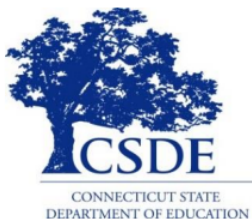# North Stonington Public Schools

Framework for Leader and Educator Evaluation and Support

Adopted
June 2024

The North Stonington Public Schools Framework for Leader and Educator Evaluation and Support is based on the Connecticut Leader and Educator Evaluation and Support Plan (2024).

Superintendent: Troy Hopkins	
North Stonington Board of Education	**PDEC Members**
Stephanie Mastroianni, *Chair*	Renee Benett, *Teacher*
Alex Karpinski, *Vice Chair*	Olivia Black, *Teacher*
Jamie Towle-Weicksel, *Secretary*	April Christiansen, *Director of Special Services*
Bryan Burdick	Rob Cillino, *NSES Principal*
Judy Main	Shannon Curioso, *Teacher*
Lisa Mazzella	Roberta Curry, *Teacher*
Chet Stefanowicz	Noel Devine, *Teacher*
Christine Wagner	Stephanie Goodwin, *Teacher*
	Kim Haggerty, *Director of Instruction and Learning*
	<mark>Kim Harrington, *Paraprofessional*</mark>
	Sarah Hammerman. *Teacher*
	Alexa Jonas, *Teacher*
	Allison Reyes, *Wheeler Associate Principal*
	Nina Reardon, *School Counselor*
	Deanna Scanapieco, *Chair*
	Kristen St. Germain, *Wheeler Principal*
	Leah Stewart, *Teacher*
	Sheri Tardiff, *Teacher*

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Guiding Principles

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

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

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

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan to propose to the local board of education for mutual agreement. Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11(b)(3), each local and regional board of education must establish a professional development and evaluation committee to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups

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

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

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

Local and State Reporting

The superintendent shall report:

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

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

1. [Professional Standards for School Leaders (PSEL)](#)
2. [Learning Forward's Professional Learning Standards (2022)](#)

Professional Learning Standards and Structures

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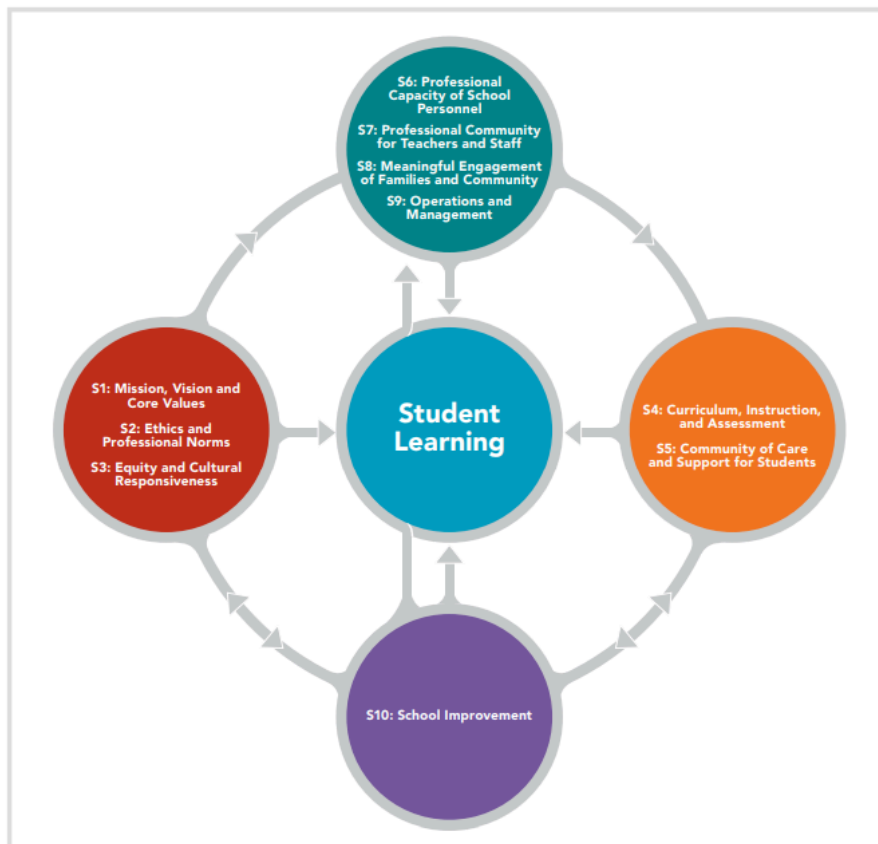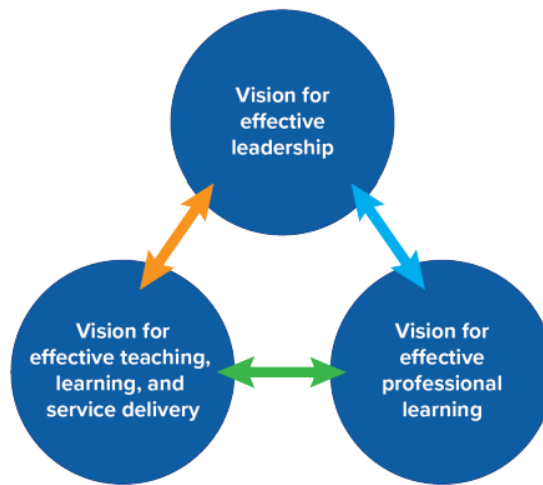
The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process.

Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus. Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

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

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

Below is a graphic with the associated steps, reflections, and resources associated with each step of the process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator (092 or 093).

Leader Continuous Learning Process

Goal Setting	Midyear	End of Year
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* ● Determine individual or group goal(s) ● Mutually agree on professional learning needs and support	*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 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 ● Notification of Tier placement for the next school year ● Annual Summary sign-off

Orientation on the leader evaluation and support process shall take place prior to the start of the process. The orientation shall include:
- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered supports
- Dispute resolution

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

Goal(s) Setting (by November 1):

Leaders and their evaluators develop a plan for professional learning and support that is consistent with their professional status and goals. Goals should always be connected to standards recommended by the PDEC and approved by the local board of education. This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:
- Self-assess using the identified form.
- Identify a high leverage goal that impacts leadership practice and educator and organizational growth.
- Develop a proposed professional learning plan to build knowledge and skill.

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

The mutually agreed upon evidence should be documented in the [Leader Goal Setting](#) form which could be completed by the leader and reviewed by the evaluator prior to a fall meeting. Mutually agreed upon measures of progress should be determined during this meeting and include multiple measures: of organizational health, leader and educator growth, and impact on student learning, growth, and achievement

Leaders and their evaluators should come to a mutually agreed upon path towards the district goals, school goal and professional practice goal.

District goals serve as an overarching umbrella for goal setting and are based on the results of: staff and community surveys, Board of Education input. The PDEC, after consultation with staff, has agreed to take these

district goals and allow them to be modified to suit the needs of individual educators with "subgoals" identified in action steps. These will serve as one, two or three year goals. For the purpose of the 2024-2025 school year (year 1 of implementation) these will serve as one year goals.

Leaders will select a performance and practice goal (PPG) at the start of each school year. This goal will be mutually agreed upon by the leader and evaluator. This PPG goal may be worked towards as a group. This should be a: one, two or three year goal.

Mid-year Check-in (completed by February 1):

The mid-year 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. The Mid Year Reflection form should be completed prior to the mid-year check in.

End-of-Year Reflection/Summative Review (completed by July 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 the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s).

This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process. The End of Year Reflection Form (Appendix C) should be completed before the end of the year meeting.

Professional Practice and Leader Growth

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

Observation of Professional Practice/Site Visits and Feedback

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

"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

Definition of Cohorts	
Cohort 1	**Cohort 2**
New to leadership role (e.g., principal from assistant principal etc.; first three years) Or New to LEA (first three years)	Leaders who have successfully completed Cohort 1 in their current LEA
- Three observations of professional practice and/or site visits (one in the fall, winter and spring) - Feedback written and verbal within five school days - Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	- Two observations of professional practice and/or site visits (one in the fall and one in the spring) - Feedback written and verbal within five school days - Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Site Visits

Site visits serve as evidence of Leader growth and success. Site visits are at least 30 minutes in length and can be planned or unplanned. Written feedback and verbal feedback should be given within five school days. The Evaluator should seek to observe the leader in varied settings throughout the year based on the cohort system above. These site visits should be in circumstances where the leader is demonstrating leadership. Site visits can include, but are not limited to observations during:
- Parent or educator meetings
- IEP or 504 meetings
- Staff meetings
- Professional development sessions
- Student disciplinary hearings
- Board of Education presentations

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.

Tiered Support and Corrective Support Planning

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan. A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan (Appendix E). The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

Tiers of Support

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

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 in a corrective support 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 a leader on a [Corrective Support Plan](#) (Appendix E) with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan must contain:
- Clear objectives specific to the well documented area of concern;
- Resources, support, and interventions to address the area of concern;
- Timeframes for implementing the resources, support, and interventions; and
- Supportive actions from the evaluator. ,
- At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative.

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 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 bargaining agreement.

In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and leader may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified leader and may or may not be from within the district.

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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Educator Evaluation and Support Plan

1. CCT Rubric for Effective Teaching 2017
2. Danielson Framework for Teaching

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. Leaning Forward Professional Learning Standards 2022, serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders, and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process. The Connecticut Common Core of Teaching: Rubric for Effective Teaching-2017 (CCT) provides the basis for educator development and continued improvement. This set of best practice guidelines that roots the North Stonington Public Schools Evaluation and Support Framework.
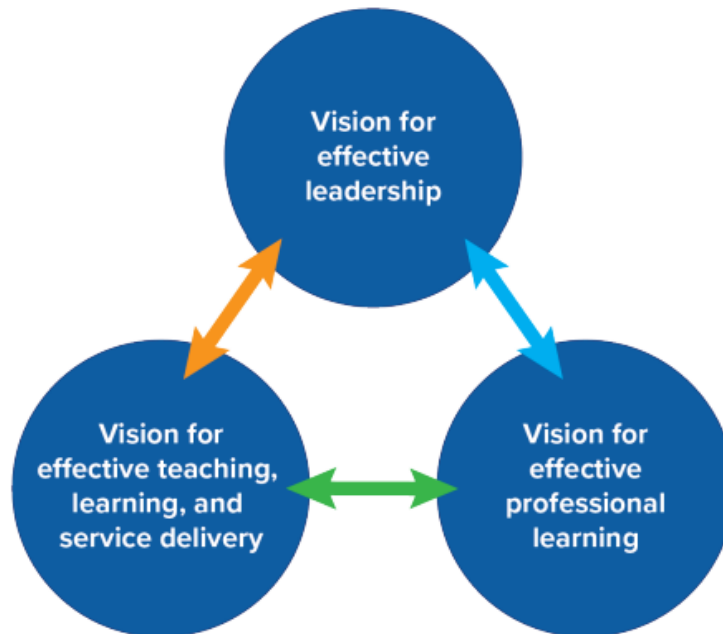
CCT Rubric for Effective Teaching 2017 — At a Glance

| Evidence Generally Collected Through **In-Class Observations**	Evidence Generally Collected Through **Non-Classroom/Reviews of Practice**
▶ Domain 1: Classroom Environment, Student Engagement and Commitment to Learning	▶ Domain 2: Planning for Active Learning
Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by: 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.	*Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:* 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.
▶ Domain 3: Instruction for Active Learning	▶ Domain 4: Professional Responsibilities and Teacher Leadership
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: 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.	*Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:* 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.

The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement

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

During each school year, a minimum of three check-ins provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations and reviews of practice as required by the district plan.

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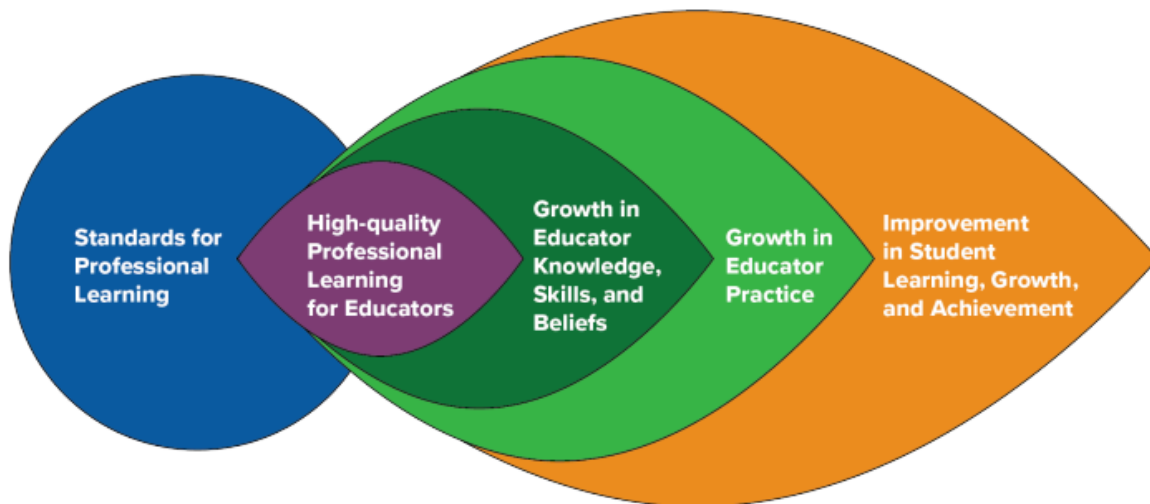
Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist educators and evaluators through the process. All educators are assigned a primary evaluator (092) who has completed comprehensive orientation on this model and relevant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

Educator Continuous Learning Process

Goal Setting	Midyear	End of Year
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* ● Determine individual or group goal(s) ● Mutually agree on professional learning needs and support	*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 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 ● Notification of Tier placement for the next school year ● Annual Summary sign-off

Orientation on the educator evaluation and support process shall take place prior to the start of the process. The orientation shall include:
- High-leverage goal-setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/Review of practice
- Tiered supports
- Dispute resolution

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice. Educators will have to acknowledge they have received training and updates on the evaluation process on a yearly basis. Observations of professional practice will occur based on assigned cohorts. Prior experience and growth will determine cohort changes.

Charts:		
Cohort I	**Cohort II**	**Cohort III**
Tenured Educators	**Non-Tenure/Prior Experience (Completion of Team or Equivalent)**	**New Educators (No Team or Equivalent Completion)**
0 Formal Observations *(more if needed at evaluator discretion)* - *Verbal conference feedback within five days* - *Written feedback with-in 10 days*	0 Formal Observations *(more if needed at evaluator discretion)* - *Verbal conference feedback within five days* - *Written feedback with-in 10 days*	2 Formal Observations *(more if needed at evaluator discretion)* - *Verbal conference feedback within five days* - *Written feedback with-in 10 days*
1 Informal Observation per year *(more if needed at evaluator discretion)* - *Written feedback within five school days*	2 Informal Observation per year *(more if needed at evaluator discretion)* - *Written feedback within five school days*	1 Informal Observation *(more if needed at evaluator discretion)* - *Written feedback within five school days*

Goal(s) Setting (Completed by November 1):
The initial goal-setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The annual Goal Setting Form (Appendix D) must be completed by the educator prior to this meeting. Educators and their evaluators should come to a mutually agreed upon path towards the district goals, school goal and professional practice goal. There should be a mutual agreed upon measure of progress including but not limited to: student learning, student and educator growth achievement.

The mutually agreed upon evidence should be documented in the Goal Setting form which should be completed by the educator and reviewed by the evaluator prior to a fall meeting.

Educators and their evaluators should come to a mutually agreed upon path towards the district goals, school goal and professional practice goal.

District goals serve as an overarching umbrella for goal setting and are based on the results of: staff and community surveys, Board of Education input. The PDEC, after consultation with staff, has agreed to take these district goals and allow them to be modified to suit the needs of individual educators with "subgoals" identified in action steps. These will serve as one, two or three year goals. For the purpose of the 2024-2025 school year however, these will be one year goals.

Yearly school goals have been mutually agreed upon through: staff and parent surveys, department discussions, full faculty meetings and PDEC discussions. Evaluators will meet educators in order to discuss personalized paths toward these broad objectives.

Educators will select a performance and practice goal (PPG) at the start of each school year. This goal will be mutually agreed upon by the educators and evaluator. It may be worked toward as a department, PLC, or grade level. This should be a one, two or three year goal.

A plan for professional development related to all goals set should be mutually agreed upon and included in the action steps. The district will provide varied professional development opportunities to help educators progress towards their goals.

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.

The Mid-year Check-in (Completed by March 1)
The mid-year check-in consists of a reciprocal dialogue between the educator(s) and evaluator and includes an educator's self-reflection on their progress toward their goal(s) so far (documented in the Mid-year Reflection Form). The reflection shall include an analysis of the impact of their learning on their practice, student learning, growth and achievement, and the school community. The mid-year conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps.

- Educators self-reflect and review multiple and varied 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 goals. Observation feedback and evidence aligned to the single-point rubric. After meeting and reviewing the Mid-year Goal Form, the evaluator will provide written feedback including a rating of: highly effective, effective or developing.
- 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 End of School Year)
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 varied pieces of evidence. A written end-of-year summary that is captured by the End-of Year Form (Appendix D) includes the impact of new learning on educator practice and growth, the 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 goals. This completion of the End-of-Year From (Appendix D)must be completed by the educator before end of the year meetings.

The evaluator will provide a written summary on the End-of-Year Form 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. A summative rating of: highly effective, effective or developing will also be given. Additionally, the evaluator will notify the educator of their tier placement for the next year on the End-of -Year Form.

Professional Practice and Educator Growth

The implementation of the continuous learning process is shared between the educator and evaluator. For the duration of the learning process, educators pursue learning and attainment of their goal(s), collecting evidence of practice related to their high-leverage professional learning goal. Evaluators will provide educators with feedback from observation and dialogue, ensure timely access to supports, and collect evidence of educator performance and practice toward goal(s) through multiple sources.

Complementary Evaluators

The primary evaluator is a member of the administrative team. A complementary evaluator might assist the primary evaluator. Complementary evaluators are certified teachers, who also have an administrative certification (092). They may have specific content knowledge and serve in a leadership role (such as department heads). Complementary evaluators must be fully trained as evaluators. This training includes both district and state evaluation systems, as well as best practices.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, and providing additional feedback. A complementary evaluator should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

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. The evaluator should strive to observe the educator in a variety of contexts and subjects. Feedback is provided within five school days.

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

practices
● Is timely, frequent, and reciprocal

Each educator should be observed throughout the year, according to the Cohort formal and/or informal observations as defined below. Forms for each of these observations are linked below and can be found in Appendix D.

- **Formal:** Scheduled observations or reviews of practice that last at least 30 minutes and include a pre-preconference and lesson plan. A formal observation should be scheduled at least two weeks in advance. A formal is followed by a post-observation conference within five days. Written feedback should be given no later than ten school days after the post-conference. The language in the CCT Rubric can be used to target feedback. This written feedback will be accompanied by a distinction that meets or not meets the standard.

- **Informal:** Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written feedback within five school days. The language in the CCT Rubric can be used to target feedback. This written feedback will be accompanied by a distinction that meets or not meets the standard.

- **Non-classroom observations/reviews of practice:** include but are not limited to: Observations of data team meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts. Written feedback should be given within five school days. The language in the CCT Rubric can be used to target feedback. This written feedback will be accompanied by a distinction that meets or not meets the standard.

PLEASE NOTE: Reviewing lesson plans in a pre-conference, prior to a scheduled observation, provides evidence for the planning domain and is considered a part of the formal observation process. It does not serve as a separate observation or review of practice.

Formal Evaluations

Pre-conferences and Post-Conferences
Are valuable for giving context for the lesson and providing information about the students to be observed and setting expectations for the observation process. Pre-conferences are required for formal observations.The educator must complete the Lesson Plan Template (Appendix D) prior to the pre-conference meeting. A pre-conference can be held with a group of teachers, where appropriate. Post-conferences provide a forum for reflecting on the observation and generating action steps that will lead to the teacher's improvement.

A good post-conference: begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed; cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus; involves written and verbal feedback from the evaluator. Post conferences should take place within five days of the observation. Written feedback should be given no later than ten school days after the post conference. This written feedback will be accompanied by a rating of: highly effective, effective or developing.

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.

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. This plan can also be put in place in response to significant need. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable. Corrective Support Plans and movement to Tier 3: Intensive Support is determined by the evaluator. All Tier 3 Corrective Support Plans will be recorded in the educator's personnel file. Teacher support in Tier 3 includes additional observations and discussion.

In addition to Tier I, Tier II and Tier 3 supports are responsive to unresolved, previously discussed concerns. This includes more frequent observations and collaboration between the new educator and evaluator through additional formal and informal evaluations (a minimum of 2 formals and 2 informals). Minimum supports at each level are documented in the Educator Tiered Support System. Educators and their evaluators should collaborate to complete the Corrective Support Plan. A collective bargaining representative should be involved in the creation of all Formal Corrective Support Plans in Tier 3.

Tier 3: Intensive Support	
Observation and Feedback Support	**Other Professional Development Activities (can include, but are not limited to)**
2 Formal Observations with written and verbal feedback within 5 days *(more if needed at evaluator discretion)*	Book Studies Lesson Plan Review Workshops Program Supervisor meetings Meetings with the Director of Instruction and Learning Case study reviews Literature reviews Instructional coaching
2 Informal Observations with written and verbal feedback within *(more if needed at evaluator discretion)*	
Formal Corrective Support Plan	

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

Tier two supports should include additional observations and discussion of progress and may include an informal corrective support plan as indicated in the support chart below and in the Educator Tiered Support System.

Tier 2 Focused Support	
Observation and Feedback Support	**Other Professional Development Activities (can include, but are not limited to)**
1 Formal Observation with written *(more if needed at evaluator discretion)* 2 Informal Observations *(more if needed at evaluator discretion)*	Book studies Lesson plan review Workshops Program Supervisor meetings Meetings with the Director of Instruction and Learning Case study reviews Literature reviews Evaluator check-ins Instructional coaching
Optional *Informal Support Plan*	

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

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. At the end of the formal corrective support plan educators who have demonstrated growth will be transitioned to an informal plan (Tier 2) for an agreed upon time period. If growth is not continued they can be moved back to a Tier 3 support system. 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 Formal Corrective Support Plan is located in Appendix F.

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

The Educator should consider the following to build into intervention plan:
- Peer to peer observations
- Specific PD Training in targeted areas
- Reference work: reading books / articles to reflect and discuss with administrator
- Meetings with Director of Instruction and Learning
- Meetings with Program Supervisor (s)
- Supported release time for the educator
- Weekly lesson plans submitted to evaluator
- Other as agreed upon by administration

Plan Agreements:
- Length of plan will be determined by the evaluator based on the areas needing improvement at the start of the plan;
- Plans can be either, two months, four months, six months or a full year based on level of areas needing improvement;
- Local union representatives, the educator and evaluator must sign off on all plan agreements.
- The educator may bring a union representative to any or all meetings if desired.
- The evaluator will document and date progress in targeted areas on the Tier 3 Formal Intervention plan on a weekly basis.
- Weekly administrative meetings are required of anyone on a Tier 3 formal intervention plan and should be set up each week by educator;
- At each weekly administrative meeting, the evaluator will review the educator's progress in the areas needing improvement. At the end of the meeting they will rate each targeted area, MET or DID NOT MEET
- Administration will use a progressive discipline approach if the educator is struggling in meeting the requirements of the plan;

The number of target areas in the plan will determine the progressive discipline timeline and consequences:

1. If the educator receives two consecutive "DID NOT MEET" ratings; the educator will receive a formal write up;
2. If the educator receives two formal write ups, they may be subject to further disciplinary consequences including unpaid leave;
3. If the educator continues to score, "DID NOT MEET," at any point thereafter, the plan can end in termination of employment.

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 bargaining agreement.

Process:
1. Informal attempt to resolve a dispute between the evaluator and educator before the formal resolution process
2. If informal attempts to resolve are unsuccessful, a subcommittee of the PDEC will be convened to formally settle the matter
    - Subcommittee shall consist of:
        o One person selected by the educator(s) from the PDEC committee
        o One person selected by the evaluator(s) from the PDEC committee
        o One mutually agreed upon neutral party
            ▪ This person does not need to be part of the PDEC or work within the district

The Dispute Resolution Committee, consisting of three people, should undergo training in the district's evaluation protocols and be provided with basic dispute resolution strategies **before** the formal resolution process. This includes but is not limited to: a review of the district's goals, a review of the district's educator growth and support plan, and the nature of the dispute. Throughout the resolution process, teachers are encouraged to enlist support collective bargaining unit representatives.

1. The dispute resolution committee will meet with the parties individually.
2. The dispute resolution committee will convene as a team before meeting with the evaluator(s) and educator(s).
3. The dispute resolution committee will meet with both the evaluator(s) and educator(s) and provide possible resolutions.

4. The timeline for dispute resolution:

   a. The dispute must be initiated within five days of the disputed evaluation.
   b. The PDEC dispute resolution committee will meet within one calendar week of dispute initiation.
   c. Since it is important that appeals be processed as rapidly as possible, the number of days indicated with this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
      - Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed, by all parties, upon times.
      - The educator being evaluated must initiate the appeals procedure within five workdays of the disputed evaluation.

The subcommittee must reach a fair, mutually agreed upon settlement to the dispute within the timeline detailed above; this may mean a split decision of the committee.

Appendix A: General Glossary

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 movement in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence of learning, and next steps in one's learning.

community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school. A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:
- The Supporting Teacher Effectiveness Project (STEP)
- [Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and Model System for Educator Evaluation](#)
- Ohio Department of Education - [Ohio Teacher Evaluation System (OTES 2.0) Framework](#)
- [Tennessee Educator Acceleration Model](#)
- Connecticut TEAM Model (CAPA)

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

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

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

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

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

formal observations: A formal observation is a structured and planned process of watching, assessing, and evaluating a leader's performance. This includes a pre-conference and post-conference (post-conference to take place within five school days) and a written evaluation (within ten school days). Content determined by evaluator.

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

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

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

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

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

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

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

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

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.

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

review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other leader artifacts. This typically includes written feedback provided to the educator within five school days.

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

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

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

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

tiered support:
Tier 1- Basic Support
It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by 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 - Focused Support
In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator. Tier 3 Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator.

Tier 3- Intensive Support
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. This tier also includes new teachers.

Appendix B: Glossary of Professional Learning Opportunities

Educator High quality professional learning enhances both educator practice and outcomes for each and every student. High quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes. Below are some key components to enhance professional learning. This is not an exhaustive list.

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

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

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

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

job-embedded: Any activity that is tied in with authentic classroom practice. May include, but is not limited to:
- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

lesson study: Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards. mentoring: A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

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

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

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

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

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

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

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

Appendix C: Continuous Learning Process – Leader

Leader Goal Form (includes start of year, mid-year and end of year)

Leader Site Visit Form

Leader Cohorts

Appendix D: Continuous Learning Process – Educator

Educator Goal Setting Form (includes start of year, midyear and end of year)

Potential Sources of Evidence

Educator Informal Observation Form

Educator Formal Observation Form

Formal Observation Lesson Plan Template

Educator Review of Practice Form

Educator Cohorts

Appendix E:Corrective Support Plans and Tiers – Leader

Leader-Tired Support System

Formal Corrective Support Plan- Leader

Appendix F:Corrective Support Plans and Tiers – Educator

Educator Tiered Support System

Tier 2 Informal Corrective Support Plan

Formal Corrective Support Plan

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