as learners And where the students: ● Demonstrate new learning in multiple ways, including application of new learning to make connections between concepts ● Generate their own questions and problem-solving strategies, and synthesize and communicate information ● Approach learning in ways that will be effective for them as individual learners	

Feedback and Assessment for Active Learning		
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: **INDICATOR 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.**		
Areas of Strength	*Effective Practice* *Adapted from the CCT Rubric for Effective Teaching 2017*	*Opportunities for Growth/* *Next Steps*
	The teacher supports active learning by using effective feedback and assessment practices, including: ● Communicating specific observable and measurable criteria for student success ● Monitoring student learning with focus on eliciting evidence of learning at critical points in the lesson to assess individual and group progress toward achievement of the intended instructional outcome ● Providing individualized, descriptive feedback that is accurate, actionable and helps students advance their learning ● Adjusting instruction as necessary in response to individual and group performance And where the students: ● Are involved in developing or interpreting success criteria ● Self-monitor, self-assess, and self-reflect to improve their learning ● Provide peer feedback that focuses on advancing their learning ● Independently select strategies that will be effective for them as individual learners	

Appendix K: Service Delivery Provider High Leverage Practice Single Point Rubric

Service Delivery Provider High Leverage Practice Single Point Rubric
CCT Rubric for Effective Service Delivery 2017

Positive Learning Environment		
Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by: *INDICATOR 1a: Promoting a positive learning environment that is respectful and equitable.*		
Areas of Strength	*Effective Practice* *Adapted from the [CCT Rubric for Effective Service Delivery 2017](#)*	*Opportunities for Growth/ Next Steps*
	The service provider establishes a positive learning environment which: ● Includes consistently positive and respectful interactions between service provider and learners ● Promotes positive social interactions among learners ● Is consistently respectful of learners' cultural, social and/or developmental differences ● Recognizes and incorporates learners' diversity to enrich learning opportunities ● Establishes and consistently reinforces high and realistic expectations for learning/growth and development And where the learners: ● Proactively demonstrate positive social interactions ● Take risks and responds to questions and challenges ● Feel safe to make and learn from mistakes ● Take responsibility for their growth and development	

Cognitive Engagement within Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by: ***INDICATOR 3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.***

Areas of Strength	*Effective Practice* *Adapted from the [CCT Rubric for Effective Service Delivery 2017](#)*	*Opportunities for Growth/ Next Steps*
	The service provider implements effective instruction for active learning which: ● Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical and creative thinking, purposeful discourse and/or inquiry ● Uses multiple resources and flexible groupings that cognitively engage learners in new learning ● Fosters learners' ownership, self-direction and choice of resources and/or flexible groupings to develop their learning ● Provides multiple opportunities for learners to develop independence and take responsibility for learning And where the learners: ● Demonstrate new learning by making connections between concepts and/or across settings ● Work collaboratively ● Generate their own questions and problem-solving strategies, and synthesize and communicate information ● Approach learning in ways that will be effective for them as individual learners	

Feedback and Assessment within Service Delivery		
Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by: ***INDICATOR 3c: Assessing learning, providing feedback and adjusting service delivery.a***		
Areas of Strength	*Effective Practice* *Adapted from the [CCT Rubric for Effective Service Delivery 2017](#)*	*Opportunities for Growth/ Next Steps*
	The service provider supports active learning by using effective feedback and assessment practices, including: ● Communicating specific observable and measurable criteria for learner success ● Monitoring learning with focus on eliciting evidence of learning at critical points to assess individual and group progress toward achievement of the intended purpose/objective ● Providing individualized, descriptive feedback that is specific, timely, accurate, and actionable and supports the improvement toward academic or social/behavioral outcomes ● Adjusting service delivery in response to learners' performance or engagement in tasks And where the learners: ● Are involved in developing or interpreting success criteria ● Self-monitor, self-assess, and self-reflect to improve their learning ● Provide peer feedback that focuses on advancing their learning ● Provide feedback to assist in adjustment of service delivery	

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Naugatuck Public Schools Professional Leader Growth and Development Process 2024

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Naugatuck Public Schools
Professional leader Growth and Development Process 2024
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Director of Curriculum: Caroline Messenger

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Introduction

Purpose and Goal of the Professional Leader Growth and Development Process

The purpose of the NPS leader Professional Growth and Evaluation process is to foster and support continuous leader growth through collaboration between leader(s) and evaluator(s). The Naugatuck Public School System is committed to cycles of continuous growth and improvement through professional learning that leads to high-quality professional practice and improved equitable outcomes for students. The primary goal of the NPS Leader Growth and Development Process is to develop the collective capacity of leaders to achieve our inclusive vision of high-quality teaching and learning and equitable outcomes for each and every learner.

Theory of Action for the Professional Leader Growth and Development Process

IF students are provided access to highly effective leaders who develop caring, responsive relationships, AND IF the culture of continuous, collaborative professional growth is used to support high expectations for diverse student learning experiences, THEN we will meet the needs of all learners and all students will achieve at high levels.

IF leaders and evaluators cultivate an inclusive collaborative culture of belonging, relentlessly focused on the growth and development of all learners (educatorss, students, family), THEN all students will experience growth and success.

Beliefs and Core Values

We believe:
- All students deserve high-quality educators and a high-quality education
- Equity is a fundamental value necessary for a high-quality education and student achievement and that all children can learn and achieve at high levels - especially when equity is infused into every aspect of education
- All educators can improve their practice through cycle(s) of continuous growth and development, self-reflection, and meaningful feedback
- The process of reflection and continuous growth is integral to sustainable student success
- The diversity of our greater community is both an asset and a strength; it is a critical component in facilitating the growth of each and every student

District Vision and Mission

Vision of the Naugatuck Public Schools: Educating All Students Today for Tomorrow's Future

Mission: Our mission is to create a community of learners who:
- Are responsible and engaged community members
- Demonstrate initiative, persistence, and adaptability
- Are curious and value risk taking as part of the learning process
- Access and analyze information and formulate an opinion
- Communicate effectively
- Work individually and on teams to solve real world problems

Educator Evaluation and Support (EES) Council Vision

All Connecticut educators and leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the leader and leader evaluation and support system so that all Connecticut students experience growth and success.

The Purpose of this Guide

The Naugatuck Evaluation and Support Plan is designed to support a comprehensive educator and leader evaluation system adopted by the Naugatuck Board of Education in concert with a wide range of stakeholders and pursuant to leader evaluation regulations. Connecticut General Statutes 10-151b requires that "the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each leader."

The Naugatuck Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all leaders and leaders. The Naugatuck Professional Learning and Evaluation Committee adapted the Connecticut (CT) Model Evaluation and Support Plan to align with the CT Guidelines for Leader and Leader Evaluation and Support 2023. This plan will:

- Introduce key components of the leader evaluation framework and the requirements set forth in the regulations;
- Outline specific action steps, forms, and tools from the Naugatuck Evaluation and Support Plan specific to the evaluation of leaders; and
- Highlight considerations, conditions, and systems necessary for effective implementation at the school/district level.

The purpose of the NPS Leader Professional Growth and Development process is to foster and develop continuous leader growth through collaboration between leader(s) and evaluator(s). The Naugatuck Public School System is committed to a cycle of continuous growth and improvement

through professional learning that leads to high-quality professional practice and improved equitable outcomes for students. The primary goal of the NPS Leader Growth and Development Process is to develop the collective capacity of leaders to achieve an inclusive vision of high-quality teaching and learning and equitable outcomes for each and every learner.

CT Guiding Principles for a Reimagined Model

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

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

- Specific, timely, accurate, actionable, and reciprocal feedback.

In this process, the educator and leader serve as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process.

Naugatuck Guidelines for Educator and Leader Evaluation and Growth 2023 Components: Reimagining Educator and Leader Evaluation and Growth

The Naugatuck Plan is aligned to the CT guidelines for Educator Evaluation and Support 2023 and are representative of research-based effective practice that include six elements.

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

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

Standards and Criteria for Educators

One of the primary goals of the leader evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Leader practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. Naugatuck's PDEC will create a process to review the standards and ensure a rubric accompanies the standards. The single-point rubric serves as support for self evaluation, dialogue, and feedback.

Leader

1. Professional Standards for School Leaders (PSEL)
2. Learning Forward's Professional Learning Standards (2022)
3. Common Core of Leadership Standards 2012
4. CT Leader Eval and Support Rubric 2017

Professional Learning Standards and Structures

Professional learning is essential to the Naugatuck Leader Evaluation and Growth document. Learning Forward Professional Learning Standards 2022, serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help leaders and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.
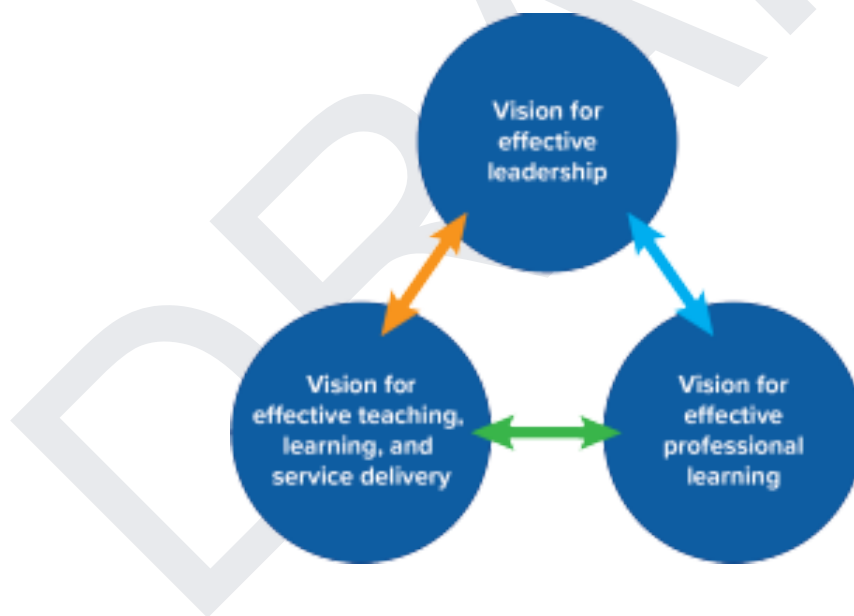
The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement

A CAPA Framework:
A Collaborative Cycle of Continuous Professional Learning and Growth

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

Within the continuous learning process, leaders check in with a minimum of three times a year (BOY, MOY, EOY) to provide an opportunity for a reciprocal discussion of what is happening in the school district, 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. Dialogue is important, and

evaluators will provide a balance of written and verbal feedback between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports — the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/district. In all their work, educational leaders are driven by the district/school's mission, vision, and portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

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

Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator (092 or 093) who has completed comprehensive orientation on this model and relevant rubrics.

Leader Continuous Learning Process

Annual Orientation to the NPS Professional Leader Growth and Development Process
Completed prior to the start of the Continuous Learning Process

Goal Setting
Completed by September 15

Beginning of the Year Goal(s) and Planning
- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan
- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference
- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-year Check-in
Completed by March 30

Mid-Year Check-in: Reflection, Adjustments, and Next Steps
- Review and discuss currently collected evidence toward goal(s) and of practice
- Review professional learning, evidence, and impact on organizational health, educator and student learning, growth and achievement.

Mid-Year Conference
- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection
Completed by the 10th day following the commencement of the school year

End-of-Year Reflection and Feedback Process
- Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria
- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off
- Adjust & Revise as needed for multi-year goals

Orientation to the NPS Professional Leader Growth and Development Process shall take place prior to the start of the process. The orientation shall include:

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

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

Goal(s) Setting (Completed by September 15)

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals (see appendix B). Goals should always be connected to standards recommended by the PDEC and approved by the local board of education.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

- Self-assess using the identified rubric.
- Identify a high leverage goal that impacts leadership practice and educator and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

The leader shares the above with their evaluator during an initial goal setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

Midyear Check-in (Completed by March 30)

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement. Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

End-of-Year Reflection/Summative Review (Completed by the 10th day following the commencement of the school year)

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

This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process.

Professional Practice and Leader Growth

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

On-Site Evidence Driven Site Visit Observation and Feedback

On-site Evidence Driven 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 specific feedback based on evidence, standards, and the leader's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence, including site visits, feedback written or verbal, that is provided with five school days.

Quality feedback:

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

"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)

Leader Observations and Feedback Throughout the CAPA Framework

There are multiple opportunities throughout the CAPA framework for leaders to receive focused feedback tied to their identified goal, to identify strengths and areas for advancement.

Within the context of the CAPA framework, observations with written feedback include:

- Minimum of 1 On-site Evidence Driven Site Visit and 1 Review of Practice for leaders year three or more
- Minimum of 2 On-site Evidence Driven Site Visits and 1 Review of Practice for leaders new

to the profession (first two years) or new to the district (first two years)
- Evaluators may schedule and conduct additional observations with feedback as needed to support the leader's CAPA framework process, and they may provide additional support and feedback as needed throughout the leader's CAPA framework process.

Observation Definitions
- **Review of Practice:** Reviews of practice include, but are not limited to: observations of data team meetings, faculty meetings, professional learning, observations of coaching/mentoring, and other leader artifacts, with written feedback within five school days.
- **Informal Observation:** An informal observation is an unplanned visit intended to evaluate leader performance. This typically includes either verbal or written feedback provided to the leader within five school days.
- **Formal Observation:** A formal observation is a structured and planned process of watching, assessing, and evaluating a leader's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

Upon receipt of written feedback from the evaluator, a leader's signature is required within two school days to indicate receipt of feedback. Best practice is to provide verbal feedback with written feedback. An electronic signature indicates only a receipt of the feedback, not agreement with its content.

One observation typically occurs early in the school year to support the leader's goal setting; another observation may take place at the end of the school year to observe for evidence of improvement as a result of reflection and growth within the CAPA Framework. Tier 3 supports may include formal observations as a part of the collaborative plan.

Evaluators may schedule and conduct additional observations with feedback as needed to support the leader's CAPA framework process, and they may provide additional support and feedback as needed throughout the leader's CAPA framework process.

Definition of Cohorts	
Cohort 1 **Who:** ● New to the leadership role (first two years) ● New to the district (first two years) **What:** ● Minimum of 2 On-site, Evidence-driven Visits ● Minimum of 1 Review of Practice Written feedback within five school days.	**Cohort 2** **Who:** ● Leaders in the district for three years or more **What:** ● Minimum of 1 On-site, Evidence-driven Visit ● Minimum of 1 Review of Practice Written feedback within five school days.

Upon receipt of written feedback, leaders sign within two school days. Best practice is to provide verbal feedback with written feedback.	Upon receipt of written feedback, leaders sign within two school days. Best practice is to provide verbal feedback with written feedback.

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

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice - The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice **Impact on the Organization** - The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved learning and their own changes in practice. **Impact on the Community** - The leader can demonstrate how they worked effectively with colleagues/families/community.	- Information from site visits - Strategic plans - Learning walk/instructional rounds - Self-reflection (e.g., journals, learning logs) - Leader created professional learning materials - Operational artifacts (e.g., schedules, procedural revisions) - Educator learning outcomes - Policy updates - Community communications - Constituent feedback - Program development and implementation - Quantitative measure of whole child development (including, but not limited to: academic, social, emotional, and physical development) - Systems and structures

Tiered Support and Individualized Corrective Support Planning

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders (tenured or nontenured) 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 an Individualized 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 an Individualized 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 an Individualized Corrective Support Plan. The Individualized 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 leaders, inclusive of, but not limited to, collegial professional conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all leaders (e.g., 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 and are collaboratively discussed 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 an Individualized 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 a leader is receiving this level of support should be clearly documented (see appendix H).

Individualized 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 an Individualized 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 an

Individualized Corrective Support Plan. Once the determination of being placed on an Individualized Corrective Support Plan has been made, the leader will be notified by the evaluator in writing or at the end-of-year conference that they are being placed on an Individualized Corrective Support Plan. A copy of the notification or the End of Year Conference Form will be given to the leader, superintendent, the NANA president, and placed in the leader's personnel file within five (5) school days. The Individualized Corrective Support Plan shall be developed in consultation with the leader and their exclusive bargaining representative for the certified leader chosen pursuant to C.G.S. §10-153b.

The Individualized Corrective Support Plan is in addition to the leader growth and development process and 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.

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

See Appendix H for an Individualized Corrective Support Plan form and example.

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 leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should a leader disagree with the evaluator's feedback, the parties are encouraged to discuss these differences and seek a 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 an Individualized Corrective Support Plan.

Naugatuck Public Schools has established the following process for resolving disputes in cases where the evaluator and leader cannot agree on goals/objectives, the evaluation period, feedback, or the professional development plan.

Process

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

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the

matter informally.

2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three work days of the meeting with their evaluator (step 1). The leader being evaluated may choose between two options.

    a. **Option 1:**

        When such an agreement cannot be reached, the issue in dispute will be referred for resolution to the LEVAL Appeals Committee, a subcommittee of the Professional Development and Evaluation Committee (PDEC). The superintendent or designee and the respective collective bargaining unit for the district will each select one representative from the LEVAL to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent or designee and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision..

    b. **Option 2:**

        The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent or designee will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent or designee. The superintendent or designee will act as arbitrator and make a final decision, which shall be binding.

Time Limits

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.

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within the resolution process 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 process within five workdays of the scheduled meeting in which the goals/objectives, evaluation period, feedback, and/or professional development plan, which may include tiered support or an Individualized Corrective Support Plan, 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.

The Role of the Professional Development and Evaluation Committee (PDEC)

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan.

Pursuant to [Connecticut General Statute 10-220a](#) and [Public Act 23-159 Section 11 (b) (3),](#) each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups (see NPS PDEC bylaws).

The duties of PDECs shall include, but are not limited to:
- participation in the development or adoption of an educator evaluation and support program
- for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees, paraeducators, and other school personnel of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local board of education and the PDEC. If the local board of education and the PDEC are unable to come to a mutual agreement, they shall consider the model educator and leader evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Appendices — Leader:

Information and Resources to Support Effective Implementation

Appendix A: Sample Leader Reflection Questions

Sample Leader Self-Reflection Questions

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

Sample Leader Professional Learning and Action Questions

Indicators of Success

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

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- In what ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring its impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?

- How might you communicate/share your professional learning with your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as a leader?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix B: Definition of Cohorts

Definition of Cohorts	
Cohort 1 **Who:** ● New to the leadership role (first two years) ● New to the district (first two years) **What:** ● Minimum of 2 On-site, Evidence-driven Visits ● Minimum of 1 Review of Practice Written feedback within five school days. Upon receipt of written feedback, leaders sign within two school days. Best practice is to provide verbal feedback with written feedback.	**Cohort 2** **Who:** ● Leaders in the district for three years or more **What:** ● Minimum of 1 On-site, Evidence-driven Visit ● Minimum of 1 Review of Practice Written feedback within five school days. Upon receipt of written feedback, leaders sign within two school days. Best practice is to provide verbal feedback with written feedback.

Appendix C: Growth Criteria and Sources of Evidence

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice ● The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice **Impact on the Organization** ● The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved learning and their own changes in practice. **Impact on the Community** ● The leader can demonstrate how they worked effectively with colleagues/families/community.	● Information from site visits ● Strategic plans ● Learning walk/instructional rounds ● Self-reflection (e.g., journals, learning logs) ● Leader created professional learning materials ● Operational artifacts (e.g., schedules, procedural revisions) ● Educator learning outcomes ● Policy updates ● Community communications ● Constituent feedback ● Program development and implementation ● Quantitative measure of whole child development (including, but not limited to: academic, social, emotional, and physical development) ● Systems and structures

Appendix D: General Glossary

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching an 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.

PDEC Mutual Agreement/Consensus Rubric

Consensus Guiding Principles:
- My voice has been heard
- I understand the proposal
- I can support the protocol
- All members of the PDEC must be either a 1 or a 2 for the proposal to become part of the plan

1	2	3	4	5
I totally support this proposal	I can support this proposal despite some reservations.	I need more information before I can support this proposal.	I'm unlikely to support this proposal without making changes to it.	I'm totally opposed to this proposal and veto it.

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.

check-ins: During each school year, a minimum of three check-ins (BOY, MOY, EOY) 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. Dialogue is important, and evaluators will provide a balance of written and verbal feedback between check-ins.

community: A school community typically refers to the localized group of students, leaders, 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, leaders, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

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

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

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

Quality Feedback:

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

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

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

goals and standards: 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 leaders' new learning had on their practice/goal, along with a reflection on challenges and next steps, and the impact the leaders' 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 vision of the graduate). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).

Individualized 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 an Individualized 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 an Individualized Corrective Support Plan. Once the determination of being placed on an Individualized Corrective Support Plan has been made, the leader will be notified by the evaluator in writing or at the end-of-year conference that they are being placed on an Individualized Corrective Support Plan. A copy of the notification or the End of Year Conference Form will be given to the leader, superintendent, the NTL president, and placed in the leader's personnel file within five (5) school days. The Individualized Corrective Support Plan shall be developed in consultation with the leader and their exclusive bargaining representative for the certified leader chosen pursuant to C.G.S. §10-153b.

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

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

multiple measures: Can include, but is not limited to, student learning, leader 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.

observation of professional practice: In-class observations for a minimum of 15 minutes, with written feedback within five school days.

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 leaders. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also Appendix E, Glossary of Professional Learning Opportunities.

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

rubric: A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of leaders 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 rubric: 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.

<p align="center">Leader High Leverage Practice Single Point Rubric</p>

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 (tenured or nontenured) leaders, 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 leaders (e.g., instructional coaching). These resources should be identified through a goal-setting process by mutual agreement.

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

Tier 3: Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the leader and may be assigned by the evaluator. Leaders move to Tier 3 when there exists a pattern of need for support or resistance to growth-oriented feedback. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success. 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 a leader is receiving this level of support should be clearly documented and a decision to move to an Individualized Corrective Support Plan may be required.

Appendix E: Glossary of Professional Learning Opportunities

High-quality professional learning enhances both leader 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.

action research: Action research is a form of investigation designed for use by leaders to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection, decision-making, and the development of more effective classroom strategies. (Parsons and Brown, 2002) Action research can be a multi-year process.

advanced coursework: Courses offered at a college, university, or other institution, in person or online, which further leader 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 the 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 leaders 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 leaders planning a lesson, observing one present the lesson, and then reflecting on it afterward.

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

peer observation: An opportunity for leaders to observe each other during classroom instruction.

leaders may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.

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

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

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

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

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

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

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

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

Appendix F: Evaluation Orientation

<table>
<tr><td colspan="2" align="center">Evaluation Orientation

Orientation to Leader Evaluation was completed on:

Date: _____</td></tr>
</table>

Name:		Location:	
Select One: ● **Cohort 1:** New to the leadership role (first two years) or new to the district (first two years) ● **Cohort 2:** Leaders in the district for three years or more	**Select One:** ● Individual goal ● Collaborative goal *Decided upon by mutual agreement.*	**Select One:** ● 1-year goal ● 2-year goal ● 3-year goal *Decided upon by mutual agreement.*	**Select One:** ● **Leader High Leverage Practice Single Point Rubric**

Beginning-of-the-Year Goals and Planning

Self-Reflection *Completed by Leader* See Sample Reflection Questions

Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking. *See Examples of Evidence Types*	

Goal, Rationale, Alignment and Professional Learning Plan *Completed by Leader*

Based on your self-reflection, which high-leverage CCT Rubric for Effective Leading indicator will you use as the focus of your improvement strategy?

- ☐ **Curriculum, Instruction and Assessment —** Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.
- ☐ **Professional Learning —** Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.
- ☐ **School Culture and Climate -** Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.
- ☐ Other indicator for special circumstances:

What will you do to improve your performance in this area? How could you work with colleagues, students, and families to enhance learning and support your growth and improvement process? Include a rationale for the length of your goal/plan (1, 2, 3 year).	
What is your goal(s)? What student skill/attribute are we trying to improve?	
What evidence of leader learning, student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal? How will you know that student improvement occurred? *See professional learning and action questions to guide your plan.*	
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	

Goal Setting Conference
Completed by Evaluator (By September 15)
Date:

Length of Goal/Plan:	**Current Year of Goal/Plan:**
☐ 1 Year	☐ Year 1
☐ 2 Year	☐ Year 2
☐ 3 Year	☐ Year 3

Evaluator Goal Setting Conference Notes:
Include change in tiered supports, if recommended.

Supports Required/Suggested:
Are tiered supports required beyond Tier 1 (included in feedback above)?

☐ Not applicable

☐ Tier 2

☐ Tier 3

☐ Individualized Support Plan (A copy of the notification will be given to the superintendent, the NANA president, and the leader's personnel file within five (5) school days)

Observation of Professional Practice *Non-negotiable Process Element of the CT Guidelines (2023)*
[Observation of Professional Practice](#)

Midyear Check-in: Reflection, Adjustment(s), and Next Steps *Completed by Leader* *See Sample Reflection Questions and Professional Learning and Action Questions*	
What has been your progress to date on your professional learning and how do you know?	**Self-Reflection:**
Evidence/Links to Evidence:	

Midyear Conference
Completed by Evaluator (by March 30)
Date:

Feedback to Leader (Feedback regarding progress on professional learning and progress toward goal(s). Include change in tiered supports, if recommended.):

Supports Required/Suggested:
Are tiered supports required beyond tier 1 (included in feedback above)?

- ☐ Not applicable
- ☐ Tier 2
- ☐ Tier 3
- ☐ Individualized Corrective Support Plan (A copy of the notification will be given to the superintendent, the NANA president, and the leader's personnel file within five (5) school days)

End-of-Year Reflection and Feedback Process
Self-Reflection   *Completed by Leader*   *See Sample Reflection Questions* and *Professional Learning and Action Questions*

What impact did your new learning have on your practice/goal(s), and how do you know? What impact did your new learning and practice have on your student learning, growth, and/or achievement, and how do you know? What challenges did you encounter and what are your next steps with your professional learning?	**Self-Reflection:**
Evidence/Links to Evidence:	

End-of-Year Conference
Completed by Evaluator (by the 10th day following the commencement of the school year)
Date:

Summative Feedback and Growth Criteria
Completed by Evaluator
[See Appendix C for full description](#)

Summative Feedback:

CAPA Cycle Status
- ☐ Criteria *****have been successfully met"** within this CAPA cycle
  - ☐ Continue multi year goal/plan
  - ☐ Initiate a new CAPA Cycle goal/plan
- ☐ Criteria *****have not yet been successfully met"** within this CAPA cycle.
  - ☐ Repeat CAPA cycle with the same goal/focus
  - ☐ Initiate a new CAPA Cycle goal/plan
  - ☐ Other actions based on need

*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 described in state statute, guidelines and the NPS growth and support plan.

Supports Required/Suggested
Are tiered supports required beyond tier 1 (included in summative feedback above)?
- ☐ Not applicable
- ☐ Tier 2
- ☐ Tier 3
- ☐ Individualized Corrective Support Plan (A copy of the notification will be given to the superintendent, the NANA president, and the leader's personnel file within five (5) school days)

For multi-year goals only:	● Leader will continue multi-year goal.
● What adjustments are needed to the goal(s)? ● Why? ● How might adjustments impact the timing of the goal(s)?	● Leader will adjust multi-year goal. ● Leader completed multi-year goal. Notes:
Leader Signature	**Date:**
Evaluator Signature	**Date:**

Appendix G: Evaluator Observation Form

Naugatuck Public Schools Evaluator Observation Form	
Name:	**Location:**
Discipline/Focus:	
☐ Cohort 1 ☐ Cohort 2	
Observation Evidence Aligned to Single Point Rubric *Completed by the Evaluator*	
Evidence of Strengths Aligned to Single Point Rubric	**Evidence for Growth and/or Next Steps aligned to Single Point Rubric**
Leader Comments:	

Appendix H: Individualized Corrective Support Plan Sample

(Sample)

Leader A has consistently struggled with communicating appropriately with a variety of constituents. Tiered supports have been provided by the evaluator throughout the CAPA cycle. Leader A has demonstrated a lack of growth/improvement, which has led the evaluator to assign an Individualized Corrective Support Plan.

Objective:

To improve engagement with families in communicates (PSEL - Standard 8) and to improve operations management (PSEL - Standard 9).

Resources:

- All communications previewed by the evaluator for content and timeliness.
- Collaboration with other district leaders for exemplars of communication.

Timeframes:

- Leader A will remain on this Individualized Corrective Support Plan for six weeks.
- Improvements in communication within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:

- Weekly, biweekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan).
- All resources made available.
- Modeling of effective communication practices with role play opportunities
- Timely feedback in person and in writing (weekly/biweekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.

Appendix I: Individualized Corrective Support Plan Template

Individualized Corrective Support Plan Template

(Leader being evaluated) has demonstrated a lack of growth/improvement in the area of_____. Tiered supports have been provided by the evaluator throughout the CAPA Cycle. Has demonstrated a lack of growth/improvement, which has led (the Evaluator) to assign an Individualized Corrective Support Plan.

Objective:

To improve _____

_____ (Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the leader being supported on the Individualized Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Individualized Corrective Support Plan - typically six to eight weeks in length)
- Improvements in (standard) within this (Length of the Individualized Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from leader A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.

Appendix J: Leader High Leverage Practice Single Point Rubric

Leader High Leverage Practice Single Point Competencies
CT Leader Evaluation and Support Rubric 2017

Curriculum, Instruction and Assessment		
Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment. **1.2 Curriculum, Instruction and Assessment — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.**		
Areas of Strength	*Effective Practice* *Adapted from the CT Leader Evaluation and Support Rubric 2017*	*Opportunities for Growth/ Next Steps*
	- The leader develops a shared understanding of standards-based best practices in curriculum, instruction, and assessment by: - Consistently working with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings - Promoting and modeling evidence-based instructional strategies and practices that address the diverse needs of students - Consistently working with staff to implement and evaluate formative and summative assessments that drive instructional decisions - And where the educators and leader: - Apply curriculum and instructional strategies in authentic settings - Collaborate to implement and/or evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings - Collaborate to research, identify, and implement evidence-based instructional strategies and practices that address the diverse needs of students	

	- Implements and evaluates formative and summative assessments that drive instructional decisions. - Potential Sources of Evidence: - Professional development sessions - Educator evaluation data - Student learning data (formative and summative) - Data team agendas, minutes, observations - School or district improvement plan - Curriculum guides - Lesson plans - Faculty meeting agendas, minutes, observations - Teacher formative assessments	

Professional Learning		
Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning. **2.2 Professional Learning — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.**		
Areas of Strength	*Effective Practice* *Adapted from the CT Leader Evaluation and Support Rubric 2017*	*Opportunities for Growth/ Next Steps*
	The leader engages in continuous improvement efforts to advance the school/district's vision, mission, and goals by: - Establishing, implementing and monitoring the impact of a high-quality professional learning system to improve practice - Modeling and/or leading others to reflect on practice using multiple sources of evidence and feedback to determine professional development needs and provide professional learning opportunities - Providing multiple conditions, including support, time or resources for professional learning, that lead to improved practice - Promoting collaborative practices and fosters leadership opportunities for a professional learning system that promotes continuous	

improvement

And where the educators and leader:

- Collaborates and/or leads within a professional learning system for continuous improvement and that leads to improved instruction
- Reflect on and analyze multiple sources of data to identify and develop their own professional learning to advance the school/district goals
- Collaboratively develop the conditions, including support, time and resources based on a comprehensive professional learning plan that leads to improved instruction

Potential Sources of Evidence:

- School or district improvement plans
- Leadership team agendas, minutes, observations
- Professional learning plan
- Professional learning survey or feedback
- Educator evaluation data

School Culture and Climate		
Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity. **4.2 School Culture and Climate: Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.**		
Areas of Strength	*Effective Practice* *Adapted from the CT Leader Evaluation and Support Rubric 2017*	*Opportunities for Growth/ Next Steps*
	The leader establishes a positive culture and climate which: - Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations - Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional	

	Responsibility for Administrators ● Maintains and promotes a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff And where the educators, students, and leader: ● (Students) Monitor themselves and peers regarding the implementation of expectations for conduct ● (Adults) Monitor themselves and peers regarding adherence to the Connecticut Code of Professional Responsibility for Administrators ● Collaborate with staff and community to strengthen a positive school climate Potential Sources of Evidence: ● Discipline data ● Student surveys ● Observation of students and behaviors (cafeteria, halls, unstructured areas, etc.) ● Faculty or departmental meeting agendas, minutes, observations ● Observations of faculty ● Educator evaluation data (professional responsibilities) ● Parent surveys ● Participation in parent meetings or school events ● Records of safety issues ● Collaboration with police and fire departments (minutes from meetings) ● Procedure manuals ● Emergency management drills ● Communication with parents and families ● Safe school climate committees/Plan ● Contingency plans	

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