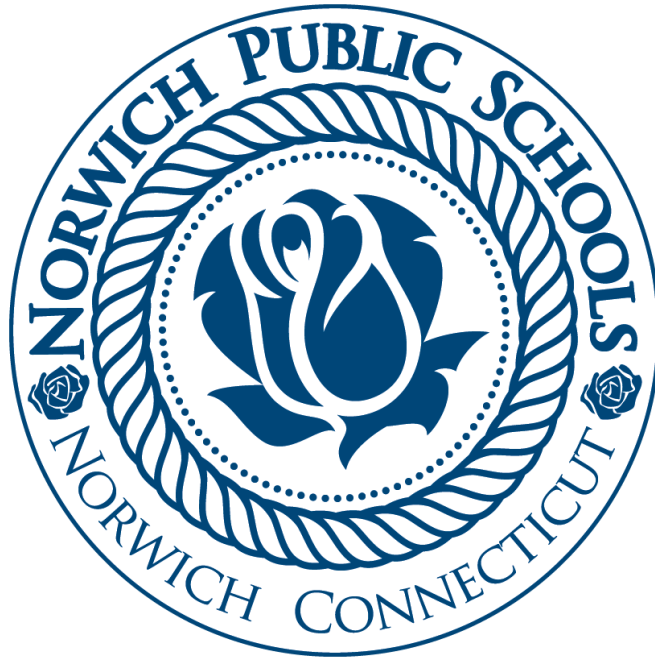


# Norwich Public Schools



Leader Evaluation and Professional Support Planning

Drafted Spring 2024

## Norwich Board of Education Members

<b>Chair</b>	<b>Mark Kulos</b>
<b>Vice Chair</b>	<b>John Iovino</b>
<b>Secretary</b>	<b>Carline Charmelus</b>
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## PDEC Members

<b>Susan Lessard, Acting Superintendent</b>
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<b>Luz Rivera, Director of Multi-Language Learners</b>
<b>Jackie Spring, Dean of Culture and Climate</b>
<b>Darcy Strauss, Sp. Ed Teacher</b>

## Vision

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

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

### Reimagining Educator and Leader Evaluation and Support

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

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

The combined vision, guiding principles, and overall framework for educators' and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high-quality professional practice and improved outcomes for students. While components are similar for educators and leaders, there are components specific to educators and leaders, resulting in two sections with similar processes within a district's evaluation and support system.

## Standards and Criteria for Leaders

One of the primary goals of the leader evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC.

The following professional practice standards ground this model's framework. It is recommended that each PDEC create a process to review the standards and ensure a rubric accompanies the standards. While a rubric serves as a support for self-evaluation, dialogue, and feedback, it is recommended that a single-point rubric is used to provide focus for high-leverage goal(s) setting and professional learning.

## 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 desired learning transformation. 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.

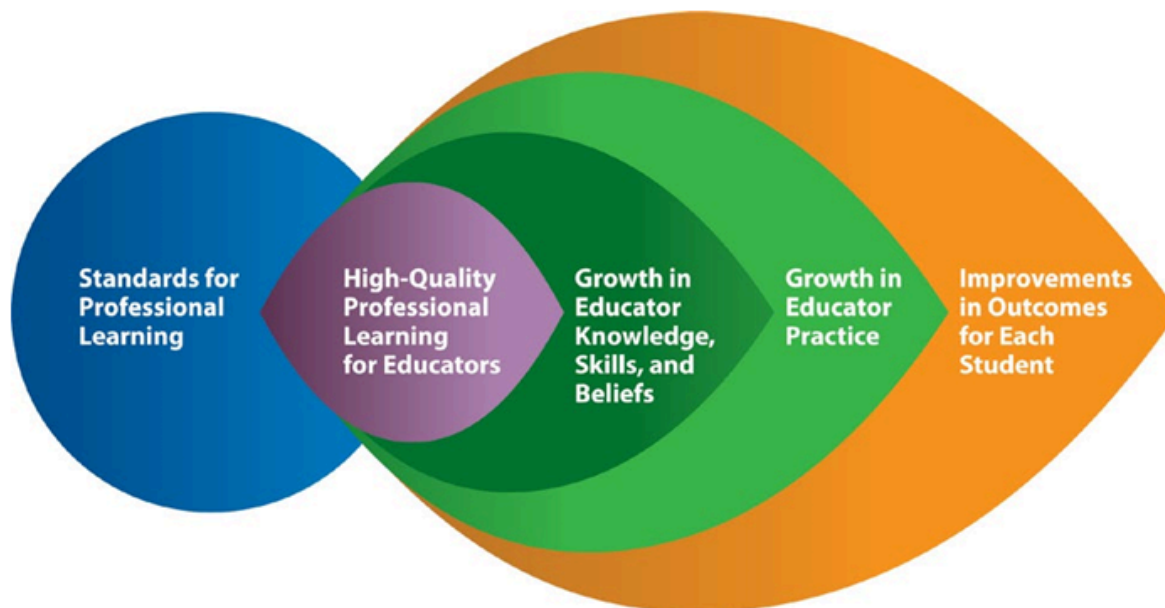
***“ The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration.”***

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 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.



For more information on the graphic above please review the [Central Office](#) or [Principal Action](#) Guide provided by Learning Forward: The Professional Learning Association

Created for leaders in multiple roles, Action Guides are intended to support educators in understanding and fulfilling their responsibilities in putting Standards for Professional Learning into motion.

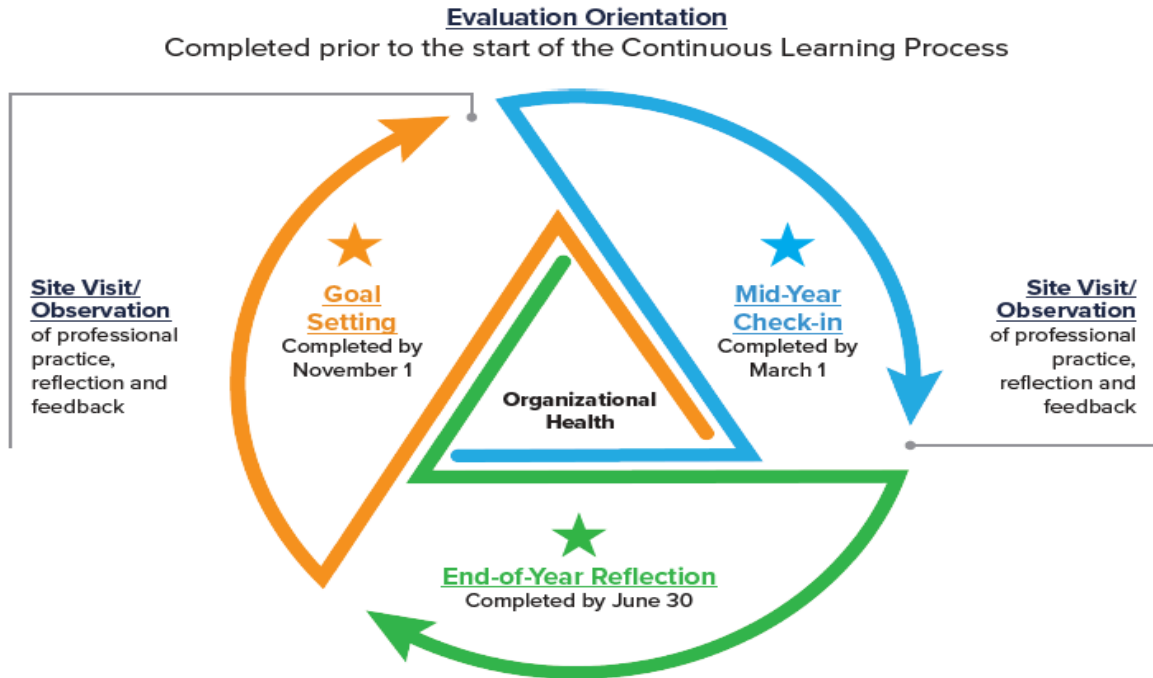
**Action Guide:** [System/Central Office w/ Innovation Configuration Maps](#)

**Action Guide:** [Principal w/ Innovation Configuration Maps](#)

**Quick-Start Guide:** [Standards for Professional Learning](#)

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

# Leader Continuous Learning Process



Goal Setting	Mid-Year Check-in	End-of-Year Reflection
Completed by November 1	Completed by March 1	Completed by June 30
<p><b>Beginning of the Year Goal(s) and Planning</b></p> <ul style="list-style-type: none"> <li>• Self-reflect</li> <li>• Review evidence</li> </ul>	<p><b>Mid-Year Check-in: Reflection, Adjustments, and Next Steps</b></p> <ul style="list-style-type: none"> <li>• Review &amp; discuss currently collected evidence towards goal(s) and of practice</li> <li>• Review professional learning, evidence, and impact on organization health, educator and student learning, growth, and achievement</li> </ul>	<p><b>End-of-Year Reflection and Feedback Process</b></p> <ul style="list-style-type: none"> <li>• Self-reflection: Review &amp; discuss professional learning, evidence of impact on organizational health, educator and student learning, growth, and achievement</li> </ul>
<p><b>Goal(s), Rationale, Alignment, and Professional Learning Plan</b></p> <ul style="list-style-type: none"> <li>• Draft goal(s), rationale, alignment, professional learning plan</li> </ul>	<p><b>Mid-Year Conference</b></p> <ul style="list-style-type: none"> <li>• Discuss evidence, reflection, and feedback from the evaluator</li> <li>• Adjust and revise as needed</li> </ul>	<p><b>End-of-Year Conference/ Summative Feedback and Growth Criteria</b></p> <ul style="list-style-type: none"> <li>• Evaluator provides written summative feedback and guides next steps</li> <li>• Annual Summary sign-off</li> </ul>
<p><b>Goal Setting Conference</b></p> <ul style="list-style-type: none"> <li>• Mutually agree on 1-, 2-, or 3-year goal(s)</li> <li>• Determine individual or group goal(s)</li> <li>• Mutually agree on professional learning needs and support</li> </ul>		

Orientation on the leader evaluation and support process shall take place before the start of the process, no later than October 15.

## The orientation shall include:

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

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

## Goal(s) Setting (Completed by November 1)

Leaders and their evaluators *mutually agree* upon a high-leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals ([see Appendix B](#)). Goals should always be connected to the [Learning Forward Standards](#), [The Common Core of Leading: Connecticut School Leadership Standards](#), and [the Connecticut Leader Evaluation and Support Rubric 2017](#) as 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 the evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on a review of evidence and practice) to [the Connecticut Leader Evaluation and Support 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:

1. Self-assess using [Appendix A: NPS Self-Reflection Questions](#). The leader may also find it useful to review the [Connecticut Leader Evaluation and Support Rubric](#)
2. Identify a high-leverage goal that impacts leadership practice and educator and organizational growth.
3. Identify an individual or a collaborative goal.
4. Develop a proposed professional learning plan to build knowledge and skills of their leadership and the educators they lead. Refer to the Learning Forward Action Guides and Innovation Configuration Maps discussed on page 2.

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 *a mutual agreement* on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

## Midyear Check-in (Completed by March 1):

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and

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

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

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

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.

*All forms for documentation are located in both the appendix of this plan, as hyperlinks as referenced, and in the Perform platform on TalentEd.*

## **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, ensuring timely access to support and collect evidence of leader performance and practice toward the goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement ([see appendix B](#)).

## **Observation of Professional Practice/Site Visits and Feedback**

Observation of professional practice or site visits occurs 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 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

<b>Definition of Cohorts</b>	
<b>Cohort 1</b>	<b>Cohort 2</b>
<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>• New to a leadership role (e.g., principal from assistant principal, etc.; first three years in role)</li> <li>• New to LEA (first three years in Norwich)</li> </ul> <p><b>What:</b></p> <ul style="list-style-type: none"> <li>• Three observations of professional practice and/or site visits</li> <li>• Feedback written and verbal within five school days</li> <li>• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>• Leaders who have completed Cohort 1 in their current LEA</li> </ul> <p><b>What:</b></p> <ul style="list-style-type: none"> <li>• Two observations of professional practice and/or site visits</li> <li>• Feedback written and verbal within five school days</li> <li>• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</li> </ul>

[See Appendix B](#)

## 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

[See Appendix C for further details.](#)

## 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 (Tier 4)*.

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

### **Tier 1**

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

### **Tier 2**

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

### **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 ([see Appendix H](#)). [Tier 3: Supervised Support](#)

### **Corrective Support Plan**

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

#### **The Corrective Support Plan must contain:**

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

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as

determined in consultation with the evaluator, leader, and their bargaining unit representative.

[See Appendix H for a Corrective Support Plan form and example.](#)

## **Dispute Resolution**

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

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

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

***Confidentiality throughout the resolution process shall be conducted in accordance with the law.***

## **Process**

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

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

### **a. Option 1:**

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.\* The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision.

*\*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.*

### **b. Option 2:**

The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation

and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

**Time Limits**

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

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

The PDEC serves as the collaborative decision-maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan to propose to the local board of education for mutual agreement.

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

Other School Personnel	Educator	Leader
<ul style="list-style-type: none"> <li>• Attendance counselor</li> <li>• Paraeducator (required)</li> <li>• Behavior technician</li> <li>• Parent and family liaison</li> <li>• Social-emotional support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• CTE teacher</li> <li>• Library media specialist</li> <li>• Reading interventionist</li> <li>• Instructional coach</li> <li>• Special education teacher</li> <li>• Social worker</li> <li>• School psychologist</li> <li>• Speech pathologist</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• TESOL supervisor</li> <li>• Special education supervisor</li> <li>• Assistant superintendent</li> <li>• Curriculum Coordinator</li> <li>• Talent development supervisor</li> </ul>

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

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and

- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to a 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 teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

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

### **Technical Assistance and Professional Learning**

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

**Appendix**

[A: NPS Leader Self-Reflection Questions](#)

[B: NPS Leader Definition of Cohorts](#)

[C: NPS Leader Growth Criteria & Sources](#)

[D: NPS Leader Eval & Support Planning Glossary](#)

[E: NPS Leader Glossary of Professional Learning Opportunities](#)

[F: NPS: Leader Continuous Learning Process](#)

[G: NPS Leader Observation/Site Visit](#)

[H: Leader Corrective Support Plan](#)

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Drafted Spring 2024

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### Reimagining Educator and Educator Evaluation and Support

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and support describe a systematic process of continuous improvement and professional learning leading to high-quality professional practice and improved outcomes for students. While components are similar for educators and Educators, there are components specific to educators and Educators, resulting in two sections with similar processes within a district's evaluation and support system.

## Standards and Criteria for Educators

One of the primary goals of the Educator evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. 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.

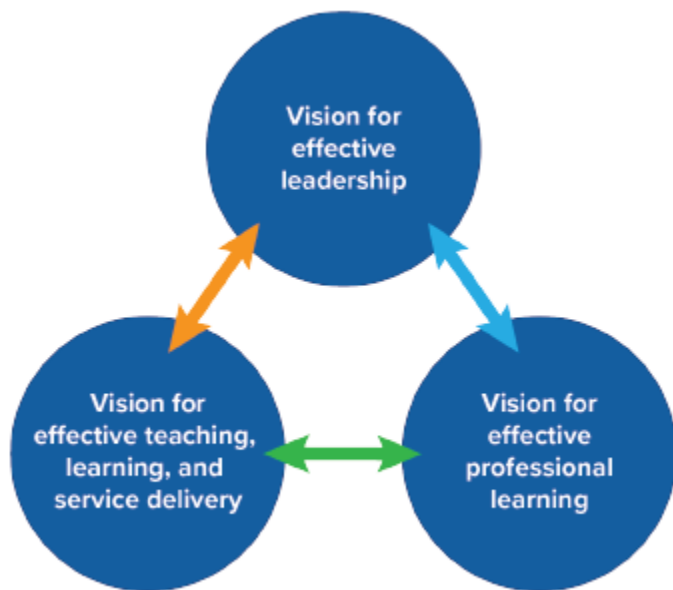
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#### Educator

1. [CCT Rubric for Effective Teaching 2017](#)
2. [CCT Rubric for Effective Service Delivery 2017](#)
3. [Learning Forward's Professional Learning Standards 2022](#)
4. [Teacher Leader Model Standards 2008](#)

## Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. [Learning Forward Professional Learning Standards 2022](#), serve as a useful tool to illustrate how professional learning can deepen educator and Educator knowledge, promote reflection, and maximize Educator impact. As a tool, the professional learning standards help educators and Educators intentionally design learning, address content, and consider how to accomplish the desired learning transformation. Together the professional standards for Educators, 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**

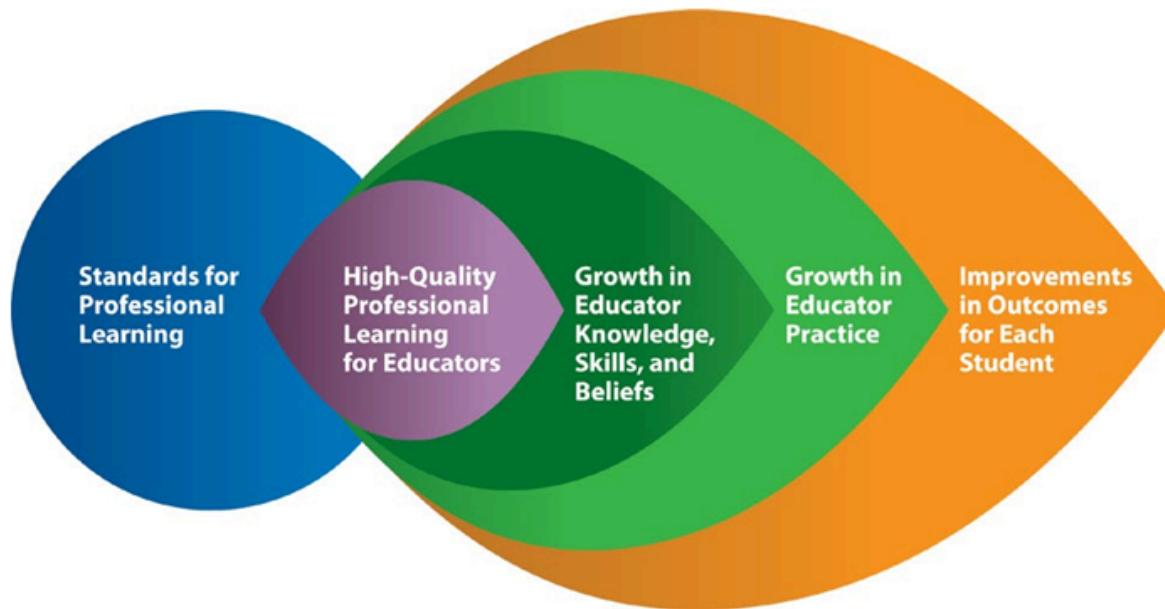
The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide Educators with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for Educators to address organizational system and structure questions. 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 goal(s), professional practice and Educator growth, and observation/site visit and feedback focus.

***“ 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.”***

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

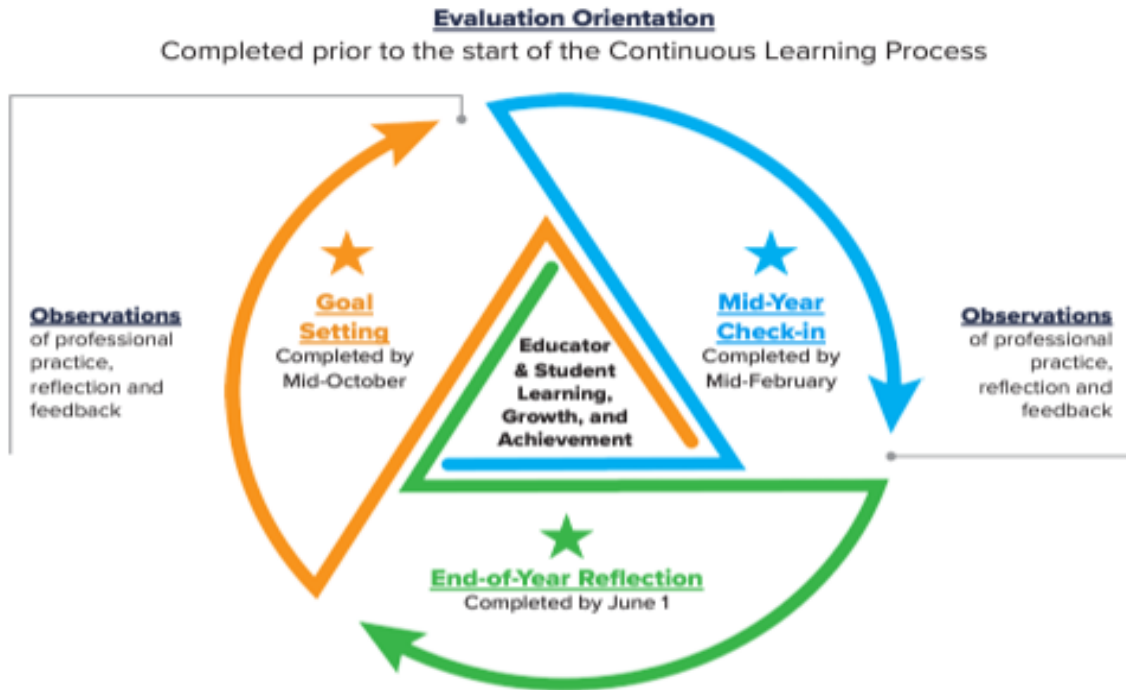
is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations and reviews of practice as required by the district plan. The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators, and students.

*The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for Educators, 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 or 093).

# Educator Continuous Learning Process



<b>Goal Setting</b>	<b>Mid-Year Check-in</b>	<b>End-of-Year Reflection</b>
Completed by Mid- October	Completed by Mid-February	Completed by June 1
<b>Beginning of the Year Goal(s) and Planning</b> <ul style="list-style-type: none"> <li>• Self-reflect</li> <li>• Review evidence</li> </ul>	<b>Mid-Year Check-in: Reflection, Adjustments, and Next Steps</b> <ul style="list-style-type: none"> <li>• Review &amp; discuss currently collected evidence towards goal(s) and of practice</li> <li>• Review professional learning, evidence, and impact on organization health, educator and student learning, growth, and achievement</li> </ul>	<b>End-of-Year Reflection and Feedback Process</b> <ul style="list-style-type: none"> <li>• Self-reflection: Review &amp; discuss professional learning, evidence of impact on organizational health, educator and student learning, growth, and achievement</li> </ul>
<b>Goal(s), Rationale, Alignment, and Professional Learning Plan</b> <ul style="list-style-type: none"> <li>• Draft goal(s), rationale, alignment, professional learning plan</li> </ul>	<b>Mid-Year Conference</b> <ul style="list-style-type: none"> <li>• Discuss evidence, reflection, and feedback from the evaluator</li> <li>• Adjust and revise as needed</li> </ul>	<b>End-of-Year Conference/ Summative Feedback and Growth Criteria</b> <ul style="list-style-type: none"> <li>• Evaluator provides written summative feedback and guides next steps</li> <li>• Annual Summary sign-off</li> </ul>
<b>Goal Setting Conference</b> <ul style="list-style-type: none"> <li>• Mutually agree on 1-, 2-, or 3-year goal(s)</li> <li>• Determine individual or group goal(s)</li> <li>• Mutually agree on professional learning needs and support</li> </ul>		

Orientation on the Educator evaluation and support process shall take place before the start of the process, no later than October 15.

## **The orientation shall include:**

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

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

## **Goal(s) Setting (Completed by Mid-October)**

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

Educators Will:

1. Use the [Reflection Questions in Appendix I](#) to review data and to prepare for their goal-setting meeting and their proposed professional learning plan.

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 a reciprocal dialogue between the educator and evaluator and includes an educator's 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. [Mid-Year Check-in form](#).

- The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence aligned to the single-point rubric. [CCT Rubric for Effective Teaching 2017](#) or [CCT Rubric for Effective Service Delivery 2017](#)

- 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. All revisions must be mutually agreed upon.

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

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 goals.

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.

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

*All forms for documentation are located in both [appendix N](#) of this plan, as hyperlinks as referenced, and in the Perform platform on TalentEd.*

## Professional Practice and Educator Growth

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

## Observation of Professional Practice and Feedback

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

*"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

<b>Educator Evaluation Definition of Cohorts</b>	
<b>Cohort 1</b>	<b>Cohort 2</b>
<p><b>Who: (Non-tenured)</b></p> <ul style="list-style-type: none"> <li>• New to profession (first four years)</li> <li>• New to LEA (first two years)</li> </ul> <p><b>What:</b></p> <ul style="list-style-type: none"> <li>• Three observations of Professional Practice (minimum 30 minutes in length) <b>with pre and post-meetings</b> –One observation of professional practice may be substituted for a review of practice</li> <li>• Verbal and written feedback within five school days • Additional observations of professional practice as mutually agreed upon or deemed necessary</li> </ul>	<p><b>Who: (tenured)</b></p> <ul style="list-style-type: none"> <li>• Educators who have successfully completed Cohort 1 in their current LEA</li> </ul> <p><b>What:</b></p> <ul style="list-style-type: none"> <li>• Two reviews of practice with one being Observations of Professional Practice (minimum 20 minutes in length) <b>with post meetings.</b> –One observation of professional practice may be substituted for a review of practice</li> <li>• Verbal and written feedback within five school days</li> <li>• Additional observations of professional practice as mutually agreed upon or deemed necessary</li> </ul>

[See Appendix J](#)

## 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 Educator's new learning on their practice/goal
- The impact the Educator's new learning and practice had on the Educator's practice, organizational growth, educator growth, and student outcomes.
- Next steps

See [Appendix K](#) for further details.



# Tiered Support and Corrective Support Planning

All Educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a *Corrective Support Plan (Tier 4)*.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an Educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, Educator, **and** their exclusive bargaining representative 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 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 Educator supports (e.g., Instructional coaching). These resources should be identified through a goal-setting process by mutual agreement.

## Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific Educatorship practices, etc.) that can be either suggested by the Educator 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, Educator and their exclusive bargaining representative for certified Educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

## Corrective Support Plan

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

See [Appendix P](#) for a Corrective Support Plan form and example.

## Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/Educators 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 a common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, and/or professional development plan, which may include 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 Educator initiated the dispute resolution process.

***Confidentiality throughout the resolution process shall be conducted in accordance with the law.***

## Process

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

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

### **a. Option 1:**

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.\* The superintendent 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.

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

**b. Option 2:**

The Educator being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and 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.

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

The PDEC serves as the collaborative decision-maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan to propose to the local board of education for mutual agreement.

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

Other School Personnel Educator Educator	Educator	Educator
<ul style="list-style-type: none"><li>• Attendance counselor</li><li>• Paraeducator (required)</li><li>• Behavior technician</li><li>• Parent and family liaison</li><li>• Social-emotional support staff</li></ul>	<ul style="list-style-type: none"><li>• Classroom teacher</li><li>• CTE teacher</li><li>• Library media specialist</li><li>• Reading interventionist</li><li>• Instructional coach</li><li>• Special education teacher</li><li>• Social worker</li><li>• School psychologist</li><li>• Speech pathologist</li></ul>	<ul style="list-style-type: none"><li>• Principal</li><li>• Assistant Principal</li><li>• TESOL supervisor</li><li>• Special education supervisor</li><li>• Assistant superintendent</li><li>• Curriculum Coordinator</li><li>• Talent development supervisor</li></ul>

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

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and Educator 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 a 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 Educator 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 Educator 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 teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

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

### **Technical Assistance and Professional Learning**

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

## Appendices - Educator Evaluation

### Appendix

[I: NPS Educator Self-Reflection Questions](#)

[J: NPS Educator Definition of Cohorts](#)

[K: NPS Educator Growth Criteria & Sources of Evidence](#)

[L: NPS Educator Eval & Support Planning Glossary](#)

[M: NPS Educator Glossary of Professional Learning Opportunities](#)

[N: NPS: Educator Continuous Learning Process](#)

[O: NPS Educator Observation](#) (Used for each observation)

[P: Educator Corrective Support Plan](#)