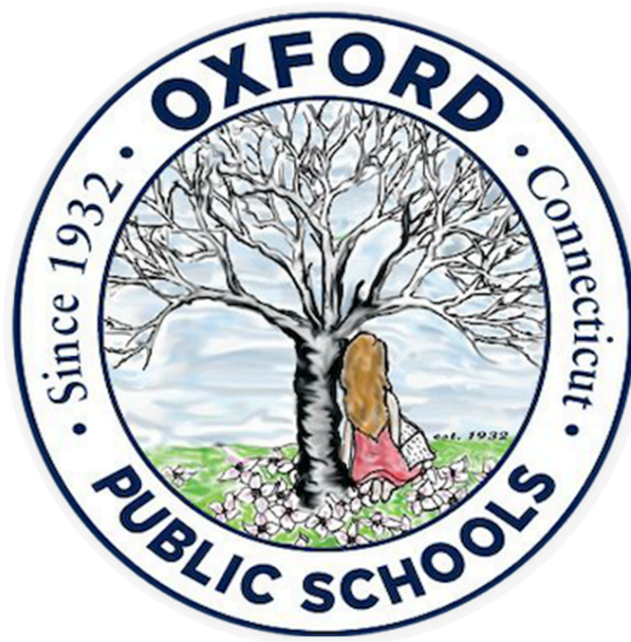


Oxford Public Schools

District Evaluation Plan

**Adopted from the Connecticut Leader and Educator Evaluation and Support Plans 2024*



May 2024

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**District PDEC Members
2023-2024**

Eric Williams	Director of Curriculum, Instruction and Assessment
Meghan Pogonelski	Assistant Superintendent
Sue Blozzon	OHS Teacher
Shannen Sharkey	GOES Teacher
Ellen Knapp	Assistant Principal - OMS
Aaron Reich	QFS Math Coach/Interventionist
Kristen Collins	OSD Special Education Teacher
Tracey Rose	QFS Paraprofessional
Aimee Misset	Principal - GOES
Jim Luchsinger	IT Director
Sarah Riccio	GOES Teacher
Nicole Geanacopoulos	OHS Teacher

Purpose of the District Educator/Leader Evaluation Plan

The purpose of this document is to establish a comprehensive framework for evaluating leaders and educators within our district, aligning with the requirements outlined in Connecticut General Statute 10-151b and the revised Connecticut Model Evaluation and Support Plan. Through this plan, we aim to introduce key components of the teacher and leader evaluation framework and ensure compliance with the regulations stipulated therein.

This document will outline specific action steps, forms, and tools derived from the Model Evaluation and Support Plan, tailored specifically to the evaluation of teachers and leaders within our district. By utilizing these resources, we seek to implement a fair, consistent, and effective evaluation process that supports professional growth and enhances instructional quality.

In addition to introducing evaluation tools and procedures, this plan will highlight considerations, conditions, and systems necessary for effective implementation at the school and district levels. It will address factors such as training for evaluators, data collection methods, feedback mechanisms, and support structures to ensure that the evaluation process is transparent, rigorous, and conducive to continuous improvement.

Ultimately, this District Evaluation Plan aims to foster a culture of excellence, accountability, and collaboration within our educational community, with the overarching goal of improving student outcomes and promoting the success of all learners.

Role of the Professional Development and Evaluation Committee (PDEC)

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

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

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

- participation in the development or adoption of a leader/teacher evaluation and support program for the district, pursuant to section 10-151b.
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district.
- Plan, develop and implement ongoing training to ensure all stakeholders understand differentiated supports and process.

Guiding Principles for an Effective District Evaluation Plan

Our district's evaluation plan is founded upon a robust vision for high-quality instruction, leadership, and support. At its core, this vision is driven by a commitment to excellence in teaching and learning, recognizing that effective instruction is the cornerstone of student success.

Our plan is designed to align closely with this vision by prioritizing the identification and promotion of exemplary teaching and leadership practices. By establishing clear evaluation criteria and providing targeted feedback and support, we aim to cultivate a culture of continuous improvement among our educators.

Vision for High Quality Leadership

In order to support all staff to prepare our students to be productive and responsible citizens in an ever changing society, high quality leadership for the Oxford Public Schools will focus on promoting a shared vision of high quality instruction. To support this vision, leaders will focus on promoting an inclusive and supportive school community, monitoring and supporting the continuous improvement of teaching and learning, managing school operations and resources, collaborating with families and stakeholders, acting ethically to professional norms and striving for equity of educational opportunities for all students.

Vision for High Quality Instruction

In order to prepare our students to be productive and responsible citizens that can thrive in an ever changing society, high quality instruction for the Oxford Public Schools will focus on dynamically engaging students to be critical thinkers, effective communicators, as well as collaborative and empowered learners. To facilitate this vision, our educators will focus on, creating a classroom environment conducive to risk taking and students taking ownership of their own learning, implementing relevant and rigorous instructional content, leading students to apply their learning in a variety of ways and to continuously monitor student learning in a variety of ways to support all students to thrive in an ever changing society.

Vision for High Quality Support

In order for students to access high quality instruction and leave Oxford Public Schools as productive and responsible citizens, students may require a variety of support. District staff whose primary focus is on supporting students in our schools will promote appropriate standards of behavior, support students in their ability to successfully engage independently in classroom and school related activities, develop and facilitate in a variety of prevention, intervention and educational activities aligned to school and district initiatives, support students in their readiness for college, or career aspirations and utilize evidence based practices to support students academically and/or socially.

Vision for High Quality Leadership

In order to support all staff to prepare our students to be productive and responsible citizens in an ever changing society, high quality leadership for the Oxford Public Schools will focus on promoting a shared vision of high quality instruction. To support this vision, leaders will focus on promoting an inclusive and supportive school community, monitoring and supporting the continuous improvement of teaching and learning, managing school operations and resources, collaborating with families and stakeholders, acting ethically to professional norms and striving for equity of educational opportunities for all students.

Leader

1. [Professional Standards for School Leaders \(PSEL\)](#)
2. [Oxford Single Point Competency adopted from PSEL Standards](#)

All leaders are assigned a primary evaluator with an 092 or 093 certification.

Orientation on the leader evaluation and support process shall take place prior to the start of the process and not later than October 1. The orientation shall include:

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

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

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

Leader Continuous Learning Process



Meeting Summaries

Goal Setting Meeting

Date	Completed by November 1st Leader Goal Setting Document (to be completed in TalentEd) Leader Self Reflection Questions Growth Criteria/Sources of Evidence
Process of setting a goal	Leaders should self-assess using the PSEL standards and identify a high leverage goal(s) that aligns to the district’s vision for high quality leadership. The individual or collaborative goal(s) should be identified and the leader goal setting plan document should be completed in TalentEd.
Goal Setting Meeting	The leader and their evaluator meet to review and discuss the proposed learning plan found in the leader goal setting document. At this meeting a goal(s) and standards would be mutually agreed upon as recorded in the leader goal setting plan document.

Midyear Check In

Date	Completed by March 1st Leader Mid Year Document (to be completed in TalentEd)
Process of self-reflection	Leaders should self-assess their growth towards stated goal(s) created at the start of the school year by completing the mid year reflection document in TalentEd.
Midyear Check-In	The leader and their evaluator meet to review the completed midyear reflection document. The evaluator should provide specific feedback to support the continuation of the leader's plan. Any revisions to the goal, or learning plan should be recorded during the meeting.

End of Year Conference

Date	Completed by June 30 Leader End of Year Document (To be completed in TalentEd)
Process of self-reflection	Leaders should self-assess their attainment of goals agreed upon at the goal setting meeting. The End of Year document is completed by the leader in TalentEd.
End of Year Conference	The leader and evaluator meet to discuss the end of year conference document. Reciprocal dialogue occurs around the growth of the leader. The evaluator completes a written end of year summative review to be signed by the leader and evaluator in TalentEd. The evaluator makes a determination if the leader successfully completed the evaluation cycle and determines next steps.

Observation and Feedback

During the goal setting meeting, the leader and evaluator discuss the leader's plan for the year and agree on a variety of measures to determine indicators of success. The evaluator will conduct observations/site visits throughout the school year in order to provide feedback to the leader to support their learning plan.

Leaders will be identified as “Group 1” or “Group 2”, which will determine their observation/site visit plan.

Group 1	Group 2
Who: <ul style="list-style-type: none"> ➤ Leaders who are not tenured. ➤ Leaders who did not successfully complete the prior years district evaluation plan. What: <ul style="list-style-type: none"> ➤ A minimum of three observations of professional practice and/or site visit. ➤ Feedback written and verbal within 5 school days ➤ Additional observations can be mutually agreed upon, or deemed necessary by the evaluator. 	Who: <ul style="list-style-type: none"> ➤ Leaders who have reached tenure in the district. ➤ Leaders who successfully completed the prior years district evaluation plan. What: <ul style="list-style-type: none"> ➤ A minimum of two observations of professional practice and/or site visit. ➤ Feedback written and verbal within 5 school days ➤ Additional observations can be mutually agreed upon, or deemed necessary by the evaluator.

An observation of a district or school leader can take various forms, each providing valuable insights into their professional practice and alignment with professional learning goals. Observations by an evaluator can include, but are not limited to an observation of a leader delivering professional development to their staff, or running a committee meeting that is aligned to their professional learning goal. Site visits by the evaluator can also be conducted in order to observe the physical and cultural environment of the school, focusing on the structures and frameworks the leader has implemented that align to their professional learning goal.

Goal Setting Document - Oxford Leaders

(Leaders fill out form in TalentEd)

Self-Reflection

Using the information from your self reflection, what is your goal for this school year? How does your goal align to the district vision/mission and goals?

*drop down for 1, 2, 3 year goal

Explain your learning plan for the school year and how it will support your ability to reach your goal?

How may your goal and professional learning plan impact your own practice, your organization (school, district, etc) and school community? What evidence will you use to determine if you have met your goal and measure your impact?

Support Required/Needed:

Tier 2 (checkbox)

Tier 3 (checkbox)

*if checked, fill out correct form

Mid Year Document - Oxford Leaders

(Leaders fill out form in TalentEd)

What has been your progress to date on your professional learning? Reflect on the indicators of success and evidence stated in your goal setting document. Are there any changes that need to be discussed?

What are your next steps that you will take from now until the end of the year to meet your goal?

Feedback to Leader: (done by evaluator)

*check box for changes: yes or no

Support Required/Needed:

Tier 2 (checkbox)

Tier 3 (checkbox)

*if checked, fill out correct form

End of Year Document - Oxford Leaders

(Leaders fill out form in TalentEd)

Reflect on the development of new learning and the impact on your own practice related to your goal.

What impact did your new learning have on your district, building and/or community as it relates to your stated goal?

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

Summative Feedback (Evaluator):

*Y/N Checkbox

Successful Completion of District Evaluation Plan

*Area to check off supports required beyond tier 1

Tier 2

Tier 3

If tiered supports are required to begin the following school year, specify strategies

If completing a multi year goal, explain what adjustments may be needed and why and if the original timeline will be impacted.

*Leader sign off

*Evaluator sign off

Goal Setting Support Document

Leader Self Reflection Questions

When thinking about your self reflection, make sure to refer to the district's vision for high quality leadership, and the [PSEL standards](#).

The following questions are supposed to help guide you towards a focus for the year to support your development of a professional learning goal. In your self reflection, summarize your thoughts using the questions below, or other questions you may have considered when developing your focus for the year that led you to a professional learning goal.

Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about leadership and organizational well-being? What new learning might you want to explore to inform your understanding of these questions and professional leadership practice?

Based on your current organization's strengths and needs, what new learning might you explore to address any needs you have identified?

Based on your knowledge of your student population, adult learners or any program goals you may have, are there any new strategies or methods you would like to explore and implement this school year?

What were your major takeaways from the admin retreats conducted at the end of last school year and over the summer? How does the topic you want to focus on for your learning goal align with the district focus, or possible district goals?

What is your goal for the school year?

In this section, state your goal for the year, as well as if this is a one, two, or three year goal. Also include in this section if this goal is for you individually, or if you will be working with a colleague to attain this goal.

If this is a multi year goal, what will the focus of year 2 and/or 3 be?

Learning Plan

Explain your professional learning plan for the school year. Include any support you may need from your evaluator in order to achieve your goal for the school year. Use the following questions to support the development of your plan.

What steps will you need to take throughout the school year in order to be successful in reaching your goal? Is there a progression of steps being taken from the beginning of the school year to the end of the school year?

What learning, or professional development do you need in order to reach your goal?

Is there research, or an expert in the area aligned to your goal that you will use to support your professional learning throughout the school year?

Are there indicators of success, or evidence that can be used to determine progress towards reaching your goal? *(to be answered in the following section).*

What support is needed from your evaluator to successfully follow your learning plan?

Indicators of Success/Evidence

Identify how you will determine if you have reached the goal you have set for yourself. Use the following questions to help guide your development of indicators of success and evidence of accomplishment.

What qualitative and quantitative evidence can be used to determine success?

What is the timeline for collecting and analyzing specific types of evidence?

What should your evaluator be looking for when conducting a site visit, or observation of professional practice?

In what ways would your professional practice change if you are successful with your stated goal?

What knowledge would you gain after following your learning plan and how would you use that in the future to enact change to staff or student outcomes?

What criteria have you set for yourself to determine success in reaching your goal?

Growth Criteria and Sources of Evidence (Leader)

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

Oxford Public Schools Educator Evaluation and Support Plan

Vision for High Quality Instruction

In order to prepare our students to be productive and responsible citizens that can thrive in an ever changing society, high quality instruction for the Oxford Public Schools will focus on dynamically engaging students to be critical thinkers, effective communicators, as well as collaborative and empowered learners. To facilitate this vision, our educators will focus on, creating a classroom environment conducive to risk taking and students taking ownership of their own learning, implementing relevant and rigorous instructional content, leading students to apply their learning in a variety of ways and to continuously monitor student learning in a variety of ways to support all students to thrive in an ever changing society.

Vision for High Quality Support

In order for students to access high quality instruction and leave Oxford Public Schools as productive and responsible citizens, students may require a variety of support. District staff whose primary focus is on supporting students in our schools will promote appropriate standards of behavior, support students in their ability to successfully engage independently in classroom and school related activities, develop and facilitate in a variety of prevention, intervention and educational activities aligned to school and district initiatives, support students in their readiness for college, or career aspirations and utilize evidence based practices to support students academically and/or socially.

The purpose of including a “Vision for High Quality Support” is to allow for those staff members who primarily support our students outside of the classroom to be able to closely align their professional learning goal to the work they do with students on a daily basis. These staff members include the student conduct coordinator, guidance counselors, social workers, school psychologists and speech and language pathologists. These staff members follow the “educator” evaluation and support plan. During the goal setting meeting, these staff members should have a discussion with their evaluator as to which set of standards most closely aligns with the work they do with their students and what feedback, tied to the standards, would be needed to support their attainment of their professional learning goal. The template in TalentEd will align to the standards identified by the educator.

Educator

1. [CCT Rubric for Effective Teaching 2017 \(Single Point Competency Version\)](#)
2. [Teacher Leader Model Standards \(2008\) \(Single Point Competency Version\)](#)
3. [Universal Design for Learning](#)
4. [CCT Rubric for Effective Service Delivery 2017](#)
5. [ASCA School Counselor Professional Standards & Competencies](#)
6. [Standards for School Social Work Practice](#)
7. [Guidelines for the Practice of School Psychology](#)

All educators are assigned a primary evaluator with an 092 or 093 certification.

Orientation on the leader evaluation and support process shall take place prior to the start of the process and not later than October 1. The orientation shall include:

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

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

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

Educator Continuous Learning Process



Meeting Summaries

Goal Setting Meeting

Date	Completed by November 1st Educator Goal Setting Document (to be completed in TalentEd) Educator Self Reflection Questions Growth Criteria
Process of setting a goal	Educators should self-assess using the CCT Rubric/UDL Guidelines and identify a high leverage goal(s) that aligns to the district's vision for high quality instruction/support and relevant standards. The individual or collaborative goal(s) should be identified and the educator goal setting plan document should be completed.
Goal Setting Meeting	The educator and their evaluator meet to review and discuss the proposed learning plan found in the educator goal setting document. At this meeting goal(s) and standards would be mutually agreed upon as recorded in the educator goal setting plan document.

Midyear Check In

Date	Completed by March 1st Educator Mid Year Document (to be completed in TalentEd)
Process of self-reflection	Educators should self-assess their growth towards stated goal(s) created at the start of the school year by completing the mid year reflection document.
Midyear Check-In	The educator and their evaluator meet to review the completed midyear reflection document. The evaluator should provide specific feedback to support the continuation of the educator's plan. Any revisions to the goal, or learning plan should be recorded during the meeting.

End of Year Conference

Date	Completed by June 1st Educator End of Year Document (to be completed in TalentEd)
Process of self-reflection	Educators should self-assess their attainment of goals agreed upon at the goal setting meeting. The End of Year conference document is completed by the educator.
End of Year Conference	The educator and evaluator meet to discuss the end of year conference document. Reciprocal dialogue occurs around the growth of the educator. The evaluator completes a written end of year summative review and makes a determination if the educator successfully completed the evaluation cycle and determines next steps.

Observation and Feedback

During the goal setting meeting, the educator and evaluator discuss the educator's plan for the year and agree on a variety of measures to determine indicators of success. The evaluator will conduct observations throughout the school year in order to provide feedback to the educator to support their learning plan.

Educators will be identified as “Group 1” or “Group 2”, which will determine their observation cycles.

Group 1	Group 2
<p>Who:</p> <ul style="list-style-type: none"> ➤ Educators who are not tenured. ➤ Educators who did not successfully complete the prior years district evaluation plan. <p>What:</p> <ul style="list-style-type: none"> ➤ A minimum of three observations of professional practice. ➤ Feedback written and verbal within 5 school days ➤ Additional observations can be mutually agreed upon, or deemed necessary by the evaluator. 	<p>Who:</p> <ul style="list-style-type: none"> ➤ Educators who have reached tenure in the district. ➤ Educators who successfully completed the prior years district evaluation plan. <p>What:</p> <ul style="list-style-type: none"> ➤ A minimum of two observations of professional practice. ➤ Feedback written and verbal within 5 school days ➤ Additional observations can be mutually agreed upon, or deemed necessary by the evaluator.

All observations in this plan are informal in nature as they are unannounced and there is no required pre-observation meeting, but can be requested. In order for the evaluator to collect sufficient evidence to provide meaningful feedback there is no requirement for the length of time for an observation. However, to qualify as an observation, evaluators will spend no less than 10 minutes observing the educator. Through the goal-setting conversation, it is important to discuss what the educator would prefer feedback on in alignment with their professional learning plan and whether additional pre/post observation meetings are necessary. This is a time to discuss when it may be relevant for the evaluator to come and observe the educator.

Goal Setting Document - Oxford Educators

(Teachers complete form in TalentEd)

Self-Reflection (add link for self reflection questions)

Using the information from your self reflection, what is your goal for this school year? How does your goal align to the district/school vision and/or goals?

*drop down for 1, 2, 3 year goal

Explain your professional learning plan for the school year and how it will support your ability to reach your goal?

What are the indicators of success and evidence you will use to determine if you have met your goal?

Support Required/Needed:

Tier 2 (checkbox)

Tier 3 (checkbox)

*if checked, fill out correct form

Mid Year Document - Oxford Educators

(Teachers complete form in TalentEd)

What has been your progress to date on your professional learning? Reflect on the indicators of success and evidence stated in your goal setting document. Are there any changes that need to be discussed?

What are your next steps that you will take from now until the end of the year to meet your goal?

Feedback to Teacher: (done by evaluator)

*check box for changes: yes or no

Support Required/Needed:

Tier 2 (checkbox)

Tier 3 (checkbox)

*if checked, fill out correct form

End of Year Document - Oxford Educators
(Teachers complete form in TalentEd)

Reflect on the development of new learning and the impact on your practice related to your goal.

What impact did your new learning have on student growth or achievement? How do you know?

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

Summative Feedback (Evaluator):

If completing a multi year goal, explain what adjustments may be needed and why and if the original timeline will be impacted.

*Checkbox

Successful completion of the evaluation cycle (yes/no)

*If no, what support will the educator start with for the following school year?

Tier 2

Tier 3

Corrective Support Plan

If tiered supports are required to begin the following school year, summarize what supports may be needed to begin the school year. (Evaluator):

*Leader sign off

*Evaluator sign off

Growth Criteria and Sources of Evidence (Educator)

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

Dispute Resolution Process

In situations when an evaluator and an educator/leader are unable to mutually agree on goals, measures of accomplishment, feedback, or any other aspect of the growth and support process, an educator/leader or group of educators/leaders may initiate the following dispute resolution process.

Process

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

1. If the dispute cannot be resolved informally within five school days of receiving feedback, then a written statement is to be submitted within three school days to their evaluator. Once a formal complaint has been submitted the educator/leader will meet with their evaluator to resolve the matter. The educator/leader will have three school days to resolve the matter.
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 their evaluator (step 1). The educator/leader being evaluated may choose between two options.

Option 1

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

Option 2

The educator being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

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.

Tiered Support

Process to be used for any certified staff member participating in the evaluation process

Tier 1

It is the expectation that all leaders/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 that can be either suggested by the leader/educator and/or recommended by an evaluator. Possible tier 2 supports could include: a lesson study, scheduling peer observation opportunities, attending in-district or out of district PD opportunities aligned to the identified focus identifying and supporting the implementation of research backed strategies aligned to the identified focus. This is not an exhaustive list, but examples of possible supports. Any support implemented by an educator/leader, as well as indicators of success must be communicated in person as well as documented on the tier 2 form.

[Tier 2 Document](#) (To be completed in TalentEd)

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/educator and may be assigned by the evaluator. Tier 3 supporters 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. Possible tier 3 supports could include: assigning a mentor, coaching, in district, or out of district PD. This is not an exhaustive list, but examples of possible supports. Tier 3 supports shall be developed in consultation with the evaluator, educator/leader, 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/leader is receiving this level of support should be clearly documented.

[Tier 3 Document](#) (To be completed in TalentEd)

Corrective Support Plan

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

[Corrective Support Plan Document](#) (To be completed in TalentEd).

Tier 2 Support Template
Form to be completed in TalentEd

**May be completed in conjunction with the leaders/educators collective bargaining representative.*

Summarize evidence used to determine identified concerns. Provide dates of observations and/or conversations related to identified concerns. Summarize supports/strategies communicated to educator/leader when concerns were first identified.

Concerns that lead an educator/leader to receiving tier 2 support do not have to align to their professional learning goals.

Identify the tier 2 support plan which must include the following:

- supports/strategies to be utilized by the educator/leader
- timeline/dates for when and how supports/strategies should be implemented. Include information as to how progress will be observed and measured.

Next Meeting Date

Follow Up Meeting Results:

Add checkbox or dropdown

- End tier 2 support and return to tier 1
- Continue with tier 2 support (create new tier 2 document)
- Move to tier 3 support (create tier 3 document)

Reason for determination of next step

Tier 3 Support Template

Form to be completed in TalentEd

**May be completed in conjunction with the leaders/educators collective bargaining representative.*

Summarize evidence used to determine the transition to an educator/leader requiring tier 3 support. Provide dates of observations and/or conversations related to identified concerns.

Concerns that lead an educator/leader to receiving tier 3 support do not have to align to their professional learning goals.

Objective/Area of Focus

Supportive Actions (include who will be involved in providing supportive actions)

Resources Needed to Implement Plan

Timeframe

Next Meeting Date

Follow Up Meeting Results:

Add checkbox or dropdown

- End tier 3 support and return to tier 2, or tier 1 (if tier 2, create new document)
- Continue with tier 3 support (create new tier 3 document)
- Move to corrective support plan

Reason for determination of next step

Corrective Support Plan Template

Form to be completed in TalentEd

**To be completed in conjunction with the leaders/educators collective bargaining representative.*

Summarize evidence used to determine the transition to an educator/leader requiring a corrective support plan. Provide dates of observations and/or conversations related to identified concerns.

Concerns that lead an educator/leader to receiving a corrective support plan do not have to align to their professional learning goals.

Objective/Area of Focus

Supportive Actions (include who will be involved in providing supportive actions)

Resources Needed to Implement Plan

Timeframe

Next Meeting Date

Follow Up Meeting Results:

Add checkbox or dropdown

- End corrective support plan and move to tiered support (new document based on tier)
- Continue with corrective support plan (create new corrective support plan)
- other:

Reason for determination of next step

