Plainville Community Schools Leader and Educator Evaluation and Support Plans 2024

PLAINVILLE
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Contents

Plainville Leader Evaluation and Support Plan

DATE	Plainville Community Schools
BOE Approved on June 10, 2024	

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Vision

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

Purpose

The Plainville Evaluation and Support Plan is designed to support a comprehensive educator and leader evaluation system adopted by the Plainville Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. Connecticut General Statutes 10-151b requires that "the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher."

The Plainville Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all educators and leaders. The Professional Development and Evaluation Committee (PDEC) adapted the state model plan to align with the CT Guidelines for Educator and Leader Evaluation and Support 2023. It is the intent that this model can serve as a foundation of evaluation and support practice aligned to the 2023 guidelines beginning in the initial year of implementation (2024-25) allowing for the PDEC to develop an action plan from self-assessment toward best practices and innovation that will evolve over time. This plan will:

- introduce key components of the leader evaluation framework and the requirements set forth in the regulations;
- outline specific action steps, forms, and tools from the Model Evaluation and Support Plan specific to the evaluation of leaders; and
- highlight considerations, conditions, and systems necessary for effective implementation at the school/district level.

Guiding Principles

The transformational design of the leader evaluation and support model is grounded in six guiding principles that use high quality professional learning to advance leader practice, educator practice, and student learning, growth, and achievement.

- **Allow for differentiation of roles** *(for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assi*stant principal; or for educators: teachers, counselors, instructional coaches, student support staff).

- **Simplify and reduce the burden** *(eliminate technical challenges, paperwork, steps).*

- **Focus on things that matter** *(identify high leverage goal focus areas).*

- **Connect to best practices aimed at the development of the whole child** *(including, but not limited to, academic, social, emotional, and physical development).*

- **Focus on leader growth and agency** *(meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).*

- **Meaningful connections to professional learning** (p*rovide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).*

- **Specific, timely, accurate, actionable, and reciprocal feedback.**

Guidelines for Leader Evaluation and Support Components: Reimagining Leader Evaluation and Support

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

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

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

Standards and Criteria for Leaders

One of the primary goals of the leader evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. The PDEC will review the standards and accompanying rubric for the standards to ensure effectiveness. While a rubric serves as support for self-evaluation, dialogue, and feedback, a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

Leader

1. **Professional Standards for School Leaders (PSEL)**
2. **Learning Forward's Professional Learning Standards (2022)**
3. **CT Leader Evaluation and Support Rubric (2017)**

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model and the Plainville Evaluation and Support Plan. Learning Forward Professional Learning Standards 2022, serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.

The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus.

Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports — the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/ district. In all their work, educational leaders are driven by the district/school's mission, vision, and portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

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

Below is a graphic summarizing each step of the process to assist leaders and evaluators. All leaders are assigned a primary evaluator (092 or 093).

Goal Setting: Completed by Oct. 1	Mid-Year Check-in: Completed by Feb 1	End-of-Year Reflection: Completed by June 1
Beginning of Year Goal(s) and Planning ● **Self-Reflect** ● **Review Evidence**	**Mid-Year Check-in: Reflection, Adjustments and Next Steps** ● **Review and discuss currently collected evidence towards goal(s) and practice** ● **Review professional learning, evidence, and impact on organizational health, educator and student learning, growth and achievement**	**End-of-Year Reflection and Feedback Process** ● **Self-reflection: Review and discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement**
Goal(s), Rationale, Alignment and Professional Learning Plan ● **Draft goals, rationale, alignment, professional learning plan**	**Mid-Year Conference** ● **Discuss evidence, reflection and feedback from evaluator** ● **Adjust and revise as needed**	**End-of-Year Conference, Summative Feedback and Growth Criteria** ● **Evaluator provides written summative feedback and guides next steps** ● **Annual summary sign-off**
Goal Setting Conference ● **Mutually agree on 1, 2, or 3 year goal(s)** ● **Determine individual or group goal(s)** ● **Mutually agree on professional learning needs and support**		

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

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

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

Goal(s) Setting *(Completed by October 1)*

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals (see appendix B). Goals should always be connected to standards recommended by the PDEC and approved by the local board of education.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

- ***Self-assess using the identified rubric.***
- ***Identify a high leverage goal that impacts leadership practice and educator and organizational growth.***
- ***Identify an 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.

Midyear Check-in *(Completed by February 1)*

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

End-of-Year Reflection, Summative Review *(Completed by June 1)*

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

end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s).

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

*** Distinction** - Two choices for this summative distinction of the leader's completion of the professional learning process: 1. Successful completion; 2. Unsuccessful completion

1. ***Successful completion*** - Leader followed all steps and timelines within the process, and provided the necessary data/evidence for their respective goal.

2. ***Unsuccessful completion*** - Leader missed timelines or steps within the professional learning process; not based on whether the initial goal was met or not, rather based on following the appropriate process, timelines and production of multiple sources of evidence for their goal(s).

All forms for documentation are hyperlinked within the continuous learning process, with further detail for each step.

Professional Practice and Leader Growth

The implementation of the continuous learning process is shared between the leader and evaluator. For the duration of the learning process, leaders pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue, 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 (see appendix C).

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 and feedback, written or verbal, that is provided within five school days.

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

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

<div align="center">Definition of Cohorts</div>

Cohort 1	Cohort 2
Who? ● New to leadership role (ex, principal from assistant principal, etc.; first three years) ● New to Plainville (first three years)	**Who?** ● Leaders who have successfully completed Cohort 1 in Plainville
What? ● Three (3) observations of professional practice and/or site visits ● Feedback written and verbal within five (5) school days ● Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	**What?** ● Two (2) observation of professional practice and/or site visit ● Feedback written within five (5) school days ● Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

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 D for further detail.

Leveled 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 levels of support, as appropriate, with an evaluation process. All three levels 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 levels 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.

Level 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Level 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.

Level 2

In addition to Level 1, Level 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.

Level 3

In addition to Level 1 and Level 2, Level 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Level 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. Level 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 E).

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 levels 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 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 E 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 professionals, 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) school days from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

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

1. Within five (5) 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.

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 five (5) school days of the meeting with his/her/their evaluator. The leader being evaluated will follow the below process:

a. **Process for Continuation of Dispute Resolution:**

The leader 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 leader being evaluated) as soon as possible, but no longer than five (5) 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 school days. Both parties may agree, however, to meet during school vacations at mutually agreed upon times.

3. The leader being evaluated must initiate the appeals procedure within five (5) school days of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five (5) school days, the leader shall be considered to have waived the right of appeal.

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

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

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

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

Other School Personnel	Educator	Leader
• Attendance counselor • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support staff	• Classroom teacher • CTE teacher • Library media specialist • Reading interventionist • Instructional coach • Special education teacher • Social worker • School psychologist • Speech pathologist	• Principal • Assistant principal • TESOL supervisor • Special education supervisor • Assistant superintendent • Curriculum coordinator • Talent development supervisor

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

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

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the state model evaluation and support plan adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the guidelines adopted by the State Board of Education.

Local and State Reporting

The superintendent shall report:

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

For purposes of this section, the term "leader" shall include each professional employee of a board of education, below the rank of superintendent, who holds an 092 certificate or permit issued by the State Board of Education.

Technical Assistance and Professional Learning

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

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, 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 B: Definition of Cohorts – Leader

DEFINITION OF COHORTS	
Cohort 1: **Who:** ● New to leadership role (ex., principal from asst. principal etc.; first three years) ● New to Plainville (first three years) **What:** ● Three (3) observations of professional practice and/or site visits ● Feedback written and verbal within five (5) school days ● Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	**Cohort 2:** **Who:** ● Leaders who have successfully completed Cohort 1 in Plainville **What:** ● Two (2) observations of professional practice and/or site visits ● Feedback written within five (5) school days ● Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Appendix C: Continuous Learning Process – Leader

Evaluation Orientation
Orientation to Leader Evaluation was Completed on:
Date

Download these forms:

📄 Plainville Leader Evaluation Checklist

📄 Leader Observation Form (single point)

📄 Admin/Leader Goal Setting/Monitoring Process Meetings Form

The Connecticut Leader Evaluation and Support Rubric 2017

Leader Goal Setting Process

Name:	Location:	
Select One:	**Select One:**	**Select One:**

☐ Cohort 1
  New to leadership role (first three years) or New to Plainville (first three years)
☐ Cohort 2
  Leaders who have successfully completed Cohort 1 in Plainville
	☐ Individual goal
	☐ Collaborative goal
	
	Decided upon mutual agreement.
		☐ 1-year goal
		☐ 2-year goal
		☐ 3-year goal
		
		Decided upon mutual agreement.

Beginning-of-the-Year Goals and Planning
Self-Reflection ***Completed by Leader***

After self-reflecting on my practices using the CT Leader Evaluation and Support Rubric, my areas for professional growth are (connect the area/areas of growth to the appropriate standard):	

Goal, Rationale, Alignment and Professional Learning Plan	
Completed by Leader	
Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	
What evidence of leader learning, educator and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?	
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	

Goal Setting Conference
Completed by Evaluator (By October 1)
Date

Notes:	Supports Required/Suggested
	☐ Level 1
	☐ Level 2 (Link to Examples of Supports)
	☐ Level 3 (Link to Examples of Supports)

Planned Observation(s) of Professional Practice

Observation of Professional Practice #1 - **Cohort 1 and Cohort 2**

Observation of Professional Practice #2 - **Cohort 1 and Cohort 2**

Observation of Professional Practice #3 - **Cohort 1**

Additional Observation of Professional Practice

Midyear Check-in: Reflection, Adjustment(s), and Next Steps
Completed by Leader

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

Links to Evidence:

Midyear Conference

Completed by Evaluator (by February 1)

Date

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

End-of-Year Reflection and Feedback Process

Self-Reflection

Completed by Leader

Self-Reflection:

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

What impact did your new learning and practice have on educators, students and the school community, and how do you know?

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

Links to Evidence:

End-of-Year Conference
Completed by Evaluator (<u>by June 1</u>)

Date:

Summative Feedback and Growth Criteria
Completed by Evaluator

Summative Feedback: Comments should include feedback specific to: ● Development of new learning and impact on practice related to goal(s): ● Impact on student learning, growth and achievement:	
Successful Completion of the Evaluative Cycle	☐ Yes ☐ No
Supports Required/Suggested ***Are leveled supports required above and beyond level 1 (included in feedback above)?*** ☐ Not applicable ☐ Level 2 ☐ Level 3	If Level 2 and/or Level 3, please specify strategies:
For multi-year goals only: • What adjustments are needed to the goal(s)? • Why? • How might adjustments impact the timing of the goal(s)?	☐ Leader will continue multi-year goal. ☐ Leader will adjust multi-year goal. ☐ Leader completed multi-year goal. Notes:
Leader Signature	**Date:**
Evaluator Signature	**Date:**

Appendix D: Observation/Site Visit Forms – Leader

Leader: **Start Time:**
Date: **End Time:**
Evaluator:
Description of site visit:

Domain 1: Instructional Leadership

- *INDICATOR 1.1: Shared Vision, Mission and Goals*
  - The leader collaboratively develops, implements and sustains the vision, mission and goals to support high expectations for all students and staff through:
    - ☐ The articulation of high expectations, including college and career readiness for all students
    - ☐ The creation and implementation of cohesive SIP/DIP and goals that address student and staff learning needs
    - ☐ The alignment of district goals, teacher goals, school or district resources, and best practices of instruction and the organization
    - ☐ The engagement of a broad range of stakeholders to develop, implement and sustain the shared school or district vision, mission and goals
    - ☐ The identification and addressing of barriers to achieving the vision, mission and goals

- *INDICATOR 1.2: Curriculum, Instruction and Assessment*
  - The leader develops a shared understanding of standards-based best practices in curriculum, instruction and assessment through:
    - ☐ The collaboration with staff to develop a system to design, implement and evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings
    - ☐ The promotion and modeling of evidence-based instructional strategies and practices that address the diverse needs of students
    - ☐ The collaboration with staff to design, implement and evaluate formative and summative assessments that drive instructional decisions

- *INDICATOR 1.3: Continuous Improvement*
  - The leader uses assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps through:
    - ☐ The analysis of varied sources of data about current practices and outcomes to guide ongoing decision-making that addresses student and staff learning needs and progress
    - ☐ The development of collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students
    - ☐ The engagement of staff in problem solving school-wide or district-wide challenges related to student success and achievement

Feedback: Areas of Strength & Opportunities for Growth

Domain 2: Talent Management

- ***INDICATOR 2.1: Recruitment, Selection and Retention***
  - ○ The leader recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals through:
    - ☐ The development and implementation of a coherent recruitment, selection and retention strategy
    - ☐ The use of multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making decisions
    - ☐ The development and maintenance of positive and trusting relationships with school and district staff and external partners to recruit and retain highly qualified and diverse staff
    - ☐ The identification and response to the individual needs of early career teachers based on observations and interactions with these teachers

- ***INDICATOR 2.2: Professional Learning***
  - ○ The leader establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data and also through:
    - ☐ The establishment, implementation and monitoring of the impact of a high-quality professional learning system to improve practice
    - ☐ The modeling of reflective practice using multiple sources of evidence and feedback to determine professional development needs and exhibits a commitment to lifelong learning through individual and collaborative practices
    - ☐ Providing the conditions, including support, time or resources for professional learning, that lead to improved practice

- ***INDICATOR 2.3: Observation and Performance Evaluation***
  - ○ The leader ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning through:
    - ☐ The evaluation of staff using multiple sources of evidence such as observation, artifact review, collegial dialogue and student-learning data that is aligned to educator performance standards and results in improved teaching and learning
    - ☐ Providing clear, timely and actionable feedback based on evidence
    - ☐ Proactively leading difficult conversations about performance or growth to strengthen teaching and enhance student learning

Feedback: Areas of Strength & Opportunities for Growth

Domain 3: Organizational Systems

- *INDICATOR 3.1: Operational Management*
  - The leader strategically aligns organizational systems and resources to support student achievement and school improvement through:
    - ☐ Decisions about the establishment, implementation and monitoring of organizational systems that support an orderly operation of the school or district
    - ☐ The design and implementation of a comprehensive school site safety and security plan
    - ☐ The proactive identification and response to issues and concerns in order to maintain a positive learning environment
    - ☐ The development or implementation of data systems that assure the accurate and timely exchange of information
    - ☐ The development of staff capacity to document and access student learning progress over time

- *INDICATOR 3.2: Resource Management*
  - The leader establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning through:
    - ☐ The development, implementation and monitoring of a budget that is aligned to the school and district improvement plans and is transparent and fiscally responsible
    - ☐ Advocating to secure school and district resources to support achievement of the school or district's vision, mission and goals
    - ☐ The allocation of resources to ensure educational equity for all diverse student, family and staff needs

Feedback: Areas of Strength & Opportunities for Growth

Domain 4: Culture and Climate

- *INDICATOR 4.1: Family, Community and Stakeholder Engagement*
  - The leader uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders through:
    - ☐ The communication and advocacy for the vision, mission, SIP/DIP and goals so that all stakeholders understand and support equitable and effective learning opportunities for all students
    - ☐ The promotion of opportunities for families and members of the community to be actively engaged in decision-making that supports the improvement of school-wide or district-wide student achievement or student-specific learning
    - ☐ The development and maintenance of culturally responsive relationships with a wide range of families, community partners and other stakeholders
    - ☐ Capitalizing on the cultural competencies and diversity of the community as an asset to strengthen education

- *INDICATOR 4.2: School Culture and Climate*
  - The leader establishes a positive climate for student achievement, as well as high expectations for adult and student conduct through :
    - ☐ The establishment, implementation and monitoring of expectations for student conduct aligned to stated values for the school or district, and providing the appropriate training to students and staff to uphold these expectations
    - ☐ The communication and accountability for adults regarding behaviors in alignment with the Connecticut Code of Professional Responsibility for Teachers
    - ☐ The advocacy, creation and support of a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff

- *INDICATOR 4.3: Equitable and Ethical Practice*
  - The leader maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community through:
    - ☐ Exhibiting, modeling and promoting professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators
    - ☐ The use of professional influence and authority to foster and sustain educational equity, cultural competence and social justice for students, staff and stakeholders
    - ☐ The promotion of social justice by ensuring all students have access to educational opportunities
    - ☐ Holding self and others accountable for the ethical use of technology, including social media
    - ☐ The promotion of an understanding of the legal, social and ethical uses of technology among members of the school or district community

Feedback: Areas of Strength & Opportunities for Growth

Leader Reflection Regarding Evaluator Feedback:

Appendix E: Sample Corrective Support Plan – Leader

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).
- Supporting leader to determine appropriate resources.
- Modeling of effective communication practices with role play opportunities.
- Timely feedback in person and in writing (weekly/bi-weekly meetings).
- Determining appropriate learning opportunities in and out of the building.

Corrective Support Plan Template

(Leader being evaluated) has consistently struggled with _____
_____ . Leveled 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 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 Leader A and written feedback from
evaluator (dependent upon need for plan).
- Determination of appropriate resources.
- Timely feedback in person and in writing (weekly/bi-weekly meetings).
- Determining appropriate learning opportunities in and out of the building.

Appendix F: General Glossary – Leader

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.

By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.

From *Consensus decision making*. Seeds for Change. (n.d.).
https://www.seedsforchange.org.uk/consensus

continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:

- The Supporting Teacher Effectiveness Project (STEP)
- Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and Model System for Educator Evaluation
- Ohio Department of Education - Ohio Teacher Evaluation System (OTES 2.0) Framework • Tennessee Educator Acceleration Model
- Connecticut TEAM Model (CAPA)

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 leader on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed with input from the leader and their exclusive bargaining representative for certified administrators chosen pursuant 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, or 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
- 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

From Killion, J. (2019). *The feedback process: Transforming Feedback for Professional Learning.* Learning Forward.

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, department chair. This is not an exhaustive list, 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.

leveled support:

Level 1
It is the expectation that all educators consistently access opportunities for professional growth within their district. Level 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 your 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.

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

Level 3
Level 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Level 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

Appendix G: Glossary of Professional Learning Opportunities – Leader

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

action research: The focus on solving specific classroom or school problems through the act of professional research and direct application of that research in practice.

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.

Plainville Educator Evaluation and Support Plan

DATE	Plainville Community Schools
BOE Approved on June 10, 2024	

BOARD OF EDUCATION MEMBERS	PDEC MEMBERS
Becky Tyrrell, Chair	Brian Reas, Superintendent

Vision

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

Purpose

The Plainville Evaluation and Support Plan is designed to support a comprehensive educator evaluation system adopted by the Plainville Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. Connecticut General Statutes 10-151b requires that "the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher."

The Plainville Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all educators. The Professional Development and Evaluation Committee (PDEC) adapted the CT Model Plan to align with the CT Guidelines for Educator and Leader Evaluation and Support 2023. It is the intent that this model can serve as a foundation of evaluation and support practice aligned to the 2023 guidelines beginning in the initial year of implementation (2024-25) allowing for PDECs to develop an action plan from self-assessment toward best practices and innovation that will evolve over time. This plan will:

   • introduce key components of the educator evaluation framework and the requirements set forth

in the regulations;
- outline specific action steps, forms, and tools from the CT Model Evaluation and Support Plan specific to the evaluation of educators; and
- highlight considerations, conditions, and systems necessary for effective implementation at the school/district level.

Guiding Principles

The transformational design of the educator evaluation and support model is grounded in six guiding principles that use high quality professional learning to advance educator practice and student learning, growth, and achievement.

- **Embrace the differentiation of roles** *(for example for educators: teachers, counselors, instructional coaches, student support staff).*

- **Simplify and reduce the burden** *(eliminate technical challenges, paperwork, steps).*

- **Focus on things that matter** *(identify high leverage goal focus areas).*

- **Connect to best practices aimed at the development of the whole child** *(including, but not limited to, academic, social, emotional, and physical development).*

- **Focus on educator growth and agency** *(meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).*

- **Meaningful connections to professional learning** *(provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).*

- Specific, timely, accurate, actionable, and reciprocal feedback.

Guidelines for Educator Evaluation and Support Components: Reimagining Educator Evaluation and Support

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

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

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

Standards and Criteria for Educators

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional

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

Educator

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

Professional Learning Standards and Structures

Professional learning is essential to the Plainville model. Learning Forward Professional Learning Standards 2022, serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.
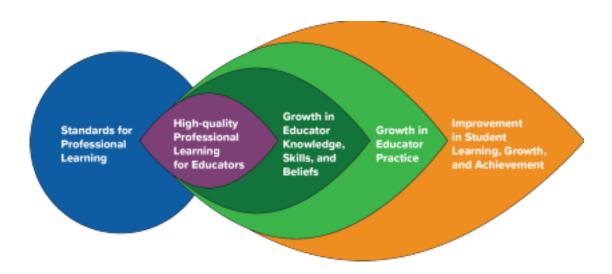

The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide educators with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the educator

collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

During each school year, a minimum of three check-ins provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations and reviews of practice as required by the district plan.

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

Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist educators and evaluators through the process. All educators are assigned a primary evaluator (092) who has completed comprehensive orientation on this model and relevant rubrics.

Goal Setting: Completed by Nov. 1	Mid-Year Check-in: Completed by March 1	End-of-Year Reflection: Completed by last day of school in June
Beginning of Year Goal(s) and Planning ● **Self-Reflect** ● **Review Evidence**	**Mid-Year Check-in: Reflection, Adjustments and Next Steps** ● **Review and discuss currently collected evidence towards goal(s) and practice** ● **Review professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement**	**End-of-Year Reflection and Feedback Process** ● **Self-reflection: Review and discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement**
Goal(s), Rationale, Alignment and Professional Learning Plan ● **Draft goals, rationale, alignment, professional learning plan**	**Mid-Year Conference** ● **Discuss evidence, reflection and feedback from evaluator** ● **Adjust and revise as needed**	**End-of-Year Conference, Summative Feedback and Growth Criteria** ● **Evaluator provides written summative feedback and guides next steps**

		● **Annual summary sign-off**
Goal Setting Conference ● **Mutually agree on 1, 2, or 3 year goal(s)** ● **Determine individual or group goal(s)** ● **Mutually agree on professional learning needs and support**		

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

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

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

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

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

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

Midyear Check-in *(Completed by March 1)*

The midyear check-in consists of reciprocal dialogue between the educator and evaluator and includes an educator self-reflection on their progress toward their goal(s) so far. The reflection shall include an analysis of the impact of their learning on their practice, student learning, growth and achievement and the school community.

- Educators self-reflect and review multiple and varied qualitative and quantitative indicators of

evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence should be aligned to the single point rubric.
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

End-of-Year Reflection/Summative Review (Completed by the last day of school in June)

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

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

*** Distinction** - Two choices for this summative distinction of educator's completion of the professional learning process: 1. Successful completion; 2. Unsuccessful completion

3. ***Successful completion*** - Educator followed all steps and timelines within the process, and provided the necessary data/evidence for their respective goal.

4. ***Unsuccessful completion*** - Educator missed timelines or steps within the professional learning process; not based on whether the initial goal was met or not, rather based on following the appropriate process, timelines and production of multiple sources of evidence for their goal(s).

Professional Practice and Educator Growth

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

Observation of Professional Practice and Feedback

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

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

Quality feedback:

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

Definition of Cohorts	
Cohort 1: **Who:** ● New to profession (first four years) ● New to Plainville (first two years) **What:** ● Three Observations of Professional Practice (minimum 30 minutes in length) with pre and post meetings; one observation aligned with Domain 4 of the CCT Rubric ● Verbal and written feedback within five school days ● Additional Observations of Professional Practice as mutually agreed upon or deemed necessary	**Cohort 2:** **Who:** ● Educators who have successfully completed Cohort 1 in Plainville **What:** ● One Observation of Professional Practice (minimum 20 minutes in length) ● Written feedback within five school days ● Additional Observations of Professional Practice as mutually agreed upon or deemed necessary

Growth Criteria

An educator is determined to have successfully completed the learning process by demonstrating:

- Reflection supported with evidence of the impact of the educators' new learning on their practice/goal.
- The impact the educators' new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- Next steps.

(See appendix D)

Leveled Support

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

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

Level 1

It is the expectation that all educators consistently access opportunities for professional growth within their district. Level 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.

Level 2

In addition to Level 1, Level 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.

Level 3

In addition to Level 1 and Level 2, Level 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Level 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. Level 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan

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

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

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

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

See appendix E 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 and their evaluators are encouraged to resolve disagreements informally.

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

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

Process

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

1. Within five (5) 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.
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 five (5) school days of the meeting with his/her/their evaluator. The educator being evaluated may choose between two options:

    a. **Option 1:**

    The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party*. The superintendent 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 selected by the Superintendent. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward. A final decision will be rendered no longer than five (5) school days from the subcommittee's selection.

    b. **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 (5) school days from receipt of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding. The final decision shall be made no longer than five (5) school days from the meeting with the two parties.

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 school vacations at mutually agreed upon times.
3. The educator being evaluated must initiate the appeals procedure within five (5) school days of

the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five (5) school days, 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 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 (see examples below).

• Attendance counselor • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support staff	• Classroom teacher • CTE teacher • Library media specialist • Reading interventionist • Instructional coach • Special education teacher • Social worker • School psychologist • Speech pathologist	• Principal • Assistant principal • TESOL supervisor • Special education supervisor • Assistant superintendent • Curriculum coordinator • Talent development supervisor

The duties of PDECs shall include, but are not limited to:
• participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
• the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
• the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the model educator and leader evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt

and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Local and State Reporting

The superintendent shall report:

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

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

Technical Assistance and Professional Learning

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

Appendices — Educator:

Information and Resources to Support Effective Implementation

Appendix A: 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, 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 B: Definition of Cohorts – Educator

DEFINITION OF COHORTS	
Cohort 1: **Who:** ● New to profession (first four years) ● New to Plainville (first two years) **What:** ● Three observations of Professional	**Cohort 2:** **Who:** ● Educators who have successfully completed Cohort 1 in Plainville **What:** ● One Observation of Professional Practice

Practice (minimum 30 minutes in length) with pre and post meetings; one observation aligned with Domain 4 of the CCT Rubric ● Verbal and written feedback within five school days ● Additional observations of professional practice as mutually agreed upon or deemed necessary	(minimum 20 minutes in length) ● Written feedback within five school days ● Additional observations of professional practice as mutually agreed upon or deemed necessary

Appendix C: Continuous Learning Process – Educator

📄 Goal Setting/Monitoring Process Meetings Form

(CCT) Rubric for Effective Teaching 2017

📄 Plainville Educator Evaluation Proces…

Observation Forms (Single-point rubrics):

📄 Professional Service Provider Observation…

The Connecticut Common Core of Teaching

📄 Teacher Observation Form (single point)

(CCT) Rubric for Effective Service Delivery

The Connecticut Common Core of Teaching

2017

Educator Goal Setting Process

Name:		Location:	
Select One:	**Select One:**	**Select One:**	**Select One:**
☐ Cohort 1 *New to Profession (first four years) or New to Plainville (first two years)* ☐ Cohort 2 *Educators who have successfully completed Cohort 1 in Plainville*	☐ Individual goal ☐ Collaborative goal ***Decided upon mutual agreement.***	☐ 1-year goal ☐ 2-year goal ☐ 3-year goal ***Decided upon mutual agreement.***	☐ CCT Teacher Rubric ☐ CCT Service Delivery Rubric

Beginning-of-the-Year Goals and Planning
Self-Reflection *Completed by Educator*

After self-reflecting on my practices using the appropriate CCT Rubric, my areas for professional growth are (connect the area/areas of growth to the appropriate CCT standard):	

Goal, Rationale, Alignment and Professional Learning Plan *Completed by Educator*

Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	
What evidence of leader learning, educator and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal?	
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	

Goal Setting Conference	
Completed by Evaluator (By November 1)	
Date	

Notes:	**Supports Required/Suggested**
	☐ Level 1
	☐ Level 2 (Link to Examples of Supports)
	☐ Level 3 (Link to Examples of Supports)

Planned Observation(s) of Professional Practice

Observation of Professional Practice #1 - **Cohort 1 and Cohort 2** Cohort #1 by December 1 Cohort #2 by May 1 Observation of Professional Practice #2 - **Cohort 1** By February 1 Observation of Professional Practice #3 - **Cohort 1** By March 1
Additional Observation of Professional Practice

Midyear Check-in: Reflection, Adjustment(s), and Next Steps
Completed by Educator

Self-Reflection: What has been your progress to date on your professional learning and how do you know?	
Links to Evidence:	

Midyear Conference
Completed by Evaluator (by March 1)
Date

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

End-of-Year Reflection and Feedback Process
Non-negotiable Process Element of the CT Guidelines (2023)

Self-Reflection
Completed by Educator

Self-Reflection:

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

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

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

Links to Evidence:

End-of-Year Conference
Completed by Evaluator (by the last day of school in June)

Date:

Summative Feedback and Growth Criteria
Completed by Evaluator

Summative Feedback:
Comments should include feedback specific to:
    ● Development of new learning and impact on practice related to goal(s):
    ● Impact on student learning, growth, and achievement:	

Successful Completion of the Evaluative Cycle	☐ Yes ☐ No
Supports Required/Suggested ***Are leveled supports required above and beyond level 1 (included in feedback above)?*** ☐ Not applicable ☐ Level 2 ☐ Level 3	If Level 2 and/or Level 3, please specify strategies:
For multi-year goals only: • What adjustments are needed to the goal(s)? • Why? • How might adjustments impact the timing of the goal(s)?	☐ Educator will continue multi-year goal. ☐ Educator will adjust multi-year goal. ☐ Educator completed multi-year goal. Notes:
Educator Signature	**Date:**
Evaluator Signature	**Date:**

Appendix D: Observation Forms – Teacher/Professional Service Provider

<center>Teacher Observation Form</center>

Teacher: **Start Time:**
Date: **End Time:**
Evaluator:

Cohort 1 Observation #:   1   2   3
Cohort 2 Observation #:   1

Brief Description of Educator Lesson/Activity To Be Observed:

Pre-Conference Questions and Notes (if required):

1. What is your learning target?

2. What curriculum standard does this learning target align with?

3. How does this learning target connect to what was learned previously and what the students will learn next?

4. Explain how you will teach this lesson.

5. How will you differentiate your instruction to ensure all students can meet the learning target?

6. How will you assess whether the students meet the learning target by the end of the lesson?

Domain 1: Classroom Environment, Student Engagement, & Commitment to Learning
   ● *INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.*
      ○ The teacher establishes a positive learning environment which:
         ☐ Includes consistently positive and respectful interactions between teacher and students
         ☐ Promotes positive social interactions among students
         ☐ Is consistently respectful of students' cultural, social and/or developmental differences
         ☐ Establishes and consistently reinforces appropriate expectations for learning

   ● *INDICATOR 1b: Promoting developmental appropriate standards of behavior that support a productive learning environment for all students.*
      ○ The teacher establishes a positive learning environment which:

☐ Establishes standards of behavior that result in little to no interference with student learning

☐ Consistently teaches, models, and/or positively reinforces social skills.

- ● *INDICATOR 1c: Maximizing instructional time by effectively managing routines and transitions.*
  - ○ The teacher establishes a positive learning environment which:
    - ☐ Establishes and manages routines and transitions
    - ☐ Instructional time is maximized

Evaluator Feedback: Areas of Strength & Opportunities for Growth

Domain 2: Planning and Active Learning

- ● *INDICATOR 2a: Developing plans aligned with standards that build a learners knowledge and skills and provides an appropriate level of challenge.*
  - ○ The teacher plans for active learning by:
    - ☐ Aligning instruction to relevant standards and guidelines
    - ☐ Designs plans using evidence based practices.
    - ☐ Using multiple sources of data to design differentiated instruction.
    - ☐ Develops targeted and specific objectives specific to learner needs.

- ● *INDICATOR 2b: Developing plans to actively engage learners in service delivery.*
  - ○ The teacher plans for active learning by:
    - ☐ Designing plans that include strategies, tasks, and questions that promote engagement.
    - ☐ Selects resources and flexible groupings to demonstrate new learning.

- ● *INDICATOR 2c: Selecting appropriate assessment strategies to identify and plan learning targets.*
  - ○ The teacher plans for active learning by:
    - ☐ Selecting assessments and interpreting results through a variety of lenses (cultural, linguistic, developmental, and/or experiential background)
    - ☐ Identifies objective and measurable criteria for assessing learning success.
    - ☐ Plans for ongoing assessment of learning to effectively monitor and adjust service delivery.

Evaluator Feedback: Areas of Strength & Opportunities for Growth

Domain 3: Instruction for Active Learning

- ● *INDICATOR 3a: Implementing Instructional Content for Learning*
  - ○ The teacher implements effective instruction for active learning which:
    - ☐ Clearly communicates learning expectations aligned with standards.

- [ ] Sets a specific purpose for instruction
- [ ] Presents content accurately
- [ ] Uses content specific language
- [ ] Presents learning in a logical and purposeful progression
- [ ] Provides students with the appropriate level of challenge
- [ ] Integrates cross content strategies and vocabulary.

- *INDICATOR 3b: Leading students/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence based learning strategies.*
  - The teacher implements effective instruction for active learning which:
    - [ ] Employs differentiated strategies, tasks, and questions that cognitively engage students through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry
    - [ ] Uses resources and flexible groupings that cognitively engage students
    - [ ] Provides multiple opportunities for students to develop independence as learners

- *INDICATOR 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.*
  - The teacher supports active learning by using effective feedback and assessment practices, including:
    - [ ] Communicating specific observable and measurable criteria for student success
    - [ ] Monitoring student learning with focus on eliciting evidence of learning at critical points in the lesson to assess individual and group progress toward achievement of the intended instructional outcome
    - [ ] Providing individualized, descriptive feedback that is accurate, actionable and helps students advance their learning
    - [ ] Adjusting instruction as necessary in response to individual and group performance

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Evaluator Feedback: Areas of Strength & Opportunities for Growth

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Domain 4: Professional Responsibilities and Teacher Leadership
- *INDICATOR 4a: Engaging in continuous professional learning to impact instruction and student learning.*
  - The teacher will:
    - [ ] Self evaluates and reflects on individual practice.
    - [ ] Self evaluates and reflects impact on student learning.
    - [ ] Identities areas for improvement
    - [ ] Takes action to improve professional practice
    - [ ] Responds to supervisor or peer feedback, making changes as necessary
    - [ ] Engages in relevant professional learning and applies it to practice

- *INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student learning.*
  - The teacher will:
    - [ ] Collaborate with colleagues to improve teaching and learning.
    - [ ] Consistently exhibit professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.

- *INDICATOR 4c:Working with colleagues, students, and families to develop and sustain a positive school climate that supports students learning.*
  - The teacher will:
    - ☐ Engage with colleagues, students, and families to sustain a positive school climate.
    - ☐ Proactively communicates with families about learning expectations and student academic or behavioral performance.
    - ☐ Develop positive relationships with families to promote student success.
    - ☐ Interacts with students, families, and the community in a culturally respectful manner.

Evaluator Feedback: Areas of Strength & Opportunities for Growth

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Completed by Educator

Post-Conference Reflection:

1. Did you meet the intended learning target? How do you know?

2. How did you engage the participants in the lesson/activity?

3. Is there anything you would have done differently?

4. Additional thoughts about the outcome?

Educator Reflection Regarding Evaluator Feedback:

Below Completed by Evaluator:

Next Steps:
- ☐ Continue in Level 1
- ☐ Utilize Level 2 supports (list supports):
- ☐ Utilize Level 3 supports (list supports):
- ☐ Move to Corrective Support Plan Process

Professional Service Provider Observation Form

Professional Service Provider: **Start Time:**

Date: **End Time:**

Evaluator:

Description of content observed:

Cohort 1 Observation #:   1   2   3

Cohort 2 Observation #:   1

Completed by Professional Service Provider

Brief Description of Educator Lesson/Activity To Be Observed:

Completed by Professional Service Provider

Pre-Conference Questions and Notes **(if required):**

1. What is your learning target?

2. What curriculum/professional standard does this learning target align with?

3. Explain how you will teach this lesson/conduct this activity.

4. How will you differentiate to meet the needs of your audience?

5. How will you assess whether your lesson/activity was successful?

Domain 1: Learning Environment, Engagement, & Commitment to Learning

- ***INDICATOR 1a: Promoting a positive learning environment that is respectful and equitable***
    - The Professional Service Provider establishes a positive learning environment through:
        - ☐ Positive and respectful interactions between the service provider and learner
        - ☐ Establishing a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences
        - ☐ Consistently creating or promoting a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes
        - ☐ Establishing and consistently reinforcing high and realistic expectations for learning, growth and development

- *INDICATOR 1b: Promoting developmental appropriate standards of social and behavioral functioning that support a productive learning environment*
  - The Professional Service Provider establishes a positive learning environment through:
    - ☐ Establishing appropriate standards of behavior that are consistently reinforced
    - ☐ Consistently teaching, modeling or positively reinforcing social skills and building learners' capacity to self-regulate and take responsibility for their actions

- *INDICATOR 1c: Maximizing service delivery by effectively managing routines and transitions*
  - The Professional Service Provider establishes a positive learning environment through:
    - ☐ Implementing and managing effective routines and transitions that maximize service delivery

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Feedback: Areas of Strength & Opportunities for Growth:

Domain 2: Planning and Active Learning
- *INDICATOR 2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge*
  - The Professional Service Provider plans for active learning by:
    - ☐ Aligning instruction to relevant standards or discipline specific state and national guidelines
    - ☐ Using evidence-based practice
    - ☐ Using multiple sources of data to address learner needs and support an appropriate level of challenge
    - ☐ Developing objectives that are targeted and specific to the needs of learners

- *INDICATOR 2b: Developing plans to actively engage learners in service delivery*
  - The Professional Service Provider plans for active learning by:
    - ☐ Including strategies, tasks and questions that promote opportunities for active learner engagement
    - ☐ Selecting or designing a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning

- *INDICATOR 2c: Selecting appropriate assessment strategies to identify and plan learning targets*
  - The Professional Service Provider plans for assessment by:
    - ☐ Using knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information
    - ☐ Identifying objective and measurable criteria for assessing learning success
    - ☐ Planning for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery

Feedback: Areas of Strength & Opportunities for Growth:

Domain 3: Service Delivery
- *INDICATOR 3a: Implementing Service Delivery for Learning*
  - The Professional Service Provider implements effective service delivery through:
    - ☐ Clearly communicating learning expectations
    - ☐ Aligning the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards
    - ☐ Accurate delivery of services resulting in learning
    - ☐ A Logical and purposeful progression that meets the needs of the learners
    - ☐ Consistent delivery of services at a level of challenge that aligns to learners' needs

- *INDICATOR 3b: Leading students/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies*
  - The Professional Service Provider implements effective service delivery through:
    - ☐ The use of differentiated strategies, tasks and questions that result in new and meaningful learning and promotes problem-solving, critical and creative thinking, purposeful discourse or inquiry
    - ☐ The use of multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings
    - ☐ Opportunities for learners to develop independence and take responsibility for the learning

- *INDICATOR 3c: Assessing learning, providing feedback and adjusting service delivery*
  - The Professional Service Provider adjusts service delivery through:
    - ☐ The communication of specific, observable and measurable criteria for learner success
    - ☐ Monitoring of learning with a focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective
    - ☐ Providing feedback that is specific, timely, accurate and actionable, and supports the improvement toward academic or social/behavioral outcomes
    - ☐ Adjusting service delivery in response to learners' performance or engagement in tasks

Feedback: Areas of Strength & Opportunities for Growth:

Domain 4: Professional Responsibilities and Leadership
- *INDICATOR 4a: Engaging in continuous professional learning to enhance service delivery and improve learning*
  - The Professional Service Provider engages in professional learning through:
    - ☐ Self-evaluation and reflection on practice and the impact on learners
    - ☐ The identification of areas for improvement and actions to improve professional practice

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☐ The willingness to accept supervisor or peer feedback and recommendations resulting in changes to professional practice

☐ Engaging in relevant professional learning and seeking opportunities to strengthen skills and apply new learning to practice

- *INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support learning*
  - The Professional Service Provider sustains a professional learning environment through:
    - ☐ Collaboration with colleagues to improve service delivery and learning
    - ☐ Consistently exhibiting professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers
    - ☐ The complete, organized, accurate and confidential maintenance of records/data

- *INDICATOR 4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports learning*
  - The Professional Service Provider sustains a positive school climate through:
    - ☐ Engaging with colleagues, learners or families
    - ☐ Proactive communication with stakeholders
    - ☐ Developing positive relationships with stakeholders to promote learner success
    - ☐ Interacting with stakeholders in a culturally responsive manner

Evaluator Feedback: Areas of Strength & Opportunities for Growth:

Completed by Professional Service Provider

Post-Conference Reflection:

1. Did you meet the intended learning target? How do you know?

2. How did you engage the participants in the lesson/activity?

3. Is there anything you would have done differently?

4. Additional thoughts about the outcome?

Professional Service Provider Reflection Regarding Evaluator Feedback:

Below Completed by Evaluator:

Next Steps:
- ☐ Continue in Level 1
- ☐ Utilize Level 2 supports (list supports):
- ☐ Utilize Level 3 supports (list supports):
- ☐ Move to Corrective Support Plan Process

Sample Scenario:

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 create a positive learning environment (CCT – 1A) to support learning.

(Suggested) Resources:

- Observe a 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 Sample Template

Each of the following sections are required:

(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 through the Corrective Support Plan (possible examples below):

- Mentor
- Coach
- Professional literature

Timeframes:

- Length of the Corrective Support Plan - (typically six to eight weeks in length)
- Sustained Improvements in (cite 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 (specific to objective and rubric standard)
- 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.

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.

By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.

From *Consensus decision making*. Seeds for Change. (n.d.).
https://www.seedsforchange.org.uk/consensus

continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:

- The Supporting Teacher Effectiveness Project (STEP)
- Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and Model System for Educator Evaluation
- Ohio Department of Education - Ohio Teacher Evaluation System (OTES 2.0) Framework • Tennessee Educator Acceleration Model
- Connecticut TEAM Model (CAPA)

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 pursuant 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, or 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
- 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

From Killion, J. (2019). *The feedback process: Transforming Feedback for Professional Learning*. Learning Forward.

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, department chair. This is not an exhaustive list, 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:

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 your 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., attending a workshop, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

Tier 3

Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

Appendix G: Glossary of Professional Learning Opportunities – Educator

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

action research: The focus on solving specific classroom or school problems through the act of professional research and direct application of that research in practice.

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.

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