Leading with Focus, Heart, Collaboration and Creativity

New Milford Public Schools

2024-2025
Educator Evaluation and Support Plan

Adopted by the District's Professional Learning and Evaluation Committee on May 30, 2024

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Administrator Evaluation and Support Plan

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

State of CT Vision

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

State of CT Purpose and Rationale of the Evaluation System

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

New Milford Public School's Vision

New Milford Public School district's evaluation and support system is designed with the vision that all educators, teachers and leaders, have the opportunity for continuous learning and feedback. As a result, educators will have the opportunity to develop and grow through the evaluation and support process.

The New Milford evaluation and support plan was designed using the guidelines set forth by the State of Connecticut in 2023. This design is representative of research-based effective practice and includes six elements.

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluation/observation/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 improvement outcomes for students.

Note: For the purpose of this document, a professional employee of the New Milford Board of Education, below the rank of superintendent, who holds a certificate issued by the CSDE, will be referred to as "educator." While components are similar for teacher, specialist and leaders, there are components specific to each group. Components distinctive to a particular group will be noted in the details of the plan.

Purpose and Rationale of the Evaluation System

Educators in New Milford are committed to ensuring that students achieve and develop the skills that will enable them to become lifelong learners and productive citizens in a global world. This is a shared responsibility among students, teachers, administrators, parents, the community, local boards of education, the state board of education, and local and state government. Effective teachers are among the most important school-level factors in student learning and effective leadership is an essential component of any successful school.

The model applies to all teachers holding and serving under CT teaching licenses, with appropriate adaptations and applications of the model for varying teaching and pupil personnel service assignments.

Our Core Design Principles

The New Milford evaluation plan aligns with the guiding principles of Connecticut Model Evaluation and Support plan.

- 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).

- 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 (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

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Our District Goals for the 2024-2025 School Year

- Support K-12 students to meet their academic growth targets.
- Build and strengthen relationships with students, families, and the broader community.
- Foster a safe, welcoming, and respectful school climate to support teaching and learning.

This work is directly aligned to our District Strategic Plan

Vision of Our District by:
- Creating goals for growth and making decisions guided by a variety of data.
- Operationalizing efficient and effective systems, structures, and processes.
- Developing and maintaining robust community partnerships to engage the community in our efforts and progress.

Vision of our Practices through:
- Implementation of powerful instructional practices through the clarity of lesson and task purposes.
  - Ensuring clarity and purpose of lessons and tasks
  - Delivering purposeful feedback which guides learning toward the lesson target.
  - Creation of substantive student collaboration activities.
- Maintaining safe, welcoming, and respectful environments across all aspects of the district.

Approval Process

New Milford Public Schools ~ Professional Learning and Evaluation Committee (PLEC)
One of the responsibilities of the district's PLEC is to monitor and review State Policy and Legislative changes and to help clarify, strengthen and refine the process of teacher evaluation.

This committee meets on a regular basis to address topics related to educator evaluation and professional learning.The plan was designed with the help and support of members of the 2023-2024 NMPS PLEC committee.

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PLEC is made up of a diverse membership including leaders, educators and paraeducators.

<u>Membership below represents the above:</u>

Kerri Adakonis
Carrie Allen
Jennifer Amodeo
Suzanne Andrews
Diana Beddows
Lauren Bergner
Gina Bernard
Anne Bilko
Megan Boswell
Jeffrey Bronn
Darcy Campbell
Debbie Clark
Kevin Deitz
Sara Del Mastro
Gwen Gallagher
Stacey Haleks
Holly Hollander
Ashley Kivela
Michelle Klee
Nick Manciero
Theresa McGuinness
Lisa Morlock
Lynn Nissenbaum
Laura Olson
Corrine Palmer
Kim Patella
Daniel Savo
Linda Scoralick
Jillian Slater
Desirae Smyser
Megan Sylvester
Jennifer Titus
AnnMarie Tozzi
Jessica Ward

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Standards and Criteria for Educators

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PLEC.

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.
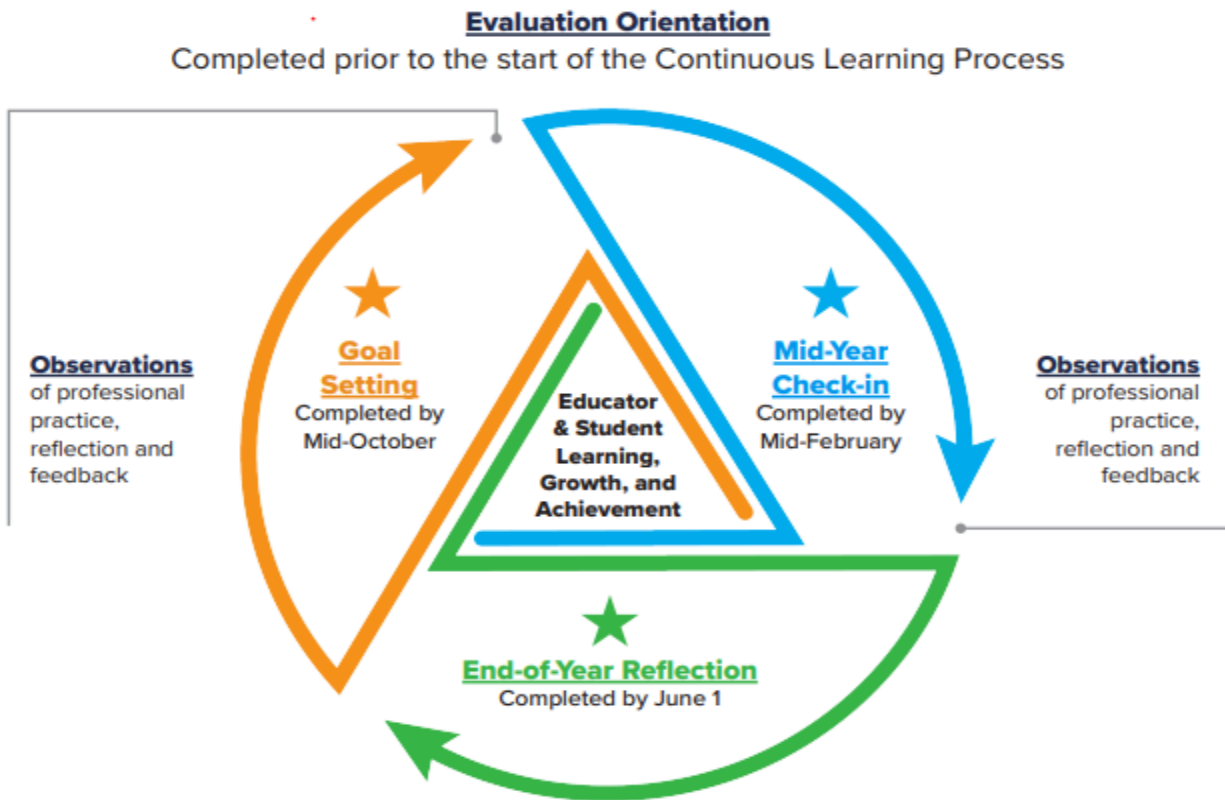
Standards and Criteria for Educators The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. It is recommended that each PDEC create a process to review the standards and ensure a rubric accompanies the standards. The rubric serves as support for self evaluation, dialogue, and feedback. While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

1. [CCT Rubric for Effective Teaching 2017](#)
2. [CCT Rubric for Effective Service Delivery 2017](#)
3. [Learning Forward Professional Standards 2022](#)

Continuous Learning Process

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.

Educator Continuous Learning Process

Evaluation Orientation
Completed prior to the start of the Continuous Learning Process

★
Goal Setting
Completed by Mid-October

★
Mid-Year Check-in
Completed by Mid-February

Observations
of professional practice, reflection and feedback

Observations
of professional practice, reflection and feedback

Educator & Student Learning, Growth, and Achievement

★
End-of-Year Reflection
Completed by June 1

Orientation:

Annual orientation training at the start of each school year for evaluators, as required by C.G.S. 10-151b. For leaders, the training will occur in August. For educators, the orientation will occur no later than September 15th of the given school year.
The training will include:

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

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Goal-Setting Process and Cycle of Check-ins

Goal Setting <u>Completed by Nov 1st</u>

The initial goal setting meeting includes a dialogue between the educator and their assigned evaluator (092) 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), including multiple measures of evidence, (educator practice and growth, and student learning, growth, and achievement), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment

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). Goals and feedback are based on evidence, observations, and artifacts of professional practice aligned to agreed upon standards.
- Mutually agree on professional learning needs and support

Midyear Check-in <u>Completed by Feb 15</u>

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.

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
- 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
<u>Completed by June 1st</u>

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 a distinction of successful completion of the evaluative cycle as well as 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.

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

Definition of Cohorts

Cohort 1	Cohort 2
Who: New to the profession (first four years) New to the district (first two years) **What:** Three observations of professional practice (minimum of 20 minutes in length) First observation no later than Nov. 1 Pre-visit may be scheduled, if needed. . Verbal and written feedback within six school days Additional observations may be included as deemed necessary.	**Who:** Educators who have successfully completed Cohort 1 in their current district. **What:** Two observations that include an observation of practice. (minimum of 15 minutes in length) Verbal and written feedback within six school days. Additional observations may be included as deemed necessary.

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Growth Criteria and Sources of Evidence

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.

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice The educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning goal/focus. **Impact on Students** Educators can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.	•Student learning evidence aligned to high-leverage indicator focus •Implementation plans/lesson plan(s) •Educator learning logs/impact on practice reflection •Rubrics, interim or benchmark assessments, other assessments •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.Student Feedback and reflections of the educator on student growth.

Professional Practice and Growth

Professional learning is a key component of the new 2023 Connecticut educator model. The 2022 Learning Forward Professional Learning Standards serves as a tool to support district and building leaders to deepen their knowledge and reflect on their practice.

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.

Observation of Professional Practice and Feedback

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

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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

Tiered Support and Corrective Support Planning

Sometimes, an educator requires additional support from their evaluator to address specific needs. This requires a proactive and growth-mindset approach. By working collaboratively as a team, challenges can be addressed in a respectful and responsive manner. However, there are situations where an articulated progressive approach is critical. By doing so, we are ensuring a consistent approach, as articulated in our district's Educator Evaluation document.

Tier One

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 Two

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 Two supports are more intensive in duration, frequency and focus. This may include professional learning, observation of specific classroom practices, and any other strategies to provide an opportunity for professional growth in an area of identified focus. An observation should occur following the district's educator evaluation plan.

The leader will debrief in person with the teacher to discuss the observable behavior that illustrates need or concern. Written feedback must be provided following the district educator evaluation plan. A follow up observation must be completed within three weeks and evidence of

growth should be observed. If it is determined that concerns are unresolved, the leader will meet with the teacher and a union rep to discuss Tier Three support.

Tier Three

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

NOTE:

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

Corrective Support Plan

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

The Corrective Support Plan is separate from the normal educator growth model and must contain:
- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- well defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

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

Dispute Resolution

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

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 solely arbitrate the issue in dispute. In this case, the superintendent 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 will act as arbitrator and make a final decision, which shall be binding.

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining unit.

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.

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List of Documents and Forms

CCT Educator Rubric (2017)

CCT Service Delivery Rubric (2017)

Connecticut Leader and Educator Evaluation and Support Plan 2024

Appendix A: Glossary of Professional Learning Opportunities
Appendix B: Educator Goal Setting and Reflection Form
Appendix C: NMPSTiered Support
Appendix D: General Glossary - Educator
Appendix E: Professional Learning Resources

Appendix A : Glossary of Professional Learning Opportunities

High quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes. The list below lists some of the structures and experiences that support an educator's professional learning opportunities.

advanced coursework: Courses offered at a colleague, university or other institution. In person or online, which further an education's skills and/or provides 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

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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 book/literacy 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

walkthrough/learning walks: 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.

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Appendix B: Educator Goal Setting & Reflection Form

📄 Educator Evaluation Template 2024/25

Educator Information:

Educator Name:	Evaluator Name:
School: HPS ⌄	Cohort: Cohort 1 - Non Tenured ⌄
Type of Goal: Individual ⌄	Projected Duration: 1 Year Goal ⌄

Goal Setting:

Self Reflection
What areas for professional growth were suggested by your previous evaluator/supervisor, a trusted colleague, students, etc?
What areas for professional growth have you personally identified?
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 practices?

Goal, Rationale, Alignment, & Professional Learning Plan		
Based on your self reflection above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).		
What high leverage indicator(s) from the CCT align with your goal?		
Learning Environment ⌄	Other:	
Learning Environment ⌄	Other:	
What evidence of educator learning, student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?		

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What do you anticipate will be the impact on student learning?

For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?

In what ways might this goal(s) contribute to the school's vision, mission, and strategic goals?

How will you communicate with families about student growth and needs? This may include academic as well as social/emotional. Describe the method you will use to ensure regular communication is in place.

Appendix C: Tier Two Support

New Milford Public Schools
Tier Two Support

In accordance with the Educator Evaluation Plan, Tier Two supports are more intensive in duration, frequency and focus. This may include professional learning, observation of specific classroom practices, and any other strategies to provide an opportunity for professional growth in an area of identified focus.

Teacher Name　　　　　　　　　　　**Evaluator**
Date　　　　　　　　　　　　　　　**Building/Role**

Area(s) Identified for Continued Professional Growth

Activities to Support Educator Growth:

Below are activities recommended by the evaluator and agreed upon with the educator

Description of Activity	By when…

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Description of Activity	By when…

<u>Anticipated Completion Date:</u>

I am in receipt of this Tier Two plan

<u>Signatures</u>:

_____   _____

Please note that administrator sign off on this plan indicates that he/she will work with the teacher to support the plan. It is not a guarantee that requested resources can be provided.

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Tier 3

Teacher Name: **Evaluator Name:**
Date   **Building/Role**

Goal: *In this section the teacher and evaluator should agree on and write a specific goal. This goal should address both what the teacher needs to learn to improve instructional practice as well as the anticipated positive impact on students. Measurable growth must be achievable in a reasonable amount of time.*

Action Plan

Activities to be Completed: *In this section the teacher and evaluator will document the specific learning activities and resources that will be used to support achievement of the goal.*

Description of Activity	Resources	Dates by
:		

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Description of Activity	Resources	Dates by

Planned Meeting Dates

Signatures and Date:

_____   _____

Please note that administrator sign off on this plan indicates that he/she will work with the teacher to support the plan. It is not a guarantee that requested resources can be provided.

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Corrective Support Plan

To be completed by both the evaluator and teacher.

Teacher Name: **Evaluator Name:**

Date: **Building/Role**

Tiered supports have been provided by the evaluator throughout the year. The _____ has demonstrated a lack of growth/improvement, which has led to assign a Corrective Support Plan.

Objective: To improve

Indicator Specific Standards:

learning activities and resources that will be used to support achievement of the goal.

Description of Actions	Resources	Dates by	Evidence of Success
:			

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Description of Actions	Resources	Dates by	Evidence of Success

(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.

Timeframes: (Length of the Corrective Support Plan – typically six to eight weeks in length)

<u>**Signatures and Date**</u>:

_____   _____

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New Milford Public Schools
Corrective Support Plan

Meeting Log Summary
To be completed by the evaluator. Both the evaluator and teacher should review/initial before the end of each meeting.

Teacher Name: **Evaluator Name:**

Date/Time	Focus	Teacher Initials	Evaluator Initials

Appendix D: General Glossary for Educators

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.

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

check-ins: Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that mo- ment 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.

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

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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).

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

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

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

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

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

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

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

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

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

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

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

review of practice: Reviews of practice are non-classroom observations and may include, but are not lim- ited 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: 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.

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 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 E: Professional Learning Resources

Made in collaboration with the CREC Resource Group

CT Regional Education Service Centers (RESC) RESC Alliance.
In-state professional learning opportunities are available in person, hybrid, and virtually.

ACES	CES	CREC
EastConn	EdAdvance	LEARN

Professional Reading and Research

Website	Description	Learning Forward Standard
ASCD	Articles, books, and resources on educational leadership, best practices, and student achievement	**Learning Designs** standards provides insights into various instructional strategies and classroom practices.
EdWeek	Features comprehensive news, analysis, and opinion pieces on K-12 education	**Resources** standards offers timely information on educational trends and policies
The Learning Professional (Learning Forward)	Features articles on professional learning and development aligned with the Learning Forward Standards.	**Learning Designs** focuses on effective professional learning strategies and **Implementation** offers insights into practical application of professional learning.
ERIC	Provides access to educational research and information to improve practice in learning, teaching, and educational decision-making.	**Resources:** Provides comprehensive research resources to inform instructional practices.

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Edutopia	Articles, research, and case studies on innovative teaching strategies and practices.	**Learning Communities:** Promotes collaboration through articles on team teaching, professional learning communities, and school culture. **Learning Designs**: Provides insights into various instructional strategies and classroom practices.
Achieve the Core	Free, high-quality resources aligned with the Common Core Standards. It includes instructional materials, professional learning modules, and research articles.	**Learning Designs:** Features professional learning modules designed to deepen understanding and **improve practice.**

Mathematics

Website	Description	Learning Forward Standard
NCTM ATOMIC (CT Affiliate)	Offers free resources, including lesson plans, activities, and interactive tools for K-12 math teachers	**Learning Design** standards by providing a platform for sharing best practices.
YouCubed	Offers resources, tasks, and professional development tools to inspire and engage students in math.	**Learning Designs** and **Equity Practices** standards by promoting a growth mindset and innovative teaching strategies.
Teaching Channel	Offers a collection of free videos demonstrating effective teaching practices and lesson ideas.	**Implementation** and **Learning Communities** standards by showcasing real-world examples of effective instruction.
Building Thinking Classrooms	Building Thinking Classrooms promotes the creation of collaborative learning	**Culture of collective inquiry** and shared responsibility for learning.

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	communities where teachers and students work together to solve problems and share ideas.	
[Mathematical Association of America](#)		

English Language Arts

Website	Description	Learning Forward Standard
[NCTE](#)	NCTE offers free resources and articles on literacy education, focusing on current research and effective practices in reading instruction. It supports teachers with professional development and instructional strategies.	**Leadership:** Promotes leadership in literacy education through access to research and best practices. **Implementation:** Encourages practical application of research-based strategies in the classroom.
[National Center on Improving Literacy](#)	Focuses on improving literacy outcomes for students who struggle with reading, including those with disabilities. The site includes evidence-based resources, webinars, and training materials.	**Learning Designs:** Features webinars and online training modules tailored to different learning needs.
[International Literacy Association (ILA)](#) [CARR: Connecticut Association for Reading Research](#) [CT Reading Association (CRA)](#)	ILA offers both free and paid resources, their free offerings include articles, research briefs, and access to literacy standards. It provides insights into effective reading instruction practices based on current research.	**Learning Designs:** Incorporates research and expert insights into practical instructional strategies. **Implementation:** Supports sustained professional growth through continuous access to new research and practices.
[The Reading League](#)	Promotes knowledge of the science of reading by providing free webinars, research summaries, and a video library. It emphasizes evidence-based reading instruction.	**Outcomes:** Focuses on evidence-based practices to improve student reading outcomes. **Leadership:** Encourages teachers to take leadership roles

		in their professional **development**
[The Center for Literacy and Learning](#)	Offers a variety of resources and professional development opportunities focused on the science of reading and effective literacy instruction. The website includes articles, research summaries, and webinars.	**Learning Communities:** Facilitates professional learning communities through webinars and collaborative resources. **Implementation:** Provides tools and strategies for immediate application in the classroom.
[Florida Center for Reading Research](#)	FCRR provides free resources, including research articles, instructional materials, and assessment tools. It focuses on translating reading research into practice for educators.	**Data:** Utilizes research and data to inform instructional practices. **Resources:** Provides a broad range of high-quality, research-based resources.

Administrator Evaluation and Support Plan

State of CT Vision

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

State of CT Purpose and Rationale of the Evaluation System

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

New Milford Public School's Vision

New Milford Public School district's evaluation and support system is designed with the vision that all educators, teachers and leaders, have the opportunity for continuous learning and feedback. As a result, educators will have the opportunity to develop and grow through the evaluation and support process.

The New Milford evaluation and support plan was designed using the guidelines set forth by the State of Connecticut in 2023. This design is representative of research-based effective practice and includes six elements.

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluation/observation/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 improvement outcomes for students.

Note: For the purpose of this document, a professional employee of the New Milford Board of Education, below the rank of superintendent, who holds a certificate issued by the CSDE, will be

referred to as "educator." While components are similar for teacher, specialist and leaders, there are components specific to each group. Components distinctive to a particular group will be noted in the details of the plan.

Purpose and Rationale of the Evaluation System

Educators in New Milford are committed to ensuring that students achieve and develop the skills that will enable them to become lifelong learners and productive citizens in a global world. This is a shared responsibility among students, teachers, administrators, parents, the community, local boards of education, the state board of education, and local and state government. Effective teachers are among the most important school-level factors in student learning and effective leadership is an essential component of any successful school.

The model applies to all teachers holding and serving under CT teaching licenses, with appropriate adaptations and applications of the model for varying teaching and pupil personnel service assignments.

Our Core Design Principles

The New Milford evaluation plan aligns with the guiding principles of Connecticut Model Evaluation and Support plan.

- 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).

- 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 (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.

This plan supports the district's goals as well as our vision as articulated below.

Our District Goals for the 2024-2025 School Year

- Support K-12 students to meet their academic growth targets.
- Build and strengthen relationships with students, families, and the broader community.

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

- Foster a safe, welcoming, and respectful school climate to support teaching and learning.

Vision of Our District by:
- Creating goals for growth and making decisions guided by a variety of data.
- Operationalizing efficient and effective systems, structures, and processes.
- Developing and maintaining robust community partnerships to engage the community in our efforts and progress.

Vision of our Practices through:
- Implementation of powerful instructional practices through the clarity of lesson and task purposes.
  - Ensuring clarity and purpose of lessons and tasks
  - Delivering purposeful feedback which guides learning toward the lesson target.
  - Creation of substantive student collaboration activities.
- Maintaining safe, welcoming, and respectful environments across all aspects of the district.

Approval Process

New Milford Public Schools ~ Professional Learning and Evaluation Committee (PLEC)
One of the responsibilities of the district's PLEC is to monitor and review State Policy and Legislative changes and to help clarify, strengthen and refine the process of teacher evaluation. This committee meets on a regular basis to address topics related to educator evaluation and professional learning. The plan was designed with the help and support of members of the 2023-2024 NMPS PLEC committee, as well as a small work group composed of leaders.

2023-2024 PLEC Committee Members:

Kerri Adakonis	Jeffrey Bronn	Michelle Klee	Kim Patella
Carrie Allen	Darcy Campbell	Nick Manciero	Daniel Savo
Jennifer Amodeo	Debbie Clark	Theresa McGuinness	Linda Scoralick
Suzanne Andrews	Kevin Deitz	Lisa Morlock	Jillian Slater
Diana Beddows	Sara Del Mastro	Lynn Nissenbaum	Desirae Smyser
Lauren Bergner	Gwen Gallagher	Laura Olson	Megan Sylvester
Gina Bernard	Stacey Haleks	Corrine Palmer	Jennifer Titus
Anne Bilko	Holly Hollander	Kim Patella	Jessica Ward
Megan Boswell	Ashley Kivela		

Leader Evaluation Small Work Group:
Linda Scoralick
Kevin Best
Jennifer Chmielewski
Megan Dwyer
Dr. Janet Parlato
Holly Hollander

Standards and Criteria for Leaders

One of the primary goals of the leader evaluation and support system is the growth and development of leaders, so they in turn may develop enhanced personal and professional strengths to meet the needs of the students and faculty they serve. Leader practices are based on the Professional Standards for Educational Leaders.

Continuous Learning Process

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.

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Goal-Setting Process and Cycle of Check-ins

Orientation

Annual orientation training at the start of each school year for evaluators, as required by C.G.S. 10-151b. For leaders, the training will occur in August. For educators, the orientation will occur no later than September 15th of the given school year.

The training will include:
- High leverage goal setting and professional learning plan
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered supports
- Corrective support plan
- Dispute resolution

Goal Setting - Completed by November 1st

The initial goal setting meeting includes a dialogue between the leader and their assigned evaluator (092 or 093) around the leader'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 leader practice and growth, as well as student learning, growth, and achievement. The leader and evaluator will come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), multiple measures of organizational health, leader and educator growth and impact on student learning growth, and achievement are noted as mutually agreed upon during the goal setting process.

Beginning of the Year Goal(s) and Planning
- Self-assess using the identified rubric. '
- Identify a high leverage goal that impacts leadership practice and educator and organizational growth.
- Identify an individual or a collaborative goal
- Develop a proposed professional learning plan to build knowledge and skill.

Goal(s), Rationale, Alignment, and Professional Learning Plan
- Draft goal(s), rationale, alignment, professional learning plan. Goals and feedback are based on evidence, observations, and artifacts of professional practice aligned to agreed upon standards.

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

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Midyear Check-in - Completed by March 1st

The midyear check-in consists of reciprocal dialogue between the leader and evaluator and includes a leader 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.

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/ Summative Review - Completed by June 30th

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 a distinction of successful completion of the evaluative cycle, the impact of new learning on leader practice and growth, impact on student learning, growth and achievement, school community, strengths and areas for growth or concerns, and possible next steps for the upcoming year.

End-of-Year Reflection and Feedback Process
- Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth,achievement and collaboration with the school community. Self-reflection and Annual Summary must be based on agreed upon goals.

End-of-Year Conference/ Summative Feedback and Growth Criteria
- Evaluator provides written summative feedback and guides next steps
- Annual Summary acknowledgement in Frontline.

Definition of Phases

Phase 1	Phase 2
Who: New leadership (first four years) New to the district (first two years) **What:** Three site visits that include an observation of practice. Post meeting to discuss visit. Verbal and written feedback within six school days Additional site visits may be included as deemed necessary.	**Who:** Leaders who have successfully completed Phase 1 in their current district. **What:** Two site visits that include an observation of practice. Post meeting to discuss visit. Verbal and written feedback within six school days. Additional observations may be included as deemed necessary.

Growth Criteria and Sources of Evidence

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. Self-reflection and Annual Summary must be based on agreed upon goals.
- The impact the educators' new learning and practice had on student learning, growth, and/or achievement, supported by evidence.

Growth Criteria	Possible Sources of Evidence
Development of New Learning and… Impact on Practice - The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, artifacts, etc.) and how they	Information from site visits - Strategic plans - Learning walk/instructional rounds - Self-reflection (e.g., journals, learning logs) - Leader created professional learning materials - Operational artifacts (e.g., schedules,

used their new learning to improve practice. Impact on the Organization ● The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved learning and their own changes in practice. Impact on Community ● The leader can demonstrate how they worked effectively with students, colleagues/ families/community.	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

Professional Practice and Growth

Professional learning is a key component of the new 2023 Connecticut leader model. The 2022 Learning Forward Professional Learning Standards serve as a tool to support district and building leaders to deepen their knowledge and reflect on their practice.

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Observation of Professional Practice and Feedback

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

Possible Source of Evidence for Leaders
Qualitative
- Information from observations, reviews or practice and/or site visits as appropriate
- Strategic school based plans
- Reflections from learning walks/instructional rounds
- Self-reflections
- Leader created professional learning materials
- Operational artifacts (schedules, handbooks, procedural revisions, meeting agendas, minutes, etc.)
- Procedural updates
- Community communications
- Constituents feedback
- Systems and structures developed and implemented
- Program development and implementation

Quantitative
- Educator learning outcomes
- Quantitative measures of whole child development
- Numeric information about frequency of systems implementation, student participation, resource use, frequency of meetings communication., etc.
- Data from learning walks/instructional rounds and walkthrough data collection
- School or district created survey results
- State or benchmark assessment scores and data from other assessments

Tiered Support and Corrective Support Planning

There are instances in which additional support is warranted. An improvement and remediation plans should be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and be differentiated by the level of identified need and/or stage of development. 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.

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

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

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

Dispute Resolution:

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

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. 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 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 and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision.

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining unit.

b. Option 2:

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

Leading with Focus, Heart, Collaboration and Creativity

List of Documents and Forms

Appendix A: General Glossary for Leaders
Appendix B: Glossary of Professional Learning Opportunities
Appendix C: Rubrics
Appendix D: Professional Learning Resources
Appendix E Summative Evaluation
Appendix F Tiered Support

Appendix A: General Glossary for Leaders

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 leader and their exclusive bargaining representative for administrators in positions requiring an intermediate administrator or supervisor certificate 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.

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's 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 observation:

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

Appendix B: Glossary of Professional Learning Opportunities

High quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes. The list below lists some of the structures and experiences that support an educator's professional learning opportunities.

advanced coursework:
Courses offered at a colleague, university or other institution. In person or online, which further an education's skills and/or provides 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 book/literacy 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

walkthrough/learning walks
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 C: Rubrics

Leader Rubric :Adapted from Maryland State Department of Education (Oct. 2019)
https://www.marylandpublicschools.org/about/Documents/OTPE/PSEL/MarylandPSELRubric.pdf

Highly Effective
- The highly effective school leader **spreads,** beyond the school building, effective practices that **significantly improve student outcomes.**
- Leadership practice stands out as noteworthy with significant and sustainable results in student achievement that **exceeds student growth targets.**
- Performance at this level usually impacts the school system, state, or others outside the school more broadly, with documented accomplishments of leading peers to modify their practices or systems to improve student performance.

Effective
- The effective school leader consistently **implements** effective practices that translate into **improved student outcomes.**
- Leadership practice produces desired and consistent results, in alignment with school system goals, that **meets student growth targets.**
- Performance at this level embodies the fullness of the PSEL elements, fosters robust collaboration and data analysis, and establishes a track record of student success.

Developing
- The developing school leader **attempts** to implement effective practices, but has not made consistent results in achieving student outcomes.
- Leadership practice is making strides and produces results that **approach student growth targets.**
- Performance at this level includes actions made towards promising outcomes, though outcomes for staff and students are not regularly achieved.

Ineffective
- The ineffective school leader is **aware** of effective practices but does not consistently demonstrate evidence of implementation resulting in little to no student growth.
- Leadership practice is limited, inconsistent, and in need of significant improvement.
- Performance at this level tends to be passive without focus and requires targeted intervention to address key improvement needs.

Leading with Focus, Heart, Collaboration and Creativity

Standard 1: Mission, Vision, and Core Values

An Ineffective School Leader:	A Developing School Leader:	An Effective School Leader:	A Highly Effective School Leader:
Inconsistently: Develops and communicates the school's vision, mission and core values. Uses data to inform continuous improvement that promotes the success of each student. Involves stakeholders to promote implementation of vision, mission and/or core values that support student learning. Evaluates actions to achieve the school's vision.	Communicates the school vision, mission, and core values to stakeholders (e.g. parents, teachers, community members) Facilitates opportunities for stakeholders to collaborate to promote student success. Identifies a set of core values that recognize the importance of student-centered education. Initiates continuous improvement efforts. Uses data to inform school actions that promote student success in alignment with the school's vision, mission, or core values.	*Reaches the "developing" level and…* Collaboratively develops and implements a student-centered mission and vision that are aligned with the school system's mission, vision and well-being of all student groups. Uses data and input from stakeholders to inform the development of a mission and vision that promotes effective organizational practices, high-quality education, and academic success for each student. Articulates and advocates a core set of values that defines the school's culture, vision and mission and stress the imperative for student-centered education, high expectation and student support; equity, inclusiveness, and social justice; and continuous improvement. Reviews and evaluates stakeholder (e.g. parents, teachers, students, community members) feedback and other data sets regularly and collaboratively to identify strengths, address challenges, and modify the school mission and vision, as needed.	*…reaches and maintains the "effective" level and…* Provides evidence that stakeholder groups (e.g. parents, teachers, students, community members) advocate for and are supportive of the school's vision, mission, and core values. Aligns partnerships (e.g. community organizations, vendors, professional organizations) to support implementation of vision, mission, and core values.

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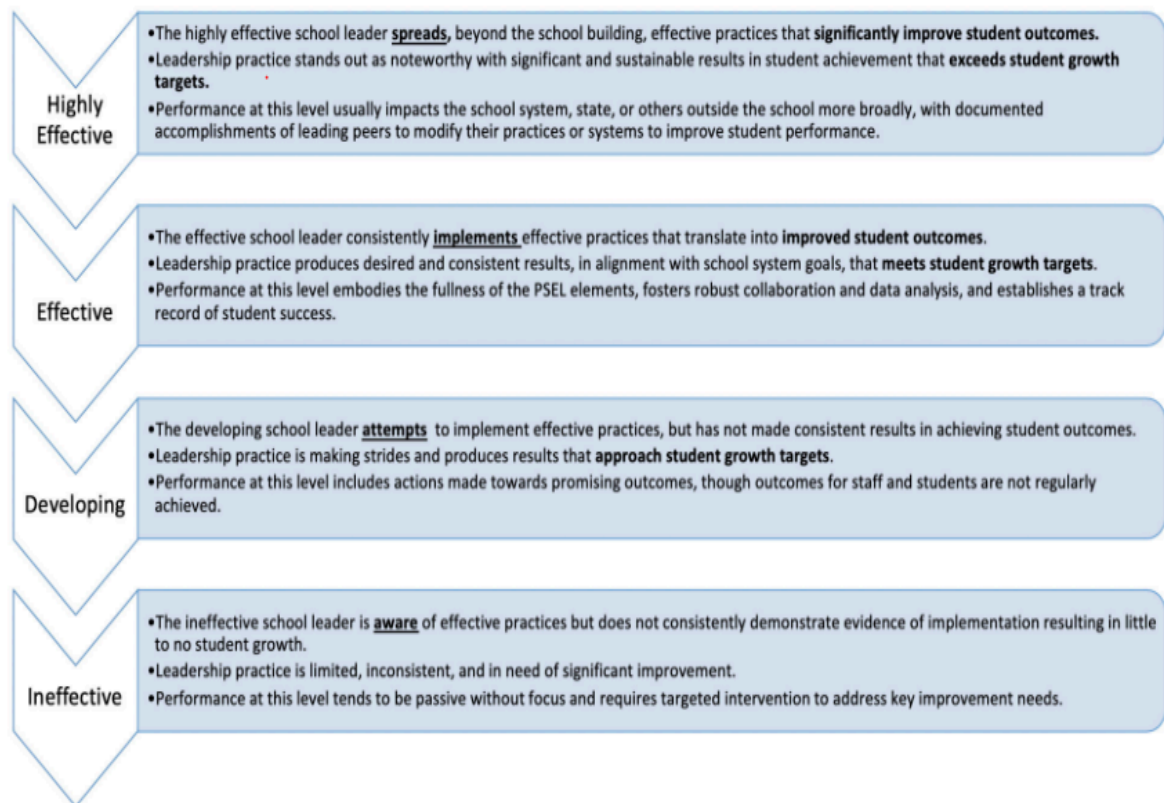
		Models and pursues the school's mission, vision, and core values in all aspects of leadership.	

Standard 2: Ethics and Professional Norms:

An Ineffective School Leader:	A Developing School Leader:	An Effective School Leader:	A Highly Effective School Leader:
Inconsistently…. Applies local, state, and federal laws, regulations, and policies. Communicates expectations of professional norms and ethical practices to school staff. Applies professional norms and ethical practices. Demonstrates understanding of school demographics including student and staff backgrounds and culture.	Implements local, state, and federal laws, regulations, and policies. Communicates responsibilities and expectations for ethical behavior and professional norms to school staff. Implements professional norms to promote a collaborative work culture. Demonstrates understanding of student and staff backgrounds and culture.	*...reaches the "developing" level and…* Makes the well-being of students the fundamental value in all decision making and actions Places students at the center of education and accepts responsibility for each student's academic success and well-being. Fulfills all professional duties with honesty, transparency and integrity. Holds self and staff accountable for implementation of local, state, and federal laws, regulations, and policies. Promotes ethical and professional behavior among faculty and staff aligned with the school system's code of conduct and	*...reaches and maintains the "effective" level and…* Informs the development or revision of the school system and/ or state policies focused on ethics or professional norms. Leads professional learning experiences; publishes reports, articles, or blogs; or engages in public speaking engagements for professional organizations that advance effective ethical and professional practices of educators

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| | | professional norms.

Implements professional norms for collaborative work that promote respect, transparency, equity, integrity, fairness, trust, and perseverance among school staff.

Demonstrates effective ethical and professional communication skills that reflect knowledge and acceptance of all students, staff backgrounds, social emotional well-being, disabilities and cultures. | |

Standard 3: Equity and Cultural Responsiveness:

An Ineffective School Leader:	A Developing School Leader:	An Effective School Leader:	A Highly Effective School Leader:
Inconsistently… Demonstrates equitable and culturally responsive practices. Provides student access to learning experiences that promote equity and culturally responsiveness Demonstrates an understanding of data related to course enrollment, educator effectiveness, student achievement, and school climate.	Communicates equity and cultural responsiveness as a priority. Demonstrates understanding of data related to equity such as school climate, educator effectiveness, course enrollment, and student achievement. Uses data to identify achievement gaps among student groups. Identifies institutional and school biases.	*…reaches the "developing" level and…* Implements and expects equity and cultural responsiveness initiatives. Collaboratively establishes specific and measurable goals for equity that are informed by data and are in alignment with student needs. Collaboratively develops and	*…reaches and maintains the "effective" level and…* Informs school system, state or professional organizations on matters related to equity and/or cultural responsiveness. Serves as a coach or mentor for other school leaders to support the implementation of equitable leadership practices.

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Demonstrates an understanding of local, state, and federal laws, regulations, or policies that foster equitable practices.	Improves student policies based on his/her perspective. Provides students accommodations and services in accordance with local, state, and federal laws, regulations, or policies.	implements an action plan to address the disproportionality of inequities. Collects and analyzes data to monitor progress towards achieving equity goals and informing continuous improvement. Partners with stakeholders to provide learning experiences and resources for all student groups that promote cultural responsiveness and equitable practices. Aligns and allocates resources to foster equitable student learning environments (This includes but is not limited to access to high-quality instructional materials, effective educators, rigorous courses, and extracurricular experiences.) Holds self and staff accountable for engaging in equitable and culturally responsive practices. Aligns and coordinates student services to address student needs and promote student academic success and well-being. Involves stakeholders	

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		in the development or revision of school policies that promote equitable and culturally responsive practices.	

Standard 4: Curriculum, Instruction and Assessment:

An Ineffective School Leader:	**A Developing School Leader:**	**An Effective School Leader:**	**A Highly Effective School Leader:**
Inconsistently… Provides feedback to teachers on curriculum, instruction, and/or assessment. Requires teachers to collaborate within grade levels and/or disciplines. Reviews student data to monitor student progress. Uses assessments to inform instruction. Implements curriculum in alignment with school system requirements. Provides technology for student learning.	Provides feedback to teachers on curriculum, instruction, and/or assessment. Provides time in the schedule for teachers to work collaboratively within grade levels and/or disciplines. Reviews data to monitor student progress. Implements assessments in alignment with school system and state requirements. Implements curriculum in alignment with school system requirements. Promotes appropriate technology use in and out of the classroom.	*…reaches the "developing" level and…* Communicates rigorous student learning expectations, assessment information, and instructional practices to parents, students, teachers, and other stakeholder groups. Provides actionable feedback to teachers that improves implementation of curriculum, assessment, and evidence based instructional practices aligned to an integrated tiered system of supports that meet the diverse needs of student learners. Provides time in the schedule for teachers to collaborate on curriculum, instruction, and assessment within and across grade levels and/or disciplines, to	*…reaches and maintains the "effective" level and…* Informs curriculum, instruction, assessment practices, or professional learning experiences for the school system, state, or professional organizations. Serves as a mentor or coach to other school leaders. Demonstrates sustained high levels of student academic growth and achievement in alignment with school system and state requirements.

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		improve coherence and alignment. Implements a formative assessment process to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (e.g. growth targets). Leads school educators on effective practices that are evidence based to improve instruction (e.g. differentiation, universal design, personalized learning, and specialized instruction). Works collaboratively with teachers to collect and share data in an understandable way to monitor and inform improvements in instructional practices for all student groups. Establishes expectations and monitors the use of technology and literacy to support teaching and learning in alignment with grade-level or course standards (e.g. rigor and fidelity).	

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Standard 5: Community of Care and Support for Students:

An Ineffective School Leader:	A Developing School Leader:	An Effective School Leader:	A Highly Effective School Leader:
Inconsistently… Reviews school data. Adheres to school system policies regarding safety and security. Demonstrates mutual respect and trust in working with students, teachers, and/ or stakeholder groups (e.g. parents, community members) Demonstrates an understanding of students' cultures and languages.	Reviews school data (e.g. school climate, suspension, attendance). Implements academic and socio-emotional resources provided by the school system. Shares student handbooks in compliance with school system requirements. Implements school security and safety procedures (e.g. visitor sign-in, emergency preparedness drills) in alignment with school system requirements. Demonstrates an understanding of students' cultures and languages.	*…reaches the developing level and …* Collaboratively establishes a continuum of academic and socio-emotional supports, informed by data, to address the needs and range of learners of each student group (e.g. ensuring that students with disabilities and English language learners have opportunities to learn with their nondisabled and English proficient peers). Uses data (e.g. school climate, suspension, attendance) to monitor and evaluate effectiveness of academic and socioemotional supports to students. Partners with stakeholders (e.g. parents, community members) to provide resources that support the academic success and wellbeing of each student. Establishes, implements, and monitors protocols and	*…reaches and maintains the "effective" level and…* Informs the development or revisions of policies, resources, or practices that relate to school culture and climate at the school system or state level. Facilitates professional learning experiences on school culture and climate for the school system, state, or professional organizations. Provides a platform for various student engagement and leadership opportunities for academic, school improvement, and other efforts in the school.

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		processes that foster a safe and secure school environment in alignment with school system policies. Develops, and reinforces student engagement; implements, communicates, and enforces a student code of conduct outlining expectations for positive student behavior in alignment to school system's policies. Infuses the school environment with students' cultures and languages. Communicates directly with students celebrating success and affirming student value. Establishes trusting relationships with school staff and community members.	

Standard 6: Professional Capacity of School Personnel

An Ineffective School Leader:	A Developing School Leader:	An Effective School Leader:	A Highly Effective School Leader:
Inconsistently… Demonstrates effective hiring practices. Conducts evaluation of assistant principals and teachers. Provides feedback to assistant principals and teachers that inform improvement to their professional practice. Participates in professional learning opportunities to enhance professional practice of self.	Conducts hiring processes in accordance with school system practices. Responds to staff turnover as it occurs. Provides data-informed professional learning experiences. Conducts evaluation of teachers in accordance with school system policies. Identifies and participates in professional learning opportunities to enhance professional practice of self.	*...reaches the "developing" level and…* Develops explicit criteria to recruit, hire, support, develop, and retain staff in alignment with school needs. Establishes performance expectations for all staff members and holds staff members accountable for meeting expectations through the evaluation cycle in a collaborative process with celebration of success. Creates, implements and evaluates plan for staff turnover and succession. Implements strategies to foster the professional growth of staff at all career stages in alignment with school and school system needs (e.g. provides high quality professional learning experiences with follow up coaching). Provides job embedded professional learning and continuous improvement experiences that are differentiated, data informed and results in	*...reaches and maintains the "effective" level and…* Informs professional learning experiences at the school system or state level to build the capacity of school personnel. Advances the professional growth of assistant principals and teachers as evidenced by evaluation records, student academic performance, and promotion to leadership positions. Provides evidence of assistant principals, teacher leaders, or other staff facilitating effective professional learning experiences to inform the professional practice of other educators within the school system, state, and/or professional organizations.

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| | | improvements to professional practice, student learning, and work life balance of faculty and staff.

Communicates feedback to assistant principals, teachers, and staff through the observation and evaluation process that is characterized by frequent, individualized, actionable and timely feedback, which informs professional practice.

Collaboratively develops and uses data to inform a plan to foster professional growth of self. | |

Standard 7: Professional Community for Teachers and Staff:

An Ineffective School Leader:	A Developing School Leader:	An Effective School Leader:	A Highly Effective School Leader:
Inconsistently… Provides professional learning experiences to staff. Includes staff input to inform school decisions. Reviews staff perception data	Adheres to the professional learning processes of the school system. Provides professional learning experiences for staff. Creates a school leadership team that works in isolation with limited input from other staff members. Reviews staff perception data.	*…reaches the "developing" level and…* Establishes workplace conditions for staff that promotes professional learning, collaborative practices, and mutual accountability to advance student learning and socioemotional well-being. Analyzes data on staff perceptions of school practices and procedures to identify	*…reaches and maintains the "effective" level and…* Leverages staff expertise to design and implement job embedded professional learning opportunities in alignment with school goals. Implements one or more faculty-initiated improvement efforts successfully. Demonstrates evidence

		areas of sustainability and growth.	of assistant principals, teachers, counselors, and/or other staff members actively participating and contributing to professional organizations and/or communities of practice in alignment with school goals
		Distributes leadership opportunities to staff for the purpose of advancing student learning and socioemotional well-being.	
		Provides opportunities and structures for staff to learn from each other and design professional learning experiences to improve student learning.	
		Provides explicit structures for staff to reflect on and strategize for student and school-wide progress that all staff is responsible for.	
		Interacts with staff in a way that reflects trust, transparency, and positive intention which improves professional practice.	

Standard 8: Meaningful Engagement of Families and Community:

An Ineffective School Leader:	A Developing School Leader:	An Effective School Leader:	A Highly Effective School Leader:
Inconsistently… Communicates with families and community members.	Creates limited partnerships to support school goals. Communicates to families and	*reaches the "developing" level and…* Establishes a network of partners and	*…reaches and maintains the "effective" level and…* Demonstrates sustained partnerships with

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| Partners with families and community members to address school needs.

Participates in community events. | community members.

Participates in community events.

Communicates to staff the need for engaging families but does not hold staff accountable for engagement.

Provides the school as a resource for families and the community. | community resources to promote student achievement and family and community wellbeing.

Establishes structures to facilitate continuous engagement of families and community members to support student learning and socio-emotional well-being (e.g. working with families of students with disabilities to be able to fully communicate the student's needs to teachers and appropriate staff).

Employs a variety of communication strategies to effectively engage in two-way communication with families and community members that support student needs.

Holds self and staff accountable for regularly engaging with families and community members to support student learning. Participates in community events to develop an understanding of its strengths, develops relationships, and leverages resources for the school.

Creates reciprocal opportunities | positive results on student achievement.

Provides support to other school leaders in the school system, state, and/or professional organizations on how to engage families and community members.

Establishes partnerships that positively affect the school system. |

		throughout the year for collaboration and partnerships that result in improvements in student learning. Builds and sustains productive partnerships to promote school improvement and student learning. Advocates publically on behalf of the school system for the need for family and community support of schools	

Standard 9: Operations and Management:

An Ineffective School Leader:	A Developing School Leader:	An Effective School Leader:	A Highly Effective School Leader:
Inconsistently…. Manages resources. Demonstrates fiscal responsibility. Demonstrates understanding of school, local, state, and federal policies to promote student success. Resolves conflicts. Implements technological solutions	Manages resources to meet staff and student needs. Demonstrates fiscal responsibility. Demonstrates understanding of school, local, state, and federal policies to promote student success. Applies technology to support school	*...reaches the "developing" level and…* Advocates for and seeks to acquire resources that meet the needs of staff and students. Establishes and implements systems to monitor and evaluate resources used to ensure effective resource management in alignment with the school's vision,	*...reaches and maintains the "effective" level and…* Demonstrates sustained improved operational efficiencies resulting from strategic implementation of targeted strategies. Improves teaching and learning outcomes resulting from implementation of targeted operational and management strategies.

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for operational management. Communicates with colleagues or central office staff.	operations. Implements conflict resolution strategies. Communicates with central office staff and colleges within the school system.	mission, and core values (e.g. ensuring that all student groups' academic needs are being met). Assigns and schedules staff to roles and responsibilities that optimizes their professional capacity to address the learning needs of students (e.g. school schedule is created with all student groups in mind, meeting accommodation needs for students with disabilities). Protects student learning time and teacher professional learning time from disruptions. Establishes systems and processes for fair and equitable conflict resolution. Demonstrates ethical and responsible budgeting and accounting practices. Employs technology to improve operational efficiency which includes but is not limited to data and communication systems that monitor and improve school outcomes. Builds school community	Provides professional learning experiences to other leaders in the school system, state, and/or professional organizations that focus on effective operations and management.

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		understanding of school, local, state, and federal policies to promote student success (e.g. feeder patterns). Develops and manages productive relationships with central office staff and colleagues within the school system to support student learning.	

Standard 10: School Improvement:

An Ineffective School Leader:	A Developing School Leader:	An Effective School Leader:	A Highly Effective School Leader:
Inconsistently… Uses research to inform school improvement strategies. Implements a school improvement plan. Reviews data to monitor school improvement progress. Communicates with stakeholders.	Uses data to inform school improvement. Applies research to inform improvement strategies. Creates and implements a school improvement plan. Informs stakeholders of school improvement goals. Establishes coherence across initiatives in support of school improvement goals. Reviews data to monitor school improvement progress.	*…reaches the "developing" level and…* Communicates school improvement as a priority to students, staff, and other stakeholder groups (e.g. parents, community members). Establishes high expectations for student achievement (e.g. all student groups' needs are identified and met). Collaboratively establishes strategic priorities for school improvement informed by data and in alignment with the school's mission,	*…reaches and maintains the "effective" level and…* Demonstrates significant and sustained gains in school improvement. Leads professional learning experiences for the school system, state and/or professional organizations focused on school improvement. Serves as a mentor or coach to school leaders.

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		vision, and core values.	
		Collaborates with stakeholders throughout the cycle of continuous improvement.	
		Establishes and implements a shared accountability structure for implementing and monitoring school improvement strategies. Establishes a master schedule that prioritizes and maximizes student instructional time and teacher professional learning time.	
		Establishes and implements a process to diagnose and respond to student learning needs.	
		Uses data to prioritize needs and identify evidence based strategies to address identified needs.	
		Unifies improvement strategies and resources to align with identified needs.	
		Establishes and implements a system to monitor progress towards meeting identified improvement goals.	
		Adjusts improvement strategies as necessary to meet established improvement goals.	

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		Provides opportunities for staff or stakeholders to lead improvement initiatives. Demonstrates significant gains in student achievement.	

Appendix D: Professional Learning Resources

Made in collaboration with the CREC Resource Group

CT Regional Education Service Centers (RESC) RESC Alliance.
In-state professional learning opportunities are available in person, hybrid, and virtually.

ACES	CES	CREC
EastConn	EdAdvance	LEARN

Professional Reading and Research

Website	Description	Learning Forward Standard
ASCD	Articles, books, and resources on educational leadership, best practices, and student achievement	**Learning Designs** standards provides insights into various instructional strategies and classroom practices.
EdWeek	Features comprehensive news, analysis, and opinion pieces on K-12 education	**Resources** standards offers timely information on educational trends and policies
The Learning Professional (Learning Forward)	Features articles on professional learning and development aligned with the Learning Forward Standards.	**Learning Designs** focuses on effective professional learning strategies and **Implementation** offers insights into practical application of professional learning.
ERIC	Provides access to educational	**Resources:** Provides

	research and information to improve practice in learning, teaching, and educational decision-making.	comprehensive research resources to inform instructional practices.
Edutopia	Articles, research, and case studies on innovative teaching strategies and practices.	**Learning Communities:** Promotes collaboration through articles on team teaching, professional learning communities, and school culture. **Learning Designs**: Provides insights into various instructional strategies and classroom practices.
Achieve the Core	Free, high-quality resources aligned with the Common Core Standards. It includes instructional materials, professional learning modules, and research articles.	**Learning Designs:** Features professional learning modules designed to deepen understanding and **improve practice.**

Mathematics

Website	Description	Learning Forward Standard
NCTM ATOMIC (CT Affiliate)	Offers free resources, including lesson plans, activities, and interactive tools for K-12 math teachers	**Learning Design** standards by providing a platform for sharing best practices.
YouCubed	Offers resources, tasks, and professional development tools to inspire and engage students in math.	**Learning Designs** and **Equity Practices** standards by promoting a growth mindset and innovative teaching strategies.
Teaching Channel	Offers a collection of free videos demonstrating effective teaching practices and lesson ideas.	**Implementation** and **Learning Communities** standards by showcasing real-world examples of effective instruction.

[Building Thinking Classrooms](#)	Building Thinking Classrooms promotes the creation of collaborative learning communities where teachers and students work together to solve problems and share ideas.	**Culture of collective inquiry** and shared responsibility for learning.
[Mathematical Association of America](#)		

English Language Arts

Website	Description	Learning Forward Standard
[NCTE](#)	NCTE offers free resources and articles on literacy education, focusing on current research and effective practices in reading instruction. It supports teachers with professional development and instructional strategies.	**Leadership:** Promotes leadership in literacy education through access to research and best practices. **Implementation:** Encourages practical application of research-based strategies in the classroom.
[National Center on Improving Literacy](#)	Focuses on improving literacy outcomes for students who struggle with reading, including those with disabilities. The site includes evidence-based resources, webinars, and training materials.	**Learning Designs:** Features webinars and online training modules tailored to different learning needs.
[International Literacy Association (ILA)](#) [CARR: Connecticut Association for Reading Research](#) [CT Reading Association (CRA](#))	ILA offers both free and paid resources, their free offerings include articles, research briefs, and access to literacy standards. It provides insights into effective reading instruction practices based on current research.	**Learning Designs:** Incorporates research and expert insights into practical instructional strategies. **Implementation:** Supports sustained professional growth through continuous access to new research and practices.

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

The Reading League	Promotes knowledge of the science of reading by providing free webinars, research summaries, and a video library. It emphasizes evidence-based reading instruction.	**Outcomes:** Focuses on evidence-based practices to improve student reading outcomes. **Leadership:** Encourages teachers to take leadership roles in their professional **development**
The Center for Literacy and Learning	Offers a variety of resources and professional development opportunities focused on the science of reading and effective literacy instruction. The website includes articles, research summaries, and webinars.	**Learning Communities:** Facilitates professional learning communities through webinars and collaborative resources. **Implementation:** Provides tools and strategies for immediate application in the classroom.
Florida Center for Reading Research	FCRR provides free resources, including research articles, instructional materials, and assessment tools. It focuses on translating reading research into practice for educators.	**Data:** Utilizes research and data to inform instructional practices. **Resources:** Provides a broad range of high-quality, research-based resources.

Appendix E: Summative Evaluation

CONFIDENTIAL DOCUMENT
INDIVIDUAL EDUCATOR EVALUATION DOCUMENT
EXEMPT FROM DISCLOSURE UNDER THE CONNECTICUT FREEDOM OF INFORMATION
ACT
C.G.S. Section 1-151c

Employee Name: Date: Final Rating:

End-of-Year Summary

Standard 1: Mission, Vision and Core Values
Commendations

Recommendations / Next Steps

Standard 2: Ethics and Professional Norms
Commendations

Recommendations / Next Steps

Standard 3: Equity and Cultural Responsiveness
Commendations

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Recommendations / Next Steps

Standard 4: Curriculum Instruction, and Assessment
Commendations

Recommendations / Next Steps

Standard 5: Community of Care and Support for Students
Commendations

Recommendations / Next Steps

Standard 6: Professional Capacity and School Personnel
Commendations

Recommendations / Next Steps

Standard 7: Professional Community for Teachers and Staff
Commendations

Recommendations / Next Steps

Standard 8: Meaningful Engagement of Families and Community
Commendations

Recommendations / Next Steps

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Standard 9: Operations and Management
Commendations

Recommendations / Next Steps

Standard 10: School Improvement
Commendations

Recommendations / Next Steps

Appendix F: Tier Two Support

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Leading with Focus, Heart, Collaboration and Creativity

New Milford Public Schools
Tier Two Support

In accordance with the Educator Evaluation Plan, Tier Two supports are more intensive in duration, frequency and focus. This may include professional learning, observation of specific classroom practices, and any other strategies to provide an opportunity for professional growth in an area of identified focus.

Teacher Name   **Evaluator**
Date   **Building/Role**

Area(s) Identified for Continued Professional Growth

Activities to Support Educator Growth:

Below are activities recommended by the evaluator and agreed upon with the educator

Description of Activity	By when…

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Description of Activity	By when…

Anticipated Completion Date:

I am in receipt of this Tier Two plan

Signatures:

_____   _____

Please note that administrator sign off on this plan indicates that he/she will work with the teacher to support the plan. It is not a guarantee that requested resources can be provided.

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New Milford Public Schools
Tier 3

Teacher Name: **Evaluator Name:**
Date   **Building/Role**

Goal: *In this section the teacher and evaluator should agree on and write a specific goal. This goal should address both what the teacher needs to learn to improve instructional practice as well as the anticipated positive impact on students. Measurable growth must be achievable in a reasonable amount of time.*

Action Plan

Activities to be Completed: *In this section the educator and evaluator will document the specific learning activities and resources that will be used to support achievement of the goal.*

Description of Activity	Resources	Dates by
:		

Planned Meeting Dates

Signatures and Date:

_____   _____

Please note that administrator sign off on this plan indicates that he/she will work with the teacher to support the plan. It is not a guarantee that requested resources can be provided.

New Milford Public Schools
Corrective Support Plan

To be completed by both the evaluator and teacher.

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Teacher Name: **Evaluator Name:**

Date: **Building/Role**

Tiered supports have been provided by the evaluator throughout the year. The _____ has demonstrated a lack of growth/improvement, which has led to assign a Corrective Support Plan.

Objective: To improve

Indicator Specific Standards:

learning activities and resources that will be used to support achievement of the goal.

Description of Actions	Resources	Dates by	Evidence of Success
:			

(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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Timeframes: (Length of the Corrective Support Plan – typically six to eight weeks in length)

<u>**Signatures and Date**</u>**:**

_____   _____

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New Milford Public Schools
Corrective Support Plan

Meeting Log Summary
To be completed by the evaluator. Both the evaluator and teacher should review/initial before the end of each meeting.

Teacher Name: **Evaluator Name:**

Date/Time	Focus	Teacher Initials	Evaluator Initials