CONSOLIDATED
SCHOOL DISTRICT
— OF —
NEW BRITAIN

Educator Evaluation and Support Plan

2024-2025

Contents

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Vision

All Consolidated School District of New Britain educators have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator evaluation and support system so that all New Britain students experience growth and success.

Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 Components: Reimagining Educator and Leader Evaluation and Support

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

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

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

Guiding Principles

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

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

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 single point competencies adopted (Appendix A)from the Connecticut Educator Evaluation and Support Rubric 2017 and mutually agreed upon by the PDEC.

A single point rubric is used to provide focus for high leverage goal(s) setting and professional learning. It also serves as support for self-evaluation, dialogue and feedback.

The following professional practice standards also ground this model's framework.

Educator

- CCT Rubric for Effective Teaching 2017
- CCT Rubric for Effective Service Delivery 2017
- Learning Forward's Professional Learning Standards (2022)
- Teacher Leader Model Standards (2008)

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. 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.
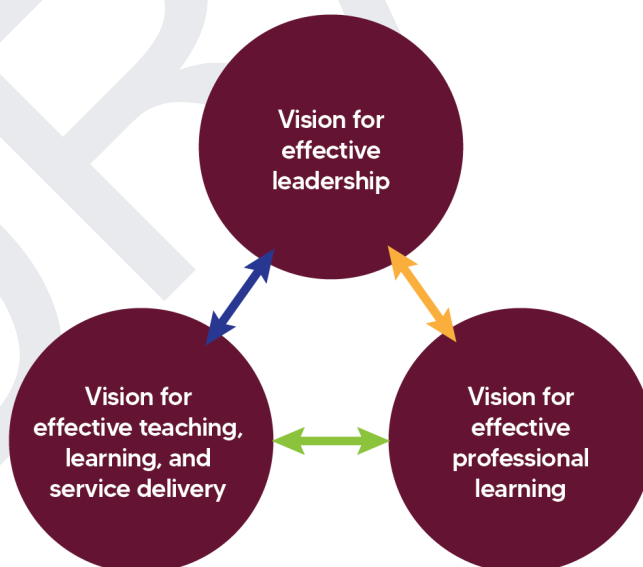
The Continuous Learning Process:

Goal Setting, Professional Practice and Evaluator/Observer/Stakeholder Feedback and Engagement

The evaluation and support 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 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, however, there must be a balance of written and verbal feedback provided between check-ins based on observations and reviews of practice as required by the district plan.

The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.
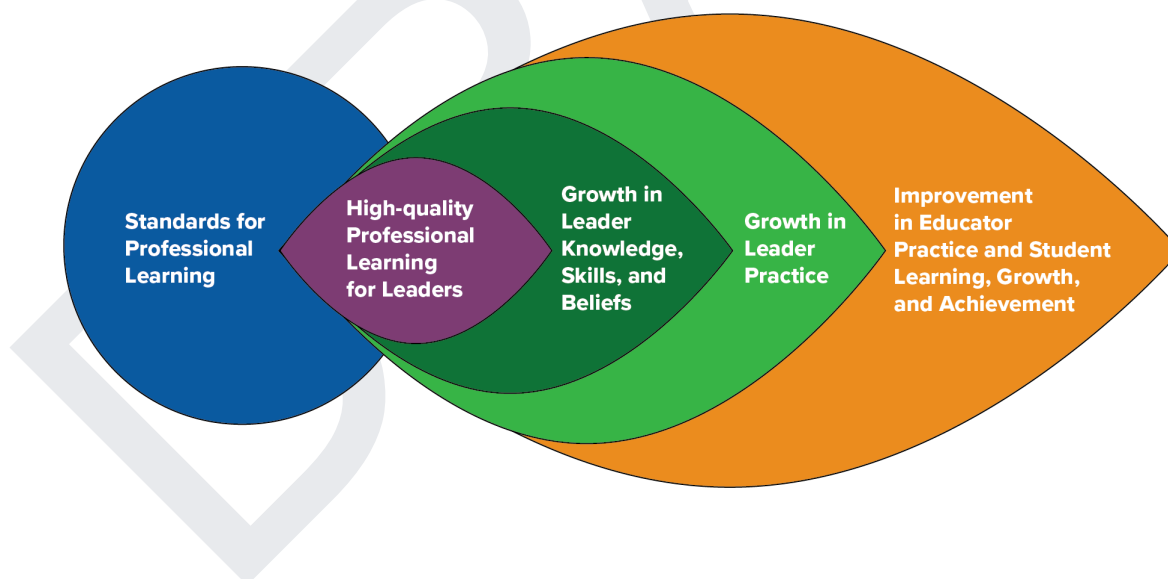
Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist educators and evaluators through the process. All educators are assigned a primary evaluator (092) who holds a leadership position in CSDNB who has completed comprehensive orientation on this model and relevant rubrics.

Educator Continuous Learning Process
Annual Evaluation Orientation must be completed by October 15
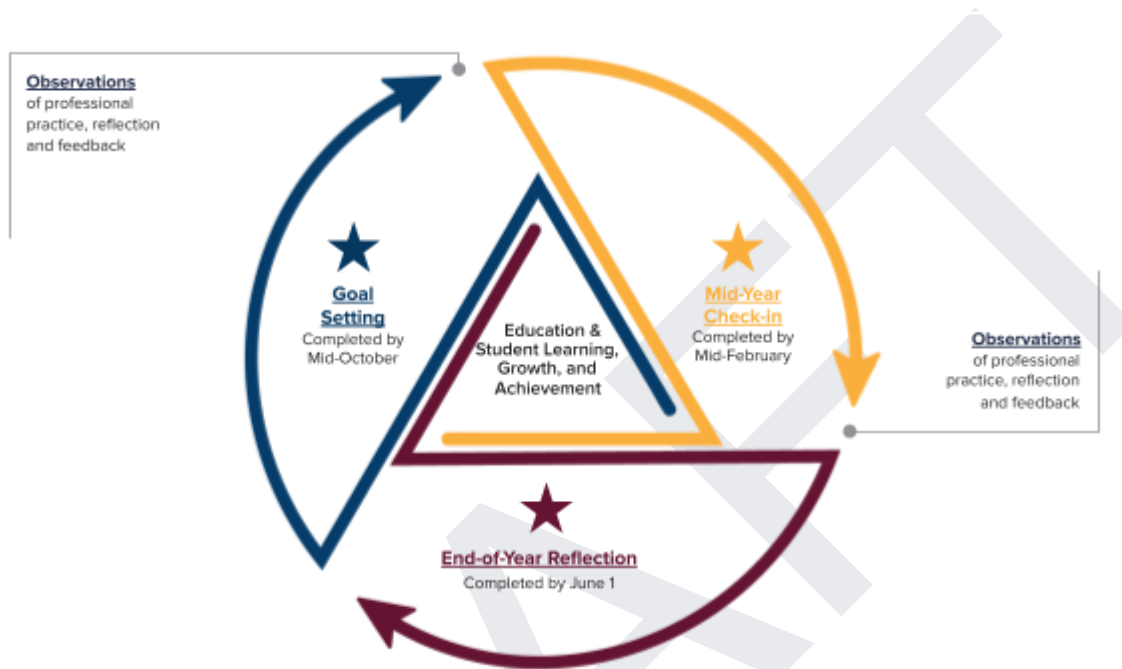
Goal Setting
Completed by Mid-October

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 towards 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

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

Annual Evaluation Timeline

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

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

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

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 (Appendix D). Goals should be connected to the single point competencies (Appendix A). Educators will use the W Draft CSDNB Educator Goal Setting Form.docx .

It is recommended that Cohort 1 Educators with an initial certification or new to the district (these educators will remain in this cohort for two years) select one year, individual goals. Beginning educators in the Teacher Education and Mentoring (TEAM) Program, are encouraged to align their goal with one of the TEAM modules. Teachers may also set collaborative goals if this is mutually agreed to. Cohort 2 Educators with provisional or professional certification are permitted to set one professional growth goal that spans from 1 to 3 years in duration. This goal may be collaborative and may be adjusted as needed each year.

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 shall include an analysis of the impact of their learning on their practice, student learning, growth and achievement and the school community. Educators will complete the W Draft CSDNB Educator MidYear Form.docx .

- Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence aligned to the single point rubric.

- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

End-of-Year Reflection/Summative Review (Completed by June 1)

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, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal. Educators will complete the Draft CSDNB Educator Goal Setting Form.docx

The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and the single point competency (Appendix A) 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 high leverage professional learning goal. Evaluators will provide educators with feedback from observation and dialogue, ensure timely access to supports, and collect evidence of educator performance and practice toward goal(s) through multiple sources, which include observation and may include student, staff, or family feedback (Appendix C).

Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process. The identified high leverage goal(s) provide 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.

"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

CSDNB Teacher Cohorts and Observation Cycles
All Educators will be informed annually of their Cohort Cycle

Cohort 1: Educators with an Initial Educator Certificate

Teachers with an initial educator certificate and teachers who are new to the district (remain in cohort for two years) are required to set one professional growth goal each year, and, if required to complete TEAM, are encouraged to align their goal with one of the TEAM modules. Teachers may also set collaborative goals if this is mutually agreed to.

Cohort 2: Educators with Provisional/Professional Certificates

Experienced teachers with provisional or professional certification are permitted to set one professional growth goal that spans from 1 to 3 years in duration. This goal may be collaborative and may be adjusted as needed each year.

Cohort 1: Teachers with an Initial Certification	Cohort 2: Teachers with Provisional/Professional Certification
Formal Observations: A minimum of two announced formal observations (minimum 30 minutes in length) with pre and post conference meetings ● Formal 1 by November 15 ● Formal 2 by April 30 **Informal Observations:** A minimum of one unannounced informal observation or review of practice. Post meeting as deemed necessary. ● Informal by March 15	**Informal Observations:** A minimum of two unannounced informal observations (minimum of 15-20 minutes in length), one of which may be substituted with a review of practice every other year. ● Informal 1 by November 15 ● Informal 2 by April 15
● Written feedback for formal and informal observation must be provided within three school days ● Additional formal and informal observations of professional practice as mutually agreed upon or deemed necessary	

Observation Cycle for Teachers Hired During the School Year

1st Trimester (August – November)	2nd Trimester (November - March)	3rd and 4th Trimester (March - June)
Follow the Educator Cohort 1 expectations *Observations will count as Year 1 in CSDNB	Conduct a minimum of one formal observation and one informal *Observations will count as Year 1 in CSDNB	A minimum of one informal observation *First year CSDNB service will begin next school year

Formal Observations

- All formal observations are scheduled, and the teacher is notified at least 5 school days in advance.
- Approximately 30 minutes in length
- All formal observations include a pre-conference and post-conference.
  - ***Pre-conference***: Pre-conferences require a meeting with the administrator and teacher within 2 school days of the scheduled observation. Pre-conferences are valuable for giving context prior to the observation for the lesson, information about the students to be observed, and for setting expectations for the observation process.
  - ***Post-conference:*** The post conference gives the teacher and evaluator an opportunity to discuss the observation, feedback, and next steps aligned to the educator's professional growth goal. The evaluator will provide written feedback within 3 school days of the observation. Written feedback will be housed in the district's online evaluation platform.

Informal Observations

- All informal observations are not scheduled.
- Minimum of 15-20 minutes in length
- The evaluator will provide written feedback within 3 school days of the observation. Written feedback will be housed in the district's online evaluation platform.

Review of Practice

A review of practice or non-classroom observation includes but is not limited to, professional conduct and responsibility, preparing for and conducting parent, data team, professional learning, PPTs and 504 meetings. A review of practice can also include a review of lesson plans, student work, and other artifacts aligned to the educator's professional growth goal.

Growth Criteria

Evaluation-Informed Professional Learning

In any sector, people learn and grow by examining current performance, by setting clear goals for future performance, and by outlining the support needed to close the gap. Throughout CSDNB's evaluation model, every teacher will identify professional learning needs in mutual agreement between the teacher and the evaluator, which serves as the foundation for ongoing conversations about the teacher's practice and the impact on student outcomes. The professional learning opportunities identified for each teacher is based on the individual needs that are identified through the evaluation process. This process will be used to identify areas of common need for professional development.
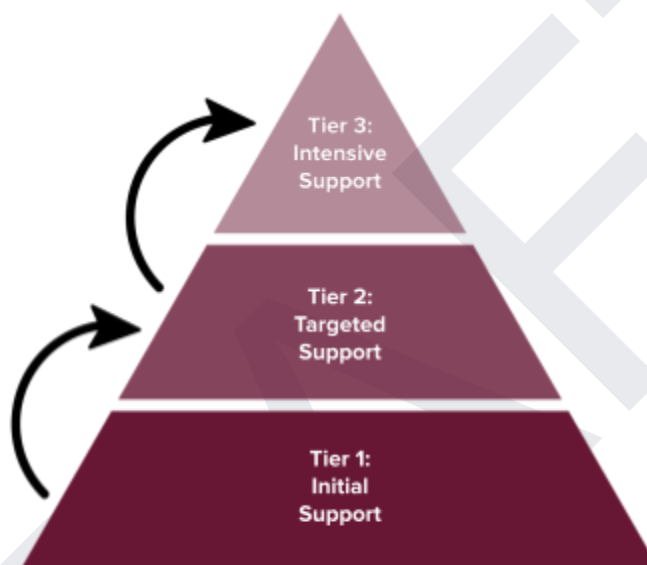
An educator is determined to have successfully completed the learning process by demonstrating:

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

Tiered Support and Corrective Support Planning

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

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

Tier 1: Initial Support

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by CSDNB or outside agencies, 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: Target Support

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.). An educator moves from Tier 1 to Tier 2 based on concerns raised by observable practices with corresponding evidence. A meeting will be held in which a Tier 2 plan will be discussed and drafted. The Tier 2 plan that should not span more than one school quarter or trimester. The educator and evaluator will mutually agree on Tier 2 support strategies. A finalized plan will be provided to the educator within five school days of the meeting. If at the end of the Tier 2 plan, the educator is successful in making substantial progress, then the educator will move back to Tier 1. Upon the completion of Tier 2, a meeting will be held between the teacher, evaluator, and their exclusive bargaining representative for certified educators to determine the next steps.

Tier 3: Extensive Support

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 support have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. In the event that the educator does not successfully meet the goals of the Tier 2 plan, then the educator will move to Tier 3. A meeting will be held in which the Tier 3 plan is discussed and drafted. A finalized plan will be provided to the educator within 5 school days of the meeting. Tier 3 supports shall be developed and mutually agreed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan

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

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

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

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative. See Appendix H for a Corrective Support Plan form and an 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 assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

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

Process

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

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

a) Option 1:

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent 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.

b) Option 2:

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

Time Limits

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

The 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 examples below).

Other School Personnel	Educator	Leader
● Attendance counselor ● Paraeducator (required) ● Behavior technician ● Parent and family liaison ● Social emotional support staff	● Classroom teacher ● CTE teacher ● Library media specialist ● Reading interventionist ● Instructional coach ● Special education teacher ● Social worker ● School psychologist ● Speech pathologist	● Principal ● Assistant principal ● TESOL supervisor ● Special education supervisor ● Assistant superintendent ● Curriculum coordinator ● Talent development supervisor

The duties of PDECs shall include, but are not limited to:

- participation in the development or adoption of a teacher 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 of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to 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 or regional 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 or regional 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.

Local and State Reporting

The superintendent shall report:

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

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

Technical Assistance and Professional Learning

The CSDE works closely with schools and districts to learn what support is most needed for effective implementation of the CT Guidelines 2023 framework. To that end, the CSDE continues to develop resources in partnership with the six regional educational service centers, ACES, CES, CREC, EASTCONN, EdAdvance, and LEARN along with CAS and feedback from districts. You are encouraged to reach out for technical assistance and professional support during the transition to this new framework.

Appendices — Educator

Information and Resources to Support Effective Implementation

Appendix A: Single Point Competencies

==Adopted from Connecticut Common Core of Teachers (2015)==

Domain 1: Classroom Environment, Student Engagement, and Commitment to Learning
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.*   ● Creates an environment in which students take responsibility for their own learning and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.   ● Establishes a positive learning environment that is consistently respectful of students' cultural, social, and/or developmental differences.
Indicator 1b: *Promoting developmentally appropriate standards of behavior that support a productive learning environment.*   ● Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little to no interference with student learning.   ● Consistently teaches, models, and/or positively reinforces social skills and/or builds student's capacity to be responsible for their own actions.
Indicator 1c: *Maximizing instructional time by effectively managing routines and transitions.*   ● Establishes and manages routines and transitions resulting in maximized instructional time.

Domain 2: Planning for Active Instruction

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a: *Planning of instructional content aligned with standards, builds on learners' prior knowledge, and provides for the appropriate level of challenge for all students.*
- Plans content that directly addresses Connecticut Core Standards and/or other appropriate content standards.
- Lessons are logically sequenced and support an appropriate level of challenge.
- Provides purposeful instruction that advances the learning of students.
- Integrates literacy strategies and academic vocabulary.
- Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills.

Indicator 2b: *Planning instruction to cognitively engage students in the content.*
- Selects or designs instructional strategies, tasks, and appropriate DOK questions that promote student cognitive engagement.
- Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.

Indicator 2c: *Selecting appropriate assessment strategies to monitor student progress.*
- Plans assessment strategies, which could include self-monitoring and/or reflection upon their own progress (when applicable), to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.

Domain 3: Instruction 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 3a: *Implementing instructional content for learning.*
- Communicates learning expectations that are aligned with Connecticut Core Standards and provides opportunities for students to demonstrate their understanding of the purpose of the lesson.
- Presents content accurately using content-specific language that leads to student understanding.
- Presents instructional content in a logical and purposeful progression and challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
- Presents instruction that provides opportunities for students to independently select and apply literacy strategies.

Indicator 3b: *Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.*
- Employs differentiated strategies, tasks, and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse, and/or inquiry.
- Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including the application of new learning to make connections between concepts.
- Implements instruction that provides multiple opportunities for students to develop independence as learners.
- Fosters student's ownership, self-direction, and choice of resources to develop their learning.
- Provides multiple opportunities for students to develop independence as learners.

Indicator 3c: *Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.*
- Communicates specific observable and measurable criteria for student success; provides opportunities for students to be involved in developing or interpreting criteria for student success.
- Monitors student learning with a focus on eliciting evidence of learning to assess individual and group progress toward achievement of the intended instructional outcomes; promotes students' self-monitoring and self-assessment to improve their learning.
- Provides individualized, descriptive feedback and opportunities for student self-reflection and peer feedback that is specific and focuses on student learning.
- Adjusts instruction as necessary and provides opportunities for students to select strategies that will be effective for them as individuals.

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration, and leadership by:

Indicator 4a: *Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.*
- Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school, and professional needs.
- Engages in relevant professional learning, which may include peer observations, seeking peer and/or supervisor feedback, to improve a range of professional practices.

Indicator 4b: *Collaborating to develop and sustain a professional learning environment to support student/adult learning.*
- Consistently exhibits professional responsibilities and ethical practices per the Connecticut Code of Professional Responsibility for Teachers.
- Records/data are complete, organized, and accurate. Confidential information is stored in a secure location.

Indicator 4c: *Working with colleagues, students, and families to develop and sustain a positive school climate that supports student/adult learning.*
- Actively engages with colleagues, learners, or families to develop and/or sustain a positive school climate.
- Proactively communicates in a culturally responsive manner and develops positive relationships with stakeholders to promote learner success.

Single Point Competency Rubric

<mark>*Adopted from Connecticut Common Core of Teachers - Effective Service Delivery Rubric*</mark>

> ### Domain 1: Learning Environment, Engagement, and Commitment to Learning
> *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.*
- Interactions between service providers and learners are consistently positive and respectful. The provider consistently promotes positive social interactions and fosters an environment where learners have opportunities to proactively demonstrate positive social interactions and/or conflict-resolution skills.
- Establishes an inclusive learning environment that is consistently respectful while recognizing and incorporating learners' cultural, social, and/or developmental differences to enrich learning opportunities.
- Consistently creates or promotes a learning environment in which learners are willing to take risks, feel safe, make and learn from mistakes, question or challenge ideas presented, and respectfully respond to questions.
- Establishes and consistently reinforces high and realistic expectations for learning and development and creates opportunities for learners to take responsibility for their growth.

Indicator 1b: *Promoting developmentally appropriate standards of behavior that support a productive learning environment.*
- Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment.
- Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate, apply proactive strategies, and take responsibility for their actions.

Indicator 1c: *Maximizing service delivery by effectively managing routines and transition.*
- Implements and manages effective routines and transitions that maximize service delivery times and establish an environment where learners may independently facilitate procedures.

Domain 2: Planning for Active Learning

Service providers design academic, social/behavioral, therapeutic, crisis, or consultative plans to engage student/adult learning in rigorous and relevant learning and to promote curiosity about the world at large by:

Indicator 2a: *Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.*

- Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.
- Designs plans using evidence-based practice that challenges learners to apply learning to new situations.
- Designs targeted and purposeful plans using multiple sources of data to address learner needs to support an appropriate level of challenge. Proactive in obtaining, analyzing, and using data to guide collaborative planning.
- Develops objectives that are targeted and specific to the needs of learners that may include opportunities for learners to inform the development of future objectives.

Indicator 2b: *Developing plans to actively engage learners in service delivery.*

- Selects or designs plans that include strategies, tasks, and questions that promote opportunities for active learner engagement.
- Provides opportunities for learners to apply or extend learning to new situations.
- Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning.
- Selects or designs opportunities for learners to make choices about resources and/or flexible groupings that support and extend new learning.

Indicator 2c: *Selecting appropriate assessment strategies to identify and plan learning targets.*

- Uses knowledge of learners' abilities, developmental level, cultural, linguistic, and/or experiential background to select and interpret assessment information.
- Consults with others to enhance understanding of the assessment selection process, the information obtained, and the subsequent development of learning plans.
- Identifies objective and measurable criteria and involves others in the development of success criteria for assessing learner success.
- Plans for the use of assessment strategies or methods, including engaging learners in using assessment criteria to self-monitor and reflect on learning at critical points to effectively monitor and adjust service delivery.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis, or consultative plans to engage student/adult learning in rigorous and relevant learning and to promote curiosity about the world at large by:

Indicator 3a: *Implementing service delivery for learning.*
- Clearly communicates academic and/or social/behavioral/functional expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards.
- Delivers services accurately, resulting in extended learners' understanding and performance.
- Delivers services in a logical and purposeful progression that meets the needs of learners while providing opportunities that challenge them to take responsibility and extend their own learning.
- Consistently delivers services at a level of challenge that aligns with learners' needs.

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.*
- Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical and creative thinking, purposeful discourse or inquiry, and collaboration when appropriate.
- Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings.
- Fosters learner ownership and self-direction.
- Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for learning.

Indicator 3c: *Assessing learning, providing feedback, and adjusting service delivery.*
- Communicates specific observable and measurable criteria for learner success, while providing opportunities for learners to be involved in developing and/or interpreting criteria for their own success, when appropriate.
- Monitors learning with a focus on eliciting evidence of learning at critical points to assess progress toward achievement of the intended purpose/objective while facilitating learners' self-monitoring and self-assessment.
- Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral/functional outcomes.
- Adjusts to service delivery in response to learners' performance, engagement in tasks, or feedback.

Domain 4: Professional Responsibilities and Teacher Leadership
Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration, and leadership by:

Indicator 4a: *Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.*
- Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school, and professional needs.
- Engages in relevant professional learning, which may include peer observations, seeking peer and/or supervisor feedback, to improve a range of professional practices.

Indicator 4b: *Collaborating to develop and sustain a professional learning environment to support student/adult learning.*
- Consistently exhibits professional responsibilities and ethical practices per the Connecticut Code of Professional Responsibility for Teachers.
- Records/data are complete, organized, and accurate. Confidential information is stored in a secure location.

Indicator 4c: *Working with colleagues, students, and families to develop and sustain a positive school climate that supports student/adult learning.*
- Actively engages with colleagues, learners, or families to develop and/or sustain a positive school climate.
- Proactively communicates in a culturally responsive manner and develops positive relationships with stakeholders to promote learner success.

Appendix B: Sample Reflection Questions – Educator

Self-Reflection Sample Questions

- Thinking about the successes 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 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?

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 supports might you need from your colleagues, supervisor, 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?
- 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 impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to 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, 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 circumstance 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 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 and how did it help?

Appendix C: Definition of Cohorts – Educator

Cohort 1: Teachers with an Initial Certification	Cohort 2: Teachers with Provisional/Professional Certification

Formal Observations:
A minimum of two announced formal observations (minimum 30 minutes in length) with pre and post conference meetings
   • Formal 1 by October 30
   • Formal 2 by March 15
	Formal Observation:
	A minimum of one announced formal observation (minimum 30 minutes in length) with pre and post conference meetings every other year
	   • Formal 1 by Mid-Year

Informal Observations:
A minimum of one unannounced informal observation or review of practice. Post meeting as deemed necessary.
   • Informal by April 30th
	Informal Observations:
	A minimum of two unannounced informal observations (minimum of 15-20 minutes in length), one of which may be substituted with a review of practice every other year.
	   • Informal 1 by November 15
	   • Informal 2 Prior to Mid-Year

<td colspan="2">• Written feedback for formal and informal observation must be provided within three school days. • Additional formal and informal observations of professional practice as mutually agreed upon or deemed necessary.</td>

Observation Cycle for Teachers Hired During the School Year

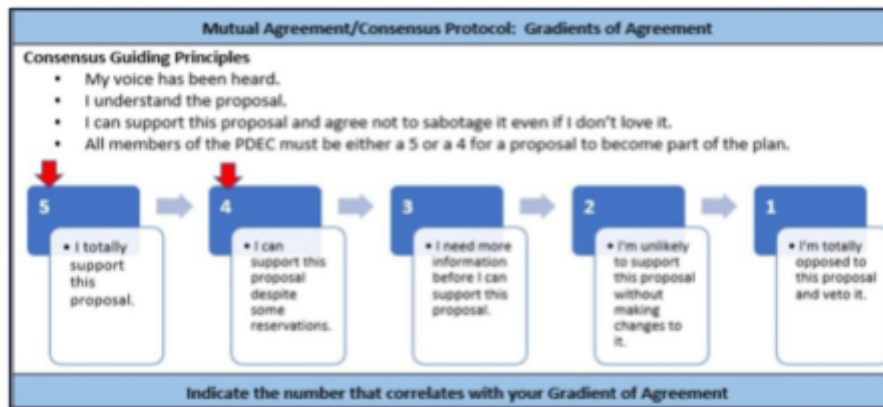| 1st Trimester (August – November)	2nd Trimester (November - March)	3rd and 4th Trimester (March - June)
Follow the Educator Cohort 1 expectations *Observations will count as Year 1 in CSDNB	Conduct a minimum of one formal observation and one informal *Observations will count as Year 1 in CSDNB	A minimum of one informal observation *First year CSDNB service will begin next school year

Appendix D: Growth Criteria and Sources of Evidence – Educator

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice Educators 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 goals/strategy focus. **Impact on Students** Educators can demonstrate how their self-reflection positively impacts student learning within the continuous learning process using evidence and can articulate connections/rationale between the improved learning and their own changes. **Impact on Community** Educators can demonstrate how they worked effectively with colleagues, families, and community.	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 Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. Educator and/or student self-reflection Student learning artifacts Mastery-based demonstrations of achievement Observational evidence of students' words, actions, interactions (including quotations when appropriate) Rubrics, interim or benchmark assessments, other assessments Other artifacts/sources

Appendix E: General Glossary – Educator

Consensus Protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.

By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.

From *Consensus decision making*. Seeds for Change. (n.d.).
https://www.seedsforchange.org.uk/consensus

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

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

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

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

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

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

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 three school days.

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

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

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

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

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

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

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

Organizational Health: Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

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

Professional Learning: Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also Appendix F, 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 Competency: A description of a standard of behavior or performance that represents the enduring understanding of content and skill from a specific domain that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance.

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

Tiered Support:

Tier 1

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

Tier 2

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

Tier 3

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

Appendix F: Glossary of Professional Learning Opportunities

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

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

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

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

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

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

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

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

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

Peer Observation: An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.

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

Professional Literature Study: Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability.

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 G: Continuous Learning Process - Educator

Draft CSDNB Educator Goal Setting Form.docx

Sample Educator Growth Goals

Draft CSDNB Educator MidYear Form.docx

Draft CSDNB Educator End of Year Form.docx

Educator Single Point Competency

Appendix H: Sample Corrective Support Plan – Educator

(Sample)

Educator A has consistently struggled with classroom management. Tiered supports have been provided by the evaluator throughout the year. Educator A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a 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 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 the 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)

Corrective Support Plan Template

(Educator being evaluated) has consistently struggled with _____
_____. Tiered supports have been provided by the evaluator throughout the year. (Educator being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a 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 Educator being evaluated on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

● (Length of the Corrective Support Plan - typically six to eight weeks in length)

● Improvements in (standard) within this (Length of 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 the building, as appropriate.

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CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Leader Evaluation and Support Plan

2024-2025

DRAFT

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—--

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Vision

All Consolidated School District of New Britain 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.

Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 Components: Reimagining Educator and Leader Evaluation and Support

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

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

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

Guiding Principles

The transformational design of the leader evaluation and support model is grounded in six guiding principles that use high quality professional learning to advance leader practice, 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, assi*stant 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 leader 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** (p*rovide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).*

- **S**pecific, timely, accurate, actionable, and reciprocal feedback.

Standards and Criteria for Leaders

One of the primary goals of the leader evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on a set of single point competencies adopted (Appendix A) from the Connecticut Leader Evaluation and Support Rubric 2017 and mutually agreed upon by the PDEC.

The following professional practice standards also grounds this model's framework:

Leader

- Professional Standards for School Leaders (PSEL)
- Learning Forward's Professional Learning Standards (2022)

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.
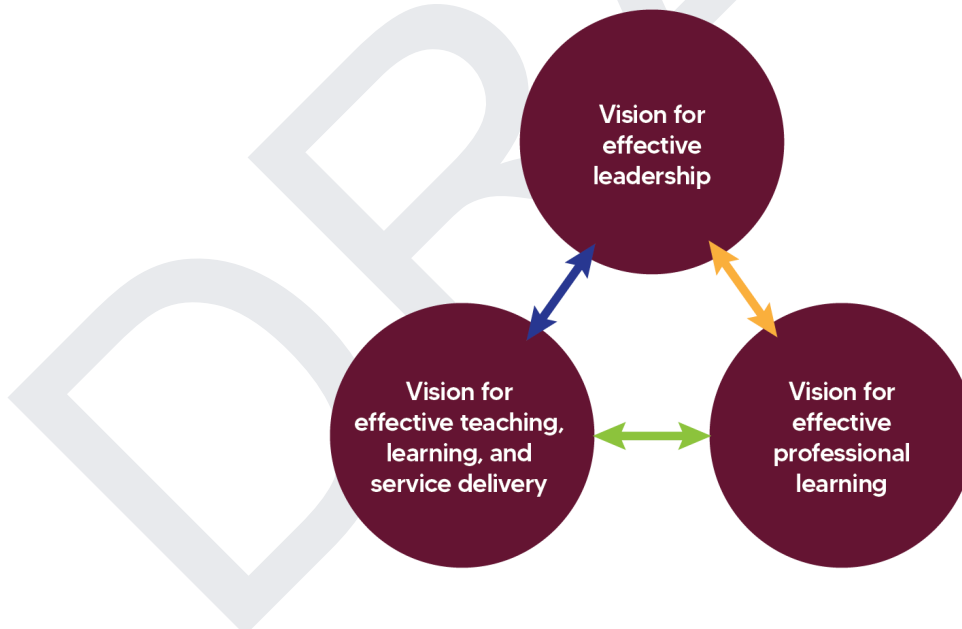
The Continuous Learning Process:

Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder
Feedback and Engagement

The leader evaluation and support 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. The process provides an opportunity for leaders to address organizational system and structure questions. 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 goal(s), professional practice and leader growth, and observation/site visit and feedback focus.

Within the continuous learning process, leaders check in with their evaluator a minimum of three times each school year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of adult 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, however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by this plan.

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 por- trait 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, educators, 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 holds a leadership position in CSDNB who has completed comprehensive orientation on this model and relevant rubrics.

Leader Continuous Learning Process

Annual Evaluation Orientation must be completed by October 15
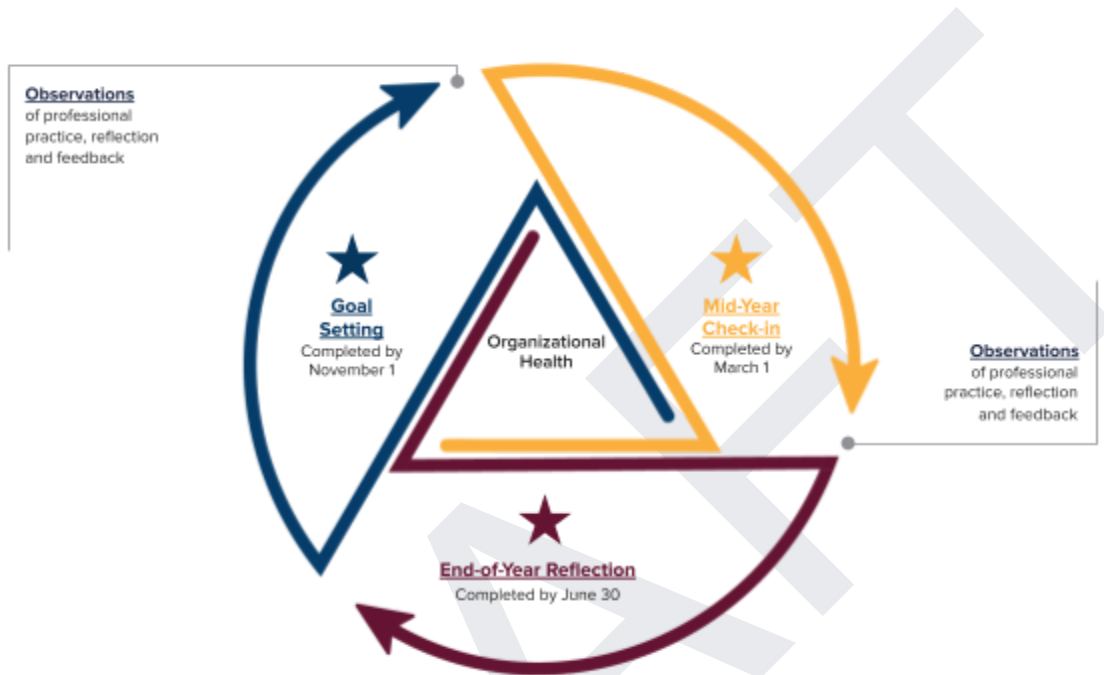
Goal Setting
Completed by November 1

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 1

Mid-Year Check-in: Reflection, Adjustments, and Next Steps
- Self- Reflect: Review and discuss currently collected evidence towards 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 June 30

End-of-Year Reflection and Feedback Process
- Self-reflection: Review and discuss professional learning, evidence of organizational health, educator and 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

Annual Evaluation Timeline

Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than Sept. 15. 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 November 1)

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 (Appendix C). Goals should be connected to the single point competencies (Appendix A). Leaders will use the goal-setting form linked here. It is strongly recommended that CSDNB Cohort 1 Leaders select one-year, individual goals. Cohort 2 Leaders can choose one or multi-year individual or group goals. Leaders will complete the Draft CSDNB Leader Goal Setting Form.docx .

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 single point competency 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 1)

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. Leaders will complete the Draft CSDNB Leader MidYear Form.docx.

End-of-Year Reflection/Summative Review (Completed by June 30)

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 on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following 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). Leaders will complete the Draft CSDNB Leader End of Year Form.docx.

This summary is based upon the mutually agreed upon goal(s) and single point competencies Appendix A) and will make a distinction regarding the leader's successful completion of the professional learning process.

Artifacts to Support Learning

Leaders may provide artifacts to support their growth throughout the school year. Artifacts may be attached to the Goal Setting, Mid-Year and End of Year Reflection.

Professional Practice and Leader Growth

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

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the 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 within five school days.

Observations include but are not limited to Walkthroughs, Professional Learning, Conducting PPTs, 504s, Data Teams, Feedback Sessions with Teachers, Staff Meetings, Attendance Teams, State Meetings, Parent Meetings, etc. The evaluator should observe the leader and provide feedback that aligns with established goals that were mutually agreed on during the goal setting conference. The evaluator may observe and provide feedback on various topics, such as Instructional Leadership, Organizational Systems, Talent Management, Culture and Climate, Professional Learning, Budgeting, etc.

"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

CSDNB Leader Cohorts and Observation Cycles

All Administrators will be informed annually of their Cohort Cycle

Cohort 1: LEADERS

New leaders during their first three years of service in leadership capacity are permitted to select a one-year, professional growth goal. Leaders may also set collaborative goals if this is mutually agreed to.

Cohort 2: LEADERS

Experienced leaders have successfully completed Cohort 1 requirements and are permitted to set one professional growth goal that spans from 1 to 3 years in duration. This goal may be collaborative and may be adjusted as needed each year.

Cohort 1 Leaders	Cohort 2 Leaders

Observations
A minimum of three observations of professional practice and/or site visit
 	
   • At least one by October 30
	Observations
	A minimum of two observations of professional practice and/or site visit
	
	   • At least one by Mid-Year

• Written feedback within five (5) days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	

Observation Cycle for Leaders Hired During the School Year

1st Trimester (August – November)	2nd Trimester (November - March)	3rd and 4th Trimester (March - June)
Follow the CSDNB Leader Cohort 1 *Will count as Year 1 in CSDNB	A minimum of two observations of professional practice/site visit Will count as Year 1 in CSDNB	A minimum of one observation of professional practice/site visit First year CSDNB service will begin next school year

Growth Criteria

Evaluation-Informed Professional Learning

In any sector, people learn and grow by examining current performance, by setting clear goals for future performance, and by outlining the support needed to close the gap. Throughout CSDNB's evaluation model, every teacher will identify professional learning needs in mutual agreement between the leader and the evaluator, which serves as the foundation for ongoing conversations about the teacher's practice and the impact on student outcomes. The professional learning opportunities identified for each leader is based on the individual needs that are identified through the evaluation process. This process will be used to identify areas of common need for professional development.

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 (Appendix C)

Tiered Support

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

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.
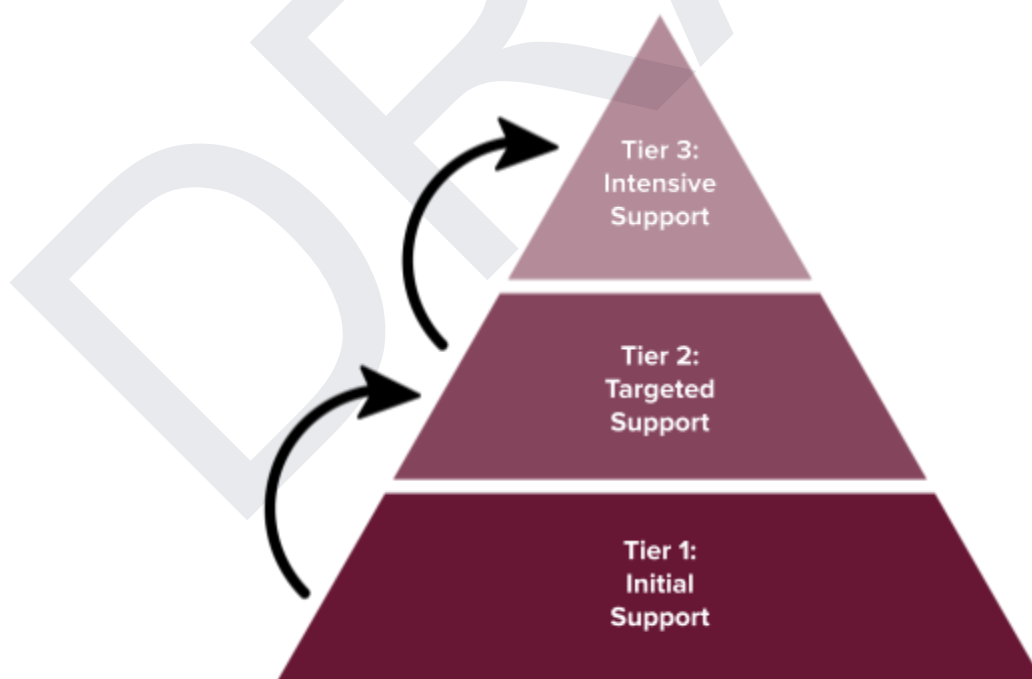
Tier 1: Initial Support

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

Tier 2: Target Support

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.).   A leader moves from Tier 1 to Tier 2 based on concerns from observable practices with corresponding evidence. A meeting will be held in which a Tier 2 plan will be discussed and drafted. The leader and evaluator will mutually agree on Tier 2 support strategies. A finalized plan will be provided to the leader within five school days of the meeting. If at the end of the Tier 2 plan, the leader is successful in making substantiated evidence, then the leader will move back to Tier 1. Upon the completion of Tier 2, a meeting will be held between the leader, evaluator, and their exclusive bargaining representative for the leaders to determine the next steps.

Tier 3: Intensive Support

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the leader and are assigned by the evaluator. Tier 3 support have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. In the event that the leader does not successfully meet the goals of the Tier 2 plan, then the leader will move to Tier 3. A meeting will be held in which the Tier 3 plan is discussed and drafted. A finalized plan will be provided to the leader within five school days of the meeting. Tier 3 supports shall be developed and mutually agreed in consultation with the evaluator, educator, and their exclusive bargaining representative for the leaders chosen pursuant to C.G.S. §10-153b. The start date and duration of time the leader is receiving this level of support should be clearly documented.

Corrective Support Plan

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

The Corrective Support Plan must contain:

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

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

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

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

Process

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

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

a) <u>Option 1:</u>
The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. The superintendent or designee and the respective collective bargaining unit for the district may 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. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.

b) <u>Option 2:</u>
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 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

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

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 to propose to the local board of education for mutual agreement.

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 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, paraeducators, and other school personnel are representative of the various classifications within the groups (see examples below).

Other School Personnel	Educator	Leader
• Attendance counselor • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support staff	• Classroom teacher • CTE teacher • Library media specialist • Reading interventionist • Instructional coach • Special education teacher • Social worker • School psychologist • Speech pathologist	• Principal • Assistant principal • TESOL supervisor • Special education supervisor • Assistant superintendent • Curriculum coordinator • Talent development supervisor

The duties of PDECs shall include, but are not limited to:
- participation in the development or adoption of a teacher 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 of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the state
model evaluation and support plan 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 or regional 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 or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, pro- vided that the program is consistent with the guidelines adopted by the State Board of Education.

Local and State Reporting

The superintendent or designee shall report:

1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.
3. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

Technical Assistance and Professional Learning

The CSDE works closely with schools and districts to learn what support is most needed for effective implementation of the CT Guidelines 2023 framework. To that end, the CSDE continues to develop resources in partnership with the six regional educational service centers, ACES, CES, CREC, EASTCONN, EdAdvance, and LEARN along with CAS and feedback from districts. You are encouraged to reach out for technical assistance and professional support during the transition to this new framework

Appendices — Leader

Information and Resources to Support Effective Implementation

Appendix A: Sample Reflection Questions

Adapted from Connecticut Leaders Evaluation and Support Rubric 2017

Domain 1: Instructional Leadership
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

1.1 Shared Vision, Mission, and Goals – Leaders collaboratively develop, implement, and sustain the vision, mission, and goals to support high expectations for all students and staff.
- Creates a process to regularly review and renew shared vision, mission, and goals that articulate high expectations, including life skills and/or college- and career-readiness, for all students.
- Develops capacity of staff to create and implement cohesive SIP/DIP and goals that address student and staff learning needs; the plan is aligned to district goals, teacher goals, school or district resources, and best practices of instruction and organization.
- Builds the capacity of staff, students, and other stakeholders to collaboratively develop, implement, and sustain the shared vision, mission, and goals of the school and district and builds the capacity of staff to identify and address barriers to achieving the vision, mission, and goals.

1.2 Curriculum, Instruction, and Assessment — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction, and assessment
- Consistently works 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.
- Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.
- Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.

1.3 Continuous Improvement — Leaders use assessments, data systems, and accountability strategies to monitor and evaluate progress and close achievement gaps.
- Analyzes varied sources of data2 about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission, and goals. Builds the capacity of staff to use a wide range of data to guide ongoing decision-making to address student and/or adult learning needs and progress toward school or district vision, mission, and goals.
- Develops collaborative processes for staff to analyze student work, monitor student progress, and examine and adjust instruction to meet the diverse needs of students. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, school, and district improvement goals, identify and address areas of improvement, and celebrate successes
- Persists and engages staff in solving school-wide or district-wide challenges related to student success and achievement. Builds the capacity of staff to develop and implement solutions to schoolwide or districtwide challenges related to student success and achievement

Domain 2: Talent Management

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.

2.1 Retention - Retains effective educators needed to implement the school or district's vision, mission, and goals.
- Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.
- Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers and or builds the capacity of staff to provide high-quality, differentiated support for early career teachers.

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
- Promotes collaborative practices and fosters leadership opportunities for a professional learning system that promotes continuous improvement.
- Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.

2.3 Observation and Performance Evaluation - Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.
- Evaluates staff using sources of evidence such as observation, review of artifacts, collegial dialogue, and student-learning data that is aligned to educator performance standards, which results in improved teaching and learning.
- Regularly provides clear, timely, and actionable feedback based on evidence. Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning ***and/or*** creates a culture that promotes collaborative conversations to strengthen teaching and enhance student learning amongst colleagues.

Domain 3: Organizational Systems
Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

3.1 Operational Management - Strategically aligns organizational systems and resources to support student achievement and school improvement.
- Builds staff capacity to make or inform decisions about the establishment, implementation, and monitoring of organizational systems that support the vision, mission, and goals and orderly operation of the school or district.
- Designs and implements a comprehensive school site safety and security plan and builds staff capacity to identify, address, and/or resolve any identified safety issues and concerns promptly..
- Collaboratively develops the capacity of staff to document and assess student learning progress over time and continually seeks input on improving information, communication, and data systems.

3.2 Resource Management - Establishes a system for fiscal, educational, and technological resources that operate in support of teaching and learning
- Builds capacity of appropriate staff to play a role in the creation and monitoring of budgets within their respective areas. Advocates for financial resources for the betterment of the school or district in occurrence with the budget calendar.
- Practices responsible resource allocation while balancing programmatic needs with district goals and continuous improvement efforts
- Engages relevant stakeholders in allocating resources to foster and sustain educational equity for diverse student, family, and staff needs.

Domain 4: 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.

4.1 Family, Community, and Stakeholder Engagement - Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners, and other stakeholders to support the vision, mission, and goals of the school and district.

- Communicates, advocates, and/or creates a vision, mission, and SIP/DIP goals so that the families, community partners, and other stakeholders understand and support equitable and effective learning opportunities for all students through inclusive and welcoming behaviors.
- Engage and create opportunities for families and members of the community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning.
- Maintains and promotes culturally responsive relationships with a wide range of families, community partners, and other stakeholders to discuss, respond to, and influence educational issues.
- Integrates cultural competence and diversity of the community as an asset to strengthen education.

4.2 School Culture and Climate - Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

- 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.
- Effectively communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Administrators.
- Maintains, promotes, and supports a caring and inclusive school or district climate focused on learning, high expectations, and the personal well-being of students and staff.

4.3 Equitable and Ethical Practice - Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school or district community.

- Exhibits, models, promotes, and maintains the highest standards of professional conduct and ethical practices per the Connecticut Code of Professional Responsibility for School Administrators.
- Uses professional influence to foster educational equity, dignity, and social justice to improve culture and climate while collaborating with all stakeholders to promote educational equity, dignity, and social justice by ensuring all students have access to educational opportunities.
- Demonstrates and holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission, and goals. Promotes understanding of the legal, social, and ethical uses of technology among members of the school or district community.

Appendix B: Sample Reflection Questions – Leader

Self-Reflection Sample 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?

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, 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?
- 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 impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to 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, 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 circumstance 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 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 and how did it help?

Appendix C: Definition of Cohorts – Leader

Cohort 1 Leaders	Cohort 2 Leaders
Observations A minimum of three observations of professional practice and/or site visit ● At least one by Mid-Year	**Observations** A minimum of two observations of professional practice and/or site visit ● At least one by Mid-Year
● Written or verbal feedback within five (5) days ● Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	

Observation Cycle for Leaders Hired During the School Year

1st Trimester (August – November)	2nd Trimester (November - March)	3rd and 4th Trimester (March - June)
Follow the CSDNB Leader Cohort 1 *Will count as Year 1 in CSDNB	A minimum of two observations of professional practice/site visit Will count as Year 1 in CSDNB	A minimum of one observation of professional practice/site visit First year CSDNB service will begin next school year

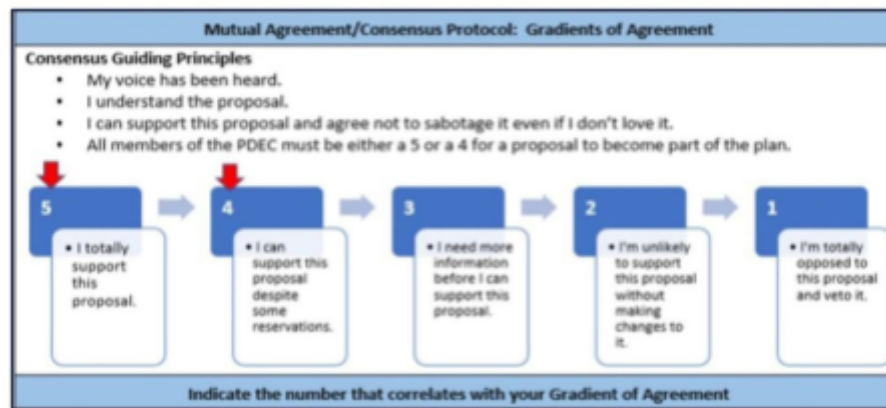# Appendix D: Growth Criteria and Sources of Evidence – Leader

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice The leader can demonstrate how their new learning within the continuous learning process through sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice. **Impact on Organization** The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved learning and their own change in practice. **Impact on Community** The leader can demonstrate how they worked effectively with colleagues/families and the community.	● Information from site visits ● Strategic plans ● Learning walks/instructional rounds, ● Self-reflection (journals, learning logs, etc) ● Leader created professional learning material ● Operational artifacts (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
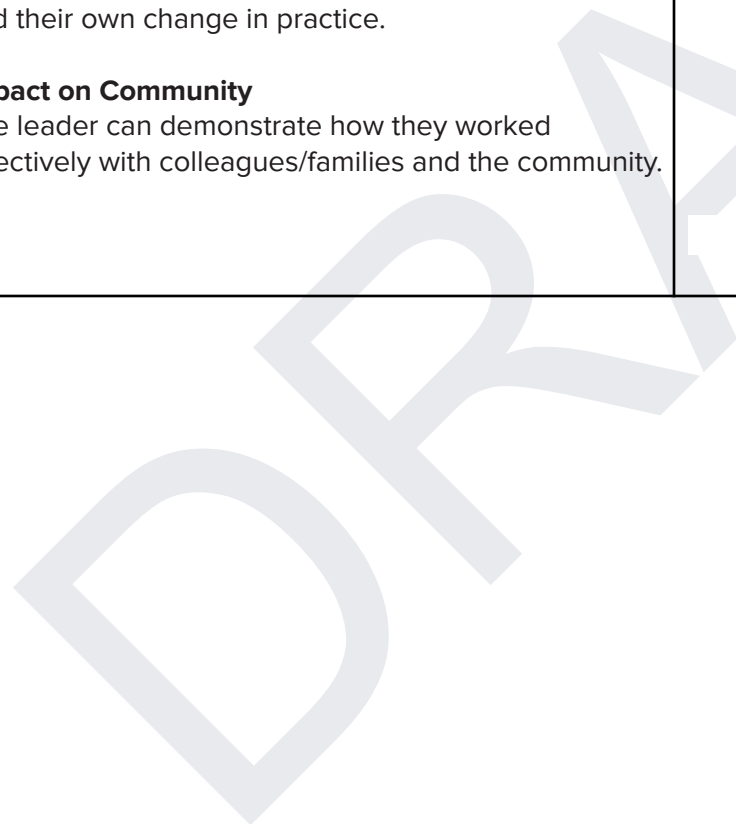
Appendix E: General Glossary – Leader

Consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.

By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.

From *Consensus decision making*. Seeds for Change. (n.d.). https://www.seedsforchange.org.uk/consensus

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

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

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

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

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

- The Supporting Teacher Effectiveness Project (STEP)
- Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and Model System for Educator Evaluation
- Ohio Department of Education – Ohio Teacher Evaluation System (OTES 2.0) Framework
- Tennessee Educator Acceleration Model
- Connecticut TEAM Process (CAPA)

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, site visit feedback, and reflections of the leader impact on organizational health, educator growth, and 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: Should be a high leverage goal based on professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of practice.

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

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

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

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

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

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

Organizational Health: Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

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

Professional Learning: Professional learning and growth are centered on accelerating personal and collective learning and closing the knowing-doing gap for leaders and teachers. 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, facilitation of meetings, coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other leader artifacts.

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

Single Point Competency: A description of a standard of behavior or performance that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric.

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

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

Tiered Support

Tier 1

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

Tier 2

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

Tier 3

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

Appendix F: Glossary of Professional Learning Opportunities – Leader

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

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

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

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

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

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

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

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

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

Peer Observation: An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.

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

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

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

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

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

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

Web-Based Learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

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

Appendix G: Continuous Learning Process – Leader

Draft CSDNB Leader Goal Setting Form.docx

Examples of Administrator Goals and Measures of Accomplishment

Draft CSDNB Leader MidYear Form.docx

 Draft CSDNB Leader End of Year Form.docx

Leadership Single Point Competencies

Appendix H: Sample Corrective Support Plan – Leader

(Sample)

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

Objective:

To improve engagement with families in communities (PSEL – Standard 8) and to improve operations in 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 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, bi-weekly 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/bi-weekly meetings).
- Management of access to learning opportunities in and out of the building, as appropriate.

Corrective Support Plan Template

(Leader being evaluated) has consistently struggled with _____

_____ . Tiered supports have been provided by the evaluator throughout the year. (Leader being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a 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 evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:
- (Length of the Corrective Support Plan – typically six to eight weeks in length)
- Improvements in (standard) within this (Length of 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 the building, as appropriate.

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