

Leadership and Educator Growth Opportunities (LEGOS)

2024-2025



PLAINFIELD PUBLIC SCHOOLS

TABLE OF CONTENTS

Plainfield Educator Growth

Plan..... 3

Plainfield Educator Growth Goal

.....18

Plainfield Educator Classroom Observation Form

.....23

Plainfield Educator Instructional Specialist Observation

Form.....33

Plainfield Educator Therapeutic Specialists Observation

Form.....45

Plainfield Educator School Counselor/Social Worker Observation

Form.....56

Plainfield LEGO Plan Overview

The purpose and goal of Plainfield's new educator and leader evaluation program is to focus on continuous growth of our educators and leaders in the teaching and learning profession. We believe that if our teachers are growing within their profession that our students will be the ones whom benefit.

Our goals were to: (1) Refocus our professional energy from burdensome paperwork to the importance of the impact of their goals and self-reflection on continuous growth (2) Strong emphasis on innovation and growth, we want our educators to try new skills and take professional risks that are celebrated (3) We wanted to focus on differentiation within the professional, supporting the diverse responsibilities within our educator ranks (4) This plan is all about the constant pursuit of growth, growing ourselves so our student benefit from that improvement by removing "ratings" of our teachers and focusing on a single point rubric so feedback can be focused and actionable

The following PDEC members helped develop the Plainfield Learning Empowerment and Growth Outcomes:

Janet Piezzo-PEA President
Natasha Hutchinson-School Administrator
Stacey Kelleher-School Administrator
Savannah Marrish-Teacher
Kate Ledogar-Teacher/Literacy Coordinator
Abby Bennett-Teacher
Bonnie Normanie-Teacher
Sherin Gilkenson-Teacher
Megan Isbell-Teacher
Doreen Price-Para President

The PDEC serves as the collaborative decision-maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan. 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 (PDEC) 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, and other school personnel are representative of the various classifications within the groups.

Educator Continuous Learning Process

The Plainfield LEGO plan will continue with the timeline previously established by PDEC with a Goal Setting, Mid-Year and End-Of-Year Reflection Conferences. It is important to understand that these conferences and observations are a minimum set of expectations and leader and education can establish additional observations and conferences in order to support the continued growth of the professional. Furthermore, these cycles do not include ongoing informal/coaching observations a school leader will conduct to help support the continued learning for the adult and students.

Plainfield LEGO plan single point competency framework is developed from the Danielson Framework. Plainfield elected to utilize the single-point framework so the observations can be focused on clear coaching feedback and action steps for individual growth.

Goal Setting Completed by October 15	Mid-year Check-in Completed by February 15	End-of-Year Reflection Completed by June 1
<p>Beginning of the Year Goal(s) and Planning</p> <ul style="list-style-type: none"> • Self reflect • Review evidence <p>Goal(s), Rationale, Alignment, and Professional Learning Plan</p> <ul style="list-style-type: none"> • Draft goal(s), rationale, alignment, professional learning plan <p>Goal Setting Conference</p> <ul style="list-style-type: none"> • Mutually agree on 1-, 2-, or 3-year goal(s) • Determine individual or group goal(s) • Mutually agree on professional learning needs and support 	<p>Mid-Year Check-in: Reflection, Adjustments, and Next Steps</p> <ul style="list-style-type: none"> • Review and discuss currently collected evidence towards goal(s) and of practice • Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement <p>Mid-Year Conference</p> <ul style="list-style-type: none"> • Discuss evidence, reflection, and feedback from the evaluator • Adjust and revise as needed 	<p>End-of-Year Reflection and Feedback Process</p> <ul style="list-style-type: none"> • Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth, and achievement <p>End-of-Year Conference/ Summative Feedback and Growth Criteria</p> <ul style="list-style-type: none"> • Evaluator provides written summative feedback and guides next steps • Annual Summary sign-off

Professional Practice	Observation Cycle	Professional Practice Feedback
Non-tenured educator Years 1 & 2	<ul style="list-style-type: none"> • Two formal observations of at least 20 minutes each. • One informal observation of less than 20 minutes. • Observations: <ul style="list-style-type: none"> ○ 1st by Nov. 30th ○ 2nd by Feb. 15th • The administration may request a third formal or a second informal observation. 	Feedback is provided within five school days.
Non-tenured educator Years 3 & 4	<ul style="list-style-type: none"> • Two informal observations of less than 20 minutes each. • Observations: <ul style="list-style-type: none"> ○ 1st by Nov. 30th ○ 2nd by Feb. 15th • The administration may request a formal or a third informal observation. 	Feedback is provided within five school days.
Tenured Educator	<ul style="list-style-type: none"> • One informal observation of less than 20 minutes. • The administration may request an additional formal or informal observation. 	Feedback is provided within five school days.

Ongoing Professional Learning

Plainfield recognizes as part of the teacher and leader plans it is important to have ongoing professional development outside of the orientation period. Plainfield will schedule ongoing PDEC specific sessions to reflect, collect data and evaluate the ongoing implementation of the evaluation plan with the purpose of making implementation professional development changes and updates.

Plainfield outside of the orientation period will conduct professional learning on the evaluation plan, specifically focused on the alignment between teacher impact and their individual goals, as well as developing a proficient understanding of the Danielson adopted single point rubric. These sessions will correspond with the evaluation cycles and take place at the individual school levels with support of PDEC members.

Dates and Processes

Orientation (completed by September 15th)

The orientation shall include:

- Goal setting and professional learning plans
- Review of Domains and Standards
- Observation of practice/Review of practice
- Tiered supports
- Dispute resolution

Annual training for evaluators will occur as required by C.G.S. 10-151b.

Goal(s) Setting (Completed by October 15th)

During the goal-setting meeting, teachers and their evaluators engage in a dialogue where the teachers reflect on their practice and identify areas for growth to improve student learning and achievement. The educator and evaluator come to a mutual agreement on professional practice goals for one, two, or three years, supported by multiple measures of evidence and a professional learning plan. The goal plan is customized to the teacher's professional status with goals to promote growth and development. The educator growth process is designed to fulfill the contractual obligations of "a personalized professional learning experience" (APPLE). The self-selected professional learning should take no less than ten hours to complete.

For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules would enhance their learning and practice.

The evaluator and teacher meet to discuss the teacher's proposed objectives in order to arrive at mutual agreement. This conference may be conducted individually or in teams/departments. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed focus area(s), goals and objectives if they do not meet approval criteria.

*(*Important Note: The CT Guidelines for Educator Evaluation require that each teacher and his or her evaluator mutually agree on the goals and indicators of academic growth and development.*

Therefore, approval serves as a confirmation that mutual agreement has been reached.)

Midyear Check-in (Completed by February 15th): End-of-Year Summative Review — The teacher and administrator reviews all documented information collected through the LEGO Plan and submits a reflection of outcomes and comments on areas of strength/growth related to the impact on practice, students, and community. The teacher documents this information in the Educator Self-Reflection area of the LEGO Teacher Goal Setting & Reflection Form. The evaluator and the teacher meet to discuss all evidence, the teacher's reflection and feedback, and progress toward the goal. Following the conference, the evaluator indicates whether the LEGO Success Criteria have been met. This determination must occur before June 30.

- Educators review various indicators of evidence to see how they have impacted their growth, professional practice, and student learning.
- Evaluators provide the educator with feedback. This may include feedback on observations and/or evidence provided to support the educator's goal.

End-of-Year Reflection/Summative Review (Completed by June 1st)

End-of-year reflection is a time for educators and evaluators to discuss progress toward goals, professional growth, and the impact on students.

Educators will write a brief reflection which includes:

- a summary of their progress,
- new learning,
- challenges and
- next steps for the upcoming year.

The evaluator will provide 1-3 commendations on the educator's practice and 1-3 action steps for the following year.

- Educator Success Criteria is a single-point competency used as a reflection tool.

Professional Practice and Educator Growth

During the learning process, educators and evaluators share the responsibility for continuous learning.

- Educators work towards their goals and collect evidence of their practices related to their professional growth goals.
- Evaluators will collect evidence of educator performance through multiple sources. Evaluators will provide feedback and offer timely support.

Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process.

- Evaluators provide educators with feedback based on standards, and/or the educator's goal.
- Evaluators ensure timely access to planned support if needed.
- Feedback is provided within five school days.

Plainfield LEGO believes that growth and development of our teachers will happen with strong coaching and feedback. Feedback and discussion are framed and based on a single-point rubric that was developed and aligned with the Danielson Rubric and the CT Common Core of Teaching (CCT).

Direct observations, Informal Observations and Formal Observations are just some of the means for our evaluators and educators to engage in meaningful dialogue about educator practice and professional growth.

All observations must be followed by written feedback within five school days. The plan provides additional opportunities for evaluator feedback and collaboration with colleagues/other stakeholders as identified in each Teacher's professional LEGO plan. Additional sources of evidence to inform teacher reflection and improvement include but are not limited to:

- Evidence of student learning aligned to the goal (required)
- Peer observation
- Collaboration with colleagues
- Lesson plans
- Feedback from colleagues, students, and/or families
- Other artifacts of teaching and learning
- Documentation of ongoing reflection and improvement using the LEGO Growth Plan

LEGO Success Criteria focus on evidence-based reflection and growth in the following areas: new learning and impact on practice, positive impact on students, and positive impact on the school community.

Multiple sources of evidence to inform teacher reflection and growth include, but are not limited to, evidence of student learning aligned to the stated goal, observations with written and/or verbal feedback aligned to the educator's LEGO goal, professional learning reflection and application, collaboration with colleagues, feedback from colleagues/families/students, and other artifacts of teaching and learning. The

district will also emphasize evidence such as; lesson planning, curriculum development, self-reflection, IAB data, Benchmark Data and Summative State Assessment results. For the purposes of specific LEGO goals the district with the teacher can utilize data such as; attendance, classroom climate and SEL data.

Sample Goals and Measures of Accomplishment/ Indicators of Growth

<p>I will...</p> <p>State the action that you will take.</p>	<p>Focus on...</p> <p>Your focus may be aligned with; standards, TEAM, VOG, department, school/district goals, or another initiative.</p>	<p>Measure of Accomplishment/ Indicators</p> <p>Mutually agree on 2 specific ways that you will demonstrate the impact of your goal on students and/or the school community.</p>
<ul style="list-style-type: none"> • Produce • Analyze • Create • Develop/design • Enhance • Refine • Implement • Incorporate • Investigate • Learn about/how • Mentor • Research • Study • Gain skills in • Modify • Differentiate 	<ul style="list-style-type: none"> • Cognitive development • Effectiveness of academic interventions • Social-emotional learning • Performance assessment • Interdisciplinary content • Opportunities to respond • Analysis of data to guide differentiation • Student engagement strategies • Culturally responsive pedagogy • Student autonomy and agency • Behavioral interventions • Collaboration with educators • Family engagement • Play-based learning • Artificial Intelligence Classroom Implications • Classroom routines and transitions 	<ul style="list-style-type: none"> • Sample lessons • Student achievement data • Sample of SEL activities • Review of artifacts • Sample of student work • Performance assessments • Reflection journal • Facilitation of a professional learning session • Unit design • Student reflections • Reflection on peer observations • Parent engagement newsletters • Book talk, concert, art show, PPT meeting • Behavioral referrals

Tiered Support

It is important to recognize that all educators will be supported, coached and evaluated by certified staff who hold a valid 092 administrator certification. Along with this all school leaders will be evaluated by a district administrator who holds a valid 093 certification. These individuals have received the appropriate training and learning to effectively coach and support the continued growth and development of Plainfield's educator professionals.

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 before the development of a corrective plan.

A pattern of persistent lack of growth or resistance to growth-oriented feedback should lead to advancing levels of support by 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 before developing a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative.

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 bargaining representative. 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 before developing a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the educator and their bargaining representative.

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 representative.

See Appendix P for a Corrective Support Plan form and example.

Dispute Resolution

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

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

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

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

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.

Time Limits

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

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

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan.

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 (PDEC) 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.

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

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

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC.

Local and State Reporting

The superintendent shall report:

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

LEGO claims concerning the district's failure to follow the established procedures of the teacher and evaluator LEGO plans and its support of coaching shall be subject to the grievance procedures set forth in the collective bargaining agreements contract for PEA and PASA.

Information and Resources to Support Effective Implementation

Sample Reflection Questions – Educator

Self-Reflection Sample Questions

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 teaching and learning?

What new learning might you want to explore to inform your understanding of these questions and professional practice?

In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?

Based on your current students'/adult learners' strengths and needs, what new learning might you explore to address the needs?

Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?

How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?

What are you considering for your learning goal?

What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of Success

What question will you focus on to address your goals?

What are the criteria for an accomplished practice?

How do you plan to collect and analyze evidence to assess progress toward your goals?

What research/professional readings might you explore to support your professional learning and achieve your goal?

What specific professional learning might you need to achieve your goal?

What support might you need from your colleagues, supervisor, and others? How frequently?

How might you apply your learning to practice? How often?

Determine Evidence

What evidence might you collect and analyze to understand progress toward your goal?

Quantitative or qualitative or both?

In what ways would you like me as your evaluator to collect data/evidence for feedback?

From how many different situations should we examine data/evidence?

What are the advantages and disadvantages of the identified evidence?

How will the data help us to analyze your practice?

What is your timeline for collecting this evidence and measuring its impact?

What are the anticipated challenges or obstacles, and how do you plan to address them? •

How might you communicate/share your professional learning with your colleagues or families?

What opportunities for professional learning do you believe would be beneficial for your growth as an educator?

In what ways can we encourage collaboration and communication among colleagues to

promote a culture of sharing best practices?

Analysis of Evidence

What do you observe in your evidence?

What patterns, themes, or outliers do you notice?

What does the evidence say about how you are doing in relation to your goal and indicators of success?

Based on the evidence and your practice overall, what are your strengths?

In what aspect do you want to continue to grow or refine your knowledge, skill, and practice?

Learning Reflection and Next Steps

What is clear to you now?

What are you learning?

What do you understand now that you didn't understand as clearly before?

How will this learning influence future actions?

What is a single-sentence conclusion that represents your learning?

Under what circumstances might this conclusion not be true?

What are ways you continue to refine your practice?

What more do you want to learn and practice?

How might you accomplish that? What is your next plan?

What resources and support do you want or need?

Once the learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

In what ways did my engagement with you support your learning?

Glossary of Terms

Corrective Support Plan: A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen according to C.G.S. §10-153b. Corrective Support Plans shall include clear objectives specific to the well-documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; and supportive actions from the evaluator.

check-ins: Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence of learning, and next steps in one's learning.

community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school.

A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

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

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

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

Quality Feedback:

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

formal observations: A formal observation is a structured and planned process of watching, assessing, and evaluating an educator's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

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

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

high leverage goal: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus (i.e., a portrait of a graduate). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).

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

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

multiple measures: Can include, but is not limited to, student learning, educator learning, cultural changes, growth, and achievement as mutually agreed upon during the goal-setting process and may include additional evidence relative to one or more competencies.

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

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

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

professional learning: Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also [Appendix M, Glossary of Professional Learning Opportunities](#).

Review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, data team meetings, observations of coaching/ mentoring sessions, review of educator work and student work, or review of other educators' artifacts.

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

single point competency: A description of a standard of behavior or performance that represents the enduring understanding of content and skill from a specific domain that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance.

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

tiered support: an organized system of resources designed to encourage growth

Appendix M: Glossary of Professional Learning Opportunities – Educator

High-quality professional learning enhances both educator practice and outcomes for every student. High-quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes.

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

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

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

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

job-embedded: Any activity that is tied in with authentic classroom practice. May include, but is not limited to:

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

lesson study: Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterward.

mentoring: A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

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

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

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

protocols: A rule-based learning tool. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.

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

student shadow: Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.

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

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

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

Appendix P: Sample **Corrective Support Plan – Educator** (Sample)

Educator A has consistently struggled with classroom management. Tiered supports have been provided by the evaluator throughout the year. Educator A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:

To improve classroom management practices in order to improve a positive learning environment (CCT – 1A) to support learning.

(Suggested) Resources:

- Observe a mutually agreed peer for structures, systems, and dispositions that support positive classroom management skills.
- Read and discuss “The First Six Weeks of School” - Center for Responsive Classroom with evaluator.
- Training in Restorative Practices.

Timeframes:

- Educator A will remain on this Corrective Support Plan for six weeks.
- Improvements in classroom management within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:

- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of the building, as appropriate.
- Modeling of effective classroom management strategies
- Weekly, bi-weekly meetings with progress reporting from Teacher A and written feedback from evaluator (dependent upon need for plan)

Corrective Support Plan Template

(Educator being evaluated) has consistently struggled with_____.

Tiered supports have been provided by the evaluator throughout the year. (Educator being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective: To improve _____

(Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Educator being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan - typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Educator A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of the building, as appropriate.

Educator Growth Goals Form

Teacher:	Evaluator:	Goal Duration:
Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured	Individual Goal Collaborative Goal With: _____	1 Year 2 Years (if tenured) 3 Years (if tenured)
Educator Growth Goal:		
Measures of Accomplishment/Indicators of Educator Growth 1:		
Measures of Accomplishment/Indicators of Educator Growth 2:		
What is your rationale for this particular goal, and how do you anticipate it will impact your students?		
For a multi-year goal, what might be the potential focus for years 2 and/or 3 (to be revisited and revised annually and as needed throughout the learning process)?		

Educator Growth and Development Mid-Year Report

Educator: What has been your progress to date on your professional learning? Optional: include links to any artifacts or documents.
Educator: Are there adjustments that are needed to your goal? If so, explain.

Evaluator: Feedback to Educator regarding progress on professional learning and progress toward goal

Educator End-of-Year Summative Reflection and Conference

Educator Self-Reflection	
<p>Identify the impact your new learning had on your practice.</p> <p>Identify the impact your new practice had on student learning, growth, and/or achievement. How do you know?</p> <p>What challenges did you encounter, and what are your next steps with your professional learning?</p>	
<p>OPTIONAL Links to artifacts</p>	<p><i>Link artifacts here</i></p>
<p>Evaluator: After reviewing the mutually agreed upon growth indicators aligned with the educator's goal and the feedback you provided the teacher this year, provide 1-3 commendations on the educator's</p>	

practice.

Evaluator: Based on your review of the educator's growth indicators and the feedback you've provided this year, what are 1-3 action steps you recommend to help the teacher advance their professional goal next year? In what ways can you support the teacher in completing these steps?

Educator successfully completed the growth and support process
Educator did not successfully complete the growth and support process

Teacher Initials for Acknowledgement

Evaluator Initials and Date

Examples

[Sample growth goals](#)

Informal Observation #1

Completed by Evaluator

Teacher:	Evaluator:	Time/Location:	Discipline:
Informal Observation Review of Practice	Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured	Formal Requested by: _____	
Observation Notes and Feedback <i>Completed by the Evaluator</i>			

Teacher Initials for Acknowledgement

Evaluator Initials and Date

Informal Observation #2

Completed by Evaluator

Teacher:	Evaluator:	Time/Location:	Discipline:
Informal Observation Review of Practice	Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured	Formal Requested by: _____	
Observation Notes and Feedback <i>Completed by the Evaluator</i>			

Teacher Initials for Acknowledgement

Evaluator Initials and Date

PLAINFIELD EDUCATOR CLASSROOM OBSERVATION FORM

Formal Observation #1

Teacher:	Evaluator:	Time/Location:
Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured		Discipline: Domain focus:
Pre-Observation <i>Completed by the Educator</i>		
Lesson Plan/ Meeting Plan	Link lesson plan and materials here	
Notes from Pre-Observation Conference (optional)		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i>		
What went well in this lesson, and what evidence do you have? What parts will you keep for the future?		
What didn't work well? How do you know? How will you modify it for the future? Include any resources you may need to enhance your instruction.		
Post-Observation Conference Feedback		

<i>Completed by the Evaluator</i>	
Single-Point Competencies <i>Completed by the Evaluator</i>	
Areas of Strengths	Areas of Growth
Suggestions for Next Steps	

 Teacher Initials for Acknowledgement

 Evaluator Initials and Date

Formal Observation #2

Teacher:	Evaluator:	Time/Location:
Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured	Discipline: Domain focus:	
Pre-Observation <i>Completed by the Educator</i>		
Lesson Plan/ Meeting Plan	<i>Link lesson plan and materials here</i>	
Notes from Pre-Observation Conference <i>(optional)</i>		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i>		
What went well in this lesson, and what evidence do you have? What parts will you keep for the future?		
What didn't work well? How do you know? How will you modify it for the future? Include any resources you may need to enhance your instruction.		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		

Single-Point Competencies <i>Completed by the Evaluator</i>	
Areas of Strengths	Areas of Growth
Suggestions for Next Steps	

Teacher Initials for Acknowledgement

Evaluator Initials and Date

Formal Observation #3

Teacher:	Evaluator:	Time/Location:
Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured		Discipline: Domain focus:
Pre-Observation <i>Completed by the Educator</i>		
Lesson Plan/ Meeting Plan	<i>Link lesson plan and materials here</i>	
Notes from Pre-Observation Conference <i>(optional)</i>		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i>		
What went well in this lesson, and what evidence do you have? What parts will you keep for the future?		
What didn't work well? How do you know? How will you modify it for the future? Include any resources you may need to enhance your instruction.		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		

Single-Point Competencies <i>Completed by the Evaluator</i>	
Areas of Strengths	Areas of Growth
Suggestions for Next Steps	

 Teacher Initials for Acknowledgement

 Evaluator Initials and Date

Classroom Teacher Single-Point Competency Framework for Teaching

Modified from Charlotte Danielson's Framework for Teaching

Domain 1 is discussed in pre-conference meetings with lesson plan materials and may not be observed in classroom observation. Domains 2 and 3 are observed through observations. Domain 4 feedback may help in setting your professional goals.

Domain 1 Planning & Preparation	Indicators	Feedback
1a: Demonstrating Knowledge of Content	Teacher can articulate content knowledge related to the lesson being observed.	
	Teacher uses a variety of resources and materials to support content instruction.	
	Teacher connects content to students' prior knowledge and experiences.	
	Teacher demonstrates an understanding of how content connects to other subjects and the real world.	
1b: Demonstrating Knowledge of Students	Teacher understands individual student learning needs and abilities.	
	Teacher uses formative assessments to guide instruction and adjust instruction as needed.	
	Teacher uses a variety of teaching strategies to address different learning styles and preferences.	
	Teacher engages students in meaningful and challenging learning experiences.	
1c: Setting Instructional Goals	Teacher has clear instructional goals and objectives for the lesson being observed.	
	Goals and objectives are aligned with state and district standards.	
	Goals and objectives are communicated to students in a clear and understandable manner.	
	Goals and objectives are adjusted as needed based on student progress and needs. (i.e. anticipated student misconceptions)	

1d: Demonstrating Knowledge of Resources	Teacher uses a variety of resources and materials to support student learning.	
	Teacher provides students with access to a variety of print and digital resources.	
Domain 2 Classroom Environment	Indicators	Feedback
2a: Creating an Environment of Respect & Rapport	Teacher demonstrates a positive attitude towards students.	
	Teacher models respect and positive communication with students.	
	Teacher establishes clear and consistent expectations for student behavior.	
	Teacher creates a welcoming and inclusive learning environment.	
2b: Establishing a Culture for Learning	Teacher fosters a culture of curiosity, inquiry, and intellectual risk-taking.	
	Teacher encourages student collaboration and communication.	
	Teacher provides opportunities for student choice and autonomy in learning.	
	Teacher creates a supportive and safe learning environment.	
2c: Managing Classroom Procedures	Teacher establishes and communicates clear classroom procedures and routines.	
	Teacher manages time, classroom transitions, and interruptions effectively to maximize student learning.	
	Teacher establishes and communicates clear expectations for materials and equipment use.	
2d: Managing Student Behavior	Teacher uses a range of positive behavior management strategies to promote student engagement and learning.	
	Teacher responds appropriately to student misbehavior and addresses it promptly and respectfully.	

Domain 3 Instruction	Indicators	Feedback
3a: Communicating with Students	Teacher clearly communicates expectations for student success aligned to the lesson objective.	
	Teacher communicates clear and accurate information to students.	
	Teacher uses language and examples that are appropriate for students' age and ability level.	
	Teacher encourages student questions and comments and responds to them respectfully.	
	Teacher uses nonverbal cues and body language to support student understanding and engagement.	
3b: Questioning & Discussion Techniques	Teacher uses a variety of questioning strategies that promote critical thinking and discussion, including open-ended questions.	
	Teacher facilitates student-to-student discussion and encourages active participation from all students.	
	Teacher provides feedback and guidance to students during discussion.	
	Teacher uses questioning and discussion to assess student learning and understanding.	
3c: Engaging Students in Learning	Teacher uses a variety of instructional strategies to engage students in learning.	
	Teacher provides opportunities for students to work collaboratively and independently.	
	Teacher uses technology and multimedia resources to enhance student learning.	
	Teacher provides opportunities for student choice	
3d: Using Assessment in Instruction	Teacher uses formative assessments to guide instruction and adjust teaching as needed.	
	Teacher provides timely and specific feedback to students on their progress and learning.	
	Teacher involves students in self-assessment & goal-setting.	

Domain 4 Professionalism	Indicators	Feedback
4a: Reflecting on Teaching	Teacher makes an accurate assessment of instructional effectiveness and cites specific opportunities for improvement.	
4b: Maintaining Timely and Accurate Records	The teacher's system for maintaining instructional and non-instructional records is fully effective and aligned with district and/or state timelines.	
4c: Communicating with Families	Teacher communicates frequently with families about instruction and conveys information about individual student progress and behavior.	
4d: Contributing to the School and District (Participating in the Professional Community)	Relationships with colleagues are characterized by mutual support, cooperation, and collaboration.	
	Teacher participates in school and district initiatives.	
4e: Growing and Developing Professionally	Teacher seeks professional development to enhance knowledge and improve practice.	
	Teacher welcomes colleagues' and/or supervisors' feedback.	
4f: Showing Professionalism	Teacher models high standards of ethical practice and wise decision-making on behalf of students, families, and colleagues.	
	Teacher advocates for students' success.	
	Teacher acts in the best interest of students even under challenging circumstances or when priorities collide.	

PLAINFIELD EDUCATOR INSTRUCTIONAL SPECIALIST OBSERVATION FORM

Informal Observation #1

Completed by Evaluator

Teacher:	Evaluator:	Time/Location:	Discipline:
Informal Observation Review of Practice	Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured	Formal Requested by: _____	
Observation Notes and Feedback <i>Completed by the Evaluator</i>			

Teacher Initials for Acknowledgement

Evaluator Initials and Date

Informal Observation #2

Completed by Evaluator

Teacher:	Evaluator:	Time/Location:	Discipline:
Informal Observation Review of Practice	Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured	Formal Requested by: _____	
Observation Notes and Feedback <i>Completed by the Evaluator</i>			

Teacher Initials for Acknowledgement

Evaluator Initials and Date

Formal Observation #1

Teacher:	Evaluator:	Time/Location:
Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured	Discipline: Domain focus:	
Pre-Observation <i>Completed by the Educator</i>		
Lesson Plan/ Meeting Plan	<i>Link lesson plan and materials here</i>	
Notes from Pre-Observation Conference <i>(optional)</i>		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i>		
What went well in this lesson, and what evidence do you have? What parts will you keep for the future?		
What didn't work well? How do you know? How will you modify it for the future? Include any resources you may need to enhance your instruction.		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		

Single-Point Competencies <i>Completed by the Evaluator</i>	
Areas of Strengths	Areas of Growth
Suggestions for Next Steps	

Teacher Initials for Acknowledgement

Evaluator Initials and Date

Formal Observation #2

Teacher:	Evaluator:	Time/Location:
Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured	Discipline: Domain focus:	
Pre-Observation <i>Completed by the Educator</i>		
Lesson Plan/ Meeting Plan	<i>Link lesson plan and materials here</i>	
Notes from Pre-Observation Conference <i>(optional)</i>		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i>		
What went well in this lesson, and what evidence do you have? What parts will you keep for the future?		
What didn't work well? How do you know? How will you modify it for the future? Include any resources you may need to enhance your instruction.		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		

Single-Point Competencies <i>Completed by the Evaluator</i>	
Areas of Strengths	Areas of Growth
Suggestions for Next Steps	

 Teacher Initials for Acknowledgement

 Evaluator Initials and Date

Formal Observation #3

Teacher:	Evaluator:	Time/Location:
Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured	Discipline: Domain focus:	
Pre-Observation <i>Completed by the Educator</i>		
Lesson Plan/ Meeting Plan	<i>Link lesson plan and materials here</i>	
Notes from Pre-Observation Conference <i>(optional)</i>		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i>		
What went well in this lesson, and what evidence do you have? What parts will you keep for the future?		
What didn't work well? How do you know? How will you modify it for the future? Include any resources you may need to enhance your instruction.		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		

Single-Point Competencies <i>Completed by the Evaluator</i>	
Areas of Strengths	Areas of Growth
Suggestions for Next Steps	

 Teacher Initials for Acknowledgement

 Evaluator Initials and Date

Instructional Specialists Single-Point Competency Framework for Teaching

Modified from Charlotte Danielson's Framework

Domain 1 is discussed in pre-conference meeting with lesson plan materials and may not be observed in classroom observation. Domains 2 and 3 are observed through observations. Domain 4 feedback may help in setting your professional goals.

Domain 1 Planning & Preparation	Indicators	Evidence or Questions
1a: Demonstrating knowledge of current trends in specialty area and professional development	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	
1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	
1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	
1e: Planning the instructional support program, integrated with the overall school program	Instructional specialist's plan is well-designed to support teachers in the improvement of their instructional skills.	
1f: Developing a plan to evaluate the instructional support program	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met	
Domain 2 Classroom Environment	Indicators	Evidence or Questions

2a: Creating an environment of trust and respect	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	
2b: Establishing a culture for ongoing instructional improvement	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills	
2c: Establishing clear procedures for teachers to gain access to instructional support	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	
2c: Establishing and maintaining clear procedures for referrals	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	
2d: Establishing and maintaining norms of behavior for professional interactions	Instructional specialist has established clear norms of mutual respect for professional interaction.	
2e: Organizing physical space for workshops or training	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities	
Domain 3 Instruction	Indicators	Evidence or Questions
3a: Collaborating with teachers in the design of instructional units and lessons	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	
3b: Engaging teachers in learning new instructional skills	All teachers are engaged in acquiring new instructional skills.	

3c: Sharing expertise with staff	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	
3d: Locating resources for teachers to support instructional improvement	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	
3e: Demonstrating flexibility and responsiveness	Instructional specialist makes revisions to the support program when it is needed.	
Domain 4 Professionalism	Indicators	Evidence or Questions
4a: Reflecting on practice	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	
4b: Preparing and submitting budgets and reports	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time	
4c: Coordinating work with other instructional specialists	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	
4d: Participating in a professional community	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	
4e: Engaging in professional development	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	

4f: Showing professionalism, including integrity and confidentiality	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	
---	--	--

Plainfield Educator Therapeutic Specialists Observation Form

Informal Observation #1

Completed by Evaluator

Teacher:	Evaluator:	Time/Location:	Discipline:
Informal Observation Review of Practice	Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured		Formal Requested by: _____
Observation Notes and Feedback <i>Completed by the Evaluator</i>			

Teacher Initials for Acknowledgement

Evaluator Initials and Date

Informal Observation #2

Completed by Evaluator

Teacher:	Evaluator:	Time/Location:	Discipline:
Informal Observation Review of Practice	Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured		Formal Requested by: _____
Observation Notes and Feedback <i>Completed by the Evaluator</i>			

Teacher Initials for Acknowledgement

Evaluator Initials and Date

Formal Observation #1

Teacher:	Evaluator:	Time/Location:
Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured	Discipline: Domain focus:	
Pre-Observation <i>Completed by the Educator</i>		
Lesson Plan/ Meeting Plan	<i>Link lesson plan and materials here</i>	
Notes from Pre-Observation Conference <i>(optional)</i>		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i>		
What went well in this lesson, and what evidence do you have? What parts will you keep for the future?		
What didn't work well? How do you know? How will you modify it for the future? Include any resources you may need to enhance your instruction.		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		

Single-Point Competencies <i>Completed by the Evaluator</i>	
Areas of Strengths	Areas of Growth
Suggestions for Next Steps	

Teacher Initials for Acknowledgement

Evaluator Initials and Date

Formal Observation #2

Teacher:	Evaluator:	Time/Location:
Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured	Discipline: Domain focus:	
Pre-Observation <i>Completed by the Educator</i>		
Lesson Plan/ Meeting Plan	<i>Link lesson plan and materials here</i>	
Notes from Pre-Observation Conference <i>(optional)</i>		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i>		
What went well in this lesson, and what evidence do you have? What parts will you keep for the future?		
What didn't work well? How do you know? How will you modify it for the future? Include any resources you may need to enhance your instruction.		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		

Single-Point Competencies <i>Completed by the Evaluator</i>	
Areas of Strengths	Areas of Growth
Suggestions for Next Steps	

Teacher Initials for Acknowledgement

Evaluator Initials and Date

Formal Observation #3

Teacher:	Evaluator:	Time/Location:
Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured	Discipline: Domain focus:	
Pre-Observation <i>Completed by the Educator</i>		
Lesson Plan/ Meeting Plan	<i>Link lesson plan and materials here</i>	
Notes from Pre-Observation Conference <i>(optional)</i>		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i>		
What went well in this lesson, and what evidence do you have? What parts will you keep for the future?		
What didn't work well? How do you know? How will you modify it for the future? Include any resources you may need to enhance your instruction.		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		

Single-Point Competencies <i>Completed by the Evaluator</i>	
Areas of Strengths	Areas of Growth
Suggestions for Next Steps	

Teacher Initials for Acknowledgement

Evaluator Initials and Date

Therapeutic Specialists Single-Point Competency Framework for Teaching

Modified from Charlotte Danielson's Framework

Domain 1 is discussed in pre-conference meeting with lesson plan materials and may not be observed in classroom observation. Domains 2 and 3 are observed through observations. Domain 4 feedback may help in setting your professional goals.

Domain 1 Planning & Preparation	Indicators	Evidence or Questions
1a: Demonstrating knowledge and skill in the specialist therapy area	Specialist demonstrates thorough knowledge and skill in the therapy area	
1b: Establishing goals for the therapy program appropriate to the setting and the students served	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines	Specialist demonstrates thorough knowledge of special education laws and procedures	
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Specialist has developed a plan that includes the important aspects of work in the setting.	
1f: Developing a plan to evaluate the therapy program	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	
Domain 2 Classroom Environment	Indicators	Evidence or Questions
2a: Establishing rapport with students	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	

2b: Organizing time effectively	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	
2c: Establishing and maintaining clear procedures for referrals	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	
2c: Establishing and maintaining clear procedures for referrals	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	
2d: Establishing standards of conduct in the treatment center	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	
2e: Organizing physical space for testing of students and providing therapy	The testing and treatment center is well organized; materials are available when needed.	
Domain 3 Instruction	Indicators	Evidence or Questions
3a: Responding to referrals and evaluating student needs	Specialist responds to referrals and makes thorough assessments of student needs.	
3b: Developing and implementing treatment plans to maximize students' success	Specialist's plans for students are suitable for them and are aligned with identified needs.	
3c: Communicating with families	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	
3d: Collecting information; writing reports	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	

3e: Demonstrating flexibility and responsiveness	Specialist makes revisions in the treatment program when they are needed.	
Domain 4 Professionalism	Indicators	Evidence or Questions
4a: Reflecting on practice	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	
4b: Collaborating with teachers and administrators	Specialist is available to staff for questions and planning and provides background material when requested	
4c: Maintaining an effective data-management system	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	
4d: Participating in a professional community	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	
4e: Engaging in professional development	Specialist's participation in professional development activities is limited to those that are convenient or are required.	
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality and/or professional boundaries.	

Plainfield Educator
School Counselor/Social Worker Observation Form

Informal Observation #1

Completed by Evaluator

Teacher:	Evaluator:	Time/Location:	Discipline:
Informal Observation Review of Practice	Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured	Formal Requested by: _____	
Observation Notes and Feedback <i>Completed by the Evaluator</i>			

Teacher Initials for Acknowledgement

Evaluator Initials and Date

Informal Observation #2

Completed by Evaluator

Teacher:	Evaluator:	Time/Location:	Discipline:
Informal Observation Review of Practice	Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured	Formal Requested by: _____	
Observation Notes and Feedback <i>Completed by the Evaluator</i>			

Teacher Initials for Acknowledgement

Evaluator Initials and Date

Formal Observation #1

Teacher:	Evaluator:	Time/Location:
Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured	Discipline: Domain focus:	
Pre-Observation <i>Completed by the Educator</i>		
Lesson Plan/ Meeting Plan	<i>Link lesson plan and materials here</i>	
Notes from Pre-Observation Conference (optional)		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i>		
What went well in this lesson, and what evidence do you have? What parts will you keep for the future?		
What didn't work well? How do you know? How will you modify it for the future? Include any resources you may need to enhance your instruction?		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		

Single-Point Competencies <i>Completed by the Evaluator</i>	
Areas of Strengths	Areas of Growth
Suggestions for Next Steps	

Teacher Initials for Acknowledgement

Evaluator Initials and Date

Formal Observation #2

Teacher:	Evaluator:	Time/Location:
Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured	Discipline: Domain focus:	
Pre-Observation <i>Completed by the Educator</i>		
Lesson Plan/ Meeting Plan	<i>Link lesson plan and materials here</i>	
Notes from Pre-Observation Conference (optional)		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i>		
What went well in this lesson, and what evidence do you have? What parts will you keep for the future?		
What didn't work well? How do you know? How will you modify it for the future? Include any resources you may need to enhance your instruction?		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		

Single-Point Competencies <i>Completed by the Evaluator</i>	
Areas of Strengths	Areas of Growth
Suggestions for Next Steps	

 Teacher Initials for Acknowledgement

 Evaluator Initials and Date

Formal Observation #3

Teacher:	Evaluator:	Time/Location:
Non-tenured Year 1/2 Non-tenured Year 3/4 Tenured	Discipline: Domain focus:	
Pre-Observation <i>Completed by the Educator</i>		
Lesson Plan/ Meeting Plan	<i>Link lesson plan and materials here</i>	
Notes from Pre-Observation Conference <i>(optional)</i>		
Observation Evidence <i>Completed by the Evaluator</i>		
Post-Observation Reflection <i>Completed by the Educator</i>		
What went well in this lesson, and what evidence do you have? What parts will you keep for the future?		
What didn't work well? How do you know? How will you modify it for the future? Include any resources you may need to enhance your instruction?		
Post-Observation Conference Feedback <i>Completed by the Evaluator</i>		

Single-Point Competencies <i>Completed by the Evaluator</i>	
Areas of Strengths	Areas of Growth
Suggestions for Next Steps	

Teacher Initials for Acknowledgement

Evaluator Initials and Date

School Counselor/Social Worker Single-Point Competency Framework for Teaching

Modified from Charlotte Danielson's Framework

Domain 1 is discussed in pre-conference meeting with lesson plan materials and may not be observed in classroom observation. Domains 2 and 3 are observed through observations. Domain 4 feedback may help in setting your professional goals.

Domain 1 Planning & Preparation	Indicators	Evidence or Questions
1a: Demonstrating knowledge of counseling theory and techniques	Counselor/Social Worker demonstrates understanding of counseling theory and techniques.	
1b: Demonstrating knowledge of child and adolescent development	Counselor/Social Worker displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns	
1c: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor/Social Worker's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor/Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	
1e: Planning the counseling program, integrated with the regular school program	Counselor/Social Worker has developed a plan that includes the important aspects of counseling in the setting.	
1f: Developing a plan to	Counselor/Social Worker's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	

evaluate the counseling program		
Domain 2 Classroom Environment	Indicators	Evidence or Questions
2a: Creating an environment of respect and rapport	Counselor/Social Worker's interactions with students are positive and respectful, and the Counselor/Social Worker actively promotes positive student-student interactions	
2b: Establishing a culture for productive communication	Counselor/Social Worker promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	
2c: Managing routines and procedures	Counselor/Social Worker's routines for the counseling center or classroom work effectively.	
2c: Establishing and maintaining clear procedures for referrals	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counselor/Social Worker has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	
2e: Organizing physical space	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	
Domain 3 Instruction	Indicators	Evidence or Questions

3a: Assessing student needs	Counselor/Social Worker assesses student needs and knows the range of student needs in the school.	
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Counselor/Social Worker utilizes data to help students and teachers formulate academic, personal/social, and career plans for groups of students.	
3c: Using counseling techniques in individual and classroom programs	Counselor/Social Worker uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	
3d: Coordinating resources to meet needs	Counselor/Social Worker coordinates with other programs within the school or district to meet student needs.	
3e: Demonstrating flexibility and responsiveness	Counselor/Social Worker makes revisions in the counseling program when they are needed.	
Domain 4 Professionalism	Indicators	Evidence or Questions
4a: Reflecting on practice	Counselor/Social Worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor/Social Worker makes some specific suggestions as to how the counseling program might be improved.	

4b: Maintaining records and submitting them in a timely fashion	Counselor/Social Worker's reports, records, and documentation are accurate and are submitted in a timely manner.	
4c: Communicating with families	Counselor/Social Worker provides thorough and accurate information to families about the counseling program as a whole and about individual students.	
4d: Participating in a professional community	Counselor/Social Worker participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	
4e: Engaging in professional development	Counselor/Social Worker seeks out opportunities for professional development based on an individual assessment of need.	
4f: Showing professionalism	Counselor/Social Worker displays and maintains high standards of honesty, integrity, confidentiality, and professional boundaries in interactions with colleagues, students, and the public; Counselor/Social Worker advocates for students when needed.	

Leader Growth and Support Plan

2024-2025



PLAINFIELD PUBLIC SCHOOLS

Contents

The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement	1
Growth Criteria	4
Tiered Support and Corrective Support Planning	4
Corrective Support Plan	5
Dispute Resolution	5
The Role of the Professional Development and Evaluation Committee (PDEC)	7
Local and State Reporting	7
Appendices — Leader: Information and Resources to Support Effective Implementation	8
Appendix A: Sample Reflection Questions – Leader	8
Appendix C: Growth Criteria and Sources of Evidence – Leader	10
Appendix D: General Glossary – Leader	11
Appendix E: Glossary of Professional Learning Opportunities – Leader	13
Appendix F: Continuous Learning Process – Leader	14
Appendix G: Observation/Site Visit Forms – Leader	15
Appendix H: Sample Corrective Support Plan – Leader	16

Administrator Continuous Learning Process

Goal Setting Completed by November 1		Mid-year Check-in Completed by March 1	End-of-Year Reflection Completed by June 30
Beginning of the Year Goal(s) and Planning <ul style="list-style-type: none"> Self reflect Review evidence Goal(s), Rationale, Alignment, and Professional Learning Plan <ul style="list-style-type: none"> Draft goal(s), rationale, alignment, professional learning plan Goal Setting Conference <ul style="list-style-type: none"> Mutually agree on 1-, 2-, or 3-year goal(s) Determine individual or group goal(s) 		Mid-Year Check-in: Reflection, Adjustments, and Next Steps <ul style="list-style-type: none"> Review and discuss currently collected evidence towards goal(s) and of practice Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement Mid-Year Conference <ul style="list-style-type: none"> Discuss evidence, reflection, and feedback from the evaluator Adjust and revise as needed 	End-of-Year Reflection and Feedback Process <ul style="list-style-type: none"> Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth, and achievement End-of-Year Conference/ Summative Feedback and Growth Criteria <ul style="list-style-type: none"> Evaluator provides written summative feedback and guides next steps Annual Summary sign-off
Professional Practice <ul style="list-style-type: none"> Mutually agree on professional learning needs and support 	Observation Cycle		Professional Practice Feedback
New to Leadership Yrs 1-3 New to LEA (1 year) New to Position (1 year)	<ul style="list-style-type: none"> Three observations of practice/site visits of at least 20 minutes each. Both parties can request mutually agreed upon additional observations 		Feedback is provided within five school days.
Leaders who have completed above in current district	<ul style="list-style-type: none"> Two observations of practice/site visits Both parties can request mutually agreed upon additional observations 		Feedback is provided within five school days.

Goal(s) Setting (Completed by November 1)

All School Leaders or District Leaders who are evaluated under this plan will be assigned a primary evaluator that holds either a 092 or 093 certification.

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals. This is a process of feedback, reflection, goal setting, and opportunities for professional learning. Within this process, the leader collaborates in a learning partnership with their evaluator. The leader will:

- Self reflect to identify a high leverage goal that impacts leadership practice and educator and organizational growth.
- Determine individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

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

The evaluator and leader meet to discuss the teacher's proposed objectives in order to arrive at mutual agreement. This conference may be conducted individually or in teams/departments. The leader collects evidence about his/her practice and the evaluator collects evidence about the leader's practice to support the review. The evaluator may request revisions to the proposed focus area(s), goals and objectives if they do not meet approval criteria.

*(*Important Note: The CT Guidelines for Educator Evaluation require that each teacher and his or her evaluator mutually agree on the goals and indicators of academic growth and development. Therefore, approval serves as a confirmation that mutual agreement has been reached.)*

Midyear Check-in (Completed by March 1):

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

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

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

End-of-Year Summative Review — The evaluator and administrator reviews all documented information collected through the LEGO Leader Plan and submits a reflection of outcomes and comments on areas of strength/growth related to the impact on practice, students, and community. The administrative leader documents this information in the Educator Self-Reflection area of the LEGO Leader Goal Setting & Reflection Form. The evaluator and the leader meet to discuss all evidence, the leader's reflection and feedback, and progress toward the goal. Following the conference, the evaluator indicates whether the LEGO Success Criteria have been met. This determination must occur before June 30.

Professional Practice and Leader Growth

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

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward

goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days.

Quality feedback:

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

The evaluator and leader meet to discuss the teacher's proposed objectives in order to arrive at mutual agreement. This conference may be conducted individually or in teams/departments. The leader collects evidence about his/her practice and the evaluator collects evidence about the leader's practice to support the review. The evaluator may request revisions to the proposed focus area(s), goals and objectives if they do not meet approval criteria.

Growth Criteria

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:

- Reflection supported with evidence of the impact of the leader's new learning on their practice/goal • The impact the leader's new learning and practice had on the leader's practice, organizational growth, educator growth, and student outcomes.
- Next steps [See appendix C for further detail.](#)

Tiered Support and Corrective Support Planning

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

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

Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles,

videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

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

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented ([see appendix H](#)).

Corrective Support Plan

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

The Corrective Support Plan must contain:

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

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative. [See appendix H](#) for a Corrective Support Plan form and example.

Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable

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

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

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

LEGO claims concerning the district's failure to follow the established procedures of the teacher and leader LEGO plans and its support of coaching shall be subject to the grievance procedures set forth in the collective bargaining agreements contract for PEA and PASA.

Process

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

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

a. Option 1:

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

b. Option 2:

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

Time Limits

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

meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the leader shall be considered to have waived the right of appeal.

4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

Administrator Site Visit Rubric

Formal Site Visits are scheduled at a mutually agreed upon time and last at least one hour. A site visit should be minimally disruptive to normal day-to-day school operations and involve observations of the administrator engaged in typical responsibilities, a walk through of the building, review of artifacts, conversations with students, teachers, school personnel, and parents if accessible. Not all indicators may be observable during a single site visit.

Adapted from the <i>National Professional Standards for Educational Leaders</i> (2015)		
Areas of Strength	Effective Practice	Possible Next Steps
	<p>An effective administrator:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accepts responsibility for each child's academic success and wellbeing (1c) <input type="checkbox"/> Models and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.(2b) <input type="checkbox"/> Leads with interpersonal and communication skill, social-emotional insight, and understanding of students' and staff members' backgrounds and cultures. (2e) <input type="checkbox"/> Addresses student misconduct in a positive, fair, unbiased, and consistent manner.(3d) <input type="checkbox"/> Promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy,and the needs of the student. (4c) <input type="checkbox"/> Maintains a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student (5a). <input type="checkbox"/> Infuses the school's learning environment with the cultures and languages of the school's community.(5b) <input type="checkbox"/> Cultivates and reinforces student engagement and positive student conduct. (5e) <input type="checkbox"/> Creates and sustains a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. (5f) <input type="checkbox"/> Develops workplace conditions for teachers and staff that promote effective professional development, practice, and student learning. (7a) <input type="checkbox"/> Sustains a professional culture of engagement and commitment to shared <input type="checkbox"/> vision, goals, and objectives pertaining to the education of the whole child. (7c) <input type="checkbox"/> Develops and supports open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice (7e). <input type="checkbox"/> Is approachable, accessible, and welcoming to families and members of the community. (8a) <input type="checkbox"/> Protects teachers' and other staff members' work and student learning from disruption (9e) <input type="checkbox"/> Maintains data and communication systems to deliver 	

	<p>actionable information for classroom and school improvement. (9g)</p> <p><input type="checkbox"/> Promotes leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement. (10j)</p> <p><input type="checkbox"/> Manages uncertainty, risk, and politics with courage and perseverance while providing support, encouragement, and open communication (10i)</p> <p><input type="checkbox"/> Other observed indicators</p>	
--	--	--

NOTE: Single point competency rubrics are not “pass/fail.” They should be used to guide the conversation between the administrator and their evaluator and to maintain a common, standards-based vision of what effective practice looks like. Rubrics should be used to identify areas of strength as well as help identify growth opportunities and supports that could help support the administrator’s ongoing growth. Not all indicators must be observed over the course of a single site visit. Rubrics should be modified and mutually agreed upon by the PDEC.

National Professional Standards for Educational Leaders ***Review of Practice for Evaluators of Teachers Rubric***

Standard 6: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and wellbeing.		
<i>Areas of Strength</i>	<i>Effective Practice</i> <i>Adapted from the Professional Standards for Educational Leaders by the National Policy Board of Educational Administration, 2015.</i>	<i>Possible Next Steps</i>
	<p><input type="checkbox"/> Supports, develops, and retains effective and caring teachers.</p> <p><input type="checkbox"/> Develops teachers’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth guided by the understanding of professional and adult learning and development.</p> <p><input type="checkbox"/> Fosters continuous improvement of individual and collective instructional capacity needed to foster students’ academic and social-emotional growth.</p> <p><input type="checkbox"/> Delivers high quality, actionable, specific, timely feedback about instruction aligned to the district’s standard-based observation rubrics.</p> <p><input type="checkbox"/> Empowers and motivates teachers to the highest levels of professional practice and inspires their continuous growth and development.</p> <p><input type="checkbox"/> Promotes the personal and professional health, well-being, and work-life balance of faculty and staff.</p> <p><input type="checkbox"/> Tends to their own learning and effectiveness through reflection, study, continuous improvement, and a healthy work-life balance.</p>	

Note: Administrators who are responsible for the evaluation of teachers must have at least one review of practice that is aligned with standard 6 of the Professional Standards for Educational LeadersNOTE: Single point competency rubrics are not “pass/fail.” They should be used to guide the conversation between service provider and evaluator and maintain a common, standards-based vision of what effective practice looks like. Rubrics should be used to identify areas of strength as well as help identify growth opportunities and supports that could help support the educator’s ongoing growth. Rubrics should be modified and mutually agreed upon by the PDEC to meet the needs of each district.

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

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan.

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 (PDEC) 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.

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

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

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC.

Local and State Reporting

The superintendent shall report:

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

Appendices — Leader:

Information and Resources to Support Effective Implementation

Appendix A: Sample Reflection Questions – Leader

Self-Reflection Sample Questions

- 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?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current organization's strengths and needs, and/or knowledge of district/school/ program goals, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year? • How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals? • What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently? • How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal?
Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback? • From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?

- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them? • How might you communicate/share your professional learning to your colleagues or families? • What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

Appendix C: Growth Criteria and Sources of Evidence - Leader

Growth Criteria: 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.

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.

Impact on Community

- The leader can demonstrate how they worked effectively with colleagues/families/community.

• Possible Sources of Evidence: 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

Appendix D:

Glossary of Terms

Corrective Support Plan: A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen according to C.G.S. §10-153b. Corrective Support Plans shall include clear objectives specific to the well-documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; and supportive actions from the evaluator.

check-ins: Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence of learning, and next steps in one's learning.

community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school.

A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

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

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

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

Quality Feedback:

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

formal observations: A formal observation is a structured and planned process of watching, assessing, and evaluating an

educator's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

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

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

high leverage goal: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus (i.e., a portrait of a graduate). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).

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

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

multiple measures: Can include, but is not limited to, student learning, educator learning, cultural changes, growth, and achievement as mutually agreed upon during the goal-setting process and may include additional evidence relative to one or more competencies.

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

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

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

professional learning: Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also [Appendix E, Glossary of Professional Learning Opportunities](#).

Review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, data team meetings, observations of coaching/ mentoring sessions, review of educator work and student work, or review of other educators' artifacts.

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

single point competency: A description of a standard of behavior or performance that represents the enduring understanding of content and skill from a specific domain that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance.

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

tiered support: an organized system of resources designed to encourage growth

Appendix E: Glossary of Professional Learning Opportunities – Leader

High quality professional learning enhances both leader practice and outcomes for each and every educator and student. High quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes.

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

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

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

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

job-embedded: Any activity that is tied in with authentic classroom practice.

May include, but is not limited to:

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

lesson study: Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards.

mentoring: A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

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

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

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

knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.

protocols: A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.

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

student shadow: Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.

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

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

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

Appendix F: Continuous Learning Process – Leader

Evaluation Orientation

Orientation to Leader Evaluation was Completed on:

August 5, 2024

and will be completed by August 15th of every year

Non-negotiable Process Element of the CT Guidelines (2023)

Appendix H: Sample Corrective Support Plan – Leader

(Sample)

Leader A has consistently struggled with communicating appropriately with a variety of constituents. Tiered supports have been provided by the evaluator throughout the year. Leader A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:

To improve engagement with families in communities (PSEL – Standard 8) and to improve operations in management (PSEL – Standard 9)

Resources:

- All communications previewed by the evaluator for content and timeliness.
- Collaboration with other district leaders for exemplars of communication.

Timeframes:

- Leader A will remain on this Corrective Support Plan for six weeks.
- Improvements in communication within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan).
- All resources made available.
- Modeling of effective communication practices with role play opportunities.
- Timely feedback in person and in writing (weekly/bi-weekly meetings).
- Management of access to learning opportunities in and out of building, as appropriate.

Corrective Support Plan Template

(Leader being evaluated) has consistently struggled with _____.
_____. Tiered supports have been provided by the evaluator throughout the year.
(Leader being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective:

To improve _____
_____ (Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Leader being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan – typically six weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
 - Management of access to learning opportunities in and out of building, as appropriate.