

NORTH BRANFORD PUBLIC SCHOOLS

ADMINISTRATOR EVALUATION *and*

SUPPORT PLANS 2024-2025





North Branford Public Schools

District Board of Education Members

Marjorie Bonadies, Chairperson
Marcey Onofrio, Vice Chairperson
Elizabeth Siena, Secretary
Judy Bannon, Member
Zac Canada, Member
Kim Dawson, Member
Victoria Lanza, Member

Superintendent of Schools

Scott Schoonmaker

District *Professional Development and Evaluation Committee (PDEC)* Members

Carter Welch, Director of Curriculum and Instruction
Elizabeth Parker, JHS Principal
Joe Amodio, TVES Principal
Megan Lee, NBHS Assistant Principal
Kathy Thompson, Supervisor of Special Services
Kelly Sobocinski, K-5 Math Coach
Colleen Stankewich, JHS Speech and Language Pathologist, Dean of Students
Brianna Sheard, JHS Teacher
Jillian Shove, JHS Paraprofessional
Karyl Morton, NBFT Union President, TVES Teacher
Amber Lake, TVES Teacher
Jacquelynn Giammattei, NBIS Music Teacher
Danielle Johnson, NBIS Social Worker
Abby DeTour, NBHS Guidance Counselor / 6-12 Guidance Director
Rob Ford, NBHS ELA Teacher, 6-12 ELA Coordinator
Jen Tzetzto, NBHS WL Teacher, TEAM Coordinator, NBIS Dean of Students, K-12 World Language Coordinator

North Branford Public Schools

Leader Evaluation and Support Plan

Vision Statement

The North Branford Public Schools will be schools of excellence characterized by continuously improving student achievement; staff and programming focused on student success; and an exceptional learning environment.

Mission Statement

It is the mission of the North Branford Public Schools to foster a strong learning environment focused on academic excellence and a positive school climate which prepares each student to be a responsible 21st Century citizen of the world.

Core Beliefs

We believe that:

- *Education is a shared responsibility among students, teachers, staff, parents, and the community.*
- *All students can learn.*
- *All students have abilities and talents that are worthy of being recognized and developed.*
- *Students and staff have the right to a safe, respectful, and challenging environment conducive to learning.*

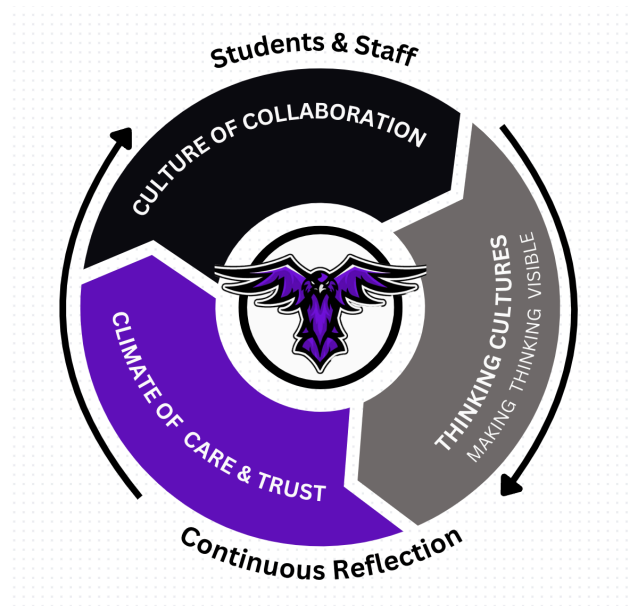
North Branford Public Schools

District Instructional Vision

The district instructional vision describes the research-based and high leverage instructional practices that we collectively apply to cultivate the habits and competencies we are driven to develop in all learners during their time in the North Branford Public Schools. The instructional vision supports the district mission and helps achieve the Vision of the Graduate. The vision is intended to be a fluid document that is continuously refined in practice. It drives reflection and decision making amongst our staff related to curriculum, instruction programs, professional learning, and ultimately supporting student success in partnership with families.

Our vision is founded upon the belief that students and staff continuously learning, growing, and reflecting together is essential for a genuine learning organization to thrive. We believe this is achieved through 3 Core Areas:

- Making Thinking Visible/Thinking Cultures
- Culture of Collaboration and Reflection
- Climate of Care and Trust



Establishing a culture of collaboration and ensuring a climate of care and trust among all is foundational to a successful learning organization. When we embed making thinking visible instructional approaches to this culture and climate and we intentionally engage in ongoing reflection as learners we will maximize success for students and staff alike.

Click the link to access the full text of the [NBPS District Instructional Vision](#)

District Instructional Vision & Vision of the Graduate Alignment

The district's instructional vision aligns with SOAR, a framework that guides actions and behaviors of students at NBHS. These skills and attributes are the basis for the Vision of the Graduate, which is essentially a set of expectations and hopes we have for all students as they complete their preK-12 education in North Branford Public Schools.



Collaboration	Care and Trust	Visible Thinking	Reflection
<ul style="list-style-type: none"> • Values collaboration • Respectful and collaborative relationships • Care for others' well-being • Takes interpersonal risks • Learning is social/co-created 	<ul style="list-style-type: none"> • Appreciation for diverse perspectives • Seeks to understand perspectives of others • Responsibility to others 	<ul style="list-style-type: none"> • Critically evaluate responses • Challenges assumptions • Solution oriented • Applies knowledge outside of classroom • Higher order thinking skills • Makes connections 	<ul style="list-style-type: none"> • Takes risks in learning • Reflects on learning to deepen understanding • Seeks deep understanding • Externalizes thinking • Extends own thinking and thinking of others • Values curiosity and reasoning • Extend effort • Reflective processing

Guiding Principles

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

Allow for differentiation of roles (for example for leaders, assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers counselors, instructional coaches, support staff).

Simplify and reduce the burden (eliminate technical challenges, paperwork and steps)

Focus on things that matter (identify high leverage goal focus areas)

Connect to best practices aimed at the development of the whole child. (including, but not limited to academic, social, emotional and physical development).

Focus on leader growth and agency (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).

Meaningful connections to professional learning (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).

Specific, timely, accurate, actionable and reciprocal feedback.

Standards and Criteria for Administrators

The primary goal of the administrator evaluation and support system is to strengthen leadership practices to increase student learning, growth, and achievement. Leadership practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. Rubrics serve as a support for self-evaluation, dialogue, and feedback. While a rubric serves as a support for self-evaluation, dialogues and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

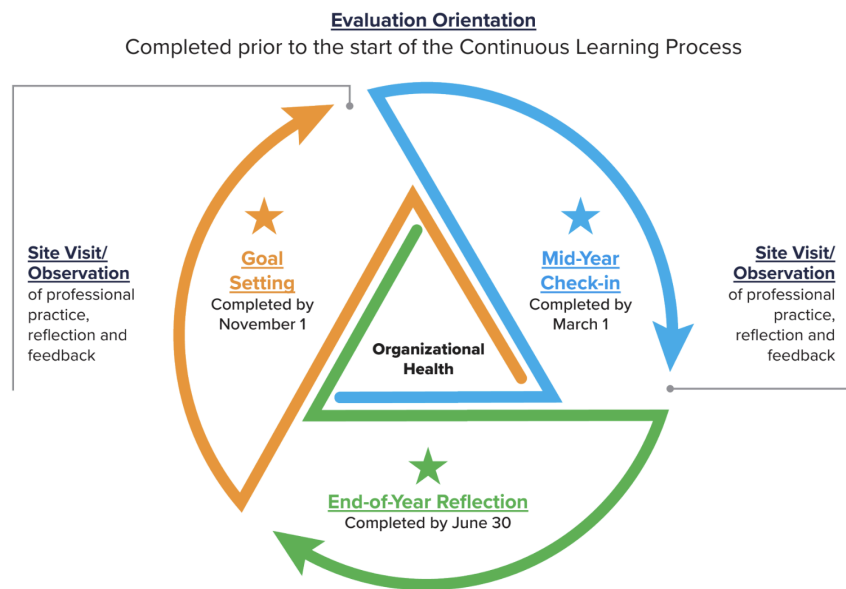
Leader Standards and Rubrics

Connecticut Leader Evaluation and Support Rubric

Connecticut Leader Evaluation and Support Rubric 2017 — At a Glance	
<p>▶ Domain 1: Instructional Leadership</p>	<p>▶ Domain 2: Talent Management</p>
<p><i>Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.</i></p> <p>1.1 Shared Vision, Mission and Goals — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.</p> <p>1.2 Curriculum, Instruction and Assessment — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.</p> <p>1.3 Continuous Improvement — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.</p>	<p><i>Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.</i></p> <p>2.1 Recruitment, Selection and Retention — Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.</p> <p>2.2 Professional Learning — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.</p> <p>2.3 Observation and Performance Evaluation — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.</p>
<p>▶ Domain 3: Organizational Systems</p>	<p>▶ Domain 4: Culture and Climate</p>
<p><i>Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.</i></p> <p>3.1 Operational Management — Strategically aligns organizational systems and resources to support student achievement and school improvement.</p> <p>3.2 Resource Management — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.</p>	<p><i>Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.</i></p> <p>4.1 Family, Community and Stakeholder Engagement — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.</p> <p>4.2 School Culture and Climate — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.</p> <p>4.3 Equitable and Ethical Practice — Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.</p>

Leader Continuous Learning Process

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



Goal Setting
Completed by November 1

- Beginning of the Year Goal(s) and Planning**
- Self reflect
 - Review evidence
- Goal(s), Rationale, Alignment, and Professional Learning Plan**
- Draft goal(s), rationale, alignment, professional learning plan
- Goal Setting Conference**
- Mutually agree on 1-, 2-, or 3-year goal(s)
 - Determine individual or group goal(s)
 - Mutually agree on professional learning needs and support

Mid-year Check-in
Completed by March 1

- Mid-Year Check-in: Reflection, Adjustments, and Next Steps**
- Review & discuss currently collected evidence towards goal(s) and of practice
 - Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement
- Mid-Year Conference**
- Discuss evidence, reflection, and feedback from evaluator
 - Adjust and revise as needed

End-of-Year Reflection
Completed by June 30

- End-of-Year Reflection and Feedback Process**
- Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement
- End-of-Year Conference/ Summative Feedback and Growth Criteria**
- Evaluator provides written summative feedback and guides next steps
 - Annual Summary sign-off

Goal Process

Goal Setting *(completed by November 1)*

Leaders and their evaluators (092 Or 093) mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals and standards. Goals should always be connected to standards recommended by the PDEC and approved by the local board of education and superintendent.

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

The leader will:

- self-assess using the identified rubric
- identify a high-leverage goal that impacts leadership practice, educators and organizational growth
- identify an individual or a collaborative goal
- develop a proposed professional learning plan to build knowledge and skill

Midyear Check-In *(completed by March 1)*

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

End-Of-Year Reflection / Summative Review *(completed by June 30)*

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional growth; impact on student learning, growth, and achievement, as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions of new goal(s).

Observation of Professional Practice

Observation of Professional Practice and Feedback

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

"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 own experiences and implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent and reciprocal

Cohort Definitions

Cohort 1	Cohort 2
<p>Who: New to leadership role (i.e. principal from assistant principal etc.; first three years) New to North Branford Public Schools (first three years)</p> <p>What: → 3 observations of professional practice and/or site visits → Verbal and written feedback within five school days of observation → Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</p>	<p>Who: Leaders who have successfully completed Cohort 1 in North Branford Public Schools</p> <p>What: → 3 observations of professional practice and/or site visits (<i>one observation may be substituted for a review of practice</i>) → Verbal and/or written feedback within five school days of observation → Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</p>

Growth Criteria

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

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


Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning and Impact on Practice Leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, walkthroughs, etc.) and how they used their new learning to improve practice.</p> <p>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.</p> <p>Impact on the Community The leader can demonstrate how they worked effectively with colleagues/families/community.</p>	<ul style="list-style-type: none"> → Information from site visits → Strategic plans → Learning walk/instructional rounds → Self-reflection (journals, learning logs, etc.) → Leader created professional learning materials → Operational artifacts (i.e. schedules, procedural revisions) → Educator learning outcomes → Policy updates → Community communications → Constituent feedback → Program development and implementation → Quantitative measure of whole child development (including, but not limited to academic, social, emotional and physical development) → Systems and structures

Evaluators and Observers

All leaders are assigned a primary evaluator (092 or 093), and require access to high-quality, targeted professional learning to improve practice over time. Professional learning is determined through reciprocal conversations between leaders and evaluators, and evaluators serve as a resource and support to improve the leader’s professional practice by providing timely and targeted feedback throughout the continuous learning process.

Evaluation Plan Documents & Resources

Orientation

-  NB Evaluation & Support Plan 24-25 (Provided 7/24/24 & 8/21/24)
- Ongoing training and professional learning provided on District Early Release Wednesdays throughout the school year for all stakeholders to understand differentiated supports and processes.

Evaluation Plan Documents

[Leader Evaluation Forms](#)

Evaluation Plan Rubric

[CT Leader Evaluation and Support Rubric 2017](#)

Professional Learning: Support and Development

North Branford School District recognizes the importance of on-going professional growth that promotes student achievement. Aligned with the North Branford Schools Instructional Vision, we believe that ***If** we support and empower the administrators in the district to continually grow, innovate, question, take risks, reflect, examine, inquire, and learn from and with one another, **then** teachers will create those same conditions for students in their classrooms. (Ritchard, 2023)*

Evaluation-Informed Professional Learning: Student success depends on effective teaching, learning and leadership. North Branford's vision for professional learning is that each and every leader and educator engages in continuous learning to increase effectiveness, resulting in positive outcomes for all students.

Evaluators and leaders are encouraged to work together to identify professional learning needs that support individual, building and district goals or objectives. The identified need will serve as the foundation for ongoing conversations about the leader's practice and impact on student outcomes. The North Branford School District shall provide (or make available) professional learning opportunities for leaders based on needs that are identified through the evaluation process.

Administrative Learning Community: To create a collaborative culture, all leaders work within their school teams as part of a Professional Learning Community (PLC). They work interdependently towards the common goal of constantly improving students outcomes by having deep discussions about the key questions associated with learning. The goal of PLCs is to ensure that all students reach high levels of academic success. Additionally administrators work within the district-based administrative council team, where they collaboratively discuss district goals, district performance, and successes/challenges associated with student learning outcomes. This group offers varying levels of support and/or leadership dependent on the administrator's needs.

Instructional Learning Walks: North Branford seeks to create a culture of openness and collaboration with frequent observations and feedback. This may be accomplished, in part, with instruction learning walks. Learning walks are part of an explicit practice that is designed to bring discussions of instruction into the process of school and district improvement. Instructional Learning Walks may occur on different levels and with a different focus or problem of practice:

Type	Participants	Purpose
District	Central Office and Building Administrators	Inform district-wide improvement, see <i>what students are actually doing</i> to predict performance, monitor curriculum implementation, identify professional development needs
School	Colleagues	Learn from others' practices and identify strategies to try in other classrooms and settings, develop a common language, promote consistency across grade-levels, discuss and reflect as a PLC to improve teaching and learning in all classrooms
Department	Entire departments or representatives from respective departments	Observe curriculum implementation and instructional practices at different grade levels, learn from other's practices and identify strategies to try in other classrooms and settings, promote cross-school collaboration and communication in curriculum planning, discuss and reflect as a PLC to generate deep conversation about teaching and learning
Transition	Representatives from grades 2, 5, 8, and/or 3, 6, and 9	Promote smooth transitions between schools, become more knowledgeable about the strengths and challenges of students at different grade levels, promote intra-district collaboration and communication in curriculum planning

Instructional Learning Walks are not linked with supervision or evaluation. They are meant to build the skills and knowledge of the participants, identify curricular and/or instructional practice trends across grade-levels or departments, and open discussion on the instructional core of teaching and students in the presence of content.

The North Branford Administrator Evaluation Program strives to accomplish the following:

- Ensure sufficient levels of assistance and support to new administrators to the district to increase their opportunities for success
- Provide professional learning for school leaders that is aligned to district and school goals
- Provide intensive support to administrators who are experiencing difficulty carrying out their job responsibilities.

Support for New Administrators

The North Branford Public Schools recognize the importance of providing new administrators with the assistance and support that will increase their opportunities for success. New administrators (new administrators or administrators new to North Branford) will receive orientation and support during their first 2 years.

Orientation

Orientation will occur over a two day period led by the immediate supervisor or evaluator of the new administrator. Orientation topics include:

- Safety and emergency procedures
- District Improvement Plan
- School Improvement Plan
- North Branford Educator Evaluation Program
- North Branford Administrator Evaluation Program
- District Special Education Policies and Procedures
- Technology training – phone, email, student information, mass communication
- Curriculum and instruction
- Faculty and Student Handbooks
- District Policies

Support

The new administrator will be provided with support during their first two years. A mentor, other than the immediate supervisor, will be assigned to support the new administrator. The mentor will meet with the new administrator, scheduled as mutually agreed upon during the first year. During the second year the mentor will meet with the new administrator as mutually agreed upon unless more meetings are required due to Professional Intervention as outlined in the Administrator Evaluation plan.

Professional Learning

The North Branford Public Schools recognizes the importance of continued professional learning and growth for all educators. The new administrator and supervisor will collaborate in the development of a professional learning plan for the new administrator. A variety of professional learning opportunities will be available through these collaborative conversations.

The North Branford Public Schools recognizes the importance of continued professional learning and growth for all educators. For the experienced administrator, the School Improvement Plan will be a focus of professional learning. The experienced administrator and supervisor will collaborate on the development of the School Improvement Plan as outlined in the North Branford Administrator Evaluation Program. The experienced administrator will have more autonomy in developing this plan than the new administrator. The School Improvement Plan is based upon a

needs assessment (see North Branford Administrator Evaluation Program) that will outline areas of focus regarding student achievement and district goals. Additional opportunities for professional learning will be available through collaborative conversations.

Tiered Support

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

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

Tier 1: It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (i.e. books, articles, videos, etc.), formal professional learning opportunities developed and designed by district PDEC, and other leader supports (i.e. 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 (i.e., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by the evaluator.

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

Corrective Support Plan

After the three levels of Tiered Support have proved unsuccessful a Corrective Support Plan may be enacted. Corrective Support Plan can only be initiated after utilizing all three Tiers of Supports. A Corrective Support Plan is separate from the administrator growth plan. The individual leader's corrective support plan shall be developed in consultation with the leader/educator and their exclusive bargaining representative for administrators chosen pursuant to section C.G.S. §10-153b.

Corrective support model includes:

- (i) Clear objectives specific to the well documented area of concern;
- (ii) Resources, support, and interventions to address areas of concern;
- (iii) Timeframes for implementing the resources, support, and interventions; and
- (iv) Supportive actions from the evaluator.

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 (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.

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 agreement.

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 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.

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 the leader being evaluated and union representation 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.

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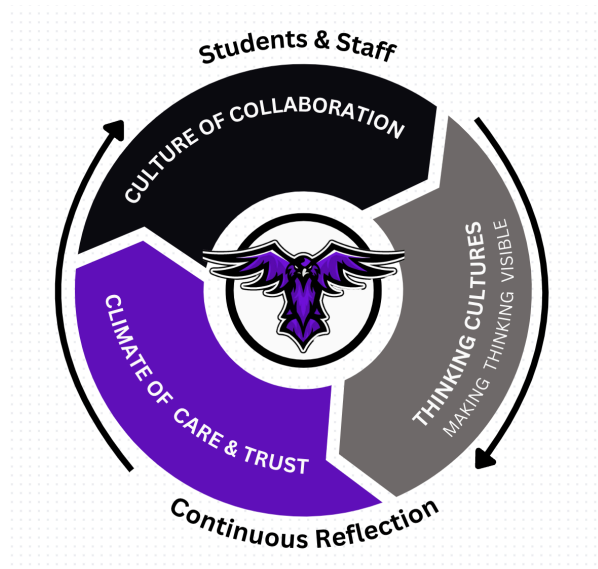
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The district's instructional vision aligns with SOAR, a framework that guides actions and behaviors of students at NBHS. These skills and attributes are the basis for the Vision of the Graduate, which is essentially a set of expectations and hopes we have for all students as they complete their preK-12 education in North Branford Public Schools.



Collaboration	Care and Trust	Visible Thinking	Reflection
<ul style="list-style-type: none"> • Values collaboration • Respectful and collaborative relationships • Care for others' well-being • Takes interpersonal risks • Learning is social/co-created 	<ul style="list-style-type: none"> • Appreciation for diverse perspectives • Seeks to understand perspectives of others • Responsibility to others 	<ul style="list-style-type: none"> • Critically evaluate responses • Challenges assumptions • Solution oriented • Applies knowledge outside of classroom • Higher order thinking skills • Makes connections 	<ul style="list-style-type: none"> • Takes risks in learning • Reflects on learning to deepen understanding • Seeks deep understanding • Externalizes thinking • Extends own thinking and thinking of others • Values curiosity and reasoning • Extend effort • Reflective processing

Guiding Principles

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

Allow for differentiation of roles (for example for leaders, assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers counselors, instructional coaches, support staff).

Simplify and reduce the burden (eliminate technical challenges, paperwork and steps)

Focus on things that matter (identify high leverage goal focus areas)

Connect to best practices aimed at the development of the whole child. (including, but not limited to academic, social, emotional and physical development).

Focus on educator growth and agency (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).

Meaningful connections to professional learning (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).

Specific, timely, accurate, actionable and reciprocal feedback.

Standards and Criteria for Educators

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. Rubrics serve as a support for self-evaluation, dialogue, and feedback. While a rubric serves as a support for self-evaluation, dialogues and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

Standards and Rubrics

Connecticut Common Core of Teaching

The Connecticut Common Core of Teaching (CCT) — Foundational Skills (1999), revised and adopted by the State Board of Education in February 2010, establishes a vision for teaching and learning in Connecticut Public Schools. State law and regulations link the CCT to various professional requirements that span a teacher’s career, including preparation, induction and teacher evaluation and support. These teaching standards identify the foundational skills and competencies that pertain to all teachers, regardless of the subject matter, field or age group they teach. The standards articulate the knowledge, skills and qualities that Connecticut teachers need to prepare students to meet 21st-century challenges to succeed in college, career and life. The philosophy behind the CCT is that teaching requires more than simply demonstrating a certain set of technical skills. These competencies have long been established as the standards expected of all Connecticut teachers.

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-Classroom/Reviews of Practice
<p>► Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</p> <p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. 1c. Maximizing instructional time by effectively managing routines and transitions. 	<p>► Domain 2: Planning for Active Learning</p> <p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. 2b. Planning instruction to cognitively engage students in the content. 2c. Selecting appropriate assessment strategies to monitor student progress.
<p>► Domain 3: Instruction for Active Learning</p> <p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 3a. Implementing instructional content for learning. 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing student learning, providing feedback to students and adjusting instruction. 	<p>► Domain 4: Professional Responsibilities and Teacher Leadership</p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ul style="list-style-type: none"> 4a. Engaging in continuous professional learning to impact instruction and student learning. 4b. Collaborating to develop and sustain a professional learning environment to support student learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

[CCT \(2017\) Rubrics for Effective Teaching](#)

**Additional rubrics and resources for special services and preschool teachers can be found on p. 13 of the Evaluation and Support Plan*

Connecticut Common Core of Teaching

Rubric for Effective Service Delivery

Support specialists or service providers are those individuals who, by the nature of their job description, do not have traditional classroom assignments but serve a “caseload” of students, staff or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students. The CSDE, in partnership with SESS representatives from around the state, developed the CCT Rubric for Effective Service Delivery 2014 for use with support specialists. This rubric was purposefully developed as a companion to the CCT Rubric for Effective Teaching 2014 and parallels its structure and format to illustrate the common characteristics of effective practice across a variety of educators in the service of learners.

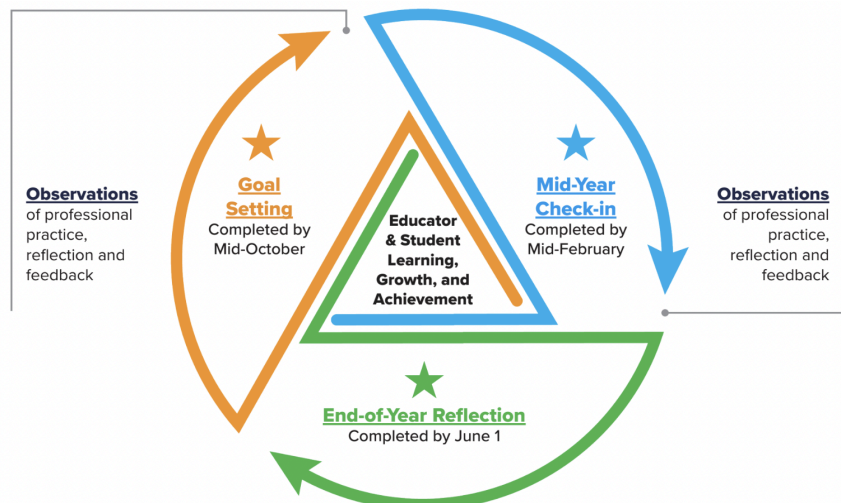
Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Reviews of Practice
<p>▶ Domain 1: Learning Environment, Engagement and Commitment to Learning</p> <p><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ol style="list-style-type: none"> 1a. Promoting a positive learning environment that is respectful and equitable. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment. 1c. Maximizing service delivery by effectively managing routines and transition. 	<p>▶ Domain 2: Planning for Active Learning</p> <p><i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ol style="list-style-type: none"> 2a. Developing plans aligned with standards that build on learners’ knowledge and skills and provide an appropriate level of challenge. 2b. Developing plans to actively engage learners in service delivery. 2c. Selecting appropriate assessment strategies to identify and plan learning targets.
<p>▶ Domain 3: Service Delivery</p> <p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ol style="list-style-type: none"> 3a. Implementing service delivery for learning. 3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing learning, providing feedback and adjusting service delivery. 	<p>▶ Domain 4: Professional Responsibilities and Leadership</p> <p><i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ol style="list-style-type: none"> 4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning. 4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

[CCT \(2017\) Rubrics for Effective Service Delivery](#)

**Additional rubrics and resources for special services and preschool teachers can be found on p. 13 of the Evaluation and Support Plan*

Educator Continuous Learning Process

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



Goal Setting

Completed by Mid-October

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan

- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference

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

Mid-year Check-in

Completed by Mid-February

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review and discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement

Mid-Year Conference

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

End-of-Year Reflection

Completed by June 1

End-of-Year Reflection and Feedback Process

- Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

Goal Process

Goal Setting *(completed by Mid-October)*

The initial goal setting meeting includes a dialogue between the educator and their evaluator (holds 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)/standards, multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment (see appendix K). *For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules would enhance their learning and practice.*

Midyear Check-In *(completed by Mid-February)*

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

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

End-Of-Year Reflection / Summative Review *(completed by June 1)*

End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal. The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process.

Observation of Professional Practice

Observation of Professional Practice and Feedback

Observation occurs throughout the continuous learning process. The identified high leverage goal(s) will provide a focus on 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 supports; and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Feedback, written or verbal, is provided within five school days.

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

Quality feedback:

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

Cohort Definitions

Cohort 1	Cohort 2
<p>Who: New to profession (first four years) New to LEA (first two years in NBPS if tenure achieved in another district)</p> <p>What: → 3 observations of Professional Practice (at least two formal observations) → Verbal and written feedback within five school days of observation → Additional observations of professional practice as mutually agreed upon or deemed necessary</p>	<p>Who: Educators who have successfully completed Cohort 1 in North Branford Public Schools</p> <p>What: → 3 observations of Professional Practice (<i>one observation may be substituted for a review of practice</i>) → At least one formal over a three year cycle → Verbal and written feedback within five school days of observation → Additional observations of professional practice as mutually agreed upon or deemed necessary</p>

Growth Criteria

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

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

Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning and Impact on Practice Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus.</p> <p>Impact on Students Educator can demonstrate how they positively impact student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.</p>	<ul style="list-style-type: none"> → Required observational evidence → Required student learning evidence aligned to high-leverage indicator focus → Implementation plans/lesson plan(s) → Educator learning logs/impact on practice reflections → Educator created learning materials → Evidence from Observation of Educator Practice → Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communication, etc. → Educator and/or student self reflection → Student learning artifacts → Mastery-based demonstration of achievement → Observational evidence of students' words, actions, interactions → Rubrics, interim or benchmark assessments, other assessments → Others artifacts/sources


Evaluators and Observers

The primary evaluator for all educators, with the possible exception of itinerant staff members, will be the school principal, assistant principal, or Special Services department administrator. **The primary evaluator will hold an 092 or 093 and be responsible for the overall evaluation and continuous learning process.** A complementary observer may assist the primary evaluator, however it is expected that the primary evaluator will observe the educator at least once during the evaluation period. Complementary observers are certified educators. They may have specific content knowledge, such as department leaders or curriculum coordinators. They may also have special leadership responsibilities, such as Lead Teacher or Dean of Students. Complementary observers, as well as primary observers must be fully trained as evaluators in order to serve in this role.

The use of complementary observers is at the discretion of the primary evaluator. Complementary observers may be assigned to conduct observations, including pre- and post-conferences, collecting additional evidence, reviewing goals and providing additional feedback. A complementary observer will share feedback with the primary evaluator as it is collected and shared with teachers.

Evaluation Plan Documents & Resources

Orientation

-  NB Evaluation & Support Plan 24-25 (Provided 7/24/24 & 8/21/24)
- Ongoing training and professional learning provided on District Early Release Wednesdays throughout the school year for all stakeholders to understand differentiated supports and processes.

Evaluation Plan Documents

[Educator Evaluations Forms \(Cohort 1\)](#)

[Educator Evaluation Forms \(Cohort 2\)](#)

Evaluation Plan Rubric (K-12 Teachers)

[CCT \(2017\) Rubrics for Effective Teaching](#)

Evaluation Plan Rubrics (Special Services)

[CCT \(2017\) Rubrics for Effective Service Delivery](#)

[Danielson Framework Rubric-Speech-Language Pathologist](#)

[Components of Social Emotional and Intellectual Habits K-12](#)

[Danielson Framework Rubric-Social Workers \(1\).pdf](#)

[Danielson Framework School Psychologist \(1\).pdf](#)

[ASCA School Counselors Professional Standards](#)

[CCT Rubric for Effective Teaching \(2017\)](#)

[CT CCSS-ELA](#)

Evaluation Plan Rubrics (Preschool Teachers)

[CT ELDS to CCSS ELA](#)

[CT ELDS to CCSS Mathematics](#)

[CT DOTS Flip Chart](#)

[CCT Rubric for Effective Teaching \(2017\)](#)

Professional Learning: Support and Development

North Branford School District recognizes the importance of on-going professional growth that promotes student achievement. Aligned with the North Branford Schools Instructional Vision, we believe that ***If** we support and empower the adults in the school to continually grow, innovate, question, take risks, reflect, examine, inquire, and learn from and with one another, **then** teachers will create those same conditions for students in their classrooms. (Ritchard, 2023)*

Evaluation-Informed Professional Learning: Student success depends on effective teaching, learning and leadership. North Branford’s vision for professional learning is that each and every educator engages in continuous learning to increase effectiveness, resulting in positive outcomes for all students.

Evaluators and teachers are encouraged to work together to identify professional learning needs that support individual, building and district goals and objectives. The identified need will serve as the foundation for ongoing conversations about the teacher’s practice and impact on student outcomes. The North Branford School District shall provide professional learning opportunities for educators based on individual, or groups of individuals’ needs that are identified through the evaluation process.

Professional Learning Communities: To create a collaborative culture, all staff members work as a team and belong to a Professional Learning Community (PLC) within their school, grade level, or department. They work interdependently towards the common goal of constantly improving students outcomes by having deep discussions about the key questions associated with learning. PLC members meet at least once per week, most often on Wednesday afternoons and/or during common planning time, if available. The goal of PLCs is to ensure that all students reach high levels of academic success.

Instructional Learning Walks: North Branford seeks to create a culture of openness and collaboration with frequent observations and feedback. This may be accomplished, in part, with instruction learning walks. Learning walks are part of an explicit practice that is designed to bring discussions of instruction into the process of school improvement. Instructional Learning Walks may occur on different levels and with a different focus or problem of practice:

Type	Participants	Purpose
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District	Central Office and Building Administrators	Inform district-wide improvement, see <i>what students are actually doing</i> to predict performance, monitor curriculum implementation, identify professional development needs
School	Colleagues	Learn from others' practices and identify strategies to try in other classrooms and settings, develop a common language, promote consistency across grade-levels, discuss and reflect as a PLC to improve teaching and learning in all classrooms
Department	Entire departments or representatives from respective departments	Observe curriculum implementation and instructional practices at different grade levels, learn from other's practices and identify strategies to try in other classrooms and settings, promote cross-school collaboration and communication in curriculum planning, discuss and reflect as a PLC to generate deep conversation about teaching and learning
Transition	Representatives from grades 2, 5, 8, and/or 3, 6, and 9	Promote smooth transitions between schools, become more knowledgeable about the strengths and challenges of students at different grade levels, promote intra-district collaboration and communication in curriculum planning

Instructional Learning Walks are not linked with supervision or evaluation. They are meant to build the skills and knowledge of the participants, identify curricular and/or instructional practice trends across grade-levels or departments, and open discussion on the instructional core of teaching and students in the presence of content.

Tenure: In accordance with Connecticut General Statutes Section 10-151, Beginning Educators achieve tenure after forty (40) continuous school months of employment for the North Branford Public Schools. Intermediate Educators who previously achieved tenure within another Connecticut district within the previous five calendar years will attain tenure after twenty (20) continuous school months of employment. In order to continue in employment, at a minimum, Beginning and Intermediate Educators must continue to demonstrate “effective practice” as informed through performance evaluations. Educators who work less than half-time attain tenure in accordance with the procedure for calculating credit towards tenure as set forth in the statute.

Process: Intermediate Educators who are in the year immediately prior to the attainment of tenure must request a letter of recommendation from their building administrator. Prior evaluations will

also be submitted to Central Office by the building administrator no later than March 1st each year. These documents will be used to demonstrate each tenure candidate's pattern of effectiveness and proficiency in the North Branford Schools, as consistent with teacher evaluation guidelines.

Tenure candidates will be officially notified of their status prior to the close of the school year. The Board of Education will only offer continued employment to non-tenured educators who meet the standards of excellence of the district, and may non-renew non-tenured educators in accordance with Connecticut General Statutes Section 10-151, regardless of proficiency.

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 must be implemented prior to the development of a corrective plan.

A pattern of consistent 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 should be developed in consultation with the evaluator, educator and their exclusive bargaining representative if applicable.

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

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

Tier 3: In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator and their exclusive bargaining representative for certified educators. The start date and duration of time an educator is receiving this level of support should be clearly documented.

 Tiered Support Framework (EESP)

Corrective Support Plan

After the three levels of Tiered Support have proved unsuccessful a Corrective Support Plan may be enacted. A Corrective Support Plan can only be initiated after utilizing all three Tiers of Supports. A Corrective Support Plan is separate from the educator growth plan. The individual educator's corrective support plan shall be developed in consultation with the leader/educator and their exclusive bargaining representative for teachers chosen pursuant to section C.G.S. §10-153b.

Corrective support model includes:

- (i) Clear objectives specific to the well documented area of concern;
- (ii) Resources, support, and interventions to address areas of concern;
- (iii) Timeframes for implementing the resources, support, and interventions; and
- (iv) Supportive actions from the evaluator.

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.

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 agreement.

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.

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.