Pomfret Community School
Educator Growth and Support Plan
2024-2025

District PDEC Members	District Board of Education Members
Lisa Semancik, President PCEA Sue Peyton, Librarian Nicole Ruoppo, Social Studies Teacher Ashley McKee, Math Interventionist Mary Ellen Zdanys, Science Teacher Tanya Gilchrist, President AFSCME Susan Imschweiler, Principal Erica Caouette, Special Education Director Michael Galligan, Assistant Principal	Leigh Grossman, Chair Brent Tuttle, Vice-chair Whitney Bundy- Secretary Michael Lefevre Dawne Demarais Peter Lusa Barbara Riley

Vision

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

Guiding Principles

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

- **Connect to best practices aimed at the development of the whole child and improve learning outcomes**(including but not limited to academic, social/emotional, and physical development)
- **Allow for different roles**(e.g. teachers, counselors, instructional coaches)
- **Simplify and reduce the burden**(technical challenges, paperwork)
- **Focus on things that matter**(identify high-leverage goal focus areas)
- **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**

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

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 are representative of a research-based effective practice and includes six elements:

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

The combined vision, guiding principles, and overall framework for educators' and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high-quality professional practice and improved learning, growth, and achievement for students. While components are similar for educators and leaders, there are components specific to educators and leaders, 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 growth and support plan 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 standards ground this model's framework. The rubrics serve as support for self-evaluation, dialogue, and feedback. While a rubric serves as a support for self-evaluation, dialogue, and feedback, it is recommended that a single-point rubric is used to provide a focus for high-leverage goal(s) setting and professional learning.

Rubrics

1. Kim Marshall Teacher Evaluation Rubric March 2024
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 student learning. 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 desired learning transformation. 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.
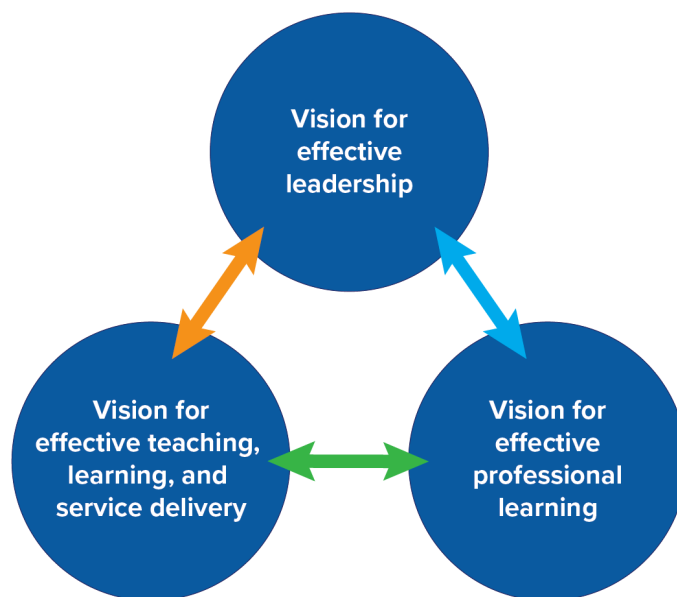
The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/Stakeholder Feedback and Engagement
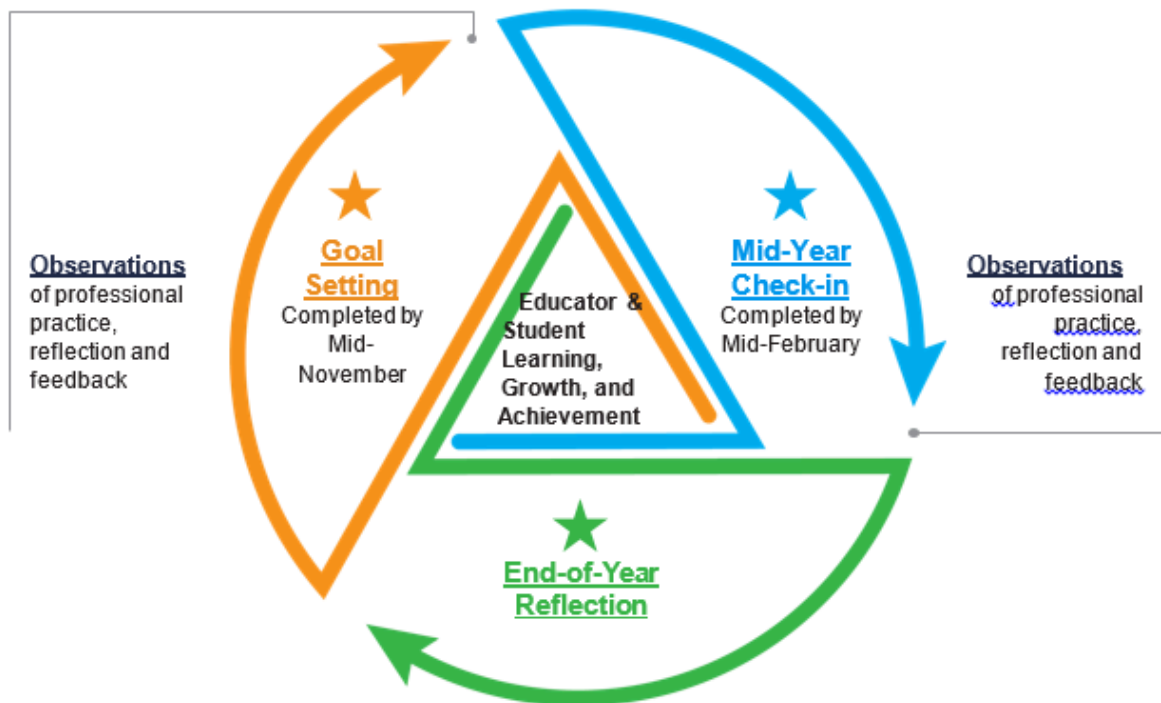
The growth and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide educators with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular 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 a learning partner who actively engages in and directs their learning and feedback. Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice educator growth, and observation 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.
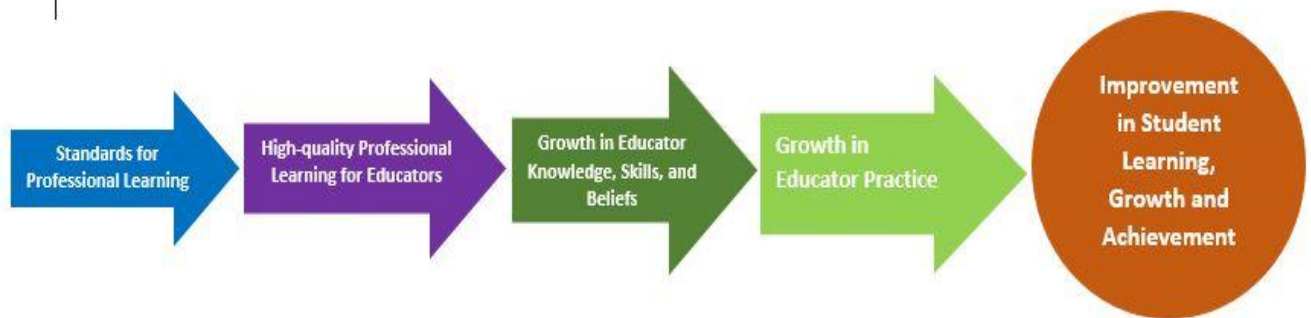
Below is a graphic with the associated steps and reflections with each step of the process to assist educators and valuators. All educators are assigned a primary evaluator (092) who has completed comprehensive orientation on this model and relevant rubrics.

Educator Continuing Learning Process

Goal Setting Completed by November 15	Mid-year Check-in Completed by Mid-February	End-of-Year Reflection Completed by June 1
Beginning of the Year Goal(s) and Planning • Self reflect • Review evidence **Goal(s), Rationale, Alignment, and Professional Learning Plan** • Draft goal(s), rationale, alignment, professional learning plan **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	**Mid-Year Check-in: Reflection, Adjustments, and Next Steps** • Review and discuss currently collected evidence towards goal(s) and of practice • Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement **Mid-Year Conference** • Discuss evidence, reflection, and feedback from evaluator • Adjust and revise as needed	**End-of-Year Reflection and Feedback Process** • Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement **End-of-Year Conference/ Summative Feedback and Growth Criteria** • Evaluator provides written summative feedback and guides next steps • Annual Summary sign-off

Orientation on the educator evaluation process shall take place prior to the start of the process, no later than October 1. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice and 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.

Growth Criteria and Sources of Evidence

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice ● Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus. **Impact on Students** ● Educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.	● Required observational evidence ● Evidence of highly effective teaching practices ● Implementation plans/lesson plan(s) Educator learning logs/impact on practice reflection ● Educator created learning materials ● Evidence from Review of Practice ● Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. Educator and/or student self-reflection ● Student learning artifacts ● Mastery-based demonstrations of achievement ● Observational evidence of students' words, actions, and interactions (including quotations when appropriate) ● Rubrics, interim or benchmark assessments, other assessments ● Other artifacts/sources(workshop completion certificate, written reflection on learning. . .)

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. Feedback, written or verbal, 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, 2029).

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 LEA (first two years) **What:** ● A minimum of three observations of professional practice ● At least one of those must be a formal observation of a full lesson ● One observation of professional practice may be substituted with a review of practice ● Verbal and written feedback within five school days	**Cohort 2** **Who:** ● Educators who have successfully completed Cohort 1 in their current LEA **What:** ● A minimum of two observations of professional practice ● One observation of professional practice may be substituted with a review of practice ● Written feedback within five school days, verbal feedback upon request

Completion of the Annual Learning Process

An educator is determined to have successfully completed the learning process by demonstrating:
- Reflection supported with evidence of the impact of the educator's new learning on their practice/goal.
- The impact of the educators' new learning and practice on student learning, growth, and/or achievement.
- Determining next steps.

Tiers of Professional Learning

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

Tier 1 - ALL Educators

It is the expectation that all educators consistently access opportunities for professional growth within our district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal-setting process by mutual agreement.

Tier 2

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

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and will be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators pursuant to C.G. S. §1-153b. The start date and duration of time an educator is receiving this level of support must 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. §1-153b.

The Corrective Support Plan is separate from the normal educator growth model and must contain:
- clear objectives specific to the well-documented area of concern;;
- resources, support, and interventions to address the area of concern;
- well-defined timeframes for implementing the resources, support, and interventions; and
- Supportive actions from the evaluator

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

Dispute Resolution

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

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

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

Process
The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.
1. The educator being evaluated must initiate the appeals procedure within seven workdays of receiving feedback. If no written initiation of a dispute is received by the evaluator within seven workdays, the educator shall be considered to have waived the right of appeal.
2. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter.
3. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.

Option 1:
The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party*. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.

*In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent, and educator may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut-certified educator and may or may not be from within the district.

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 ten 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

4. 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.
5. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed-upon times.
6. The educator being evaluated must initiate the appeals procedure within seven workdays of receiving feedback. If no written initiation of a dispute is received by the evaluator within seven workdays, the educator shall be considered to have waived the right of appeal.
7. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

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

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

Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. 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).

Educator	Leader	Other School Personnel
- Classroom teacher - Library media specialist - Reading interventionist - Instructional coach - Special education teacher - School psychologist - Speech pathologist	- Principal - Assistant Principal - Director of Special Education	Paraeducator

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

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

The educator evaluation and support plan 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 a mutual agreement, they shall consider the model educator and leader 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.

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

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.

Appendices

Information and Resources to Support Effective Implementation

Appendix A: Self-Reflection Sample Questions

Self-Reflection Sample Questions
- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current students'/adult learners' strengths and needs, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

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

Determine Evidence
- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- In what ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring its impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning with your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

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

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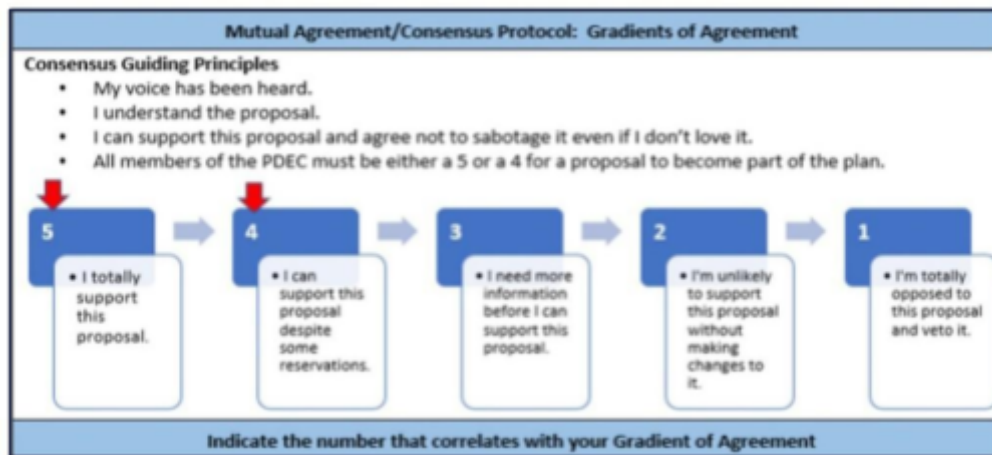- Once the learning has been implemented: What effect did the learning have on practice, students?

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

Appendix B: General Glossary

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching an 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, and department chair. This is not an exhaustive list, but rather to illustrate the definition. Superintendents will confirm district leaders with evaluation roles.

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

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

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

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

professional learning: Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See Appendix C.

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 C: Glossary of Professional Learning Opportunities

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix D: Sample Corrective Support Plan

(Sample)

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

Objective:

To improve classroom management practices to improve a positive learning environment to support learning.

(Suggested) Resources:

- Observe a mutually agreed peer for structures, systems, and dispositions that support positive classroom management skills.
- Read and discuss "The First Six Weeks of School" - Center for Responsive Classroom with the 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 the 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 the evaluator (dependent upon the need for a plan)

Corrective Support Plan Template

(Educator being evaluated) has consistently struggled with

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

Objective:

To improve

_____

_____

(Indicate specific standard in your objective language)

(Possible) Resources:

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

- Mentor
- Coach
- Reading as appropriate

Timeframes:

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

Supportive Actions:

(Suggested supportive actions)

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

Appendix E: Forms

Download the form here: BOY Form

Name:		Pomfret Community School	
Select One: *Cohort 1* *New to Profession (first four years) or New to LEA (first two years)* *Cohort 2* *Educators who have successfully completed Cohort 1	**Select One:** Individual goal Collaborative goal Decided upon mutual agreement.	**Select One:** 1-year goal 2-year goal 3-year goal Decided upon mutual agreement.	**Select One:** Kim Marshall Rubric CCT Service Delivery Rubric

Beginning-of-the-Year Goals and Planning	
Self-Reflection *Completed by Educator*	
Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking. See *self reflection sample questions* page 14.	
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? *See professional learning and action questions pages 14-15 to guide your plan.*	
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 district's mission and/or school improvement goals?	
Goal Setting Conference (by November 15) Completed by the Evaluator Date:	
Notes:	Supports Required/Suggested Tier 1 Tier 2 (Link to Examples of Supports) Tier 3 (Link to Examples of Supports)

Download the form here: MOY Form

Midyear Check-in: Reflection, Adjustment(s), and Next Steps	
Completed by Educator	
Non-negotiable Process Element of the CT Guidelines (2023)	
What has been your progress to date on your professional learning and how do you know?	Self reflection:
Evidence:	

Midyear Conference
Completed by Evaluator (<u>by March 1</u>)
<u>Date:</u>
Feedback to Educator (Feedback regarding progress on professional learning and progress toward goal(s). Include change in tiered supports, if recommended.):

Download the form here: [EOY Form](#)

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 your student learning, growth, and/or achievement, and how do you know? What challenges did you encounter and what are your next steps with your professional learning?	
Evidence:	

End of Year Conference *Completed by Evaluator (by June 1)* ***Date:***	
Summative Feedback	
Development of new learning and impact on practice related to goal(s).	
Impact on student learning, growth, and achievement	
Successful completion of the cycle?	Yes No
Supports Required/Suggested *Are tiered supports required above and beyond tier 1 (included in feedback above)?* • Not applicable • Tier 2 (Specify below) • Tier 3 (Specify below)	If Tier 2 and/or Tier 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 completed multi-year goal • Educator will adjust multi-year goal • Educator will continue multi-year goal
Educator Signature	**Date:**
Evaluator Signature	**Date:**

Appendix D: Kim Marshall Rubric

A. Planning and Preparation for Learning

The teacher:	Highly Effective	Effective	Improvement Necessary	Does Not Met Standards
Expertise	Is expert in the subject areas and how to relate it to students' developmental and learning needs and cultural heritage.	Knows the subject area and how it can be related to students' developmental and learning needs.	Is somewhat familiar with the subject area and has a few ideas on how it relates to students developmental and learning needs.	Has little familiarity with the subject area and few ideas on relating to students developmental and learning needs
Goals	Has a detailed plan for the year geared to explicit,challenging, achievable outcomes for all students,aligned with external standard	Has explicit, challenging,achievable goals for all students, aligned with external standards	Plans week by week aiming to cover external standards	Plans lesson by lesson with little reference to external standards.
Units	Plans almost all units with big ideas, essential questions, knowledge, skill,transfer, and non-cognitive goals covering most Bloom Levels.	Plans most units with bigideas, essential questions,knowledge, skill, and non-cognitive goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills	Teaches on an ad hoc basis with little or no consideration for long-range curriculum goals
Assessment	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
Lessons	Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology	Designs lessons that use an appropriate, multicultural mix of materials and technology	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
Environment	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

B. Classroom Management

The teacher:	Highly Effective	Effective	Improvement Necessary	Does Not Met Standards
Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations	Clearly communicates and consistently enforced high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with ad hoc rules and consequences as events unfold during the year.
Relationships	Shows warmth, caring,respect, and fairness for all students and builds strong, mutually respectful relationships.	Is fair and respectful toward students and builds positive relationships	Fairness and respect are uneven and some relationships are negative	Is sometimes harsh, unfair,and disrespectful with students and/or plays favorites
Social-emotional	Implements a program that successfully fosters positive interactions and builds key social-emotional skills.	Fosters positive interactions among students and teachers useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad"students.	Publicly berates "bad"students, blaming them for their poor behavior.
Routines	Successfully inculcates and maintains class routines to maximize learning time	Teaches routines and prompts students to maintain them all year	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging,threatening, and punishing students.
Responsibility	Gets virtually all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
Efficiency	Skillfully uses coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions and off-track teacher behavior..
Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives effectively to encourage and reinforce student cooperation.	Depends on extrinsic rewards to get students to cooperate and comply.	Uses low-quality extrinsic rewards (e.g., free time) and doesn't use them to leverage behavior.

C. Delivery of Instruction

The teacher:	Highly Effective	Effective	Improvement Necessary	Does Not Met Standards
Expectations	Exudes high expectations, urgency, and determination that all students will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Teaches students that effective effort, not innate ability, is the key.	Doesn't counteract students' belief that innate ability is what makes the difference.	Communicates a "fixed" mindset about ability: some students have it, some don't.
Framing	Highlights lesson goals and unit essential questions up front and has students summarize and internalize key learning at the end.	Highlights lesson goals at the beginning of the lesson and has students sum up what they've learned at the conclusion.	Tells students the main learning objectives of each lesson but doesn't wrap things up at the end.	Begins and ends lessons without giving students a sense of what it's all about.
Connections	Engages student in each unit's and lesson's content and vocabulary by activating their interests and prior knowledge.	Links newly introduced lesson content and vocabulary to students' interests and prior knowledge	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives
Clarity	Presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way and/or uses language that is inappropriate.
Repertoire	Uses a wide range of well chosen, effective strategies, questions, materials, technology, and groupings to accelerate student learning.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students
Engagement	Gets virtually all students involved in focused activities, actively learning and problem-solving, losing themselves in the work	Has students actively think about, discuss, and use the ideas and skills being taught	Attempts to get students actively involved but some students are disengaged	Mostly lectures to passive students or has them plod through textbooks and worksheets.
Differentiation	Successfully reaches virtually all students by skillfully differentiating and scaffolding and using peer and adult helpers	Scaffolds instruction and uses peer and adult helpers to accommodate most students' learning needs.	Attempts to accommodate lessons to students with learning needs, but with mixed success.	Fails to differentiate instruction for students with learning needs.
Nimbleness	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.

D. Monitoring, Assessment, and Follow-up

The teacher:	Highly Effective	Effective	Improvement Necessary	Does Not Met Standards
Criteria	Consistently highlights and reviews clear criteria for good work, with rubrics and exemplars of student work at each level of proficiency.	Highlights criteria for proficiency, including rubrics and exemplars of student work	Tells students some of the qualities that their finished work should exhibit	Expects students to know (or figure out) what it takes to get good grades.
Diagnosis	Gives students a well constructed diagnostic assessment before each unit and uses the information to shape instruction.	Diagnoses students' knowledge and skills at the beginning of a unit and tweaks lessons based on the data.	Does a quick review before beginning a unit	Begins instruction without diagnosing students' skills and knowledge.
Goals	Has students set ambitious goals, continuously self assess,and take responsibility for improving their work.	Has students self-assess, set goals, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
Feedback	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies	Frequently checks for understanding and gives students helpful information if they seem confused	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
Recognition	Frequently displays students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly displays students' work to make visible their progress with respect to standards	Displays some 'A' student work as an example to others.	Displays only a few samples of student work or none at all.
Analysis	Works with colleagues to immediately use assessment data to fine-tune teaching, reteach, and help students who need support.	Promptly uses data from assessments to adjust teaching, re-teach, and follow up with students who need support.	Records students' assessment grades and notes some general patterns for future reference.	Records students' assessment grades and moves on with the curriculum.
Tenacity	Relentlessly follows up with struggling students with personal attention so that virtually all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do retakes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
Support	Makes sure that students who need academic support or services receive appropriate services promptly.	When necessary, refers students for academic support or services.	Sometimes doesn't refer students promptly for support, and/or refers students who don't need it.	Often fails to refer students for support services and/or refers students who do not need them
Reflection	Works with colleagues to reflect on and document what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

E. Family and Community Outreach

The teacher:	Highly Effective	Effective	Improvement Necessary	Does Not Met Standards
Respect	Shows sensitivity and respect for family culture, values, and beliefs and finds ways to make all feel welcome in the school.	Is respectful with family members, sensitive to different cultures, and welcomes all to the classroom	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of respect.	Is often insensitive to the culture and beliefs of students' families.
Belief	Shows each parent an in depth knowledge of their child and a strong belief that he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
Expectations	Gives parents clear, user friendly learning and behavior expectations and exemplars of proficient work through the year.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations
Communications	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, also updating parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Plans appropriate ways for family members to be involved in their children's learning.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
Responsiveness	Deals immediately and successfully with parents' concerns.	Responds promptly to parents' concerns.	Is slow to respond to parents	Is unresponsive to parents' concerns.
Reporting	Uses informal and digital channels and student-led conferences to regularly inform parent on their children's progress.	Uses digital channels and reports to regularly keep parents informed on their children's progress.	Uses parent conferences intermittently to tell parents the areas in which their children need to improve.	Completes reports, not always on time, and expects parents to deal with their children's learning needs.
Outreach	Successfully contacts virtually all parents, including those who are hard to reach.	Reaches out to all parents and is tenacious in contacting those who are hard to reach.	Tries to contact all parents, but ends up talking mainly to the parents who tend to be responsive	Makes little or no effort to contact parents
Resources	Successfully enlists extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in additional resources.	Asks parents to contribute extra resources.	Does not reach out for extra support from parents or the community.

F. Professional Responsibilities

The teacher:	Highly Effective	Effective	Improvement Necessary	Does Not Met Standards
Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently	Uses correct grammar, syntax, usage, and spelling in professional contexts	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
Reliability	Carries out all duties and assignments conscientiously and punctually and keeps meticulous records.	Is punctual and reliable with paperwork, duties, and assignments and keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, or misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, or misses paperwork deadlines.
Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and attire and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses poor judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
Teamwork	Is an important member of teacher teams and committees and volunteers for extra activities.	Shares responsibility for grade-level and schoolwide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities
Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results	Contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school	Rarely if ever contributes ideas that might help improve the school.
Openness	Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about feedback and resistant to changing practices.
Collaboration	Meets frequently with colleagues to plan units, share ideas, and analyze assessment results.	Collaborates regularly with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning and has not implemented suggestions

Appendix E: Educator Learning Log

Download this form [here.](#)

Name: School Year:

Date	Workshop Title/Activity Focus	How I applied this learning.

Pomfret Community School
Leader Growth and Support Plan
2024-2025

District PDEC Members	District Board of Education Members
Lisa Semancik, President PCEA Sue Peyton, Librarian Nicole Ruoppo, Social Studies Teacher Ashley McKee, Math Interventionist Mary Ellen Zdanys, Science Teacher Tanya Gilchrist, President AFSCME Susan Imschweiler, Principal Erica Caouette, Special Education Director Michael Galligan, Assistant Principal	Leigh Grossman, Chair Brent Tuttle, Vice-chair Whitney Bundy- Secretary Michael Lefevre Dawne Demaris Peter Lusa Barbara Riley

Vision

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

Guiding Principles

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

- **Connect to best practices aimed at the development of the whole child and improve learning outcomes**(including but not limited to academic, social/emotional, and physical development)
- **Allow for different roles**(e.g. teachers, counselors, instructional coaches)
- **Simplify and reduce the burden**(technical challenges, paperwork)
- **Focus on things that matter**(identify high-leverage goal focus areas)
-
- **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**

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

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 are representative of a research-based effective practice and includes six elements:

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

The combined vision, guiding principles, and overall framework for educators' and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high-quality professional practice and improved learning, growth, and achievement for students. While components are similar for educators and leaders, there are components specific to educators and 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. It is recommended that each PDEC create a process to review the standards and ensure a rubric accompanies the standards.

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

Rubrics

1. Professional Standards for School Leaders (PSEL)
2. Learning Forward's Professional Learning Standards (2022)

Professional Learning Standards and Structures

Professional learning is essential to student learning.[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.
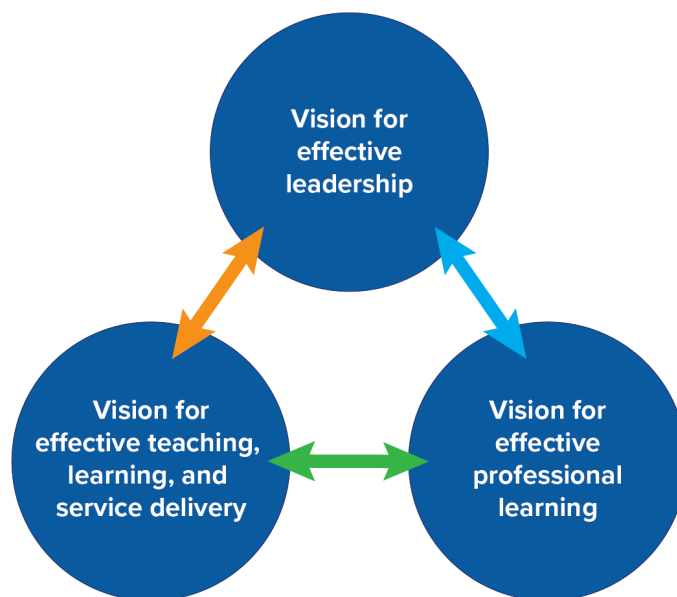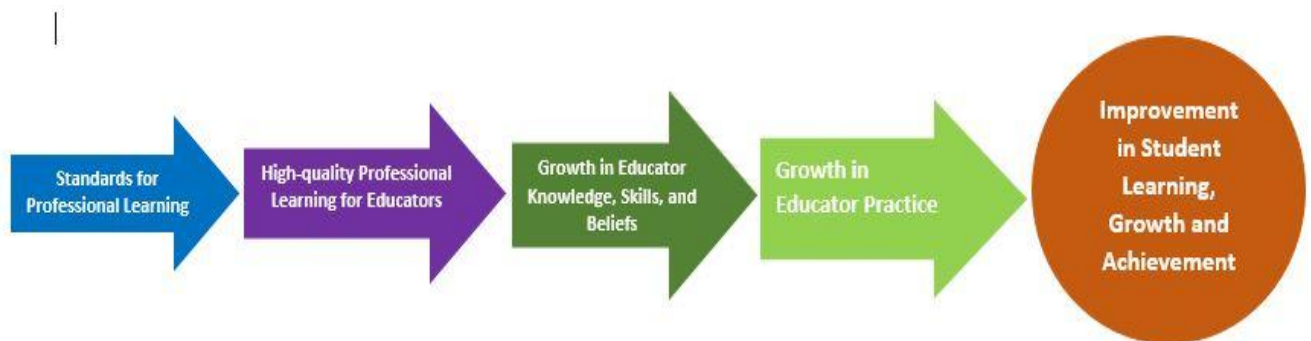
The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/Stakeholder Feedback and Engagement

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.
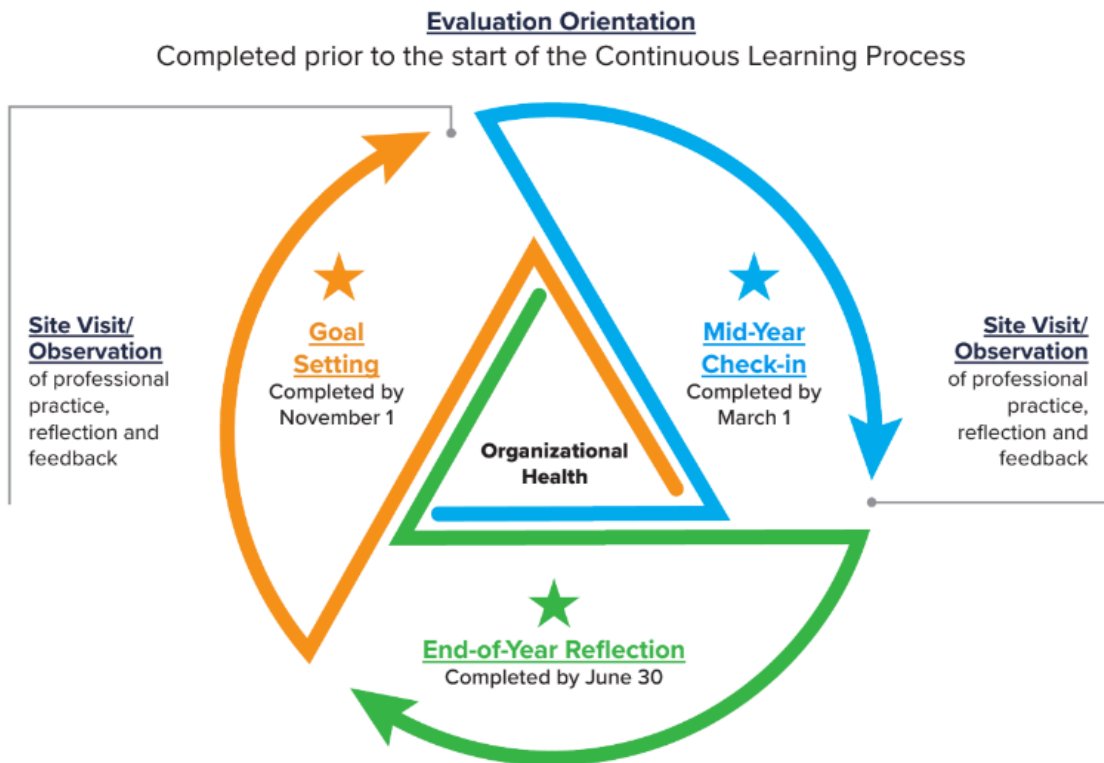
Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of 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 por- trait of a graduate. They are called to act ethically and with professional integrity, and they promote equi- ty 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).

Standards for Professional Learning → High-quality Professional Learning for Educators → Growth in Educator Knowledge, Skills, and Beliefs → Growth in Educator Practice → Improvement in Student Learning, Growth and Achievement

Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator (092 or 093).

Leader Continuous Learning Process

Evaluation Orientation
Completed prior to the start of the Continuous Learning Process

Site Visit/ Observation
of professional practice, reflection and feedback

Goal Setting
Completed by November 1

Organizational Health

Mid-Year Check-in
Completed by March 1

Site Visit/ Observation
of professional practice, reflection and feedback

End-of-Year Reflection
Completed by June 30

Goal Setting
Completed by November 1

Beginning of the Year Goal(s) and Planning
- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan
- Draft goal(s), rationale, alignment, professional learning plan

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

Mid-year Check-in
Completed by March 1

Mid-Year Check-in: Reflection, Adjustments, and Next Steps
- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement

Mid-Year Conference
- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection
Completed by June 30

End-of-Year Reflection and Feedback Process
- Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria
- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than October 1. The orientation shall include:

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

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

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.

Definition of Cohorts

Cohort 1

Who:

- New to leadership role (e.g., principal from assistant principal etc.; first three years)
- New to LEA (first three years)

What:

- Three observations of professional practice and/or site visits
- Feedback written and verbal within five 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 their current LEA

What:

- Two observations of professional practice and/or site visits
- Feedback written and verbal within five school days
- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

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

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evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days.

"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

Growth Criteria and Sources of Evidence

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.

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice • The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice. **Impact on the Organization** • The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved learning and their own changes in practice. **Impact on Community** • The leader can demonstrate how they worked effectively with colleagues/families/community.	• Information from site visits • Strategic plans • Learning walk/instructional rounds • Self-reflection (e.g., journals, learning logs) • Leader created professional learning materials • Operational artifacts (e.g., schedules, procedural revisions) • Educator learning outcomes • Policy updates • Community communications • Constituent feedback • Program development and implementation • Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) • Systems and structures

Tiers of Professional Learning

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

Tier 1 - ALL Leaders

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

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

Tier 3

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

Corrective Support Plan

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

The Corrective Support Plan must contain:
 • clear objectives specific to the well documented area of concern;
• resources, support, and interventions to address the area of concern;
• timeframes for implementing the resources, support, and interventions; and
• supportive actions from the evaluator.
At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative. See appendix D for a Corrective Support Plan form and example.

Dispute Resolution

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

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) workdays from the date the leader initiated the dispute

resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

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

Process

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

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

    Option 1:

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

    *In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent, and educator may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut-certified educator and may or may not be from within the district.

    Option 2:

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

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified

may be extended by written agreement of both parties.

2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed-upon times.
3. The educator being evaluated must initiate the appeals procedure within seven workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

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

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

Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. 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).

Educator	Leader	Other School Personnel
- Classroom teacher - Library media specialist - Reading interventionist - Instructional coach - Special education teacher - School psychologist - Speech pathologist	- Principal - Assistant Principal - Director of Special Education	Paraeducator

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

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

The educator and leader evaluation and support plan 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 a mutual agreement, they shall consider the model educator and leader 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.

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

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.

Appendices

Information and Resources to Support Effective Implementation

Appendix A: Self-Reflection Sample Questions

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, and others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence
- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- In what ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring its impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning with your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

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

Learning Reflection and Next Steps
- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single-sentence conclusion that represents your learning?
- Under what circumstances might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once the learning has been implemented: What effect did the learning have on practice, students?
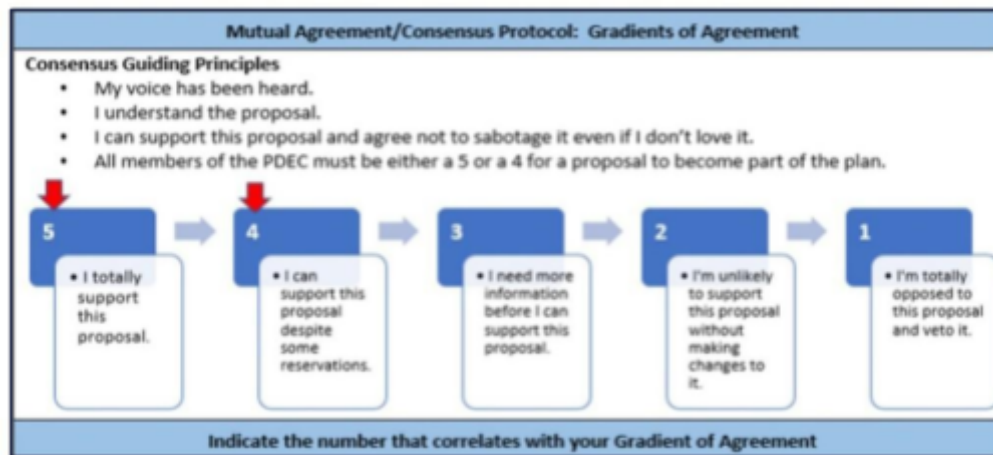
Reflect on the Feedback Process
- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

Appendix B: General Glossary

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching an 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, and department chair. This is not an exhaustive list, but rather to illustrate the definition. Superintendents will confirm district leaders with evaluation roles.

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

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

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

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

professional learning: Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See Appendix C.

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.

site visits: A site visit provides an opportunity for observation and dialogue with the leader that may include but is not limited to leader engagement with educators, families or other partners in the work with a focus on the leader's goal.

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 C: Glossary of Professional Learning Opportunities

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix D: Sample Corrective Support Plan

(Sample)

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

Objective:

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

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

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

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

Corrective Support Plan Template

(Leader being evaluated) has consistently struggled with

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

Objective:

To improve

_____

_____

(Indicate specific standard in your objective language)

(Possible) Resources:

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

- Mentor
- Coach
- Reading as appropriate

Timeframes:

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

Supportive Actions:

(Suggested supportive actions)

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

Appendix E: Forms

Leader BOY form link is <u>here.</u>

Beginning-of-the-Year Goals and Planning	
Self-Reflection Completed by Leader	
Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking.	
Goal, Rationale, Alignment and Professional Learning Plan	
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 learning, 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	
Notes:	Supports Required/Suggested • Tier 1 • Tier 2 • Tier 3

Leader MOY form link is here.

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

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

Links to Evidence:

Midyear Conference
Completed by Evaluator
Date:

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

Leader EOY form link is [here.](#)

End-of-Year Reflection and Feedback Process

Self Reflection Completed by Leader

What impact did your new learning have on your practice/goal(s), and how do you know? What impact did your new learning have on your leadership practice, on educator and/or student learning, growth, and/or achievement, and/or on organizational health, and how do you know? What challenges did you encounter and what are your next steps with your professional	Reflection:

Links to evidence:

End-of-Year Conference Completed by Evaluator Date:

Summative Feedback and Growth Criteria Completed by Evaluator	
Summative Feedback	
Development of new learning and impact on leadership practice related to goal(s)	
Impact of new learning and leadership practice on key partners and or organizational outcomes.	
Impact of new learning on greater community.	

Successful Completion of Evaluation Cycle	● Yes ● No
Supports Required/Suggested Are tiered supports required above and beyond tier 1 (included in feedback above)? • Not applicable • Tier 2 (Specify below) • Tier 3 (Specify below)	If Tier 2 and/or Tier 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:

Observation form link is [here](#).

Leader Evaluation Observation/Site Visit #	
Name:	Location:
Leadership Role:	Leader Goal/Observation Focus:
• Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional)	
Pre-Observation/Visit Completed by Leader	
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate
Pre-Conference Notes:	
Observation/Site Visit Evidence Completed by Evaluator	
Post-Observation/Visit Reflection Completed by Leader	
What does today's evidence tell you?	
Are there patterns, trends, or outliers?	
How will our collaborative reflection help you move forward and apply your learning in your next steps?	
Post-Observation/Visit Conference Feedback Completed by Evaluator	
Single Point Competencies	
Areas of Strength	
Areas for Growth and/or Next Steps	