



DRAFT

EDUCATOR GROWTH & SUPPORT

Orange Public Schools' Model 2024

Connecticut Leader and Educator Evaluation and Support
Plans 2024 & Orange Growth and Support MODEL PLAN

INTRODUCTION:

The Orange Public Schools' PDEC committee reviewed the [Connecticut Educator and Leader Evaluation and Support Model 2024](#) and [The Educator Growth and Support CEA Model](#) and adapted these plans to generate the Orange Educator Growth and Support Model. The Connecticut Education Association (CEA) has provided permission to customize the model to suit our local needs. "The plan is intended to provide a practical example for professional development and evaluation committees (PDECs) to consider as they create their district's evaluation plan. This model may be customized to suit local needs, is based on Connecticut's Common Core of Teaching, is aligned with Connecticut's Guidelines for Educator Evaluation and Support (2023), and is rooted in the belief that the best way to promote the growth and well-being of students is to support and encourage the growth and well-being of educators" (Educator Growth & Support Orange Growth and Support Model MODEL PLAN, 2024).

The Orange model was mutually agreed* upon within the Orange PDEC committee on 5/15/2024. *Does not include members of CSEA SEIU Local 2001

Section 1:

The Professional Development and Evaluation Committee

PDEC:

The Professional Development and Evaluation Committee (PDEC) comprises teachers, paraeducators, and administrators selected by their respective collective bargaining units. By statute, PDECs create and annually update their district's educator evaluation and professional development plans. Members of the PDEC should collaboratively create operating norms, establish an agreed-upon protocol for achieving mutual agreement/consensus, and elect one teacher and one administrator to co-chair the committee. In addition, PDECs should establish an agreed-upon calendar of meeting dates and create a mechanism, such as a survey or focus group interviews, to gather input from teachers and administrators to help inform the creation and subsequent revisions of the district's evaluation and professional development plan.

OUR DISTRICT'S PDEC DETAILS:

PDEC MISSION STATEMENT:

The mission of our PDEC committee is to ensure ongoing improvement of the Orange Public Schools through our Educator Growth & Support plan. We are committed to enhancing professional competencies based on the Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching (including CCT Related Services).

PDEC NORMS

We will...

- have a clear meeting agenda.
- come prepared.
- be respectful participants.
 - be an active listener and participant.
 - be open to all perspectives.
 - limit distractions to stay on topic.

PDEC COMPOSITION:

Member Name	Bargaining Unit	Position	Email
Co-chair #1 Mary Edo	Administrator Unit	Director of Special Services	medo@orange-ed.org
Co-chair #2 Steve Gionfriddo	Orange Teacher's League	Classroom Teacher	sgionfriddo@orange-ed.org
Denise Aquilina	Orange Teacher's League	Reading Consultant	daquilina@orange-ed.org
Monika Corcoran	Orange Teacher's League	Math Consultant	mcorcoran@orange-ed.org
Denise DeRosa	Orange Teacher's League	School Psychologist	dderosa@orange-ed.org
Sue Geremia*	CSEA SEIU Local 2001	Paraeducator	sgeremia@orange-ed.org
Sue Keating*	CSEA SEIU Local 2001	Paraeducator	skeating@orange-ed.org
Tricia Lasto	Administrator Unit	Principal	tlasto@orange-ed.org
Domenica Locklear	Orange Teacher's League	TESOL Teacher	dlocklear@orange-ed.org
Ann Martorana	Orange Teacher's League	Classroom Teacher	amartorana@orange-ed.org
Evelyn Russo	Not a member of a Bargaining Unit	Director of Curriculum, Instruction, and Personnel	erusso@orange-ed.org
Ellen Townsend	Orange Teacher's League	TESOL Teacher	etownsend@orange-ed.org
Dana Zottoli	Orange Teacher's League	Classroom Teacher	dzottoli@orange-ed.org

*CSEA SEIU Local 2001 members did not contribute to the creation of this plan

PDEC CALENDAR:

Meeting dates include districtwide Professional Learning planning and implementation, training for teachers and administrators, and release and submission deadlines for surveys or focus groups. PDEC may meet monthly during the transition to the new guidelines if deemed necessary by PDEC members and **no less than 3 times a year** once a new plan has been implemented.

Training dates:

2024-2025 School Year: Orientation Plan

- Training administration Summer 2024 (July 17, 23)
- Training all certified staff on new Educator Growth and Development plan- August 21, 2024

Future School Years: Training for all Stakeholders

- **Training for all certified staff will take place during the first Faculty Meeting in September. (based on the adopted district calendar) and no later than September 30 of any given year.**
- **Ongoing training will occur at goal-setting meetings in October, mid-year meetings in February, and be available throughout the year if concerns arise during conferences or observations.**

[2024-2025 calendar](#)

PDEC dates

- August 22, 2024- 2:15- 3:15 pm (virtual)
- September 25, 2024 (Virtual)
- October - June- Fourth Wednesday of the month as needed

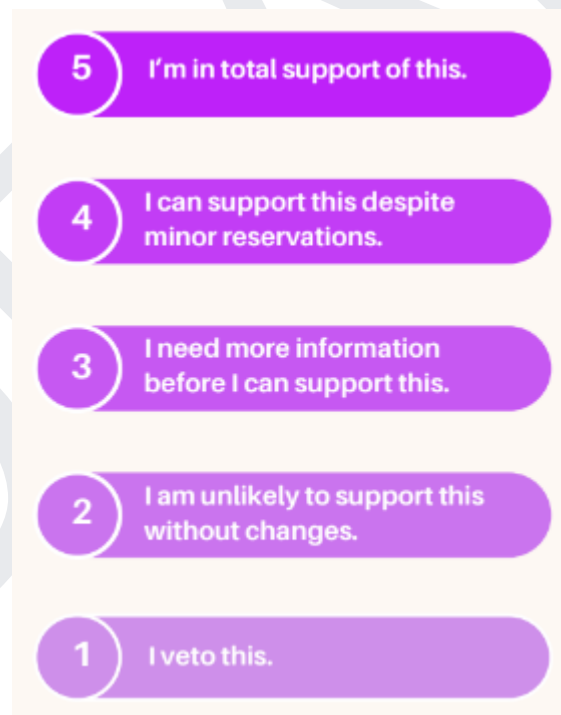
Evaluator assignments:

All leaders and educators are assigned a primary evaluator (092 or 093). School Principals and Directors will inform stakeholders of who their evaluator will be.

CONSENSUS PROTOCOL:

Important PDEC decisions regarding educator evaluation and professional development are made through consensus. Unlike a majority vote, which has winners and losers, a consensus decision is a win-win because it results in a decision everyone can support, even if there are minor reservations. However, consensus can be difficult to achieve, especially if there are strongly conflicting views. The following protocol, adapted from the Connecticut Department of Education, may prove useful when consensus is difficult to reach.

When it is time for the PDEC to make an important decision, each PDEC member should rate their level of agreement using the chart below. **A consensus can be reached if every PDEC member is at least a 4.** However, if even one person is below a 4, there is no agreement, and discussion and compromise should continue. If sincere and repeated efforts to reach consensus fail, the co-chairs of the PDEC may average all the votes, and if the average is a 4, the decision may be considered agreed upon.



A vertical scale with five levels, each represented by a purple rounded rectangle with a white circle containing the level number. The descriptions are as follows:

Level	Description
5	I'm in total support of this.
4	I can support this despite minor reservations.
3	I need more information before I can support this.
2	I am unlikely to support this without changes.
1	I veto this.

Section II:

Educator Growth & Development Component

ANNUAL TIMELINE:

The annual timeline is designed to promote **self-reflection** of teacher practice and ongoing dialogue between teachers and evaluators. It also offers regular opportunities for progress check-ins. Annual conferences are also required by Connecticut Guidelines for Educator Evaluation.

The **goal conference** must occur each year by **mid-October**, even if a teacher sets a goal that spans multiple years. This conference is used to either set a new, mutually agreed-upon **goal and standard** or make agreed-upon adjustments to a multi-year goal **based on self-reflection/self-assessment**. This initial conference also provides an opportunity for teachers and evaluators to discuss the resources, professional learning, and other supports that might be helpful in identifying student learning, growth, and achievement over the course of the upcoming year.

An **Observation of Professional Practice** for initial educators **or a mini-observation** for experienced educators must occur before **mid-December** so that teachers can receive feedback on their practice before the midyear conference. The **midyear** is a required progress check-in on goals and teacher practice and must occur by **mid-February**. A mid-year interim report template can be found [here](#).

The **summative conference** must occur by **June 1** and include a **teacher self-reflection/self-assessment** on their professional growth and its impact on students. **Evaluators** must include a **narrative report** summarizing growth areas, next steps for the following year, and a check box indicating successful completion of the annual process.



EDUCATOR PRACTICE:

The educator practice portion of the Orange Growth and Support Model model plan is differentiated for teachers in different roles and stages of their careers. Classroom teachers are observed using a simple **single-point competency rubric** based on a streamlined version of Connecticut's Common Core of Teaching (CCT), found [here](#) (CCT [here](#)). Educators who do not provide instruction in classroom settings, such as school counselors, content area coaches, and others, should use the rubric for service providers based on a simplified version of the CCT for Effective Service Delivery, found [here](#) (CCT-related service [here](#)). In addition, the number and type of observations required differ depending on the educator's role and years of experience.

Teachers with an Initial Certificate	Teachers with a Provisional or Professional Certificate	Observation requirements
Two Observations of Professional Practice <ul style="list-style-type: none"> • First by 10/15- pre-and-post conferences • Second by 3/15 post conference • Additional observations of professional practice may be scheduled if concerns are documented 	One Observation of Professional Practice every 3 years <ul style="list-style-type: none"> • The observation must occur before the midyear conference (mid-Feb.) • Post-conferences are required • Additional observations of professional practice may be scheduled if concerns are documented 	<p><i>Observations of practice</i> are scheduled ahead of time and followed by a balance of written feedback within 10 school days.</p> <p><i>Observation of Practice</i> may take place in a classroom, concert, art show, review of artifacts, PD facilitation, Data team, PPT, or book club, among other options.</p>
Two mini observations <ul style="list-style-type: none"> • Mini #1 prior to midyear conference (mid-Feb) • Mini #2 in the spring 	Two mini -observations each year, the number determined and mutually agreed upon by PDEC members, with at least 1 mini prior to the midyear conference.	Mini observations or walk-throughs are approximately 10-20 minutes, followed by "bite-sized" feedback within two school days.

QUALITY FEEDBACK FUELS GROWTH:

Mutually agreement on **goals and standards** should be clearly stated in the goal setting and feedback sessions.

Quality feedback in the form of **multiple and varied quantitative and qualitative measures** paired with meaningful support is the fuel that drives educator growth (**may include artifacts, observations of practice, student feedback, and reflections of the educator on student growth**). Feedback for the Orange Model should be varied, constructive, celebrate an educator's strengths, and provide the guidance and support needed to ensure ongoing professional growth.

During the cycle of check-ins, feedback must be tied to agreed upon standards and provided at each of the three annual conferences and following every observation. Verbal feedback must be provided within two school days, and **a balance of written and verbal feedback** must be provided within ten school days.

All evaluators must be trained in the district's observation protocols and annually engage in calibration exercises with the other evaluators in the district. In addition, all evaluators must receive regular professional development on high-quality constructive feedback and support strategies to help them meaningfully support teachers' professional growth.

Effective Feedback

- ☐ Timely
- ☐ Specific
- ☐ Growth-Oriented
- ☐ Actionable

EDUCATOR GROWTH GOALS:

MUTUAL AGREEMENT

Each teacher and their assigned evaluator must mutually agree on a **professional growth goal and standard** and have at least **two associated measures of accomplishment**.

Measures of accomplishment (or indicators of educator growth) are ways the teacher can demonstrate progress toward their goal and may include, but not be limited to, a sample of lesson plans, a sample of student artifacts, newly developed performance assessments, and educator and/or student self-reflection.

TEACHERS WITH AN INITIAL EDUCATOR CERTIFICATE Teachers with an initial educator certificate are required to set **one professional growth goal that spans from 1 to 3 years in duration** and, if required to complete **TEAM**, are encouraged to align their goal with one of the TEAM modules. Teachers may also set collaborative goals if this is mutually agreed to.

TEACHERS WITH PROVISIONAL/PROFESSIONAL CERTIFICATES

Experienced teachers with provisional or professional certification are permitted to set **one professional growth goal that spans from 1 to 3 years in duration**. This goal may be collaborative and may be adjusted as needed each year.

FOR SAMPLE GOALS AND INDICATORS, CLICK [HERE](#).

FOR THE GOAL SETTING FORM, CLICK [HERE](#).

DISTRICT RESOURCES TIED TO DOMAIN: [ADULT LEARNING PLAN](#)

CONFLICT RESOLUTION:

IMPORTANCE OF A NEUTRAL THIRD PARTY

When an evaluator and a teacher cannot mutually agree on goals, measures of accomplishment, feedback, or any other aspect of the growth and support process, a teacher or group of teachers may initiate the following dispute resolution process.

An informal attempt to resolve a dispute should occur prior to initiating the formal resolution process and involve the teacher's collective bargaining unit. If informal attempts to resolve the conflict are unsuccessful, a subcommittee of the PDEC will be convened to formally settle the matter. The subcommittee must include one person selected by the teacher or teachers involved, one person selected by the administrator(s) involved, and a mutually agreed upon neutral third party. A neutral third party is essential to a fair resolution. The neutral party does not have to be a member of the PDEC or work within the district.

The dispute resolution committee should undergo brief training in the district's evaluation protocols and be provided with basic dispute resolution strategies. The subcommittee must ultimately reach a fair, mutually agreed upon settlement to the dispute.

GRIEVANCE PROTOCOL

Any claims that the district has failed to follow the established procedures of the teacher evaluation and support program shall be subject to the grievance procedures set forth in the then-current collective bargaining agreements between the local or regional board of education and the relevant bargaining unit.



STRUCTURED SUPPORT ACTION PROCESS:

Teachers may occasionally require more support than can be provided in the regular educator growth and support process, and if the specific conditions described below are met, may need to be placed on the initial tier of a corrective action plan. By statute, this decision **must** involve the collective bargaining unit.

CRITERIA MUST BE MET BEFORE PLACEMENT ON A SUPPORT PLAN

Before a teacher can be placed on a corrective action plan, the following conditions must be met:

- The teacher must have a summative report from the previous year indicating unsuccessful completion of the regular growth and support process. There must be a pattern of specific, ongoing concerns previously documented in the feedback to the teacher.
- There must be documented attempts to informally help and support the teacher prior to consideration of a corrective action plan.
- A collective bargaining representative should already be aware of concerns before consideration of a formal corrective action plan.
- Before a non-tenured teacher is non-renewed for performance concerns, an evaluator must meet with the teacher to notify them of the concerns and follow up with a written notice by January 15. A corrective action plan should then be collaboratively developed by the teacher, their collective bargaining representative, and the evaluator, detailing the specific areas needing improvement along with support and resources to assist the teacher. A significant lack of improvement toward the plan's criteria of success must be documented before April 1 to recommend contract non-renewal.

LEVELS OF SCAFFOLDED SUPPORT

Corrective action plans should never be punitive or overwhelming and must provide sequential levels of targeted meaningful support. The plan's duration should be at least 35 days and extended if a teacher is making some progress but not yet meeting all the criteria to exit the plan. Upon its conclusion, teachers who do not meet any of the criteria of their plan may move up one level of support. The collective bargaining unit must be involved in Tier 2 and 3. The three levels of support are

Tier 1: Initial Support - for all

Tier 2: Targeted Support -more intensive in duration, frequency, and focus

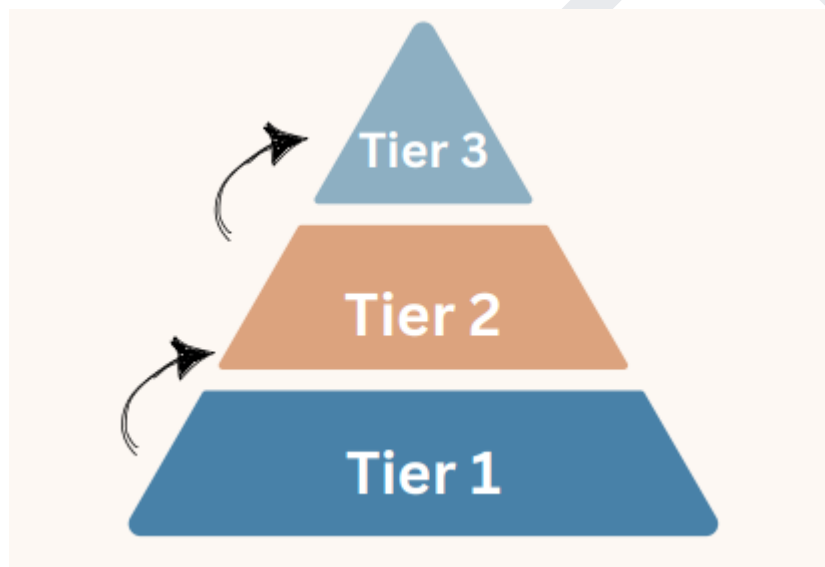
Tier 3: Intensive Support -responsive to unresolved, previously discussed concerns- clearly articulated areas of focus, duration of time, and success criteria.

All three tiers of support must be provided prior to the decision to move to a Corrective Support Plan.

REQUIRED COMPONENTS

In accordance with state statute, corrective action plans must be created in consultation with the teacher and their collective bargaining representative and include the following: clear objectives, a specific timeline, resources and supports to be provided by the district, and criteria for success.

For an example of a Tiered Corrective Action Plan, [Orange Corrective Support Plan, Sample Orange Growth and Support Model Corrective support plan](#)



THE SUMMATIVE GROWTH REPORT:

The Orange Growth and Support Model Plan includes an **annual summary and self-reflection based on agreed upon standards and goals** of educator growth, which is required under Connecticut Guidelines for Educator Evaluation. This report, which can be found [here](#), includes a self-reflection from the educator on the impact of their growth on students and a brief summary of the feedback provided to the teacher over the course of the year. The report should celebrate the educator's accomplishments as well as identify two or three specific action steps to guide and support the educator's ongoing growth the following school year. The summary report must also, to comply with state requirements, include a box indicating the successful completion of the annual growth and support process.

The purpose of the summative growth report is not to provide a rating or to indicate whether the educator has "passed" or "failed." The purpose of the report is to document and celebrate the growth the educator has made over the course of the year based on **self-reflection toward their agreed upon standards and goal** and provide an opportunity for the teacher and evaluator to reflect on specific ways to build on this growth the following year.

Section III:

Administrator Growth & Development Components

ANNUAL TIMELINE:

The Orange Growth and Support Model Plan for administrators follows the same timeline as the educator plan. It intends to foster leader **self-reflection/self-assessment** and ongoing dialogue between administrators, the superintendent, or their designee. The timeline offers regular opportunities for progress check-ins as required by Connecticut Guidelines for Educator Evaluation.

The **goal-setting** conference between administrators and evaluators must occur each year by **mid-October**, even if an administrator sets a goal spanning multiple years. This conference is used to either set a new, mutually agreed upon goal and standards or to make adjustments to a multi-year goal and **standards**. This goal must include the consideration of **self-reflection/self-assessment and the impact of leadership practice and professional growth on the organizational health**. This initial conference also provides an opportunity for an administrator and their evaluator to discuss the resources, professional learning, and other supports that might be helpful over the course of the upcoming year.

An **Observation of Professional Practice (OPP)** must occur before **mid-December**. In addition, a **Site Visit** must take place prior to the **mid-year conference**. This is so that administrators can receive feedback on their goals and practice before the **mid-year conference**, which must occur by **mid-February**.

The **summative conference** must occur by **June 30** and include an administrator **self-reflection/self-assessment** on their professional growth and its impact on teachers, student learning, and/or the school community. The summative report must include a summary by the evaluator on areas of growth and next steps for the following year, as well as a checkbox indicating successful completion of the annual process.



ADMINISTRATOR PRACTICE:

The administrator practice portion of the Orange Growth and Support Model Plan is aligned with the national Professional Standards for Educational Leaders, which can be found [here](#).

Administrator Professional Growth Goals: Administrators must meet with their evaluator by mid-October each year to either mutually agree on a new professional growth goal or discuss progress toward an existing goal. The goal conference is also an important opportunity for an administrator and evaluator to discuss professional development and other supports that might be helpful in identifying student learning, growth, and achievement over the course of the upcoming year. Administrator goals and standards may span from one to three years and should align with the National Leadership Standards.

A sample administrator goal-setting form may be found [here](#).

- Administrators who evaluate teachers must have their goal aligned with either Leadership Standard 4 “Curriculum, Instruction, and Assessment,” **or** Standard 6, “Developing the Professional Capacity of School Personnel.”
- If an administrator has a 092 but does **not** evaluate teachers, their goal may align with any mutually agreed upon National Leadership Standard.

Measures of Accomplishment: Administrators and evaluators must mutually agree on at least two measures of accomplishment to demonstrate the impact of their learning on teachers, students, and/or the school community. Examples of multiple pieces of evidence to support administrator goals and sample measures of accomplishment can be found [here](#).

Observation of Professional Practice (OPP) Administrators who evaluate teachers must have at least **one observation of professional practice** aligned with the administrator’s goal. An **Observation of Professional Practice (OPP)** should be scheduled in advance, be approximately **45 minutes**, and relate to the administrator’s goal. It should involve conversations with students, teachers, staff, and parents, if possible. A balance of Written and verbal feedback should follow within 10 school days. A simplified rubric aligned to this standard is linked below and should be used to guide the observation of professional practice between an administrator and their evaluator. If an administrator has a 092 but does not evaluate teachers, observations may align with any mutually agreed upon National Leadership Standard.

Site Visits: In addition to the Observation of Professional Practice, **two Site Visits** are required each year. Site Visits may be brief, unannounced, and may occur at any time allowing the evaluator to observe many aspects of the day-to-day operations of the school building. They must be followed by a balance of written and verbal feedback within 10 school days.

Rubrics:

- Rubrics for OPP are available [here](#).
- Rubrics for Site Visits are available [here](#).

Administrators (years 1-3)	Administrators (years 4+)
Two Observation of Professional Practice (OPP) observations related to agreed-upon goal and standard <ul style="list-style-type: none"> Additional observations of professional practice may be scheduled if concerns are documented 	One Observation of Professional Practice (OPP) observation related to agreed-upon goal and standard <ul style="list-style-type: none"> Additional observations of professional practice may be scheduled if concerns are documented
Two Site Visits <ul style="list-style-type: none"> Visit #1 prior to the Mid-Year Conference (Mid-Feb). Visit #2 in the spring. 	Two Site Visits <ul style="list-style-type: none"> Visit #1 prior to the Mid-Year Conference (Mid-Feb). Visit #2 in the spring.

FEEDBACK AND SUPPORT:

Administrators, like teachers, depend on high-quality feedback and support to fuel their professional growth and maximize their impact on teaching and learning. Feedback in the Orange model is formative rather than evaluative and should be timely, specific, growth-oriented, actionable, and provided at a reasonable pace. **Quality feedback in the form of multiple pieces of evidence (artifacts, observations of practice, student feedback and reflections of the educator on student growth) and multiple and varied quantitative and qualitative measures paired with meaningful support is the fuel that drives educator growth.**

During the cycle of check-ins, feedback for the Orange Model should be varied, constructive, celebrate an educator's strengths, and provide the guidance and support needed to ensure ongoing professional growth. Administrators should receive regular feedback at each of the three annual conferences and within ten school days of a site visit or observation of professional practice. In addition, **a balance of written and verbal feedback** should be coupled with meaningful support to help guide the administrator's growth. Most administrators are responsible for evaluating teachers, which is critical to their work. The quality of the feedback and support that administrators provide to teachers profoundly impacts the teacher's growth and the children's educational experiences. Therefore, if an administrator evaluates teachers, it is imperative that the feedback and support they provide be part of a formal review of their professional practice and **tied to agreed upon standards.** This review should include, but not necessarily be limited to, a representative sample of the feedback and support provided to teachers by the administrator, along with any corrective action plans developed by the administrator over the course of the year. All evaluators, including the superintendent, must engage in regular conversations and calibration activities that include collaborative conversations about what high-quality feedback and meaningful support look like. In addition, administrators must be provided professional development on constructive feedback strategies and/or cognitive coaching every year.

STRUCTURED SUPPORT ACTION PROCESS:

Administrators may occasionally require more support than can be provided in the regular educator growth and support process, and if the specific conditions described below are met, may need to be placed on the initial tier of a corrective action plan. By statute, this decision **must** involve the Administrator Association Representative.

CRITERIA MUST BE MET BEFORE PLACEMENT ON A SUPPORT PLAN Before a Administrator can be placed on a corrective action plan, the following conditions must be met:

- The Administrator must have a summative report from the previous year indicating unsuccessful completion of the regular growth and support process. There must be a pattern of specific, ongoing concerns previously documented in the feedback to the teacher.
- There must be documented attempts to informally help and support the Administrator prior to consideration of a corrective action plan.
- An Administrator Association Representative should already be aware of concerns before consideration of a formal corrective action plan.
- Before an Administrator is non-renewed for performance concerns, an evaluator must meet with the Administrator to notify them of the concerns and follow up with a written notice by January 15. A corrective action plan should then be collaboratively developed by the Administrator, their Administrator Association Representative, and the evaluator, detailing the specific areas needing improvement along with support and resources to assist the Administrator. A significant lack of improvement toward the plan's criteria of success must be documented before April 1 to recommend contract non-renewal.

LEVELS OF SCAFFOLDED SUPPORT

Corrective action plans should never be punitive or overwhelming and must provide sequential levels of targeted meaningful support. The plan's duration should be at least 35 days and extended if an administrator is making some progress but not yet meeting all the criteria to exit the plan. Administrators who do not meet any of the criteria of their plan upon its conclusion may move up one level of support. The Administrator Association must be involved at every level. The three levels of support are

- Tier 1: Initial Support
- Tier 2: Targeted Support
- Tier 3: Intensive Support

All three tiers of support must be provided prior to the decision to move to a Corrective Support Plan.

REQUIRED COMPONENTS

Under state statute, corrective action plans must be created in consultation with the administrator and their collective bargaining representative and include the following: clear objectives, a specific timeline, resources and supports to be provided by the district, and criteria for success.

For an example of a Tiered Corrective Action Plan, [Orange Corrective Support Plan](#), [Sample Orange Administrator Growth and Support Model Corrective support plan](#)

THE SUMMATIVE GROWTH REPORT

The Orange Growth and Support Model includes an annual summary and self-reflection/self-assessment of impact of leadership practice and professional growth on organizational health based on agreed upon standards and goals of administrator growth, which is required under Connecticut Guidelines for Educator Evaluation. This report, which can be found [here](#), includes a self-reflection from the administrator on the impact of their growth on teachers, students, and/or the school community and also includes a brief summary of the feedback provided by the evaluator based on on-site visits and reviews of practice. The report should both celebrate the administrator's accomplishments and identify two or three specific action steps to guide and support the administrator's ongoing growth the next school year. The summary report must also include a box indicating whether the annual growth and support process was successfully completed.

The purpose of the summative growth report is not to provide a rating or to indicate whether the administrator has "passed" or "failed." The report's purpose is to document and celebrate the learning and growth made by the administrator over the course of the year and to provide an opportunity for the administrator and evaluator to document ways to support and sustain that growth over time.

CONFLICT RESOLUTION:

IMPORTANCE OF A NEUTRAL THIRD PARTY

When an evaluator and an administrator cannot mutually agree on goals, measures of accomplishment, feedback, or any other aspect of the growth and support process, a leader or group of leaders may initiate the following dispute resolution process.

An informal attempt to resolve a dispute should occur prior to initiating the formal resolution process and involve the leader's Administrator Association. If informal attempts to resolve the conflict are unsuccessful, a subcommittee of the PDEC will be convened to formally settle the matter. The subcommittee must include one person selected by the administrator or administrators involved, one person selected by the evaluator involved, and a mutually agreed upon neutral third party. A neutral third party is essential to a fair resolution. The neutral party does not have to be a member of the PDEC or work within the district.

The dispute resolution committee should undergo brief training in the district's evaluation protocols and be provided with basic dispute resolution strategies. The subcommittee must ultimately reach a fair, mutually agreed upon settlement to the dispute.

GRIEVANCE PROTOCOL

Any claims that the district has failed to follow the established procedures of the administrator evaluation and support program shall be subject to the grievance procedures set forth in the current Administrator Association agreement between the local board of education and the relevant Association.

Appendix

LINKS TO FORMS

1. [Sample Orange Educator Goals and Indicators](#)
2. [Orange Educator Goal-Setting Form](#)
3. [Teacher/Educator Growth and Development Mid-year/Interim Report](#)
4. [Single Point Competency Rubric based on Simplified CCT for Classroom Teachers](#)
5. [Single Point Competency Rubric based on Simplified CCT for Related Service Providers](#)
6. [Growth and Development Annual Summative Report](#)
7. [Orange Corrective Support Plan Template](#)
8. [How to Create a Meaningful Corrective Action Plan for Teacher Growth](#)
9. [Administrator Growth Goals](#)
10. [Goal-Setting Form](#)
11. [Review of Practice Rubric for Administrators Site Visit Rubric](#)
12. [Administrator Summative Form](#)
13. [Administrator Corrective Support Plan](#)
14. [How to Create a Meaningful Corrective Action Plan for Administrator Growth](#)

