

Portland Public Schools Portland, Connecticut



- 1. Educator Growth and Support Plan (pgs. 2-19)**
- 2. Administrator Growth and Support Plan (pgs. 20-35)**

Portland Public Schools

Educator Growth and Support Plan



2024-2025 School Year

This plan was formally developed by the Portland Public Schools Professional Development and Evaluation Committee (PDEC) over the course of the 2023-24 school year and was formally adopted by the Portland Board of Education on June 4, 2024.



PPS Board of Education Members

- Laurel Steinhauser, Chairperson
- Meg Scata, Secretary
- Angela Hammond
- Tim Lavoy
- Kim Nagy-Maruschock
- Dave Murphy
- Sarah Spear

PPS PDEC Committee Members (2023-24)

- Charles Britton, Superintendent
- Eric Martin, Administrator/Chair
- Michael Searson, Administrator
- Danielle Traves, Teacher
- Donald Brechlin, Teacher
- Karen Lutkus, Teacher
- Tracey Graf, Teacher
- Briana Visone, Teacher
- Elisha Millerd, Teacher
- Jennifer Esteves, Teacher
- Tricia Dougherty, Teacher
- Dawna Royce, Paraeducator
- Meaghan Franklin, Paraeducator

At-A-Glance Overview - PPS Educator Growth and Support Plan ([Appendix I](#))



- Each year, Portland educators establish a focus area for professional learning and growth.
- Within this focus area, they establish a professional learning goal and related plan with evidentiary measures of accomplishment.
- Throughout the year, educators pursue their learning goal via their plan.
- Via observations, reviews of practice, and dialogic meetings, evaluators provide feedback, support to educators throughout the year.
- At the end of each year, educators receive single-point competency summative scoring and holistic feedback.

September - October

- Educator receives annual orientation training on the PPS Educator Growth and Support Plan.
- Educator engages in self-reflection to identify a focus area for professional learning and growth.
- Educator drafts a professional learning goal with at least two measures of accomplishment (one of which must be student facing) and a professional learning plan to pursue/reach their goal.
- Educator and evaluator use goal-setting meeting to finalize professional learning goal and plan, including measures of accomplishment.
- Evaluator utilizes observation(s) and review(s) of practice to provide feedback to educator.

November - February

- Educator pursues professional learning goal according to their plan.
- Educator compiles evidence connected to measures of accomplishment.
- Evaluator utilizes observation(s) and review(s) of practice to provide feedback to educator.
- Educator and evaluator meet for mid-year check-in to discuss educator's progress, evidence, and feedback to-date. Both parties mutually agree to any necessary revisions to the educator's goal/plan.

March - June

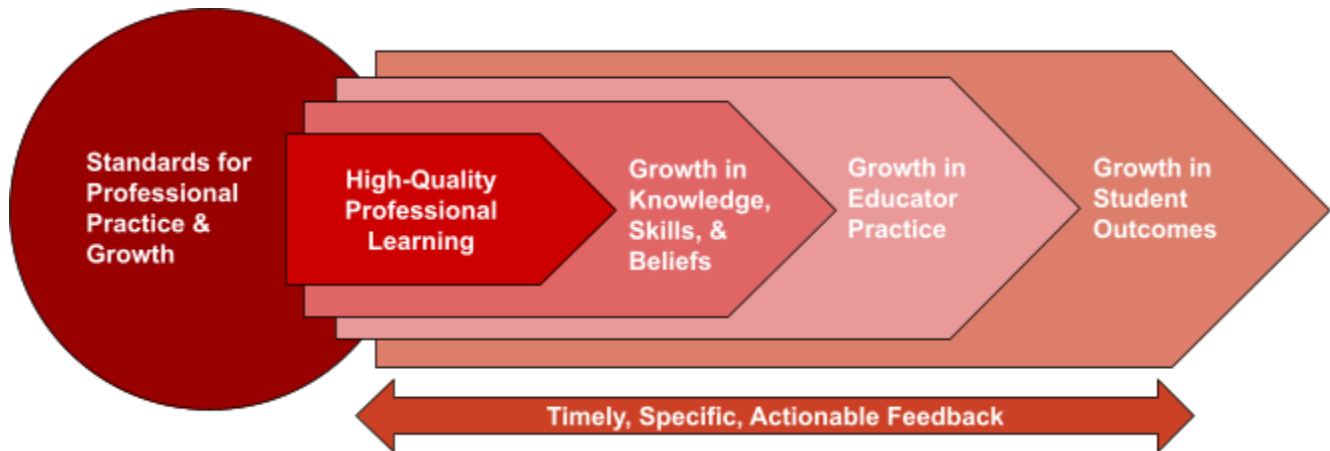
- Educator continues pursuit of professional learning goal according to their plan.
- Educator continues compiling evidence connected to measures of accomplishment.
- Evaluator continues to utilize observation(s) and review(s) of practice to provide feedback to educator.
- Educator and evaluator meet for end-of-year reflection meeting to discuss educator's progress, evidence, and feedback for the year.
- Evaluator completes educator's summative report based on discussions, observations, and feedback.
- Educator and evaluator sign off on summative report, which is entered into educator's personnel file.

Introduction

In 2023, the Connecticut State Department of Education released long-awaited and revised [Connecticut Guidelines for Educator and Leader Evaluation and Support](#). These guidelines, a revision to the state's previous evaluation model and related requirements, provided districts opportunities to reimagine educator evaluation in ways that better strengthen individual and collective practices to increase student learning, growth, and achievement. Throughout the course of 2023-24 school year, Portland's Professional Development and Evaluation Committee met regularly to deeply study these guidelines; consider their potential for a better evaluation system in Portland; meet with consultant experts in the field; analyze model plans released by the CSDE, CEA, and Kim Marshall; and to develop the plan laid out over these pages. Portland's Educator Growth and Support Plan works within the state's revised guidelines and creates a system whereby all educators have the opportunity to engage in and actualize professional learning to improve teaching practices and student outcomes.

At the heart of Portland's plan is a firm belief that high-quality professional learning is the primary catalyst for improving student achievement outcomes. As illustrated in the graphic below, our plan rests on the following principles:

- Standards for professional practice and growth help all educators to understand what constitutes highly-effective teaching.
- When teachers engage in deep, sustained, and meaningful professional learning aligned to professional standards for growth and practice, they grow their knowledge, skills, and beliefs about highly-effective teaching.
- When teachers grow their knowledge, skills, and beliefs about effective teaching, they are best positioned to adopt more highly-effective teaching practices.
- When teachers adopt and employ highly-effective teaching practices, learning outcomes improve for each and every student.
- Teachers deserve timely, specific, and actionable feedback that helps guide their efforts along a continuum of professional learning towards improved student outcomes.



Vision

Through a structured growth and support plan, all Portland Public Schools educators engage in deep, sustained, and meaningful professional learning and receive timely, specific, and actionable feedback through which they gain the skills, knowledge, and beliefs necessary to improve instructional practice and improve student learning outcomes for each and every Portland student.

Core Beliefs

We acknowledge that deep student learning and high achievement that transfers to enrichment of future learning, career and personal experiences later in life is built by the collaborative, interdependent work of teachers and administrators, students and families, and school districts and the communities they serve. Therefore, our plan seeks to create a professional culture in our educational programs that is grounded in the following beliefs:

- An effective teaching and learning system must reflect and be grounded in the vision and core values of the district and its schools.
- An effective teaching and learning system creates coherence among the functions of supervision and evaluation of professional practice, professional learning and support, and curriculum and assessment development.
- A comprehensive evaluation process includes:
 - On-going inquiry into and reflection on practice;
 - Goal-setting aligned with high expectations for positive student learning outcomes;
 - Information gathered from multiple sources of evidence;
 - Analysis of data from multiple sources of evidence;
 - Support structures for feedback, assistance, and professional collaboration;
 - Research-based professional learning opportunities aligned to the needs of teachers.
- An effective teaching and learning system that increases educator effectiveness and student outcomes is based on standards, and promotes and is sustained by a culture of collaboration and knowledge sharing.

Purpose

The Portland Public Schools Educator Evaluation and Support Plan is designed to support a comprehensive educator evaluation system aligned to Connecticut State Board of Education requirements and regulations. Connecticut General Statutes 10-151b requires that “the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher.” **Within the PPS Educator Evaluation and Support plan, each educator is annually assigned a primary evaluator with 092 or 093 certification.**

This plan therefore establishes and contains the essential structures, practices, guidance, and resources necessary for Portland educators and their evaluators to collaboratively engage in deep reflection, focused goal-setting, purposeful professional learning, and productive dialogue. Through successful participation in this plan, Portland educators are well-positioned to experience individualized and meaningful growth-over-time that best serves the shared and singular goal of Portland Public Schools: increased student achievement outcomes for all PPS students.

Guiding Principles

The PPS Educator Growth and Support plan was written in alignment with guiding principles developed by the Connecticut State Department of Education and published within [Connecticut Guidelines for Educator and Leader Evaluation and Support 2023](#). These guiding principles, which promote the use of high quality professional learning to advance educator practice and student learning, growth, and achievement, are as follows:

1. **Focus on Educator Growth and Agency:** Engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus.
2. **Allow for Differentiation by Role:** Teachers, counselors, support staff, leaders – principal, assistant principal, central office administrators, etc.

3. **Simplify and Reduce the Burden:** Eliminate technical challenges; reduce the number of steps and paperwork.
4. **Focus on Things that Matter Most:** Identify high leverage goal focus areas.
5. **Specific, Timely, Actionable and Reciprocal Feedback:** Quality feedback leads to opportunities for meaningful professional growth.
6. **Meaningful Connections to Professional Development:** Create/allow for multiple pathways for participants to improve their own practice in ways that are meaningful and impactful.
7. **Connect to Best Practices Aimed at the Development of the Whole Child:** Including but not limited to academic, social, emotional, and physical development.

Overarching Aims of Our Plan

1. **Professionalize the Profession**
 - Document and share educators' best practices that result in meaningful advancement of student learning.
 - Enhance expert knowledge and collective efficacy in the field.
 - Create new opportunities for educators to collaborate and develop leadership skills in their schools and disciplines.
 - Recognize and reward excellence in teaching, administration, and exemplary contributions to Portland Public schools and programs.
 - Ensure that only high-quality professionals are selected for tenure in Portland Public schools and programs.
 - Contribute to a process for validating personnel decisions, including recommendations for continued employment of staff.
2. **Improve the quality and focus of observation and evaluation**
 - Establish collaborative examinations of instructional practice among administrators and teachers to develop shared understanding of the strengths and challenges within our schools and programs to improve student learning.
 - Define and clarify criteria for evaluation and measurement of student learning, using research-based models for evaluation.
 - Establish multiple potential measures to assess professional practice, such as: teacher portfolios; teacher-designed objectives, benchmarks, and assessments of student learning; teacher contributions to school/district level research on student learning and professional resources; mentoring and peer assistance; achievement of learning objectives for student growth.
 - Improve quantity and quality of feedback to those evaluated.
 - Align evaluation findings with professional learning opportunities and support systems.
3. **Support organizational improvement through the Professional Learning and Evaluation Program.**
 - Align district- and school-level professional learning opportunities with the collective and individual needs of educators, based on data acquired through professional learning goal plans and observations of professional practice.
 - Provide educators with multiple avenues for pursuing professional learning.
 - Integrate Portland Public School's resources to support and provide professional learning opportunities.
 - Create formal and informal opportunities for educators to share professional learning with colleagues.

The Continuous Learning Process

The PPS Educator Growth and Support Plan is designed as a continuous learning process that aims to engage educators with ongoing learning opportunities for professional growth through analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the educator serves as the self-directed learner who actively directs their learning via evidence collection, reflection, and feedback. The evaluator* serves as a learning partner who supports the educator via evidence collection, support, and feedback. All professional learning drives at and connects to the overarching imperatives of student growth, learning, and achievement.

* Within the PPS Educator Evaluation and Support plan, each educator is annually assigned a primary evaluator with 092 or 093 certification.

Core Elements

The design of the PPS Educator Growth and Support Plan aligns to the [Connecticut Guidelines for Educator Evaluation and Support 2023](#) which are representative of research-based effective practice and include the following elements:

1. **Standards and Criteria for Educators**
2. **Goal Setting Process and Meeting Schedule**
3. **Roles and Responsibilities**
4. **Process Elements: Observations and Reviews of Practice**
5. **Feedback and Scoring**
6. **Tiered Supports and Corrective Plans**
7. **Dispute resolution**

Each of these elements is described in further and specific detail below.

Core Element #1: Standards and Criteria for Educators

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework:

1. [The Connecticut Common Core of Teaching \(CCT\) Rubric for Effective Teaching \(2017\)](#)
This rubric is the primary instrument used to measure effectiveness for all classroom teachers in the areas of Classroom Engagement, Student Engagement, and Commitment to Learning (Domain 1); Planning for Active Learning (Domain 2); Instruction for Active Learning (Domain 3); and Professional Responsibilities and Teacher Leadership (Domain 4).
2. [The Connecticut Common Core of Teaching \(CCT\) Rubric for Effective Service Delivery \(2017\)](#)
This rubric is the primary instrument used to measure effectiveness for all non-classroom educators (i.e. clinicians) in the areas of Learning Environment, Engagement, and Commitment to Learning (Domain 1); Planning for Active Learning (Domain 2); Service Delivery (Domain 3); and Professional Responsibilities and Leadership (Domain 4).
3. [Learning Forward Professional Learning Standards \(2022\)](#)

Learning Forward Professional Learning Standards (2022) serve as a tool for how optimal 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 and pursue growth. In evaluative settings, these standards are used to further guide conversations and efforts related to each educator's professional learning goals, measures, and actions. Note - These standards themselves do not directly contribute to an educator's annual summative score (see "Core Element #5 - Feedback and Summative Scoring").

Core Element #2: Goal-Setting Process and Meeting Schedule

Orientation (Prior to October 15)

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

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

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

Goal-Setting Process

Annually, each PPS Educator is required to establish and/or renew a professional learning goal and to develop a related learning plan that

- a. Focuses on a high-leverage area for growth as aligned to professional standards;
- b. Is preferably aligned with district/school priorities;
- c. Is designed to positively impact student learning outcomes;
- d. Requires new learning via planful professional development;
- e. Will yield improvements in educator practice;
- f. Can be progress-monitored via a minimum of two measures of accomplishment, including at least one measure of student growth, learning, and/or achievement;
- g. Is feedback-dependent;
- h. And is mutually agreed upon by the educator and their evaluator.
 - Note - For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration will be given for alignment between professional learning goals and their TEAM modules as to most sensibly deepen their learning and practice.
 - See [Appendix II: Sample Reflection Questions - Educator](#). This resource is designed to help educators conceptualize a professional learning goal(s) and related plan.
 - See [Appendix III: Growth Criteria and Sources of Evidence – Educator](#): This resources is designed to help educators consider what growth indicators and types of evidence they may use in conceptualizing and working towards their goals.

Collaborative Goals

As to best learn with and from their peers, educators are encouraged to work collaboratively with colleagues to set common learning goals and to develop similar learning plans. Common grade-level, content-area, or school-based colleagues are best-positioned to work collaboratively towards common goals and plans. Each educator, ultimately, is responsible for their own professional growth, including the evidence they compile to demonstrate their individual progress.

District Supports for Professional Learning Goals and Plans

To the greatest extent possible, there should be clear coherence between school and district improvement efforts and educators' professional learning goals. Collaborative improvement planning is critical for such coherence. Each spring, principals, district leaders, and teachers will engage in collaborative discussions that "look back" and "look forward," centering on school and district improvement aims. Within these conversations, attention will be paid to current/ongoing initiatives, student achievement metrics, and instructional best practices. From there, district leadership will work over the summer months to solidify improvement plans and to identify/extend related, high-leverage focus areas for professional learning and growth. These high-leverage focus areas will become highly recommended options to which staff are encouraged to align their professional learning goals and plans. Relative to each high-leverage focus area, the district will provide access to recommended resources and supports, including professional texts and professional development opportunities.

To best support educators' professional learning goals and related growth, the district, in coordination with the PDEC, will provide each educator each year substantial professional development time within our district professional development schedule for the purpose of working towards their goal(s) and related learning plan. Time will be provided via a combination of full-district PD day hours and two-hour delayed opening hours.

Meeting Schedule

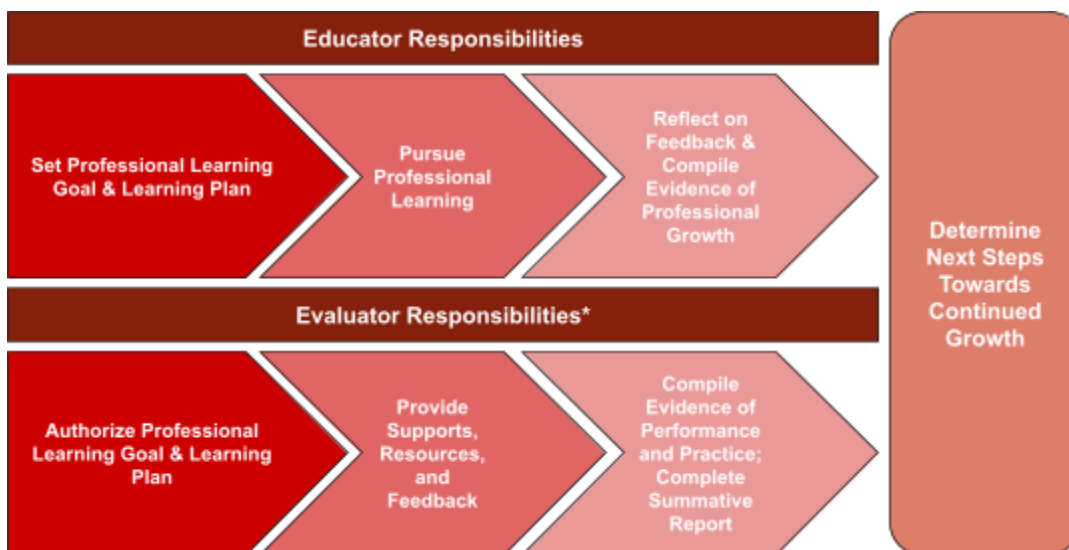
During each school year, a minimum of three guaranteed meetings (described below) provide opportunity for reciprocal discussion between educator and evaluator. These discussions focus on the educator's goal(s) for professional learning and growth, current and observed practices, evidence demonstrating progress, identification of needs, and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration.

- **Meeting #1 - Goal Setting (Completed by End of October)** - The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify an area for professional learning and growth that will improve student outcomes. The educator and evaluator come to mutual agreement on a new or renewed high leverage professional practice goal(s), multiple measures of accomplishment (at least two measures), and a professional learning plan.
 - See [Appendix III](#), [Appendix IV](#), and [Form I](#)
- **Meeting #2 - Mid-Year Check-in (Completed by Mid-February)** - The midyear conversation is a crucial progress check-in and consists of reciprocal dialogue between the educator and evaluator and includes an educator self-reflection on their progress toward their goal(s) so far.
 - Educators self-reflect and review multiple and varied qualitative and quantitative indicators evidencing impact on their growth and professional practice as well as on student learning, growth, and achievement.
 - The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence align to the single point rubric.

- The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that mutually agreed upon revisions to the educator’s goal(s) may be considered based on multiple measures of evidence.
 - See [Appendix V](#) and [Form II](#)
- **Meeting #3 - End-of-Year Reflection (Completed by Early June)** - End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in. Discussion highlights include progress toward the educator’s goal(s); professional learning as it has impacted professional practice; and professional learning as it has impacted student learning, growth, and achievement. Evidence from multiple and varied qualitative and quantitative indicators guide the discussion. For the educator, the end-of-year reflection provides an important “look back” and “look forward” that informs goal-planning for the following year. For the evaluator, information from the end-of-year reflection is utilized to complete the educator’s Summative Report (see “Summative Report” under “Core Element #5: Feedback and Scoring”).
 - See [Appendix V](#) and [Form III](#)

Core Element #3: Roles and Responsibilities

Within the PPS Educator Evaluation and Support plan, each educator is annually assigned a primary evaluator with 092 or 093 certification. The implementation of the continuous learning process is shared between the educator and evaluator. For the duration of the learning process, educators pursue learning and attainment of their goal(s), collecting related evidence of impacts on practice and student learning outcomes. Evaluators provide educators with feedback from observation and dialogue, ensure timely access to supports, and collect evidence of educator performance and practice toward goal(s) through multiple sources, which include observation and may include student, staff, or family feedback. At the end of each year, the evaluator makes a holistic assessment of the educator’s fulfillment of plan requirements, including observed strengths and an area(s) for continued growth. Through mutual agreement, the educator and evaluator determine logical next steps in advance of the following year’s work, which may include the development of a new professional learning focus/goal/plan or the continuation (with extension) of the current professional learning focus/goal/plan.



* Note - Upon mutual agreement between the evaluator and educator, another administrator may contribute a required observation or review of practice.

Core Element #4: Process Elements - Observations and Reviews of Practice

Observation of Professional Practice

Observations occur throughout the continuous learning process. Evaluators utilize observations to provide educators with specific feedback based on evidence, standards (CCT rubrics), and the educator's goal.

The PPS Educator Growth and Support Plan utilizes two different types of observations:

- **Mini-observations:** The goal of mini-observation is for the evaluator to see the educator's authentic practice via more frequent, short-duration visits. These observations last no more than 15 minutes and are unannounced. No documentation is required to be completed by the educator in advance of or following a mini-observation. The evaluator provides face-to-face feedback whenever feasible and always provides short written feedback not exceeding 1000 characters within two school days of the mini-observation. Mini-observations primarily focus on domains one and three of the CCT rubrics. Evaluators intentionally vary the classes they observe as well as their days and times of visits.
- **Formal observations:** Formal observations are longer duration opportunities for the evaluator to observe the educator in practice. They are a minimum of 30 minutes in length and are scheduled in advance. Prior to a formal observation, the educator must complete a pre-observation planning form. This form guides conversation during a required pre-observation meeting between the educator and their evaluator, which typically takes place 1-3 school days prior to the observation. After the lesson, the educator is provided reflection questions. The educator's reflections and the evaluator's verbal feedback guide the conversation during a required post-observation meeting, which typically takes place 1-3 days after the observation. The evaluator provides formalized written feedback to the educator within two weeks of the date the observation took place. Formal observations primarily yield evidence of domains one, two, and three of the CCT rubric.
 - Pre-Observation Forms: [Form V.a](#) and Form V.b
 - Post-Observation Forms: [Form VI.a](#) and Form VI.b
 - Evaluator Evidence Collection and Feedback Forms: [Form VII.a](#) and [Form VII.b](#)

Reviews of Practice

Not all aspects of effective educator practice are observable through observation (i.e. planning). Additionally, not all educators are easily observable in the delivery of instruction and/or services (i.e. clinicians). In these instances, reviews of practice may be used in addition to mini-observations or formal observations. Additionally, via mutual agreement between the evaluator and educator, a review of practice may be substituted for a mini-observation. (Note - Reviews of practice cannot be substituted for formal observations).

A Review of Practice is defined as any mutually agreed upon opportunity for the evaluator to observe and/or converse with the educator on any aspect of their role outside of direct instruction. This may include but is not limited to observed participation during required or voluntary meetings, service on committees or work groups, conversations around specific teaching or learning artifacts or data, and/or examples of leadership efforts undertaken by the educator.

- See Optional Reviews of Practice [Form VIII.a](#) and [Form VIII.b](#)

Number and Frequency of Observations and Reviews of Practice

The Portland Public Schools Educator Growth and Support Plan divides teachers into two cohorts based on tenure status in the district. Type, number, and frequency of observations and reviews of practice for members of each cohort differ as follows:

Cohort 1	Cohort 2
Who? <ul style="list-style-type: none"> ● Any PPS Educator who has not yet obtained tenure in Portland* 	Who? <ul style="list-style-type: none"> ● Any PPS Educator who has obtained tenure in Portland*

Type, Number, and Frequency of Observations

- One formal observation per year
- A minimum of eight mini-observations per year
- A minimum of one review of practice per year

Type, Number, and Frequency of Observations

- A minimum of six mini observations per year
- A minimum of one review of practice per year

*** Type, number, & frequency of observations can vary for teachers on supportive and/or corrective plans.**

Timeline of Meetings and Mini-Observations

To best support the delivery of specific, timely, actionable, and reciprocal feedback (further described under “Core Element #5), the following timeline has been established to guide the order and schedule in which meetings and mini-observations should take place for all educators. Formal observations and reviews of practice can be scheduled and/or take place at any point during the school year.

**Core Element #5: Feedback and Scoring****High-Quality 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). Feedback is best delivered, received, and actualized when it is:

- *Timely* - Written feedback from all formal classroom observations and reviews of practice should be delivered to PPS teachers within five days of observation/review. For mini-observations, face-to-face feedback should be provided whenever feasible, and written feedback (max. 1000 characters) should be delivered within two school days of the classroom visit. Feedback following the goal-setting and mid-year conferences (if needed) should be provided within ten school days. Feedback from the end-of-year summative conference should always be provided prior to the conclusion of the school year and within ten school days when feasible.
- *Specific* - Feedback should be learner-focused and growth-oriented such that it connects to the educator’s established goal(s) for professional learning and/or a defined, standards-aligned area for continued improvement. It should connect to exact practices observed/not observed and be worded using standards-aligned language.
- *Actionable* - Feedback should provide suggested actions the educator should take to rework, refine, and/or reorder knowledge, attitudes, skills, and/ or practices towards desired outcomes.

Reciprocal feedback matters towards the effectiveness of both educator and evaluator in meeting the requirements and spirit of our PPS Educator Growth and Support plan. Through open and honest dialogue, the educator should be made to feel invited and encouraged by their evaluator to share feedback about their evaluator’s practices, including how they provide feedback. Within our evaluation system, all PPS educators will have anonymous opportunities each year to provide feedback to the PDEC about the effectiveness of this plan.

Feedback Instruments

Depending on role, PPS Educators will be provided feedback via either the [The Connecticut Common Core of Teaching \(CCT\) Rubric for Effective Teaching \(2017\)](#) or the [The Connecticut Common Core of Teaching \(CCT\) Rubric for Effective Service Delivery \(2017\)](#). Specific rubric assignment will be by mutual agreement between the educator and evaluator.

Educators are provided feedback via these instruments at the following instances/intervals:

- Conclusion of a Formal Observation - After a formal observation process is complete, the evaluator will provide the educator with written feedback pertaining to practices observed aligned to rubric domains one through three (domain four does not apply to classroom observations). Providing level-of-performance feedback (Below Standard, Developing, Proficient, Exemplary) can help the educator to know what their current strengths are and where there are standards-defined areas for growth-in-practice.
- Mid-Year Meeting - At the Mid-Year meeting, the educator and evaluator will discuss progress towards the professional learning goal, including impacts on practice and on student learning outcomes. The evaluator will also share holistic impressions of the educator's practice based on observations and reviews of practice to date. Providing level-of-performance feedback (Below Standard, Developing, Proficient, Exemplary) can help the educator to know what their current strengths are and where there are standards-defined areas for growth.
- End of Year Meeting - At the End-of-Year meeting, the educator and evaluator will discuss progress towards the professional learning goal, including impacts on practice and on student learning outcomes. The evaluator will also share holistic impressions of the educator's practice based on all observations and reviews of practice. After the end of year meeting, the evaluator will complete a summative report in which the educator will be scored summatively against single-point criteria for professional learning and growth as well as observed practices related to their assigned CCT rubric. (continue reading below for details).

Single-Point Competency Summative Scoring

Educators are more than a rating, and the work they do each and every day cannot be reduced (nor can they as professionals) to a single scale number or descriptor. Furthermore, even the best evaluation systems and observation practices create only infrequent, snapshot opportunities for evaluators to see educators in daily practice. For these reasons and more, our PPS Educator Growth and Support Plan utilizes summative single-point competency scoring rather than summative ratings or performance level indicators ([see Appendix V](#)).

Our single-point competency rubric assesses not the specific level at which an educator performs standards-aligned practice. Rather, it asks, *“Does the teacher consistently demonstrate expected practices?”* The answer, a single point determination, is either “Yes” or “No.”

The CCT rubrics for Effective Teaching and Service Delivery make use of a four-level rating system as follows: Level 1 - Below Standard, Level 2 - Developing, Level 3 - Proficient, Level 4 - Exemplary. These performance levels contain specific language that defines observable and evidence-ready practices for each domain. This information can help educators understand what effective practice looks like across a continuum of practice and to establish goals for professional learning and growth relative to current performance level. Similarly, these detailed rubric performance levels can assist evaluators in providing specific and actionable feedback, supports, and resources that best support each educator's continued growth towards standards-defined best practices.

For the purposes of single-point competency summative scoring:

- Levels 3 and 4 on the CCT rubrics form a broader category of “expected practices.”
- Levels 1 and 2 on the CCT rubrics form a broader category of “less-than-expected practices.”

- Each year, teachers will be summatively scored in each domain. For each domain, the evaluator will answer the question yes or no, “Does the teacher consistently demonstrate expected practices?”
 - Note - Teachers are scored by domain, not indicators. To determine a domain score, the evaluator will consider the indicators and sub-indicators of each domain, weighing the language of each against evidence collected through observations, reviews of practice, and discourse. The teacher is scored via single-point competency (“Yes” or “No”) based on the preponderance of performance across a domain, inclusive of all indicators and sub-indicators on the assigned rubric.
 - Note - When an educator is adjudged to be consistently demonstrating practice at less-than-expected levels of performance in one or more domains, the educator and evaluator together “unpack” the rubric and the specific language of the domain(s), indicator(s), and/or sub-indicator(s) of concern to determine current practices vs. expected practices. From there, a determination is made whether tiered supports or a corrective action plan would best help the educator improve and a subsequent plan is developed/implemented (see “Core Element #6: Tiered Supports and Corrective Action Plans”).

The Summative Report

At the end of each school year, an educator will receive a summative report from their evaluator that indicates the following:

- Single-point determinations (“Yes” or “No”) as to whether or not the teacher has satisfied each requirement of the Portland Public Schools Educator Growth and Support Plan. An educator is determined to have successfully completed the plan when they have demonstrated:
 - Fulfillment of all required meetings and forms.
 - Reflection supported with evidence of the impact of the educator’s new learning on their practice/goal.
 - The impact the educator’s new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
 - Next steps for continued learning and growth.
- Single-point competency scores for each domain 1-4 on their assigned CCT rubric.
 - Note - Each single point competency score answers with “Yes” or “No” the question “Does the educator consistently demonstrate expected practices?”
- A holistic performance write-up indicating up to three areas of observed and/or evidence-supported strengths and one area for continued growth.
 - See [Appendix VI - Sample Corrective Support Plan - Educator IV.a](#) and [Form IV.b](#) for Summative Report Templates

The summative report, once finalized, is signed by the evaluator and delivered electronically or physically to the educator. The educator, if in agreement with the evaluator’s report, signs and returns it to the evaluator. The report is then filed within the educator’s personnel file, and the evaluation process is deemed complete for the given school year.

Core Element #6: Tiered Supports and Corrective Action Plans

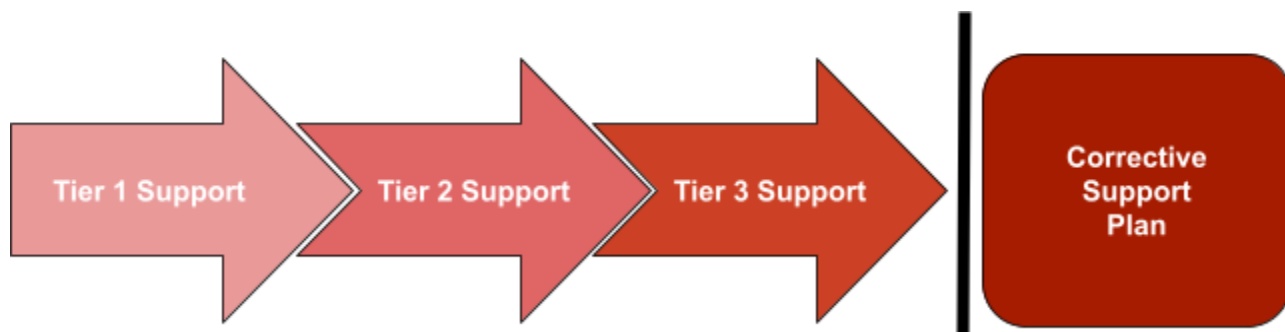
Tiered Support Model

All educators require access to high-quality, targeted professional learning and 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 prior to the development of a corrective plan.*

* In addition to the annual orientation educators receive for the PPS Educator Growth and Support Plan, ongoing training will also be provided to help all stakeholders understand the differentiated supports and processes offered within.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback will lead to advancing levels of support prior to placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators will 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, educator, and their exclusive bargaining representative if applicable.

This model of tiered supports preceding a corrective action plan is illustrated below:



Tier 1 Support - Universal Supports for All Educators

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

Tier 2 Support - More Specific, Intensive Supports Based on Demonstrated Needs

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 2 supports are confidential and documented (see [Appendix VI](#)).

Tier 3 - Most Specific, Intensive Supports Based on Substantial Needs

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

Corrective Support Plan - Mandated Improvement Course Based on Serious Concerns of Practice

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

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

- clear objectives specific to the 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.

- See [Appendix VI](#) for a Sample Corrective Support Plan
- See [Form IX](#) for the PPS Tiered Support/Corrective Support Plan template

Core Element #7: Dispute Resolution

Purpose

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 educators engaged in the Portland Public Schools Educator Growth and Support Plan. As our plan 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 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.

- Note - Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreement(s).

Process

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

1. Informal Request for Resolution: Within three school days of articulating the dispute in writing to their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. Appeals Procedure: If there has been no resolution, the educator may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with their evaluator (step 1). The educator being evaluated may choose between two options.
 - a. Option 1: The issue in dispute may be referred for resolution to the Superintendent. Through mutual agreement, the Superintendent and educator may select three mutually agreed upon persons to serve as a neutral party.* It is the role of this neutral party to determine the resolution of the dispute and to identify any actions to be taken moving forward. (* Each individual must be a certified PPS educator; it is further recommended that at least one selected individual be a member of the PPS PDEC Committee.) The neutral body will act as arbitrator and make a final decision, which shall be binding.

- b. Option 2: The educator being evaluated may request that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits*

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

* Time limits will be upheld unless directly affected by the school calendar (breaks, closures, etc.).

** School days are defined as days when schools are open and in session for students.

Appendices and Forms - Educator

Information and Resources to Support Educator Planning and Growth

Appendices

1. [Appendix I: At-A-Glance Overview: PPS Educator Growth & Support Plan](#)
2. [Appendix II: Sample Reflection Questions - Educator](#)
3. [Appendix III: Growth Criteria and Sources of Evidence - Educator](#)
4. [Appendix IV: Glossary of Professional Learning Opportunities](#)
5. [Appendix V: Single-Point Competency Rubrics Explained](#)
6. [Appendix VI: Sample Corrective Support Plan - Educator](#)
7. [Appendix VII: General Glossary of Terms](#)

Forms

1. [Form I: Goal-Setting and Planning](#)
2. [Form II: Mid-Year Check-In - Reflection, Adjustment\(s\), & Next Steps](#)
3. [Form III: End of Year Conference - Educator Reflection](#)
4. [Form IV.a: Summative Report \(Teacher\)](#)
[Form IV.b: Summative Report \(Service Provider\)](#)
5. [Form V.a: Formal Classroom Observation Pre-Observation Form \(Teacher\)](#)
[Form V.b: Formal Observation Pre-Observation Form \(Service Provider\) - NEED!](#)
6. [Form VI.a: Formal Classroom Observation Post-Observation Form \(Teacher\)](#)
[Form VI.b: Formal Classroom Observation Post-Observation Form \(Service Provider\) - NEED!](#)
7. [Form VII.a: Formal Classroom Observation Evidence Collection and Feedback Form \(Teacher\)](#)
[Form VII.b: Formal Classroom Observation Evidence Collection and Feedback Form \(Service Provider\)](#)
8. [Form VIII.a: Optional Review of Practice Evidence Collection Form \(Teacher\)](#)
[Form VIII.b: Optional Review of Practice Evidence Collection Form \(Service Provider\)](#)
9. [Form IX: PPS Corrective Support Plan Template](#)

Portland Public Schools Administrator Growth & Support Plan



2024-2025 School Year

This plan was formally developed by the Portland Public Schools Professional Development and Evaluation Committee (PDEC) over the course of the 2023-24 school year and was formally adopted by the Portland Board of Education on **insert date**.



PPS Board of Education Members

- Laurel Steinhauser, Chairperson
- Meg Scata, Secretary
- Angela Hammond
- Tim Lavoy
- Kim Nagy-Maruschock
- Dave Murphy
- Sarah Spear

PPS PDEC Committee Members (2023-24)

- Charles Britton, Superintendent
- Eric Martin, Administrator/Chair
- Michael Searson, Administrator
- Danielle Traves, Teacher
- Donald Brechlin, Teacher
- Karen Lutkus, Teacher
- Tracey Graf, Teacher
- Briana Visone, Teacher
- Elisha Millerd, Teacher
- Jennifer Esteves, Teacher
- Tricia Dougherty, Teacher
- Dawna Royce, Paraeducator
- Meaghan Franklin, Paraadministrator

At-A-Glance Overview - PPS Administrator Growth and Support Plan ([Appendix I](#))



- Each year, Portland administrators establish a focus area for professional learning and growth.
- Within this focus area, they establish a professional learning goal and related plan with evidentiary measures of accomplishment.
- Throughout the year, administrators pursue their learning goal via their plan.
- Via site visits and/or observations of practice and dialogic meetings, the evaluator provides feedback and support to the administrator throughout the year.
- At the end of each year, administrators receive single-point competency summative scoring and holistic feedback.

September - October

- Administrator receives annual orientation training on the PPS administrator Growth and Support Plan.
- Administrator engages in self-reflection to identify a focus area for professional learning and growth.
- Administrator drafts a professional learning goal with at least two measures of accomplishment (one of which must relate to student learning outcomes) and a professional learning plan to pursue/reach their goal.
- Administrator and evaluator use goal-setting meeting to finalize professional learning goal and plan, including measures of accomplishment.
- Evaluator utilizes site visits and/or observations of practice and dialogic meetings to provide feedback to administrator.

November - February

- Administrator pursues professional learning goal according to their plan.
- Administrator compiles evidence connected to measures of accomplishment.
- Evaluator utilizes site visits and/or observations of practice to provide feedback to administrator.
- Administrator and evaluator meet for mid-year check-in to discuss administrator's progress, evidence, and feedback to-date. Both parties mutually agree to any necessary revisions to the administrator's goal/plan.

March - June

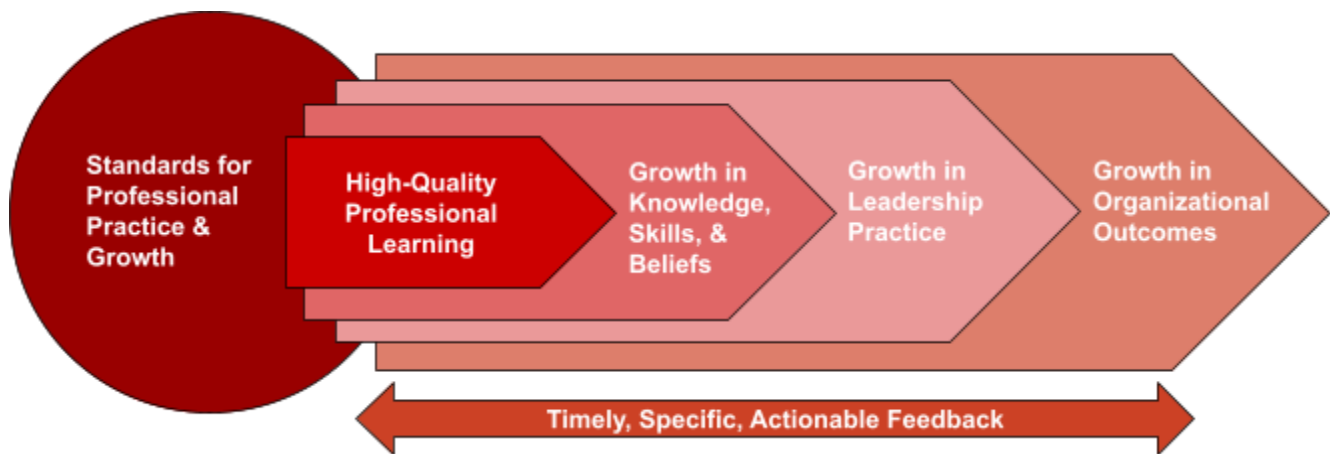
- Administrator continues pursuit of professional learning goal according to their plan.
- Administrator continues compiling evidence connected to measures of accomplishment.
- Evaluator continues to utilize site visits and/or observations of practice to provide feedback to administrator.
- Administrator and evaluator meet for end-of-year reflection meeting to discuss administrator's progress, evidence, and feedback for the year.
- Evaluator completes administrator's summative report based on discussions, observations, and feedback.
- Administrator and evaluator sign off on summative report, which is entered into administrator's personnel file.

Introduction

In 2023, the Connecticut State Department of Education released long-awaited and revised [Connecticut Guidelines for Educator and Leader Evaluation and Support](#). These guidelines, a revision to the state's previous evaluation model and related requirements, provided districts opportunities to reimagine administrator evaluation in ways that better strengthen individual and collective practices to improve organizational outcomes. Throughout the course of 2023-24 school year, Portland's Professional Development and Evaluation Committee met regularly to deeply study these guidelines; consider their potential for a better evaluation system in Portland; meet with consultant experts in the field; analyze model plans released by the CSDE, CEA, and Kim Marshall; and to develop the plan laid out over these pages. Portland's Administrator Growth and Support Plan works within the state's revised guidelines and creates a system whereby all administrators have the opportunity to engage in and actualize professional learning to improve leadership practices and organizational outcomes.

At the heart of Portland's plan is a firm belief that high-quality professional learning is the primary catalyst for improving organizational outcomes. As illustrated in the graphic below, our plan rests on the following principles:

- Standards for professional practice and growth help all administrators to understand what constitutes highly-effective educational leadership.
- When administrators engage in deep, sustained, and meaningful professional learning aligned to professional standards for growth and practice, they grow their knowledge, skills, and beliefs about highly-effective educational leadership.
- When administrators grow their knowledge, skills, and beliefs about effective leadership, they are best positioned to adopt more highly-effective leadership practices.
- When administrators adopt and employ highly-effective leadership practices, improved organizational outcomes result.
- Administrators deserve timely, specific, and actionable feedback that helps guide their efforts along a continuum of professional learning towards improved organizational outcomes.



Vision

Through a structured growth and support plan, all Portland Public Schools administrators engage in deep, sustained, and meaningful professional learning and receive timely, specific, and actionable feedback through which they sharpen the skills, knowledge, and beliefs necessary to leverage highly-effective leadership practices towards improved organizational outcomes, including student learning.

Core Beliefs

We acknowledge that effective schools and districts are built upon the collaborative, interdependent work of teachers and administrators, students and families, and school districts and the communities they serve. Therefore, our plan seeks to create a professional culture in our educational programs that is grounded in the following beliefs:

- Effective leadership must reflect and be grounded in the vision and core values of the district and its schools.
- An effective supervision and evaluation system that increases administrator effectiveness and organizational outcomes is based on standards, and promotes and is sustained by a culture of collaboration and knowledge sharing.
- Effective administrators employ high-effective practices that improve organizational outcomes, including student learning.
- A comprehensive administrator evaluation and support process includes:
 - On-going inquiry into and reflection on practice;
 - Goal-setting aligned with high expectations for positive organizational outcomes;
 - Information gathered from multiple sources of evidence;
 - Analysis of data from multiple sources of evidence;
 - Support structures for feedback, assistance, and professional collaboration;
 - Research-based professional learning opportunities aligned to the needs of administrators.

Purpose

The Portland Public Schools Administrator Evaluation and Support Plan is designed to support a comprehensive administrator evaluation system aligned to Connecticut State Board of Education requirements and regulations whereby, [*"The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring an 092 certification."*](#) Within the PPS Educator Evaluation and Support plan, each administrator is annually assigned a primary evaluator with 092 or 093 certification

This plan therefore establishes and contains the essential structures, practices, guidance, and resources necessary for Portland administrators and their evaluators to collaboratively engage in deep reflection, focused goal-setting, purposeful professional learning, and productive dialogue. Through successful participation in this plan, Portland administrators are well-positioned to experience individualized and meaningful growth-over-time that best serves the shared and singular goal of Portland Public Schools: increased student achievement outcomes for all PPS students.

Guiding Principles

The PPS Administrator Growth and Support plan was written in alignment with guiding principles developed by the Connecticut State Department of Education and published within [Connecticut Guidelines for Educator and Leader Evaluation and Support 2023](#). These guiding principles, which promote the use of high quality professional learning to advance administrator practice and student learning, growth, and achievement, are as follows:

1. **Focus on Administrator Growth and Agency:** Engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus.
2. **Allow for Differentiation by Role:** Teachers, counselors, support staff, administrators – principal, assistant principal, central office administrators, etc.
3. **Simplify and Reduce the Burden:** Eliminate technical challenges; reduce the number of steps and paperwork.

4. **Focus on Things that Matter Most:** Identify high leverage goal focus areas.
5. **Specific, Timely, Actionable and Reciprocal Feedback:** Quality feedback leads to opportunities for meaningful professional growth.
6. **Meaningful Connections to Professional Development:** Create/allow for multiple pathways for participants to improve their own practice in ways that are meaningful and impactful.
7. **Connect to Best Practices Aimed at the Development of the Whole Child:** Including but not limited to academic, social, emotional, and physical development.

The Continuous Learning Process

The PPS Administrator Growth and Support Plan is designed as a continuous learning process that aims to engage administrators with ongoing learning opportunities for professional growth through 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 administrator serves as the self-directed learner who actively directs their learning via evidence collection, reflection, and feedback. The evaluator* serves as a learning partner who supports the administrator via evidence collection, support, and feedback. All professional learning drives at and connects to the overarching imperatives of student growth, learning, and achievement.

* Within the PPS Educator Evaluation and Support plan, each administrator is annually assigned a primary evaluator with 092 or 093 certification

Core Elements

The design of the PPS Administrator Growth and Support Plan aligns to the [Connecticut Guidelines for Educator and Leader Evaluation and Support 2023](#) which are representative of research-based effective practice and include the following elements:

1. **Standards and Criteria for administrators**
2. **Goal Setting Process and Meeting Schedule**
3. **Roles and Responsibilities**
4. **Process Elements: Site Visits and Observations of Practice**
5. **Feedback and Scoring**
6. **Tiered Supports and Corrective Plans**
7. **Dispute resolution**

Each of these elements is described in further and specific detail below.

Core Element #1: Standards and Criteria for Administrators

The primary goal of the PPS Administrator Growth and Support Plan is to strengthen individual pedagogy and collective practices to increase highly-effective leadership towards improved organizational outcomes. Discussions of administrator practices 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:

1. [Professional Standards for Educational Leaders](#)
2. [Professional Standards for Educational Leaders Rubric](#)

Core Element #2: Goal-Setting Process and Meeting Schedule

Orientation (Prior to October 15)

Annual orientation on the Administrator evaluation and support process shall take place prior to the start of the goal-setting process, no later than October 15. The orientation shall include review of:

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

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

Goal-Setting Process

Annually, each PPS administrator is required to establish and/or renew a professional learning goal and to develop a related learning plan that

- a. Focuses on a high-leverage area for growth as aligned to professional standards;
- b. Is preferably aligned with district/school priorities;
- c. Is designed to positively impact student learning outcomes;
- d. Requires new learning via planful professional development;
- e. Will yield improvements in administrator practice;
- f. Can be progress-monitored via a minimum of two measures of accomplishment, including at least one measure of student growth, learning, and/or achievement;
- g. Is feedback-dependent;
- h. And is mutually agreed upon by the administrator and their evaluator.
 - See [Appendix II: Sample Reflection Questions - Administrator](#). This resource is designed to help administrators conceptualize a professional learning goal(s) and related plan.
 - See [Appendix III: Growth Criteria and Sources of Evidence – Administrator](#): This resource is designed to help administrators consider what growth indicators and types of evidence they may use in conceptualizing and working towards their goals.

Collaborative Goals

As to best learn with and from their peers, administrators are encouraged to work collaboratively with colleagues to set common learning goals and to develop similar learning plans where sensible/applicable. Each administrator, ultimately, is responsible for their own professional growth, including the evidence they compile to demonstrate their individual progress.

District/School Coherence within Professional Learning Goals and Plans

To the greatest extent possible, there should be clear coherence between school and district improvement efforts and administrators' professional learning goals. Collaborative improvement planning is critical for such coherence. Each spring and summer, district leadership will engage in collaborative discussions that "look back" and "look forward," centering on school and district improvement aims. Within these conversations, attention will be paid to current/ongoing initiatives, student achievement metrics, and instructional best practices. An administrator's subsequent goal development should connect to these improvement discussions and subsequently-developed school/district improvement plans.

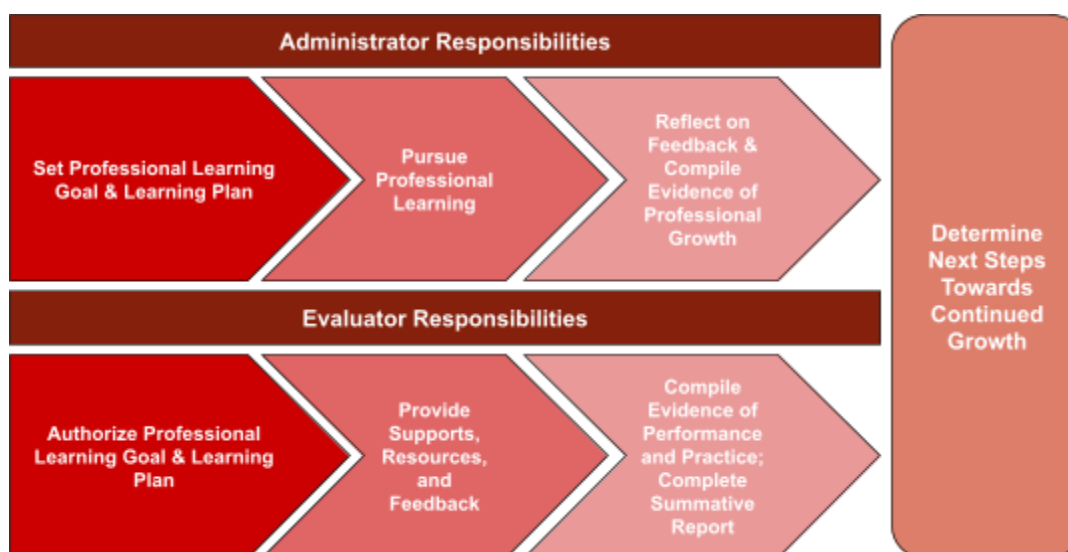
Meeting Schedule

During each school year, a minimum of three guaranteed meetings (described below) provide opportunity for reciprocal discussion between the administrator and evaluator. These discussions focus on the administrator's goal(s) for professional learning and growth, current and observed practices, evidence demonstrating progress, identification of needs, and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration.

- **Meeting #1 - Goal Setting (Completed by End of October)** - The initial goal setting meeting includes a dialogue between the administrator and their evaluator around the administrator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify an area for professional learning and growth that will improve student outcomes. The administrator and evaluator come to mutual agreement on a new or renewed high leverage professional practice goal(s), multiple measures of accomplishment (at least two measures), and a professional learning plan.
 - See [Appendix III](#), [Appendix IV](#), and [Form I](#)
- **Meeting #2 - Mid-Year Check-in (Completed by Mid-February)** - The midyear conversation is a crucial progress check-in and consists of reciprocal dialogue between the administrator and evaluator and includes an administrator self-reflection on their progress toward their goal(s) so far.
 - Administrators self-reflect and review multiple and varied qualitative and quantitative indicators evidencing impact on their growth and professional practice as well as on student learning, growth, and achievement.
 - The evaluator provides specific, standards-based feedback related to the administrator's goal. Observation feedback and evidence align to the single point rubric.
 - The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that mutually agreed upon revisions to the administrator's goal(s) may be considered based on multiple measures of evidence.
 - See [Form II](#)
- **Meeting #3 - End-of-Year Reflection (Completed by Early June)** - End-of-year reflection provides an opportunity for the administrator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in. Discussion highlights include progress toward the administrator's goal(s); professional learning as it has impacted professional practice; and professional learning as it has impacted student learning, growth, and achievement. Evidence from multiple and varied qualitative and quantitative indicators guide the discussion. For the administrator, the end-of-year reflection provides an important "look back" and "look forward" that informs goal-planning for the following year. For the evaluator, information from the end-of-year reflection is utilized to complete the administrator's Summative Report (see "Summative Report" under "Core Element #5: Feedback and Scoring").
 - See [Form III](#)
 -

Core Element #3: Roles and Responsibilities

* Within the PPS Educator Evaluation and Support plan, each administrator is annually assigned a primary evaluator with 092 or 093 certification. The implementation of the continuous learning process is shared between the administrator and evaluator. For the duration of the learning process, administrators pursue learning and attainment of their goal(s), collecting related evidence of impacts on practice and student learning outcomes. Evaluators provide administrators with feedback from observation and dialogue, ensure timely access to supports, and collect evidence of administrator performance and practice toward goal(s) through multiple sources, which include observation and may include student, staff, or family feedback. At the end of each year, the evaluator makes a holistic assessment of the administrator's fulfillment of plan requirements, including observed strengths and an area(s) for continued growth. Through mutual agreement, the administrator and evaluator determine logical next steps in advance of the following year's work, which may include the development of a new professional learning focus/goal/plan or the continuation (with extension) of the current professional learning focus/goal/plan.



Core Element #4: Process Elements - Site Visits and Observations of Practice

Evaluators utilize **site visits and/or observations of practice** to provide administrators with specific feedback based on evidence, standards (PSEL/PSEL rubric), and the administrator's professional learning goal(s).

Site visits: A site visit is defined as an opportunity whereby the evaluator visits the administrator's school/facility to gauge firsthand the administrator's practices and impacts upon students, staff, and other stakeholders. A site visit may be announced or unannounced, and the evaluator may choose to conduct the site visit within or without the company of the administrator. A site visit most often involves the evaluator and administrator traveling and talking together to analyze teaching and learning, to evaluate the physical plant, and/or put eyes together toward any related aspects of leadership as reflected in the day-to-day operations and goings-on of the administrator's school/facility. Site visits are a minimum of thirty minutes in length.

Observations of Practice: Observations of practice are generally announced and mutually agreed upon times for the evaluator to observe the administrator performing their typical job responsibilities within their usual building/workspace or within a typical leadership opportunity/role. Observations of practice might take place within meetings, conferences, workshops, and/or in any other event/instance typical to the administrator's day-to-day work. Observations of practice are a minimum of thirty minutes in length.

Number and Frequency of site visits and/or observations of practice

The Portland Public Schools Administrator Growth and Support Plan divides administrators into two cohorts based on tenure status in the district. Type, number, and frequency of observations and reviews of practice for members of each cohort differ as follows:

Cohort 1	Cohort 2
Who? <ul style="list-style-type: none"> Any PPS administrator who has not yet obtained tenure in Portland* 	Who? <ul style="list-style-type: none"> Any PPS administrator who has obtained tenure in Portland*
Type, Number, and Frequency of Observations <ul style="list-style-type: none"> A minimum of four site visits and/or observations of practice per year Written feedback within ten school days Additional observations of professional practice and/or site visits and/or observations of practice as mutually agreed upon or deemed necessary 	Type, Number, and Frequency of Observations <ul style="list-style-type: none"> A minimum of two site visits and/or observations of practice per year Written feedback within ten school days Additional observations of professional practice and/or site visits and/or observations of practice as mutually agreed upon or deemed necessary
* Type, number, & frequency of observations can vary for administrators on supportive or corrective plans.	

Timeline of Meetings and Site Visits/Observations of Practice

To best support the delivery of specific, timely, actionable, and reciprocal feedback (further described under “Core Element #5), the following timeline has been established to guide the order and schedule in which meetings and site visits/observations of practice should take place for all administrators.



Core Element #5: Feedback and Scoring

High-Quality 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). Feedback is best delivered, received, and actualized when it is:

- Timely** - Feedback from all site visits, observations of practice, and meetings/conferences should be delivered to PPS administrators within ten school days. Feedback from the end-of-year summative conference should always be provided prior to the conclusion of the calendar school year (June 30) and within ten school days when feasible.
- Specific** - Feedback should be learner-focused and growth-oriented such that it connects to the administrator’s established goal(s) for professional learning and/or a defined, standards-aligned area for continued improvement. It should connect to exact practices observed/not observed and be worded using standards-aligned language.
- Actionable** - Feedback should provide suggested actions the administrator should take to rework, refine, and/or reorder knowledge, attitudes, skills, and/ or practices towards desired outcomes.

Reciprocal feedback matters towards the effectiveness of both administrator and evaluator in meeting the requirements and spirit of our PPS Administrator Growth and Support plan. Through open and honest dialogue, the administrator should be made to feel invited and encouraged by their evaluator to share feedback about their evaluator’s practices, including how they provide feedback. Within our evaluation system, all PPS administrators will have anonymous opportunities each year to provide feedback to the PDEC about the effectiveness of this plan.

Feedback Instruments

PPS administrators will be provided feedback via the [Professional Standards for Educational Leaders](#) and [Professional Standards for Educational Leaders Rubric](#).

Administrators are provided feedback via these instruments at the following instances/intervals:

- Mid-Year Meeting - At the Mid-Year meeting, the administrator and evaluator will discuss progress towards the professional learning goal, including impacts on practice and on student learning outcomes. The evaluator will also share holistic impressions of the administrator’s practice based on site visits and observations of practice to date. Providing level-of-performance feedback (Ineffective, Developing, Effective, Highly Effective) can help the administrator to know what their current strengths are and where there are standards-defined areas for growth.
- End of Year Meeting - At the End-of-Year meeting, the administrator and evaluator will discuss progress towards the professional learning goal, including impacts on practice and on student learning outcomes. The evaluator will also share holistic impressions of the administrator’s practice based on all site visits and observations of practice. After the end of year meeting, the evaluator will complete a summative report in which the administrator will be scored summatively against single-point criteria for professional learning and growth as well as observed practices related to the [Professional Standards for Educational Leaders](#) and [Professional Standards for Educational Leaders Rubric](#). (Continue reading below for details).

Single-Point Competency Summative Scoring

Administrators are more than a rating, and the work they do each and every day cannot be reduced (nor can they as professionals) to a single scale number or descriptor. Furthermore, even the best evaluation systems and observation practices create only infrequent, snapshot opportunities for evaluators to see administrators in daily practice. For these reasons and more, our PPS Administrator Growth and Support Plan utilizes summative single-point competency scoring rather than summative ratings or performance level indicators ([see Appendix V](#)).

Our single-point competency rubric assesses not the specific level at which an administrator performs standards-aligned practice. Rather, it asks, “*Does the administrator consistently demonstrate expected practices?*” The answer, a single point determination, is either “Yes” or “No.”

The [Professional Standards for Educational Leaders Rubric](#) makes use of a four-level rating system as follows: Level 1 - Ineffective, Level 2 - Developing, Level 3 - Effective, Level 4 - Highly Effective. These performance levels contain specific language that defines observable and evidence-ready practices for each standard. This information can help administrators understand what effective practice looks like across a continuum and to establish goals for professional learning and growth relative to current performance level. Similarly, these detailed rubric performance levels can assist evaluators in providing specific and actionable feedback, supports, and resources that best support each administrator’s continued growth towards standards-defined best practices.

For the purposes of single-point competency summative scoring:

- Levels 3 and 4 on the PSEL Rubric form a broader category of “expected practices.”
- Levels 1 and 2 on the PSEL Rubric form a broader category of “less-than-expected practices.”

- Each year, administrators will be summatively scored on each standard. For each standard, the evaluator will answer the question yes or no, *“Does the administrator consistently demonstrate expected practices?”*
 - Note - Administrators are scored by standard, not by sub-indicator practices as delineated in the PSEL rubric. To determine a domain score, the evaluator will consider the sub-indicator practices of each standard as expressed within the PSEL Rubric, weighing the language of each against evidence collected through site visits, observations of practice, and discourse. The administrator is scored via single-point competency (“Yes” or “No”) based on the preponderance of performance across a standard, inclusive of all sub-indicator practices.
 - Note - When an administrator is adjudged to be consistently demonstrating practice at less-than-expected levels of performance related to one or more PSEL standards, the administrator and evaluator together “unpack” the rubric and the specific language of the standard(s) and/or sub-indicator practices of concern to examine current practices vs. expected practices. From there, a determination is made whether tiered supports or a corrective action plan would best help the administrator improve and a subsequent plan is developed/implemented (see “Core Element #6: Tiered Supports and Corrective Action Plans”).

The Summative Report

At the end of each school year, an administrator will receive a summative report from their evaluator that indicates the following:

- Single-point determinations (“Yes” or “No”) as to whether or not the teacher has satisfied each requirement of the Portland Public Schools administrator Growth and Support Plan. An administrator is determined to have successfully completed the plan when they have demonstrated:
 - Fulfillment of all required meetings and forms.
 - Reflection supported with evidence of the impact of the administrator’s new learning on their practice/goal.
 - The impact the administrator’s new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
 - Next steps for continued learning and growth.
- Single-point competency scores for each of the PSEL Standards.
 - Note - Each single point competency score answers with “Yes” or “No” the question “Does the administrator consistently demonstrate expected practices?”
- A holistic performance write-up indicating up to three areas of observed and/or evidence-supported strengths and one area for continued growth.
 - See [Form IV](#) for the Summative Report Template - Administrator

The summative report, once finalized, is signed by the evaluator and delivered electronically or physically to the administrator. The administrator, if in agreement with the evaluator’s report, signs and returns it to the evaluator. The report is then filed within the administrator’s personnel file, and the evaluation process is deemed complete for the given school year.

Core Element #6: Tiered Supports and Corrective Action Plans

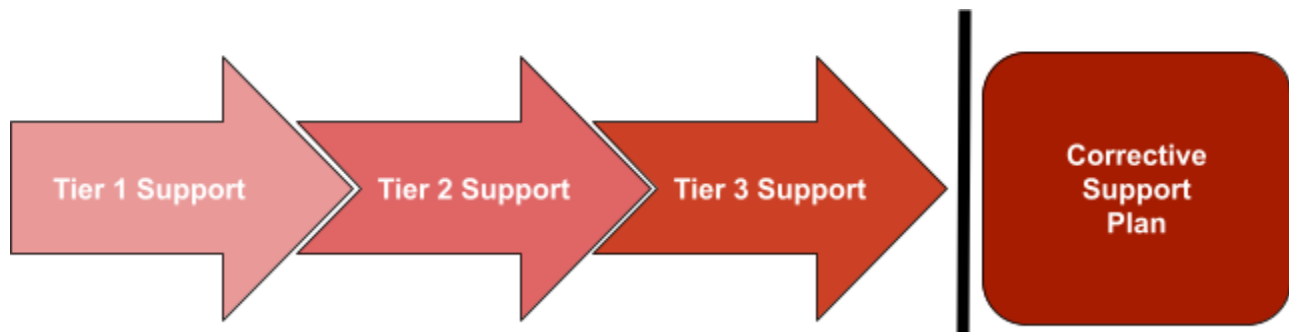
Tiered Support Model

All administrators require access to high-quality, targeted professional learning and support to improve practice over time. Administrators 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 prior to the development of a corrective plan.*

* In addition to the annual orientation administrators receive for the PPS Administrator Growth and Support Plan, ongoing training will also be provided to help all stakeholders understand the differentiated supports and processes offered within.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback will lead to advancing levels of support prior to placing an administrator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators will 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, administrator, and their exclusive bargaining representative if applicable.

This model of tiered supports preceding a corrective action plan is illustrated below:



Tier 1 Support - Universal Supports for All administrators

It is the expectation that all administrators consistently access opportunities for professional growth within the district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, school 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 administrators (e.g. coaching). These resources should be identified via the goal setting process by mutual agreement and help to inform the administrator's professional learning plan.

Tier 2 Support - More Specific, Intensive Supports Based on Demonstrated Needs

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 leadership practices, etc.) that can be either suggested by the administrator and/or recommended by an evaluator. Tier 2 supports are confidential and documented (see [Appendix VI](#)).

Tier 3 - Most Specific, Intensive Supports Based on Substantial Needs

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 administrator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, administrator, and their exclusive bargaining representative for certified administrators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an administrator is receiving this level of support should be clearly documented. Tier 3 supports are confidential and documented (see [Appendix VI](#)).

Corrective Support Plan - Mandated Improvement Course Based on Serious Concerns of Practice

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback will lead to advancing levels of support with a defined process for placing an administrator 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 administrator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan is separate from the normal administrator 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, administrator, and bargaining unit representative.

- See [Appendix VI](#) for a Sample Corrective Support Plan
- See [Form V](#) for the PPS Tiered Support/Corrective Support Plan template

Core Element #7: Dispute Resolution

Purpose

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 administrators engaged in the Portland Public Schools Administrator Growth and Support Plan. As our plan is designed to ensure continuous, constructive, and cooperative processes amongst professionals, administrators and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should an administrator 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 administrator 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 administrator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

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

1. Informal Request for Resolution: Within three school days of articulating the dispute in writing to their evaluator, the administrator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. Appeals Procedure: If there has been no resolution, the administrator may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with their evaluator (step 1). The administrator being evaluated may choose between two options:
 - a. Option 1: The issue in dispute may be referred for resolution to the Superintendent. Through mutual agreement, the Superintendent and administrator may select three persons to serve as a neutral party.* It is the role of this neutral party to determine the resolution of the dispute and to identify any actions to be taken moving forward. (* *Each individual must be a certified PPS staff member; it is further recommended that at least one selected individual be a member of the PPS administrator's union; it is further recommended that at least one select individual be a member of the PPS PDEC Committee.*)

- b. Option 2: (*Note - This option is not feasible in all instances wherein the Superintendent is the evaluator.*) The administrator being evaluated may request 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 administrator 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.

- Note: Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreement(s).

Time Limits*

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

* Time limits will be upheld unless directly affected by the school calendar (breaks, closures, etc.).

** School days are defined as days when schools are open and in session for students.

Appendices and Forms - Administrator

Information and Resources to Support administrator Planning and Growth

Appendices

1. [Appendix I: At-A-Glance Overview: PPS Administrator Growth & Support Plan](#)
2. [Appendix II: Sample Reflection Questions - Administrator](#)
3. [Appendix III: Growth Criteria and Sources of Evidence - Administrator](#)
4. [Appendix IV: Glossary of Professional Learning Opportunities](#)
5. [Appendix V: Single-Point Competency Rubrics Explained - Administrator](#)
6. [Appendix VI: Sample Corrective Support Plan - Administrator](#)

Forms

1. [Form I: Beginning of the Year Goals and Planning - Administrator](#)
2. [Form II: Mid-Year Check-In - Reflection, Adjustment\(s\), & Next Steps - Administrator](#)
3. [Form III: End of Year Conference - Administrator Self-Reflection](#)
4. [Form IV: Administrator Summative Report](#)
5. [Form V: PPS Corrective Support Plan Template](#)