



# **Educator and Leader Evaluation and Support Plan**

**2024 - 2025**

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Christopher Drezek, Superintendent of Schools

### Mission Statement:

The mission of the Old Saybrook Public School is to educate and prepare students to achieve their highest aspirations, care for others and the environment, and contribute to a global society by working in partnership with families and the community, and by engaging each learner in a rigorous, personalized, and meaningful educational program.



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## Introduction

This document outlines the 2024-2025 district plan for evaluation of educators in the Old Saybrook Public Schools. It is based largely on the Connecticut Educator Evaluation and Development model, which was created based on the Connecticut (CT) Model Guidelines for Educator Evaluation.

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

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

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

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

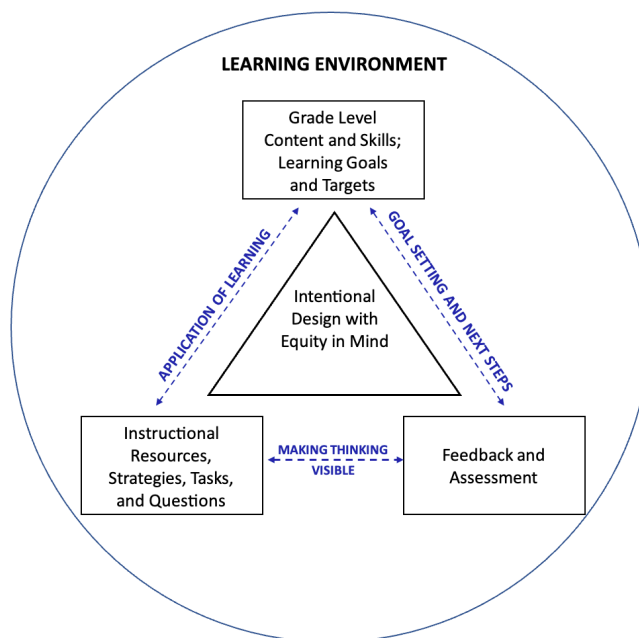


## Standards and Criteria

In Old Saybrook Public Schools, 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. Similarly, the primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Moreover, educators and leaders work to continuously improve in their enactment of high quality instruction with the use of the OSPS High Quality Instruction Heuristic. In this, our educator and leaders will assist students in moving towards the Old Saybrook Vision of a Learner in which students build the knowledge and skill to achieve their highest aspirations.

Educator and leader practice discussions are based on standards set by professional organizations and mutually agreed upon by the Professional Development and Evaluation Committee (PDEC). The rubric serves as support for self-evaluation, dialogue, and feedback. While a rubric serves as support for self-evaluation, dialogue, and feedback, a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

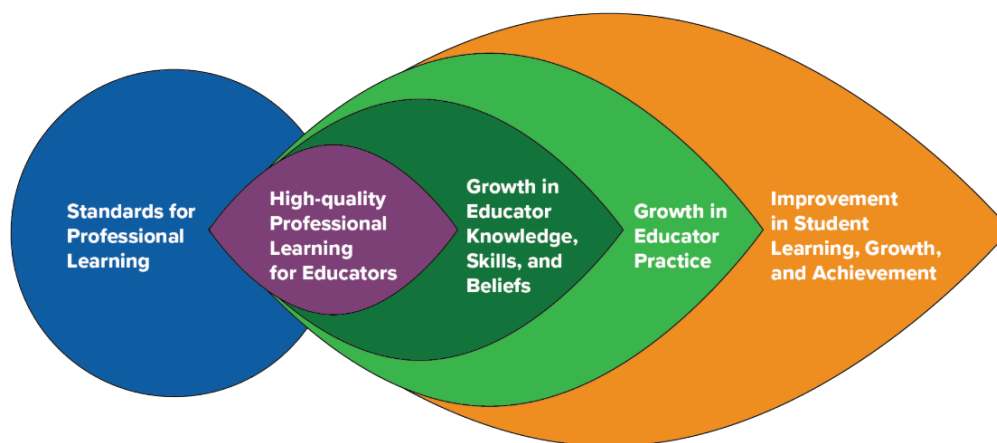
### OSPS Vision of High Quality Instruction



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## Standards and Criteria

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



### Standards

1. CCT Rubric for Effective Teaching 2017
2. CCT Rubric for Effective Service Delivery 2017
3. Connecticut Leader Evaluation Rubric 2017
4. Learning Forward's Professional Learning Standards 2023



## Professional Learning Community

The Old Saybrook Public Schools evaluation and support plan is centered around educators and leaders working together in Professional Learning Communities (PLCs).

PLCs are collaborative groups of educators who come together to improve their teaching practices and enhance student learning. These communities are grounded in the belief that collective expertise and shared responsibility can significantly impact educational outcomes. By working together, teachers can exchange ideas, strategies, and resources, fostering a culture of continuous improvement and mutual support. The focus of a PLC is not just on individual growth but on leveraging collective strengths to address common challenges and achieve shared goals, thus building the collective efficacy of our educators.

One of the core principles of PLCs is a commitment to ongoing professional development. Members of a PLC engage in regular, structured meetings where they analyze student data, reflect on instructional practices, and explore new teaching strategies. This process helps educators identify areas for improvement and develop actionable plans to enhance their effectiveness. Through these collaborative discussions, teachers can refine their skills, stay updated on best practices, and apply new techniques to their classrooms, ultimately leading to improved student outcomes.

Healthy, thriving PLCs are vital to the growth of educators and students. To that end, all Old Saybrook educators will meet monthly in job-alike PLCs in order to participate in a continuous learning process.

PLCs will be provided with structured agendas for each meeting and will be expected to document meeting notes using the PLC Agenda Form. PLC members will share meeting roles over the course of the year, including the role of facilitator.

Evaluators are expected to participate in PLCs to learn about their progress in the continuous learning process, celebrate successes, and understand where teams and individuals might need more support. Evaluators, however, are not facilitators of PLCs.





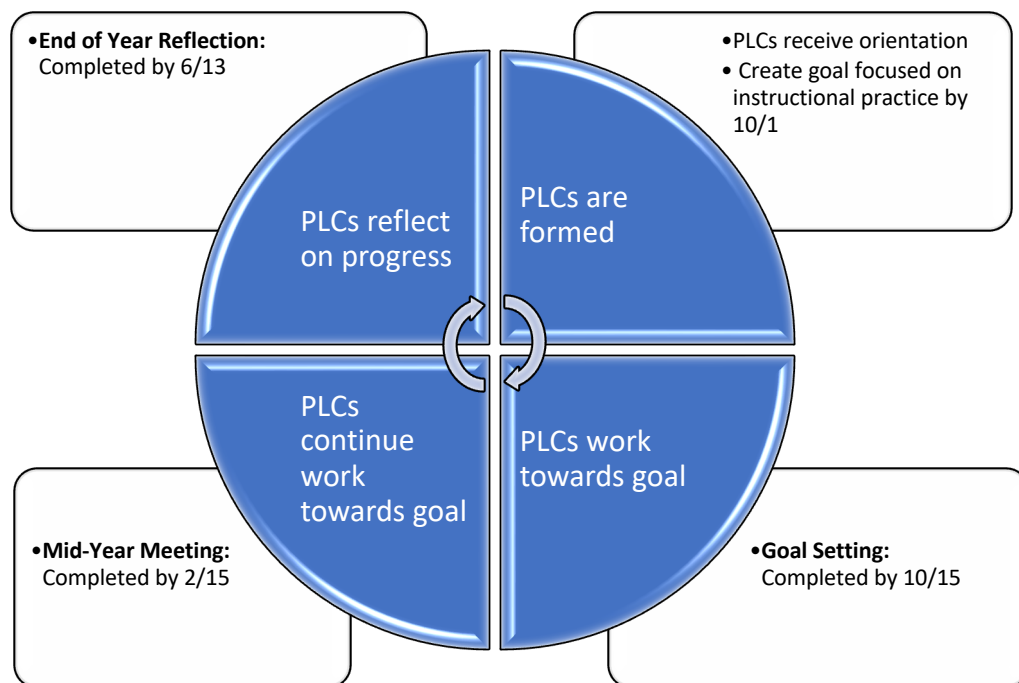
# Educator



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## Educator Evaluation Process

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).



*\*If a deadline falls on a non-school day, then the deadline will move to the next school day.*



## Educator Evaluation Process – Timeline & Action Plan

July – Early September		
<ul style="list-style-type: none"> <li>District establishes focus on desired student outcome from the Instructional Vision</li> <li>Leaders delineate limited set of Priority Practices to support Focus Core Element</li> <li>Evaluators establish PLCs</li> </ul>		
Goal Setting – 10/15	Midyear – 2/15	End of Year Reflection – 6/ 13
<p>PLC Meeting #1- Evaluation orientation and building of group dynamics.</p> <p>PLC Meeting #2- Goal Setting Meeting. Evaluators introduce goal setting expectations and PLCs document goals.</p> <p>Evaluators conduct baseline walkthroughs</p> <p><b>Goal Setting Conference</b> Mutually agree on 1-, 2-, or 3-year goal(s)</p> <p>Determine individual or group goal(s)</p> <p>Mutually agree on professional learning needs and support</p>	<p>PLCs implement plans for learning, trying, and reflecting on practices</p> <p>PLC Meetings #3-5- PLCs reflect on evidence of learning and/or implementation of practice.</p> <p>Evaluators participate in and monitor PLCs for evidence of fidelity to the continuous learning process.</p> <p>Evaluators may decide individual educators are in need of tiered support.</p> <p>PLC Meeting #6- Midyear Meeting. PLCs reflect on evidence of impact. Evaluators conduct midyear walkthroughs</p> <p><b>Mid-Year Conference</b> Discuss evidence, reflection, and feedback from evaluator</p> <p>Adjust and revise as needed</p>	<p>PLCs continue implementation plans for learning, trying, and reflecting on practices</p> <p>PLC Meetings #7-8- PLCs reflect on evidence of learning and/or implementation of practice.</p> <p>Evaluators participate in and monitor PLCs for evidence of fidelity to the continuous learning process.</p> <p>Evaluators may decide individual educators are in need of tiered support.</p> <p>PLC Meeting #9- End of Year Meeting. PLCs self-reflect on evidence of impact.</p> <p><b>End-of-Year Conference/ Summative Feedback and Growth Criteria</b> Evaluator provides written summative feedback and guides next steps</p> <p>Annual Summary sign-off</p>



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## Educator Evaluation Process – Goal Setting



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

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

During the summer months, the Superintendent prioritizes student outcomes that the district intends to achieve through its collective efforts. School and department leaders then identify a limited set of instructional practices that support the implementation of the district's Vision of High Quality Instruction.

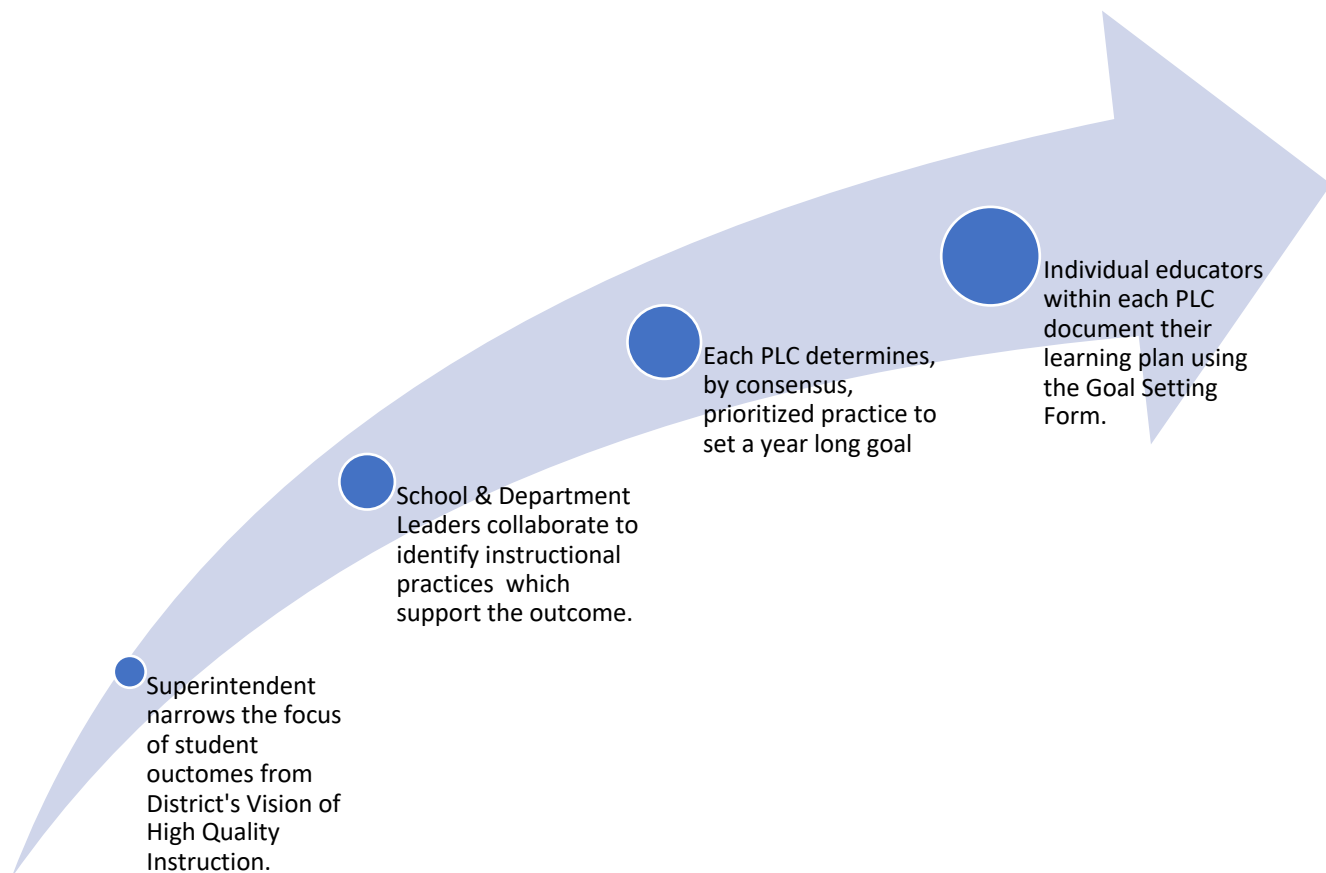
This identification of instructional practices will require collaboration between school and department leadership so that where possible, practices can be consistent across schools and departments.

Job-alike PLCs will identify a priority practice on which to focus for the length of their intended goal. All members of a PLC must identify the same practice, so consensus achieving protocols may be used if necessary. Using the Goal Setting Form, individuals will reflect and analyze their own practice, document their learning plans, and determine the collect multiple measures of student evidence they will provide to indicate impact. Though all members of a PLC will focus on the same instructional practice, elements of the goal such as learning resources, implementation timelines, and measures of impact may be differentiated to align with each educator's level of readiness. **Goals must be approved by the assigned evaluator (092/093) by October 15.**

*Beginning teachers in the TEAM program are highly encouraged to align these goal elements with their current Professional Growth and Action Plans (PGAPs).*



## Goal Setting



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## Educator Evaluation Process – Midyear Check-in

The Mid-year Meeting provides an opportunity for individuals in PLCs to reflect on and review multiple and varied qualitative and quantitative pieces of artifactual evidence (as identified in the goal setting form, and otherwise) in order to evaluate their progress with implementing the instructional practice and its impact on students. Individuals will complete the Mid-year Reflection Form.

The evaluator (092/093) provides feedback on this reflection, focused on the PLCs engagement in the continuous learning process. During this check-in, the PLC also provides feedback to the evaluator (092/093) to delineate any need for continued and/or additional supports to continue to make progress on their goals. Finally, at this point, revisions to the goal, including establishing a new goal, may be completed.

**Midyear Meetings must be complete by February 15.**



## Educator Evaluation Process – End-of-Year Reflection/Summative Review

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); the PLC as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal.

The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process.

**End-of Year Reflections/Summative must be complete by June 13.**



## 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 (092/093) 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 Professional Learning Communities (PLCs), observations and/or classroom visits, student feedback and may include staff or family feedback. PLC members will meet monthly to engage in collaborative learning experiences and reflect on the implementation of the selection instructional practice.

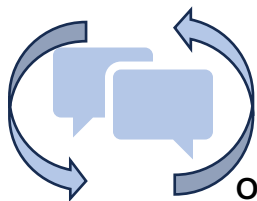
It is recommended that other evidence includes student data in various forms (daily formative assessments, common formative assessments, summative assessments, work products, etc.) as well as observational data. Members of the PLC are encouraged to provide each other with observational data through live classroom visits and/or recordings of classroom instruction. A plan for what evidence to be collected must be agreed upon in the goal setting process.

It is expected that all PLC members fully engage in the collaborative continuous learning process. Unequal commitment to the collaborative learning process can negatively impact the learning experiences of PLC members, and therefore negatively impact student outcomes. Evaluators (092/093) will monitor group dynamics and individual contributions during live PLC meetings and in records of PLC meetings.



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## Observations and Professional Feedback



### Observations

Evaluators (092/093) will consistently conduct walkthroughs and observations of practice to identify patterns of improvement in alignment with the Old Saybrook Public Schools Vision of High Quality Instruction (OSPS HQI) student outcomes. These observations should not be used for the purpose of providing educators with task-level feedback, but rather to understand what should be continued or adjusted in the continuous learning process. PLC members are encouraged to provide each other with observational data through live classroom visits and/or recordings of classroom instruction.

PLC members may also request that evaluators (092/093), other administrators (092/093), instructional coaches, etc. observe their practice as evidence of participation in the continuous learning process.

### Feedback

The Educator Evaluation and Support plan embraces feedback from diverse sources to strengthen the continuous learning process. This feedback empowers educators and leaders to learn from diverse perspectives, fostering a collaborative and growth-oriented professional culture.

As such, feedback from specific individuals-- including, but not limited to the evaluator (092/093)-- at designated times can be incorporated into a PLC's and/or individual's goals. The PLCs and educators will also provide regular and specific feedback to their evaluators to help improve the continuous learning process.

Student feedback is valued as a crucial data point, providing insights into the effectiveness of instructional practices and classroom dynamics. This feedback is collected through various means, such as formative assessments, surveys, focus groups, or classroom observations.

**Goals must include student feedback as evidence of impact.**

Rather than providing feedback after the enactment of a plan or process, the emphasis is on offering feedback during the planning stages and throughout the continuous learning process. This proactive approach allows for constructive input and refinement before implementation, promoting a culture of continuous improvement.



PLCs play a pivotal role in the feedback process. These collaborative groups serve as platforms for peer feedback, allowing educators to share research supported practices, discuss challenges, and provide constructive critiques in a supportive environment.

Definition of Cohorts	
Cohort 1	Cohort 2
<b>Who:</b> <ul style="list-style-type: none"> <li>• New to profession (first four years)</li> <li>• New to OSPS (first two years)</li> </ul> <b>What:</b> <ul style="list-style-type: none"> <li>• Two formal observations of Professional Practice (minimum 30 minutes in length) with pre and post meetings               <ul style="list-style-type: none"> <li>– One Review of Practice/PLC Meeting</li> </ul> </li> <li>• Participation in an educator-selected PLC for professional learning support</li> <li>• Additional observations of professional practice as mutually agreed upon or deemed necessary</li> </ul>	<b>Who:</b> <ul style="list-style-type: none"> <li>• Educators who have successfully completed Cohort 1 in OSPS</li> </ul> <b>What:</b> <ul style="list-style-type: none"> <li>• Educator and evaluator (092/093) mutually agreed upon PLC aligned with OSPS Vision of HQI student outcome.</li> <li>• Educator actively participates in the nine, monthly PLC meetings               <ul style="list-style-type: none"> <li>– Meetings have rotating roles and responsibilities</li> </ul> </li> <li>• One Informal Observation (20-minutes minimum) and one Review of Practice/PLC Meeting Observation by Evaluator (092/093)</li> <li>• Educators are encouraged to invite members of their PLC into their classrooms for peer-classroom visits and/or instructional coaches and evaluators (092/093) for the purpose of seeking additional feedback about their practices</li> <li>• Evaluators (092/093) consistently collects data about the continuous learning process through classroom visits, learning walks, and/or observational rounds to provide feedback during goal setting, reflection, and summative meetings</li> </ul>
Verbal and/or written feedback within five school days	



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## Tiered Support



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

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 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.

### Tier 2

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 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive



bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

### Corrective Support Plan

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

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

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

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

### Dispute Resolution

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

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



professional development plan, which may include the individual professional learning plan or a Corrective Support Plan. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

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

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1).
3. The educator being evaluated may request that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent or designee will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent or designee. The superintendent or designee will act as arbitrator and make a final decision, which shall be binding.

#### Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The 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.

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





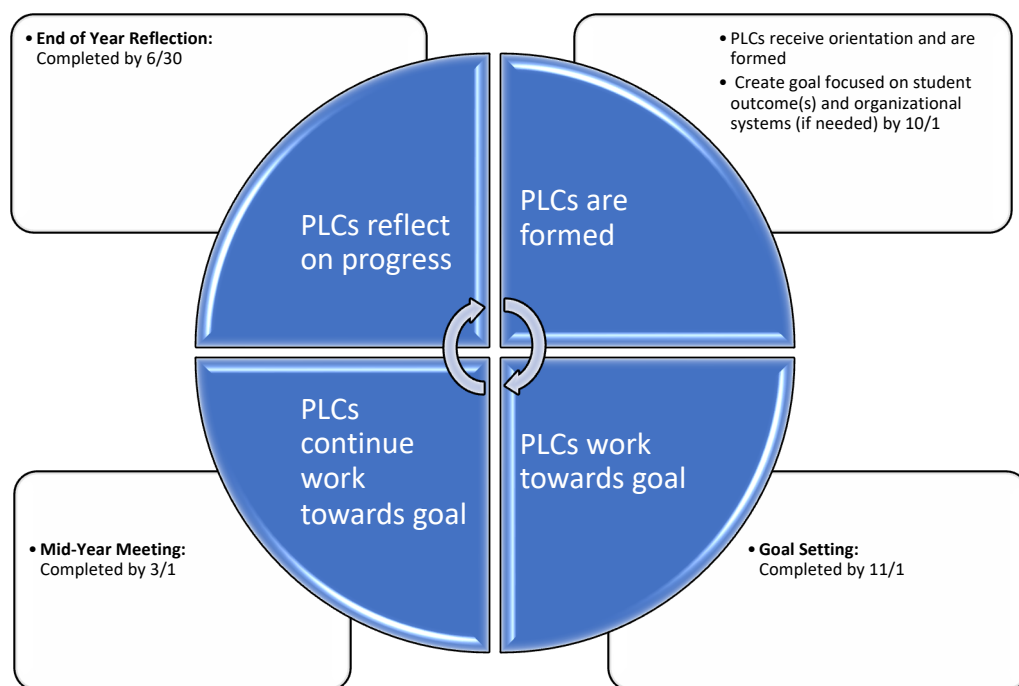
# Leader



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## Leader Evaluation Process

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).



*\*If a deadline falls on a non-school day, then the deadline will move to the next school day.*



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## Leader Evaluation Process – Timeline & Action Plan

<u>July – Early September</u> <ul style="list-style-type: none"> <li>District establishes focus on desired student outcome from the Instructional Vision</li> <li>Evaluators establish PLCs</li> </ul>		
Goal Setting – 11/1	Midyear – 3/1	End of Year Reflection – 6/ 30
<p>PLC Meeting #1- Evaluation orientation and building of group dynamics.</p> <p>PLC Meeting #2- Goal Setting Meeting. Evaluators introduce goal setting expectations and PLCs document goals.</p> <p>Evaluators conduct baseline walkthroughs</p> <p><b>Goal Setting Conference</b> Mutually agree on 1-, 2-, or 3-year goal(s)</p> <p>Determine individual or group goal(s)</p> <p>Mutually agree on professional learning needs and support</p>	<p>PLCs implement plans for learning, trying, and reflecting on practices</p> <p>PLC Meetings #3-5- PLCs reflect on evidence of learning and/or implementation of practice.</p> <p>Evaluators participate in and monitor PLCs for evidence of fidelity to the continuous learning process.</p> <p>Evaluators may decide individual educators are in need of tiered support.</p> <p>PLC Meeting #6- Midyear Meeting. PLCs reflect on evidence of impact. Evaluators conduct midyear walkthroughs</p> <p><b>Mid-Year Conference</b> Discuss evidence, reflection, and feedback from evaluator</p> <p>Adjust and revise as needed</p>	<p>PLCs continue implementation plans for learning, trying, and reflecting on practices</p> <p>PLC Meetings #7-8- PLCs reflect on evidence of learning and/or implementation of practice.</p> <p>Evaluators participate in and monitor PLCs for evidence of fidelity to the continuous learning process.</p> <p>Evaluators may decide individual educators are in need of tiered support.</p> <p>PLC Meeting #9- End of Year Meeting. PLCs self-reflect on evidence of impact.</p> <p><b>End-of-Year Conference/ Summative Feedback and Growth Criteria</b> Evaluator provides written summative feedback and guides next steps</p> <p>Annual Summary sign-off</p>



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## Leader Evaluation Process – Goal Setting



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

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

During the summer months, the Superintendent prioritizes student outcomes that the district intends to achieve through its collective efforts.

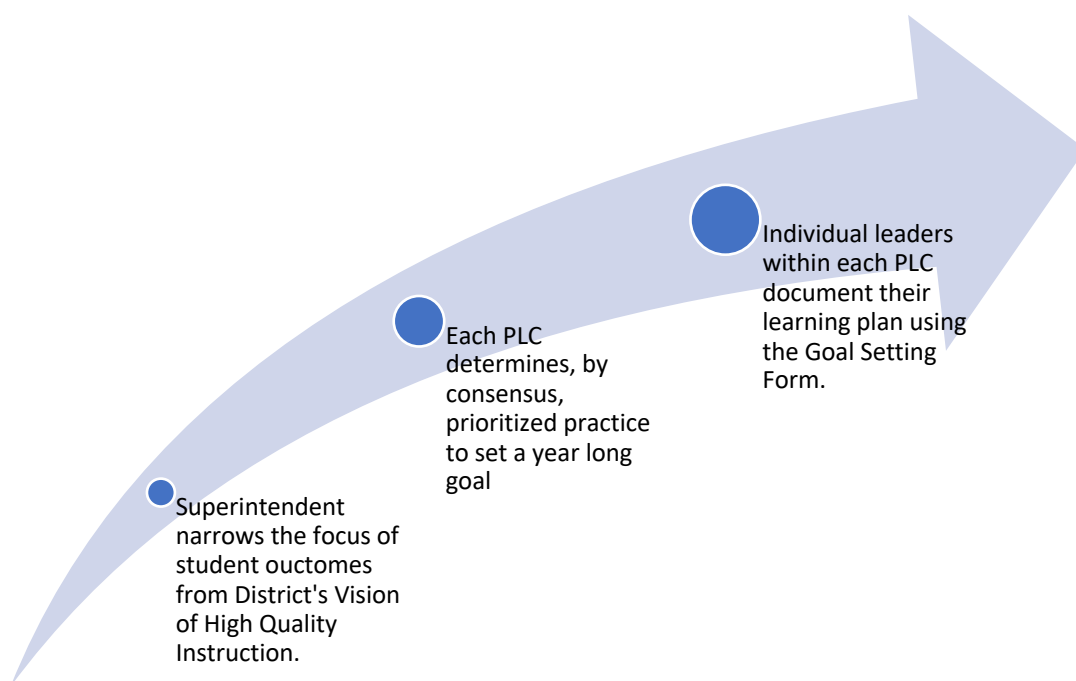
Job-alike PLCs will identify a priority practice on which to focus for the length of their intended goal (may include systems and structures needed to maintain the health of the organization). All members of a PLC must identify the same practice, so consensus achieving protocols may be used if necessary.

Using the Goal Setting Form, individuals will reflect and analyze their own practice, document their learning plans, and determine the multiple measures of student evidence they will provide to indicate impact. Though all members of a PLC will focus on the same instructional practice, elements of the goal such as learning resources, implementation timelines, and measures of impact may be differentiated to align with each leader's level of readiness. **Goals must be approved by the assigned evaluator (092/093) by November 1.**



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## Goal Setting



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## Leader Evaluation Process – Midyear Check-in

The Mid-year Meeting provides an opportunity for individuals in PLCs to reflect on and review multiple and varied qualitative and quantitative pieces of artifactual evidence (as identified in the goal setting form, and otherwise) in order to evaluate their progress with implementing the instructional practice and its impact on students. Individuals will complete the Mid-year Reflection Form.

The evaluator (092/093) provides feedback on this reflection, focused on the PLCs engagement in the continuous learning process. During this check-in, the PLC also provides feedback to the evaluator (092/093) to delineate any need for continued and/or additional supports to continue to make progress on their goals. Finally, at this point, revisions to the goal, including establishing a new goal, may be completed.

**Midyear Meetings must be complete by March 1.**



## Leader Evaluation Process – End-of-Year Reflection/Summative Review

End-of-year reflection provides an opportunity for the leader and evaluator (092/093) to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); the PLC 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 documenting what they've learned, how they've learned it, how it has impacted their leadership, what effect it has had on educators and students, and possible next steps for the upcoming year.

The evaluator (092/093) provides a concise summary based upon evidence related to the mutually agreed upon leader goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process.

**End-of Year Reflections/Summative must be complete by June 30.**



## Professional Practice and Educator Growth



The implementation of the continuous learning process is shared between the leader and evaluator (092/093). 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 (092/093) will provide leaders with feedback from observation and dialogue, ensure timely access to supports, and collect evidence of leader performance and practice toward goal(s) through multiple sources, which include Professional Learning Communities (PLCs), observations and/or site visits, student feedback and may include staff or family feedback. PLC members will **meet monthly** to engage in collaborative learning experiences and reflect on the implementation of the selection instructional practice.

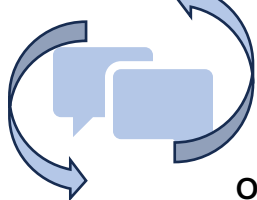
It is imperative that PLC members gather evidence of what they've learned, how they've applied it, and what impact it has had on students. **This evidence must include direct student feedback on the effectiveness of the strategy.** Members of the PLC are encouraged to provide each other with observational data through live site visits and/or systems planning artifacts. A plan for what evidence to be collected must be agreed upon in the goal setting process.

It is expected that all PLC members fully engage in the collaborative continuous learning process. Unequal commitment to the collaborative learning process can negatively impact the learning experiences of PLC members, and therefore negatively impact student outcomes. Evaluators (092/093) will monitor group dynamics and individual contributions during live PLC meetings and in records of PLC meetings.



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## Observations and Professional Feedback



### Observations

Evaluators (092/093) will consistently conduct walkthroughs and observations of practice to identify patterns of improvement in alignment with the Old Saybrook Public Schools vision of High Quality Instruction (OSPS HQI) student outcomes. These observations should not be used for the purpose of providing leaders with task-level feedback, but rather to understand what should be continued or adjusted in the continuous learning process.

### Feedback

The Leader Evaluation and Support plan embraces feedback from diverse sources to strengthen the continuous learning process. This feedback empowers educators and leaders to learn from diverse perspectives, fostering a collaborative and growth-oriented professional culture.

As such, feedback from specific individuals-- including, but not limited to the evaluator (092/093) - at designated times can be incorporated into a PLC's and/or individual's goals. The PLCs and leaders will also provide regular and specific feedback to their evaluators to help improve the continuous learning process.

Student and stakeholder feedback is valued as a crucial data point, providing insights into the effectiveness of instructional practices and classroom dynamics. This feedback is collected through various means, such as formative assessments, surveys, focus groups, or classroom observations. **Goals must include student feedback as evidence of impact.**

Rather than providing feedback after the enactment of a plan or process, the emphasis is on offering feedback during the planning stages and throughout the continuous learning process. This proactive approach allows for constructive input and refinement before implementation, promoting a culture of continuous improvement.

PLCs play a pivotal role in the feedback process. These collaborative groups serve as platforms for peer feedback, allowing educators to share research supported practices, discuss challenges, and provide constructive critiques in a supportive environment.



### Observations and Professional Feedback for Leaders

Minimum of one on-site, evidence-driven visit or review of practice for each leader aligned with the leader's goal.

Evaluators (092/093) will provide on-going check-ins, including a balance of written and verbal feedback throughout the year.

Feedback will be connected to the "Proficient" column of The Connecticut Leader Evaluation and Support Rubric 2017, allowing the leadership to apply feedback to their goal and/or structures.

Feedback will be provided within 5 school days of site visit or review of practice. Should school not be held on the fifth day, feedback will be given the next scheduled school day.



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## Tiered Support



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

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators (092/093) 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 professional conversations, site 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 leaders (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., engaging in a professional learning opportunity, observation of specific site 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 and are developed in collaboration with the leader and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader, and their exclusive



bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. The start date and duration of time a leader is receiving this level of support should be clearly documented.

### Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators (092/093) 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 leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

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

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

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, 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 an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or



professional development plan, which may include the individual professional learning plan or a Corrective Support Plan. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

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

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1).
3. The educator being evaluated may request that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent or designee will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent or designee. The superintendent or designee will act as arbitrator and make a final decision, which shall be binding.

#### Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The 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.

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



# Appendix



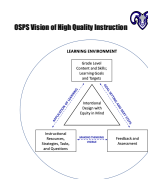
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## Appendix A: Consensus Based Decision-Making Protocol

Developed by Daniel Baron.

1. We make decisions through consensus, whenever possible.
2. Consensus means that:
  - a. I can live with the decision
  - b. I will support my colleagues in implementing this decision.
  - c. I will do absolutely nothing to impede the implementation of the decision.
3. Any proposals that are presented by a committee, a team, or a task force must be agreed to by consensus before it is brought forward to the decision-making body.
4. After the decision-making body fully explores a proposal and all concerns and questions have been resolved and it appears that consensus has been reached, then the facilitator will double check for consensus by asking: Are there any other questions, issues or concerns regarding this proposal? If no one speaks, then the facilitator calls for an affirmation of this consensus to formally acknowledge that a decision has been made.
5. If consensus cannot be achieved, the people who are not in consensus are responsible for meeting with the proposing group to negotiate the issues.
6. Once consensus is reached on a decision the group will determine:
  - Is this a decision of a recommendation to the district leadership?
  - If it is a recommendation, who will present it to the district? By when?
  - If it is a decision, who needs to know about the decision?
  - Who will tell them about the decision? By when will they be told?
  - What are the next steps that need to be taken to implement this decision?
  - Who is going to do it? By when?





## Appendix B: Educator Goals & Planning Documents

### Goal Setting, Mid-Year Reflection, End-of-Year Reflection

**Educator:**

**Date:**

This form should be used on an ongoing basis throughout the school year. The educator should use this form to reflect on their current teaching method, identify the problem, and propose an area of interest for study and implementation with students.

#### Goal Setting Plan

**Student Outcome:**

**Tactic:**

**Timeframe:**

**1-year**

**2-years**

**3-years**

### Goal, Rationale, Alignment and Professional Learning Plan

*Completed by Educator*

#### **Self-Reflection:**

Identify the problem that you have faced in your classroom or the topic you are interested in examining. *Does the topic/problem connect to the **classroom physical environment, classroom management, instructional materials, instructional methods, conferencing, feedback and assessment, or another tactic listed in the OSPS Shared Vision of HQI?***

Click or tap here to enter text.



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<p>Describe the student information you collected around this topic/problem from your classroom observations, student work, and (formative/summative) assessments.</p> <p>Based on this self-reflection, what question will you focus on to reach this learning goal?</p>	
Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	Click or tap here to enter text.
What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal? What is your learning plan to support achieving your goal?	Click or tap here to enter text.
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	Click or tap here to enter text.
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	Click or tap here to enter text.

### Goal Setting Conference

Completed by Evaluator (By October 15)  
Date

**Notes:** Click or tap here to enter text.

Supports Required/Suggested

- ☐ Tier 1  
☐ Tier 2  
☐ Tier 3

[Refer to Tiered Support and Corrective Support Planning](#)



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Educator:

Date:

## Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps

*Completed by Educator*

What has been your progress to-date on your professional learning and how do you know?

### Self-Reflection:

Click or tap here to enter text.

### Links to PLC Evidence:

- Click or tap here to enter text.

### Links to Student Evidence:

- Click or tap here to enter text.

## Mid-Year Conference

*Completed by Evaluator (by February 15)*

**Date:** Click or tap to enter a date.

**Feedback to Educator** (Feedback regarding progress on professional learning and progress toward goal(s). Include change in tiered supports, if recommended.):

Click or tap here to enter text.



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Educator:

Date:

## End of Year Self-Reflection

*Completed by Educator*

What impact did your new learning have on your practice/goal(s), and how do you know?

What impact did your new learning and practice have on your student learning, growth, and/or achievement, and how do you know?

What challenges did you encounter and what are your next steps with your professional learning?

### Self-Reflection:

Click or tap here to enter text.

### Links to PLC Evidence:

- Click or tap here to enter text.

### Links to Student Evidence:

- Click or tap here to enter text.



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## End-of-Year Conference

*Completed by Evaluator (by June 13)*

**Date:** Click or tap to enter a date.

<b>Name:</b> Click or tap here to enter text.	<b>Location:</b> Click or tap here to enter text.
<b>Summative Feedback &amp; Growth Criteria</b> <i>Completed by Evaluator</i>	
<i>Summative Feedback</i>	Click or tap here to enter text.
<i>Development of new learning &amp; impact on practice related to goal</i>	Click or tap here to enter text.
<i>Impact on student learning, growth, and achievement</i>	Click or tap here to enter text.
<b>Successful Completion of the Evaluative Cycle</b>	<input type="checkbox"/> Yes <span style="margin-left: 100px;"><input type="checkbox"/> No</span>
Supports Required/Suggested <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> <input type="checkbox"/> Not applicable <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3	If Tier 2 and/or Tier 3, please specify strategies: <ul style="list-style-type: none"> <li>Click or tap here to enter text.</li> </ul>
<b>For multi-year goals only:</b> <ul style="list-style-type: none"> <li><i>What adjustments are needed to the goal(s)?</i> Click or tap here to enter text.</li> <li><i>Why?</i> Click or tap here to enter text.</li> <li><i>How might adjustments impact the timing of the goal(s)?</i> Click or tap here to enter text.</li> </ul>	<input type="checkbox"/> Educator will continue multi-year goal. <input type="checkbox"/> Educator will adjust multi-year goal. <input type="checkbox"/> Educator completed multi-year goal.  Notes: Click or tap here to enter text.
<b>Educator Signature:</b> Click or tap here to enter text.	<b>Date:</b> Click or tap to enter a date.
<b>Evaluator Signature:</b> Click or tap here to enter text.	<b>Date:</b> Click or tap to enter a date.



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## Appendix C: Leader Goals & Planning Documents

**Leader:**

**Date:**

This form should be used on an ongoing basis throughout the school year. The leader should use this form to reflect on their current conditions within their building for teaching and learning, identify the problem, and propose an area of interest for study and implementation with faculty and staff to positively influence teaching and learning.

### Goal Setting Plan

**Student Outcome:**

**Tactic:**

**Timeframe:**

**1-year**

**2-years**

**3-years**

### Goal, Rationale, Alignment and Professional Learning Plan

*Completed by Leader*

**Self-Reflection:**

Identify the problem that you have faced in your building or the topic you are interested in examining. *Does the topic/problem connect to the **instructional leadership, talent management, organizational systems, or climate and culture?** In what way(s) does this impact implementation of the OSPS Shared Vision of HQI?*

Click or tap here to enter text.



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Describe the student information you collected around this topic/problem from your classroom visits, student achievement data, and educator feedback.  Based on this self-reflection, what question will you focus on to reach this learning goal?	
Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	Click or tap here to enter text.
What evidence of organizational health, leader & educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal? What is your learning plan to support achieving your goal?	Click or tap here to enter text.
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	Click or tap here to enter text.
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	Click or tap here to enter text.

### Goal Setting Conference

Completed by Evaluator (By November 1)

Date

**Notes:** Click or tap here to enter text.

Supports Required/Suggested

☐ Tier 1

☐ Tier 2

☐ Tier 3

[Refer to Tiered Support and Corrective Support Planning](#)



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### Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps

*Completed by Leader*

**Name:** Click or tap here to enter text.

**Location:** Click or tap here to enter text.

What has been your progress to-date on your professional learning plan and your goal(s) and how do you know? What are your next steps and why?

#### **Self-Reflection:**

Click or tap here to enter text.

#### **Links to PLC Evidence:**

- Click or tap here to enter text.

#### **Links to Student Evidence:**

- Click or tap here to enter text.

### Mid-Year Conference

*Completed by Evaluator (by March 1)*

**Date:** Click or tap to enter a date.

**Feedback to Leader** (Feedback regarding progress on professional learning and progress toward goal(s)). Include change in tiered supports, if recommended.):

- Click or tap here to enter text.



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End-of-Year Reflection & Feedback Process	
<b>Name:</b> Click or tap here to enter text.	<b>Location:</b> Click or tap here to enter text.
Self-Reflection <i>Completed by Leader</i>	
<p>What impact did your new learning have on your practice/goal(s), and how do you know?</p> <p>What impact did your new learning and practice have on your student learning, growth, and or achievement, and how do you know?</p> <p>What challenges did you encounter and what are your next steps with your professional learning?</p>	<p><b>Self-Reflection:</b> Click or tap here to enter text.</p>
<p><b>Links to PLC Evidence:</b></p> <ul style="list-style-type: none"> <li>Click or tap here to enter text.</li> </ul>	
<p><b>Links to Student Evidence:</b></p> <ul style="list-style-type: none"> <li>Click or tap here to enter text.</li> </ul>	



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<p align="center"><b>End-of-Year Conference</b>  <i>Completed by Evaluator (by June 30)</i>  <b>Date:</b> Click or tap to enter a date.</p>		
<b>Name:</b> Click or tap here to enter text.		<b>Location:</b> Click or tap here to enter text.
<p align="center"><b>Summative Feedback &amp; Growth Criteria</b>  <i>Completed by Evaluator</i></p>		
<i>Summative Feedback</i>		Click or tap here to enter text.
<i>Development of new learning &amp; impact on leadership practice related to goal(s).</i>		Click or tap here to enter text.
<i>Impact of new learning and leadership practice on key partners and or organizational outcomes.</i>		Click or tap here to enter text.
<i>Impact of new learning on greater community.</i>		Click or tap here to enter text.
<b>Successful Completion of the Evaluative Cycle</b>		<input type="checkbox"/> Yes <input type="checkbox"/> No
Supports Required/Suggested <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> <input type="checkbox"/> Not applicable <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3		If Tier 2 and/or Tier 3, please specify strategies: <ul style="list-style-type: none"> <li>Click or tap here to enter text.</li> </ul>
<b>For multi-year goals only:</b> <ul style="list-style-type: none"> <li><i>What adjustments are needed to the goal(s)?</i> Click or tap here to enter text.</li> <li><i>Why?</i> Click or tap here to enter text.</li> <li><i>How might adjustments impact the timing of the goal(s)?</i> Click or tap here to enter text.</li> </ul>		<input type="checkbox"/> Leader will continue multi-year goal. <input type="checkbox"/> Leader will adjust multi-year goal. <input type="checkbox"/> Leader completed multi-year goal.  Notes: Click or tap here to enter text.
<b>Educator Signature:</b> Click or tap here to enter text.		<b>Date:</b> Click or tap to enter a date.
<b>Evaluator Signature:</b> Click or tap here to enter text.		<b>Date:</b> Click or tap to enter a date.



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## Appendix D: Observation Form

### Observation Form

#### Educator Evaluation Observation # Choose an item.

<b>Name:</b> Click or tap here to enter text.	<b>Time/Location:</b> Click or tap here to enter text.
<b>Grade/Role:</b> Click or tap here to enter text.	<b>Discipline/Focus:</b> Click or tap here to enter text.
<input type="checkbox"/> Cohort 1 (Pre-Post- Conference Required) <input type="checkbox"/> Cohort 2 (Post-Conference Required) <input type="checkbox"/> Additional Site Visit (Pre-/Post-Conference Optional)	
<b>Pre-Observation</b> <i>Completed by Educator (as needed/required)</i>	
<b>Lesson Plan/Meeting Plan</b> <small>*Upload and provide hyperlink here, as appropriate</small>	Click or tap here to enter text.
<b>Pre-Conference Notes</b> including the identified competency focus for the observation.	Click or tap here to enter text.
<b>Observation</b> <i>Completed by the Evaluator: Evaluator's Name</i>	
Click or tap here to enter text.	
<b>Post-Observation Reflection</b> <i>Completed by the Educator</i>	
What does today's evidence tell you?	Click or tap here to enter text.
Are their patterns, trends, or outliers?	Click or tap here to enter text.



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How will our collaborative reflection help you move forward and apply your learning in your next steps?	Click or tap here to enter text.	
<b>Post-Observation Conference Feedback</b> <i>Completed by the Evaluator: Evaluator's Name</i>		
Click or tap here to enter text.		
<b>Single-Point Competencies</b> <i>Completed by the Evaluator</i>	<b>Evidence of Strengths</b>	
Click or tap here to enter text.	Click or tap here to enter text.	
Click or tap here to enter text.	Click or tap here to enter text.	
<b>Single-Point Competencies</b> <i>Completed by the Evaluator</i>	<b>Evidence for Growth and/or Next Steps</b>	



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## Appendix E: Peer Observation

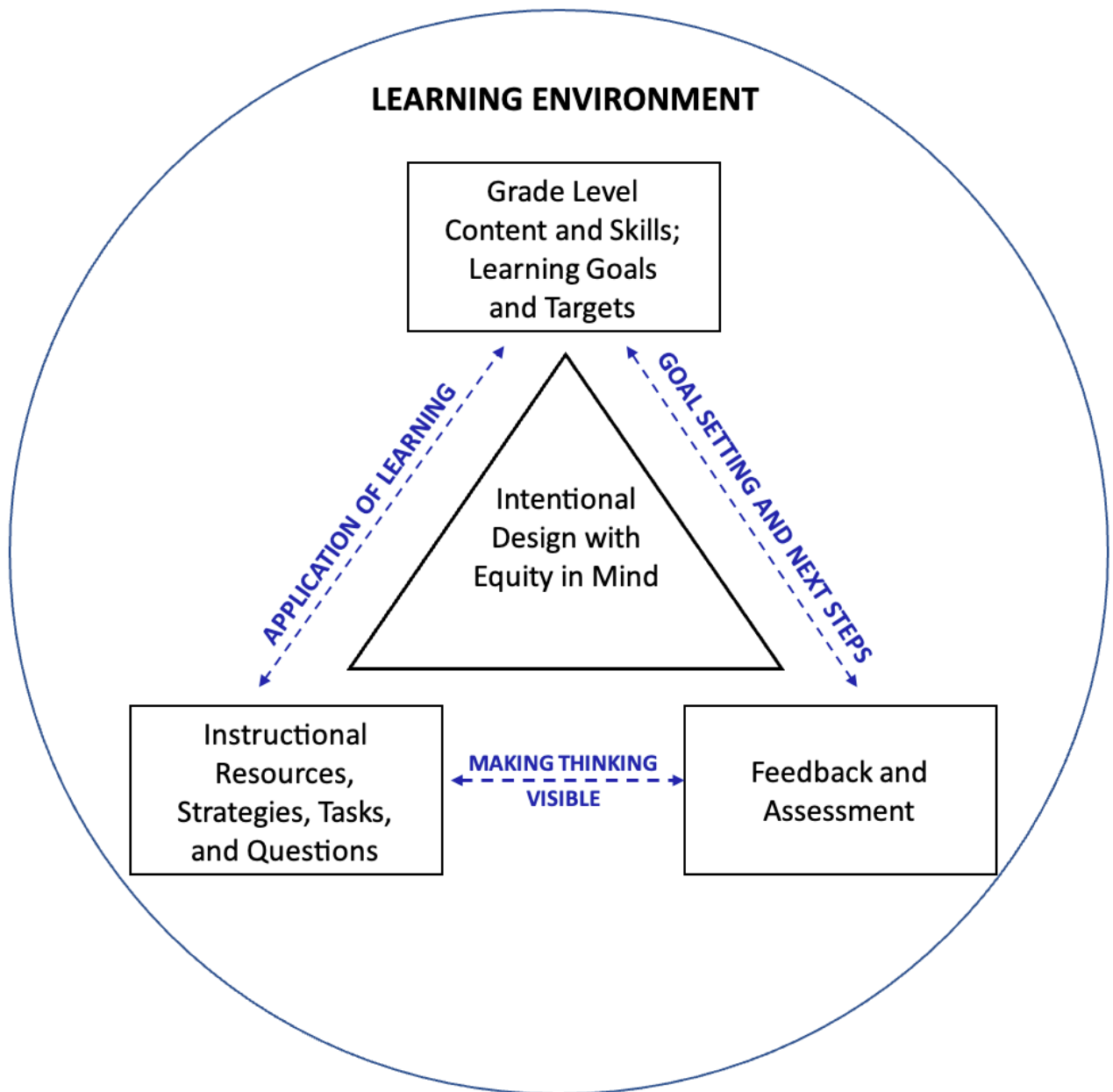
Educator Observed:

Peer Observer:

What are you hoping to learn from participating in this peer observation?

Element of High Quality Instruction	Evidence:
Learning Environment	
Goal Setting (Purpose for Learning)	
Application of Learning	
Making Thinking Visible	
Feedback	

# OSPS Vision of High Quality Instruction



Old Saybrook Public Schools Vision of High Quality Instruction can be viewed through the heuristic above. A heuristic is a decision-making tool. It supports educators in selecting instructional practices that assists student achievement in every classroom, every day. In blue are the goals for student outcomes in daily instruction. The boxes illustrate instructional points educators can focus on to bring about these outcomes. All of this happens in a safe, supportive learning environment.