REGION SCHOOL DISTRICT

Canaan, Cornwall, Kent, North Canaan, Salisbury, Sharon, Region One School District

Region One School
Leader Growth and Support Manual
2024-2025

PREFACE

This document provides the rationale, policies, and procedures for the Region 1 School Leader and Educator evaluation program. The Program has been designed through the collective efforts of the *Region One School District Professional Development and Evaluation Committee (PDEC),* which includes educators, related service professionals, union representation, building administrators, and central office curriculum staff. The Committee is charged with developing and updating a model for the evaluation of Region One's certified educators that reflects the best practices in educator evaluation and the requirements of Connecticut Public Acts 12-116 and 12-2, as amended. This plan reflects the most recent modifications to educator evaluation based on the outcome of the 2023 CT General Assembly Legislative session.

Per recent legislation, the administrators and teachers in Region 1 will be evaluated according to this plan commencing in the 2024-2025 school year.

Educator Evaluation Support Plan

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Introduction

Vision

As is true for all Connecticut educators and leaders, Region 1 leaders and educators have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator and leader evaluation and support system so that all Region 1 students experience growth and success.This plan has been developed to align with the Region 1 vision and the mission statements of all of the Region 1 schools. Appendix A includes the Vision and Mission Statements for Canaan, Cornwall, Kent, North Canaan, Region One, Salisbury, Sharon, and Central Office.

Purpose of the Region One Effectiveness and Professional Practice Manual

The Region 1 Leader Effectiveness and Professional Practice Manual is designed to support a comprehensive evaluation system for school leaders and administrators as adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. Connecticut General Statutes 10-151b requires that "the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher ." The same holds true for school leaders and administrators.

The Region 1 Leader Effectiveness and Professional Practice Manual includes tools, guidance, and a rubric to support the evaluation of all school leaders and administrators. The plan will improve and evolve over time to continue to reflect the best practices and innovation with respect to educator feedback and support. This plan will:

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

Guiding Principles

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

- Allow for differentiation of roles *(for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal*).
- Simplify and reduce the burden *(eliminate technical challenges, paperwork, steps).*
- Focus on things that matter *(identify high leverage goal focus areas).*
- Connect to best practices aimed at the development of the whole child *(including, but not limited to, academic, social, emotional, and physical development).*
- Focus on leader growth and agency *(meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).*
- Meaningful connections to professional learning (p*rovide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).*

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

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

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

The combined vision, guiding principles, and overall framework for leader/administrator evaluation and support are the basis for a systematic process of continuous improvement and professional learning with a focus on high quality professional practice and improved outcomes for students. While components of the educator evaluation process are similar for educators and leaders, this manual is designed for leaders and administrators to ensure that they have the support required to effectively lead their schools and foster student success.

Standards and Criteria for Leaders

One of the primary goals of the leader/administrator 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 Region 1 Professional Development and Evaluation Committee (PDEC). The following professional practice standards ground this model's framework. The Region 1 PDEC has created a process to review the standards and has created a single-point rubric to support for self-evaluation, dialogue, and feedback, as well as to provide focus for high leverage goal(s) setting and professional learning

Leader

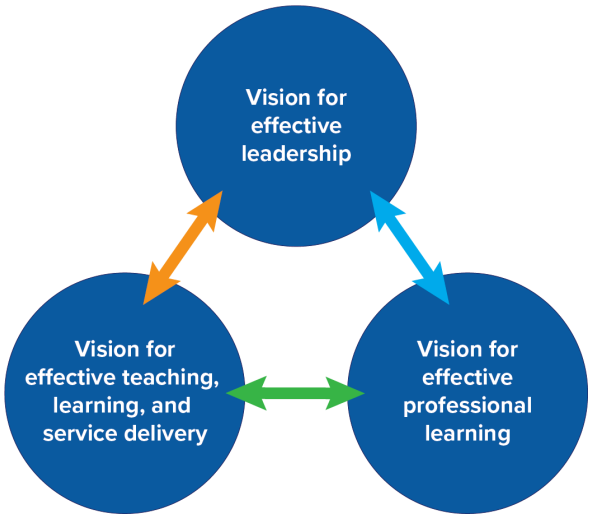
1. Professional Standards for School Leaders (PSEL)
2. Learning Forward's Professional Learning Standards (2022)

Professional Learning Standards and Structures

The Professional Standards for Educational Leaders (PSEL) are the basis against which school district leaders are evaluated. Per the PSEL guidelines, these standards "guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes. They're designed to ensure that educational leaders are ready to effectively meet the challenges and opportunities of the job today and in the future as education, schools and society continue to transform." Region 1 leaders and administrators will use a rubric that is aligned to the PSEL standards as a reflection tool to help them set and implement goals as well as to guide their professional learning overtime. The Region 1 Superintendent and leaders/administrators will use the rubric to guide their discussion during meetings and site visits to ensure that leaders and administrators are meeting State and national standards to ensure the provision of the highest quality educational services.

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

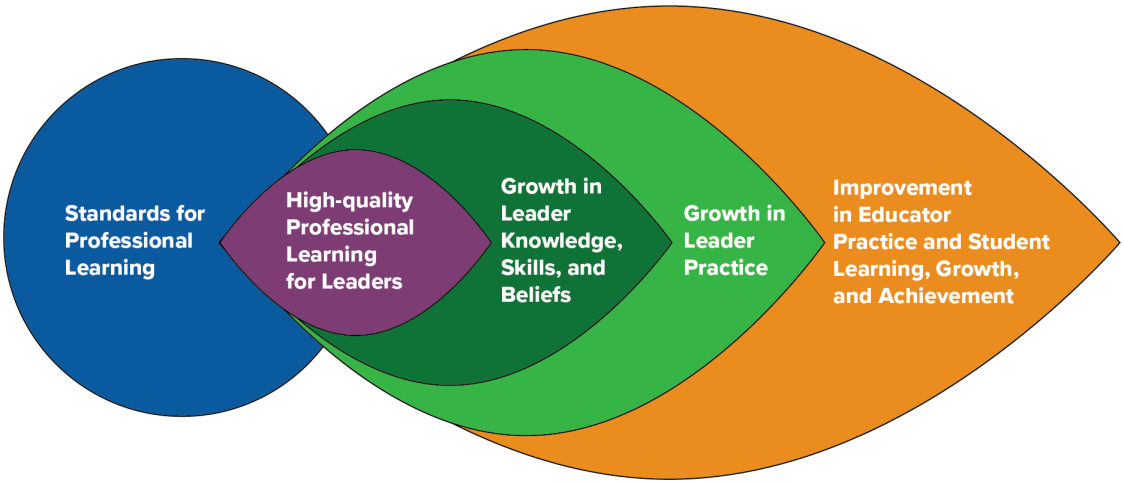
The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with ongoing opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration with peers and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

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

At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports — the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/ district. In all their work, educational leaders are driven by the district/school's mission, vision, and portrait of a graduate. They are called

to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

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



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

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 15. 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.

Goal(s) Setting (Completed by November 1)
The initial goal setting meeting includes a dialogue between the leader and their evaluator regarding an initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support. Leaders and their evaluators mutually agree upon high leverage one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals (see appendix B). Goals should always be connected to standards recommended by PDEC and approved by the local board of education.

Within the goal-setting process, the leader collaborates with their evaluator to review evidence from the previous school year to determine goals in the current year. Both the leader and the evaluator will refer to school performance data as described in the rubric to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

- Self-assess using the identified rubric.
- Identify a high leverage goal that impacts leadership practice and educator and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

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

Midyear Check-in (Completed by March 1):
The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement.

Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning to ensure the achievement of stated goals. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

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

The end-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s). This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process.

Professional Practice and Leader Growth

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

Observation of Professional Practice/Site Visits and Feedback

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

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

Quality feedback:

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

Definition of Leader Cohorts	
Cohort 1: Who: ● New to leadership role (e.g., rising to 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

Growth Criteria

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

- Reflection supported with evidence of the impact of the leader's new learning on their practice/goal
- The impact the leader's new learning and practice had on the leader's practice, organizational growth, educator growth, and student outcomes.
- Next steps

Tiered Support and Corrective Support Planning

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

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

Tier 1

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

Tier 2

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

Tier 3

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

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-15.

The Corrective Support Plan must contain:

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

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

See appendix H for a Corrective Support Plan form and example.

Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As the 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.

Process

The leader being evaluated shall be entitled to collective bargaining representation (Region 1) or peer representation at all levels of the process.

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

a. Option 1:

The issue in dispute may be referred for resolution as follows:

- Assistant Principals and the Supervisor of Special Education - These individuals will meet with the Superintendent, the Assistant Superintendent and an administrator (who does not work in their building) to determine the resolution of the dispute and to identify any actions to be taken moving forward.
- Principals - These individuals will meet with the Assistant Superintendent and two administrators (who do not work in their building) to determine the resolution of the dispute and to identify any actions to be taken moving forward.
- Assistant Superintendent and Director of Special Education - These individuals will meet with the Director of Human Resources from EdAdvance* and two administrators to determine the resolution of the dispute and to identify any actions to be taken moving forward.

b. Option 2:

The leader being evaluated requests that one of these individuals solely arbitrate the issue in dispute:

- the Superintendent (for Assistant Principals or the Supervisor of Special Education) or,
- the Assistant Superintendent (for Principals), or
- the Director of Human Resources from EdAdvance (for the Assistant Superintendent or the Director of Pupil Services)

In this case, the designated arbitrator 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.

- For Assistant Principals and the Supervisor of Special Education, the Superintendent will be the sole arbitrator and the decision will be binding.
- For Principals, the Assistant Superintendent will be the sole arbitrator and the decision will be binding.

- For the Assistant Superintendent and the Supervisor of Special Education, the Director of Human Resources for EdAdvance will be the sole arbitrator and the decision will be binding.

* In the absence of an administrators collective bargaining unit, the Director of Human Resources will act as an objective third party arbitrator.

Time Limits

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. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.

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

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

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

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

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

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

The duties of PDECs shall include, but are not limited to, participation in the development or adoption of a

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

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

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

Local and State Reporting

The superintendent shall report:

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

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

Technical Assistance and Professional Learning

The CSDE works closely with schools and districts to learn what support is most needed for effective implementation of the CT Guidelines 2023 framework. To that end, the CSDE continues to develop resources in partnership with the six regional educational service centers, ACES, CES, CREC, EASTCONN, EdAdvance, and LEARN along with CAS and feedback from districts. The Region 1 administration and PDEC will reach out for technical assistance and professional support during the transition to this new framework.

Appendices — Leader:
Information and Resources to Support Effective Implementation

Appendix A: Sample Reflection Questions – Leader

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

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

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

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

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

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

Appendix B: Definition of Cohorts – Leader

Definition of Cohorts	
<u>Cohort 1</u> 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	<u>Cohort 2</u> 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

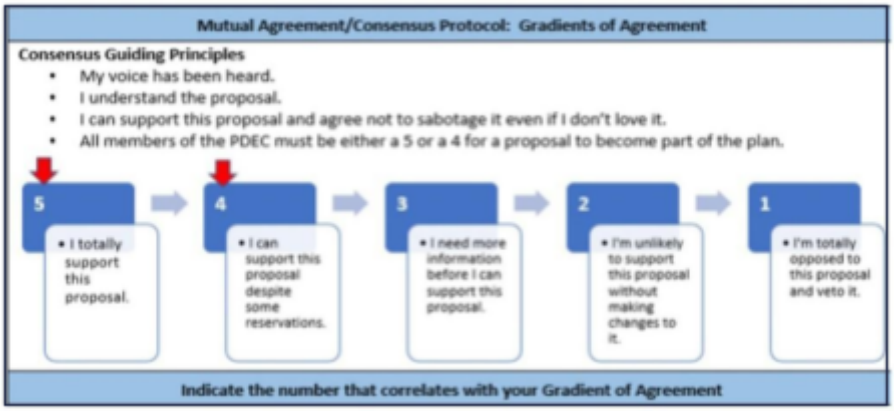
Appendix C: Growth Criteria and Sources of Evidence – Leader

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 sources (e.g. observational feedback, data, walkthroughs, etc.) and how they used their learning to improve practice. Impact on the Organization ● The leader can demonstrate how they impacted the organizational health and can articulate connections/rationale between the improved learning and their own changes in practice ● 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 materials ● Operational artifacts (e.g. schedules, procedural revisions) ● Educator learning outcomes ● Policy Updates ● Community communications ● Positive constituent feedback ● Program development and implementation ● Quantitative measures of whole child development (including, but not limited to, academic, social, emotional, and physical development ● Impact on Community ● Systems and structures

Appendix D: General Glossary – Leader

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

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



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

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; supportive actions from the evaluator; and outcomes or further action as determined in consultation with the evaluator, leader, and bargaining unit representative.

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 and 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.

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 Process (CAPA)

Dispute resolution: A process for resolving disputes in cases where the evaluator and leader 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, site visit feedback, and reflections of the leader impact on organizational health, educator growth, and student learning, growth, and achievement as part of the leader 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 a leader's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

Goals and standards: Should be a high leverage goal based on 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 practice.

Growth criteria: Successful completion of the Continuous Improvement Process, supported with evidence that includes the impact the leader's new learning had on their practice/goal, along with a reflection on challenges and next steps; and the impact the leader's new learning and practice had on organizational health, educator growth, student learning, growth, and/or achievement, supported by evidence.

High leverage goals: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus. They address strategies for development of human capital (people), instruction (knowledge and skills), and organizational management that transcends schools (Grissom, et al., 2021).

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 assistant superintendent, principal, dean of students, assistant/vice principal, pupil services director, department chair. This is not an exhaustive list, rather to illustrate the definition. Superintendents will confirm district leaders with evaluation roles.

Multiple measures: Can include, but is not limited to, structures and systems to support educator learn- ing and growth, culture and climate changes, student learning, growth, and achievement as mutually agreed upon during the goal-setting process. 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 on accelerating personal and collective learning and closing the knowing-doing gap for leaders and teachers. This includes co- designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also appendix E, Glossary of Professional Learning Opportunities.

Review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders

or teachers, review of leader or educator work, or review of other leader 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 is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric.

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 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 dis- trict 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

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 E: Glossary of Professional Learning Opportunities – Leader

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix F: Continuous Learning Process – Leader

Step 1 - Leader Orientation

Evaluation Orientation Orientation to Leader Evaluation was Completed on: *Date* *Non-negotiable Process Element of the CT Guidelines (2023)*

Name:		Location:	
Select One: Cohort 1 (see page 21) **New to leader role or first three years in LEA* Cohort 2 (see page 21) *Years 4 (in LEA)	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: **Region 1 Rubric**

Step 2 - Leader Goal Setting

Beginning-of-the-Year Goals and Planning	
Self-Reflection *Completed by Leader* *See Sample Reflection Questions in Appendix A of the Leader Evaluation Manual*	
Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking. *See Examples of Evidence Types in Appendix C of the Leadership Evaluation Manual*	
Goal, Rationale, Alignment and Professional Learning Plan *Completed by Leader*	
Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	
What evidence of leader learning, educator 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? *See professional learning and action questions 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 school and/or district's vision, mission, and strategic goals?	

Goal Setting Conference *Completed by Evaluator (By October 30) Date*	
Notes:	Supports Required/Suggested • Tier 1 • Tier 2 (Link to Examples of Supports) • Tier 3 (Link to Examples of Supports)

Step 3 - Midyear Check-in

Midyear Check-in: Reflection, Adjustment(s), and Next Steps *Completed by Leader* *Non-negotiable Process Element of the CT Guidelines (2023)* *See Sample Reflection Questions in Appendix A of the Leader Evaluation Manual*	
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 (by February 15)* *Date*
Feedback to Leader (Feedback regarding progress on professional learning and progress toward goal(s). Include change in tiered supports, if recommended.):

Step 4 - End-of-Year Reflection and Feedback

End-of-Year Reflection and Feedback Process *Non-negotiable Process Element of the CT Guidelines (2023)*	
Self-Reflection *Completed by Leader* *See Sample Reflection Questions in Appendix A of the Leader Evaluation Manual*	
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 learning?	Self-Reflection:
Links to Evidence:	

End-of-Year Conference *Completed by Evaluator (by June 30)* *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 the Evaluative 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:

Appendix G: Observation/Site Visit Forms - Leader

Leader Evaluation Observation/Site Visit #1 – Required	
Name:	Location:
Administrator 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 (as needed/required)*	
Meeting Plan and/or Context	*Upload and provide hyperlink here, as appropriate*
Pre-Conference Notes	
Observation/Site Visit Evidence *Completed by the Evaluator*	
Post-Observation/Visit Reflection *Completed by the 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 the Evaluator*	

Areas of Strengths	Single-Point Competencies *Completed by the Evaluator*	Areas for Growth and/or Next Steps
	Insert competencies	

Leader Evaluation Observation/Site Visit #2 – Required		
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 (as needed/required)*		
Meeting Plan and/or Context	*Upload and provide hyperlink here, as appropriate*	
Pre-Conference Notes		
Observation/Site Visit Evidence *Completed by the Evaluator*		
Post-Observation/Visit Reflection *Completed by the 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 the Evaluator*		
Areas of Strengths	Single-Point Competencies *Completed by the Evaluator*	Areas for Growth and/or Next Steps
	Insert competencies	

Leader Evaluation Observation/Site Visit #3		
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 (as needed/required)*		
Meeting Plan and/or Context	*Upload and provide hyperlink here, as appropriate*	
Pre-Conference Notes		
Observation/Site Visit Evidence *Completed by the Evaluator*		
Post-Observation/Visit Reflection *Completed by the 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 the Evaluator*		
Areas of Strengths	Single-Point Competencies *Completed by the Evaluator*	Areas for Growth and/or

		Next Steps
	Insert competencies	

Leader Evaluation Observation/Site Visit #4	
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 (as needed/required)*	
Meeting Plan and/or Context	*Upload and provide hyperlink here, as appropriate*
Pre-Conference Notes	
Observation/Site Visit Evidence *Completed by the Evaluator*	
Post-Observation/Visit Reflection *Completed by the Leader*	
What does today's evidence tell you?	
Are their 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 the Evaluator*	

Areas of Strengths	Single-Point Competencies *Completed by the Evaluator*	Areas for Growth and/or Next Steps
	Insert competencies	

Appendix H: Sample Corrective Support Plan – Leader

(Sample)

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

Objective:

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

Resources:

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

Timeframes:

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

Supportive Actions:

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

Corrective Support Plan Template

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

Objective:

To improve _____

_____ (Indicate specific standard in your objective language)

(Possible) Resources:

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

- Mentor
- Coach
- Reading as appropriate

Timeframes:

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

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan)
- 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 I - Region 1 Leader Single Point Competency Evaluation Rubric

Link to Region 1 Rubric

PART 2

Teacher Evaluation and Support Plan

Canaan, Cornwall, Kent, North Canaan, Salisbury, Sharon, Region One School District

Introduction

Purpose of the Region One Educator Growth and Support Manual

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

The Region One Educator Growth and Support Manual includes tools, guidance, and rubrics to support the evaluation of all educators. This plan can serve as a foundation of evaluation and support practice aligned to the 2023 guidelines beginning in the initial year of implementation (2024-25) allowing for PDECs to develop an action plan from self-assessment toward best practices and innovation that will evolve over time. This plan will:

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

Guiding Principles

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

- **Providing high quality feedback** (specific, timely, accurate, actionable, and reciprocal)
- **Allowing for differentiation of roles** (for example, educators, counselors, instructional coaches, student support staff, and leaders in central office such as principal, assistant principal, etc.).
- **Simplifying and reducing the burden** (for example, eliminate the technical challenge; reduce the number of steps, paperwork).
- **Focusing on things that matter** (identify high leverage instructional strategies and standards, mainstream goal focus areas).
- **Connecting to best practices aimed at the development of the whole child** (including, but not limited to, academic, social, emotional, and physical development).
- **Focusing on educator growth and agency** (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus—see above, focus on things that matter).
- **Making meaningful connections to professional learning** (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).

The Region One Educator Growth and Support Manual (CT Guidelines 2023) is representative of 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 to 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 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. The Region One PDEC has created a process to review the standards and ensure a rubric accompanies the standards. The rubric serves as support for self-evaluation, dialogue, and feedback. While a rubric serves as support for self-evaluation, dialogue, and feedback, PDEC has also developed a single-point rubric to provide focus for high leverage goal(s) setting and professional learning.

Educator

Continuum of Professional Practice (This rubric is aligned to the *CCT Rubric for Effective Teacher 2017* for use in Observation feedback discussions. It may also be used as a ratings document for educators on a Plan.)

Indicators of Effective Practice (Single-point competency drawn from the third column [Effective Practice] of the *Continuum of Professional Practice*.)

Learning Forward's Professional Learning Standards (2022)

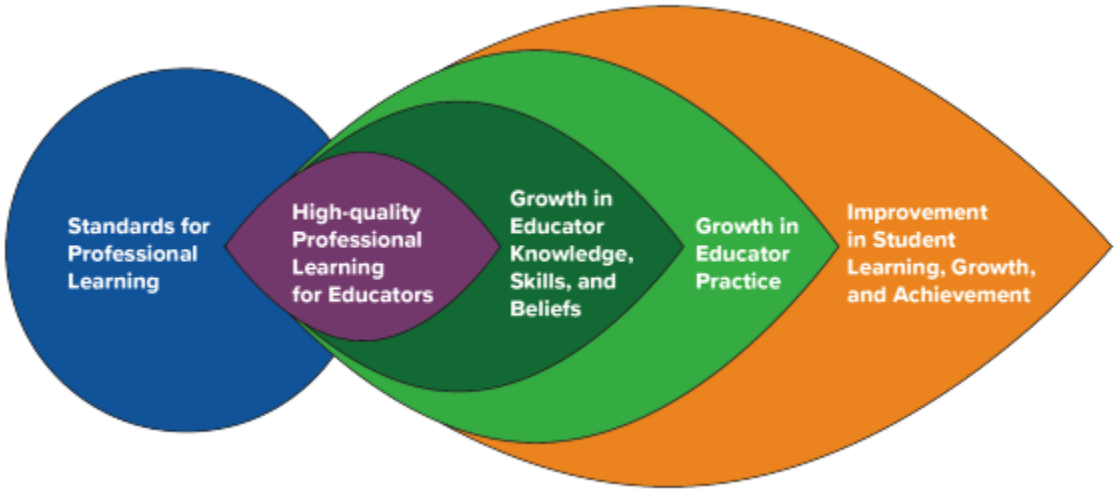
Professional Learning Standards and Structures

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

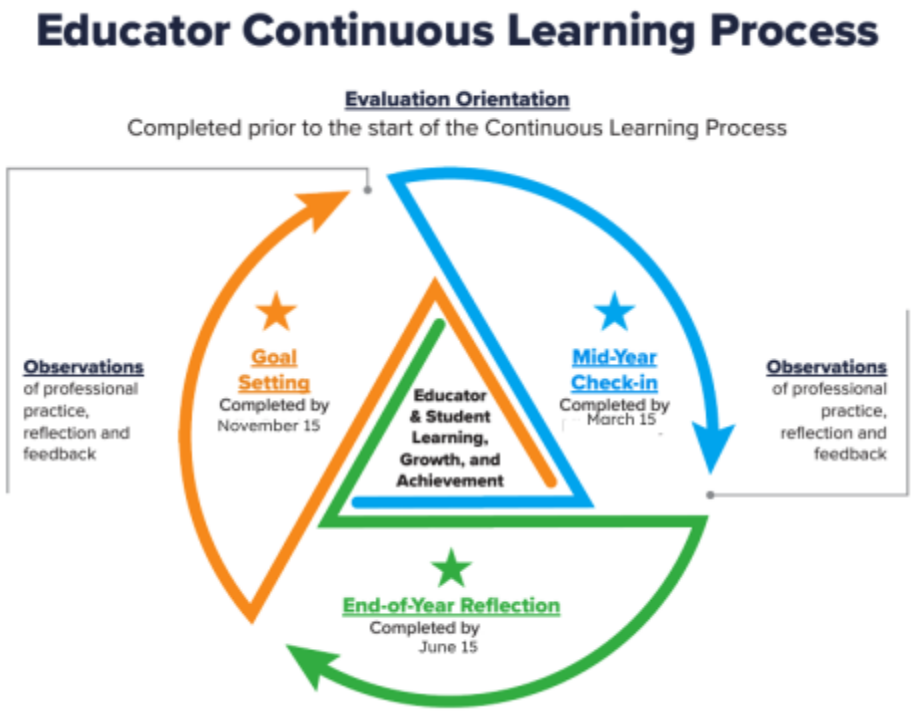
The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/Stakeholder Feedback and Engagement

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

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



Below is a graphic with the associated steps and reflections associated with each step of the process to assist educators and evaluators through the process. The forms are linked in the table below the graphic. All educators are assigned a primary evaluator (092 or 093) who has completed comprehensive orientation on this model and relevant rubrics.



Goal Setting Completed by November 15	Mid-year Check-in Completed by March 15	End-of-Year Reflection Completed by June 15
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 and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:

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

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

Goal(s) Setting (Completed by November 15)

The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment (see appendix F).
For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules would enhance their learning and practice.

Midyear Check-in (Completed by March 15):

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

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

End-of-Year Reflection/Summative Review (Completed by June 15)

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

upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal.

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

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

Professional Practice and Educator Growth

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

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, 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

Table I: Definition of Cohorts

Cohort 1	**Cohort 2**
Who: ● New to profession (first four years) ● New to LEA (first two years) ● Requiring Tier 3 supports What: ● One Review of Practice before end of year conference (Planning or Professional Responsibility Indicators)	Who: ● Educators who have successfully completed Cohort 1 in their current LEA What: ● One review of practice before end of year conference (Planning or Professional Responsibility Indicators) ● Minimum three formative Observations of

● Minimum three Formative Observations of Professional Practice–at least one before mid-year (minimum 30 minutes in length) with Claim Connect Act Feedback and post meeting. ● Minimum two-three observations of Professional Practice–at least (minimum 10-20 minutes in length) with WIN feedback and post meeting. ● Verbal and written feedback within ten days ● Additional observations of professional practice, including Formal Observation with pre- and post- observation conferences, as mutually agreed upon or deemed necessary. Timeframe: ● One Observation of Professional Practice with CCA Feedback before midyear. ● One Observation of Professional Practice with WIN feedback by November 15, two by January 15, and three by April 1.	Professional Practice (minimum 10-20 minutes in length) with WIN feedback and post meetings. OR ● Minimum one formative Observation of Professional Practice (minimum 10-20 minutes in length) with WIN feedback, and one formative Observations of Professional Practice (minimum 30 minutes in length) with Claim Connect Act Feedback and post meeting. ○ At least one before mid-year ● Verbal and written feedback within ten days ● Additional observations of professional practice as mutually agreed upon or deemed necessary Timeframe: ● At least one Observation of Professional Practice with CCA or WIN feedback before mid-year.

Growth Criteria

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

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

(See Appendix B)

Tiered Support

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three 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.

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 evaluator, educator, and their exclusive bargaining representative if applicable.

Tier 1

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

Tier 2

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

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved previously discussed concerns. Supports are developed in collaboration with the educator and can be assigned by the evaluator. These supports should be documented in Frontline using the Tier 3 Support Plan Form. 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. If teacher performance does not meet expectation of the indicators cited from the CPP through a maximum of two 30-calendar day observation and feedback cycles, the educator will be put on a corrective support plan.

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan.

The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. 46 Connecticut Educator Evaluation and Support Plan 2024 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 E (CEA model) (state model) (Region One version) for a Corrective Support Plan form and example.

Dispute Resolution

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

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

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

Process

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

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

a. Option 1:

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party*. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party 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.*

b. Option 2:

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

Time Limits

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

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

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan. Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. 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).

Other School Personnel	Educator	Leader
• Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support	• Classroom teacher • CTE teacher • Library media specialist • Reading interventionist	• Principal • Assistant principal • Special education supervisor

staff	• Instructional coach • Special education teacher • Social worker • School psychologist • Speech pathologist	• Assistant superintendent • Curriculum coordinator

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

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

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

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before 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 educators 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 "educator" 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.

Data Management System

Frontline is the Region's web-based performance management software for the staff in Region One. All forms and supporting evidence should be completed in or uploaded to this platform. The Region administration and PDEC

will collaborate regarding any recommended platform changes or enhancements. New educators in Region One will be trained in the use of this platform in their respective schools.

Appendices

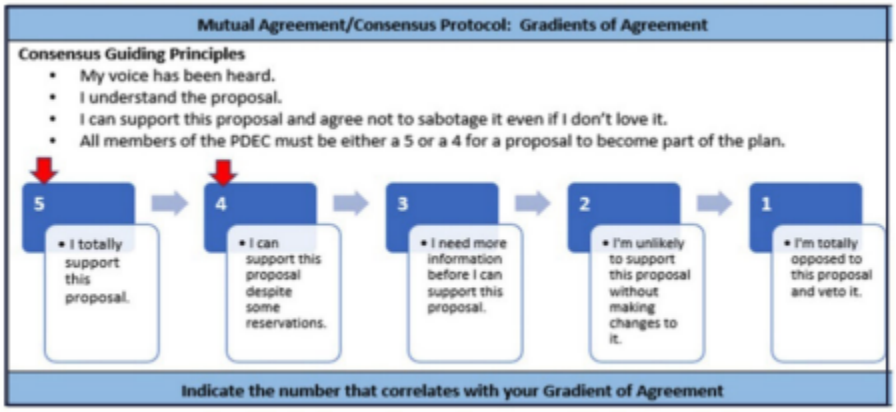
Appendix A
Growth Criteria and Sources of Evidence – Educator

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 ● Required student learning evidence aligned to high-leverage indicator focus ● Implementation plans/lesson plan(s) ● Educator learning logs/impact on practice reflection • Educator created learning materials ● Evidence from Observation of Educator 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, interactions (including quotations when appropriate) ● Rubrics, interim or benchmark assessments, other assessments ● Other artifacts/sources

* More detailed list of artifactual evidence can be found with the single-point competency

Appendix B
Glossary of Terms

Term	Definition
Administrator/Leader/ Evaluator	Those individuals in positions requiring an administrative certification, including, but not limited to principals.
Artifactual Evidence	Any item, work sample or piece of evidence, which supports or exemplifies educator methods, practices or success (see Appendices for examples).
Assessment	May be created by the educator or externally produced and include, but are not limited to, observation, functional behavior assessment, performance assessment of application of learning.
Assessment Criteria	Includes but are not limited to screening, instructional planning, monitoring student progress, diagnostics, and program/curriculum evaluation.
Authentic Assessment	A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.
Beginning of Year Conference (BYC)	The annual evaluation process between an educator and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. The evaluator and educator must complete at least one Beginning-of-Year Conference (BYC) at which they set the educator's goals and objectives for the year.
Consensus protocol:	Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with. By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.



From *Consensus decision making.* Seeds for Change (n.d.).

https://www.seedsforchange.org.uk/consensus

Consistently	Constantly adhering to the same principles.
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.
Claim/Connect/Act Feedback	15 to 30-minute observation with Claim/Connect/Act Feedback documented in Frontline with post observation conference*. Observers (primary or complementary) will use the *Claim, Connect, Action* process (developed by Revision Learning LLC and adopted by Region One in 2015) to frame the formative feedback discussion. This is an evidence-based process in which the observer focuses on both educator and student data (i.e., what is the educator doing and how do the students indicate that they understand and have met the learning expectations). Based on the evidence collected during an observation, the observer will provide written feedback to the classroom educator that will include the following components: ● Claim – a statement about educator proficiency that is directly tied to a *Continuum* indicator; ● Connect – a description of the objective evidence that supports the claim; and ● Act – recommendations regarding next steps for the educator to support continued professional development and growth with respect to that indicator.
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.

Continuum of Professional Practice (CPP)	The Region One Teacher evaluation continuum
Developing Practice	Meeting some indicators of performance but not others (CT SDE)
Discourse	Discourse is defined as the purposeful interaction between and among educators and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and educator thinking/reasoning), or dialogue through technological or digital resources.
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.
Effective Practice	Meeting indicators of performance (CT SDE).
End-of-Year Conference (EYC)	The annual evaluation process between a educator and evaluator (administrator or designee) is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. It is expected that the End-of-Year Conference (EYC) will occur in May or June but no later than June 30th. During the End-of -Year Conference (EYC), the educator will present his or her self-assessment and related documentation for discussion, and the evaluator will present his or her evaluation of the educator's performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the educator in order to be productive and meaningful.
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.
Descriptive Feedback	Includes both verbal and written feedback that captures and explains the student's strengths and weaknesses, including suggestions for improvement when needed.

	"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 practice ● Is timely, frequent, and reciprocal From Killion, J. (2019). *The feedback process: Transforming Feedback for Professional Learning.* Learning Forward.
Domain	Refers to the 5 areas to be assessed through educator observation. These include: ● Planning and Preparation ● Classroom Environment ● Instruction and Assessment ● Professional Responsibilities
Educator	All individuals in positions that require certification, including, but not limited to classroom educators.
Formal Classroom Observation	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 (new educators may choose to have their mentors at the post-conference), verbal feedback is to be provided within 5 days, with written feedback to follow within ten (10) days. Length to include a complete lesson or domain and/or class period (approximately 45 minutes); schedule is to be mutually agreed upon.
Formative	Designed and scored by an individual educator, grade level or department

Assessment	team to assess student understanding of particular standards or objectives in order to inform instruction or guide educators to adjust or differentiate instruction to meet the learner's needs.
Frequently	Often, many times.
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.
Health Data	Any information provided by parents or school nurse regarding health concerns such as medical, physical, visual, auditory, mental/emotional, medications, etc. that might impact student learning.
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).
Highly Effective Practice	Substantially exceeding indicators of performance (CT SDE).
Indicator	Refers to the specific expectations beneath each domain.
Individualized Feedback	Feedback that addresses a specific student's work with commendations and recommendations. Feedback should include areas of educator strength, suggestions for growth, additional support needed (including but not limited to professional development, peer coaching, etc.).
Informal Observation	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. Length of observation (approximately 10-20 minutes) at the discretion of the

	evaluator; no pre-conference; unannounced; verbal feedback is optional; written feedback (see form) left with the educator with opportunity for written educator response; opportunity for post conference as requested by administrator and/or educator.
Ineffective Practice	Not meeting indicators of performance (CT SDE) (*Below Standard* and *Developing*)
Intervention	Any additional or alternative method attempted to improve student understanding, learning, or growth.
Inquiry-Based Learning	Inquiry-based learning occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem, which has relevance to their world. The educator's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.
Leader	A leader is defined as someone in a leadership position who has attained the 092 certification. This may include superintendent, principal, dean of students, assistant/vice principal, pupil services director, department chair. This is not an exhaustive list, rather to illustrate the definition. Superintendents will confirm district leaders with evaluation roles.
Learning Expectations	Objectives that apply to a specific content area, unit, or lesson.
Learning Space	Any environment where instruction and learning occur.
Mid-Year Conference (MYC)	The annual evaluation process between a educator and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. The evaluator and educator must complete at least one Mid-Year Conference (MYC) at which they review progress on the educator's goals and objectives to date. The Mid-Year Conference (MYC) is an important point in the year for addressing concerns, reviewing results and adjusting goals and objectives as needed. Evaluators can deliver mid-year formative information on the categories of the evaluation *Continuum* for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revise goals and/or objectives.

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.
Occasionally	At times; from time to time; now and then.
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.
Professional Development and Evaluation Committee (PDEC)	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.
Post-Conference	A post-conference follows a formal observation or review of practice and may or may not follow an informal observation or review of practice. Post-conferences provide a forum for reflecting on the observation/review of practice against the *Region One School District Continuum of Professional Practice* and for generating action steps that will lead to the educator's improvement.
Proactive	On-going data analysis and communication with students, parents and administrators to inform all stakeholders of any pertinent information related to student progress or lack of progress.
Professional Learning	professional learning: Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also appendix M, Glossary of Professional Learning Opportunities.
Rarely	Infrequently; seldom
Referral Process	The process through which a student of concern is considered for evaluation:

a) educator documents concerns.
b) educator brings concerns to intervention team.
c) Interventions are implemented.
d) Student progress is reviewed.
e) If lack of progress, the student is referred for evaluation.

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. Evaluators may observe an educator working individually or with a team in the planning process or in a professional learning capacity. The educator then provides a self-reflection on the Review of Practice in Frontline. This becomes part of the mid-year and end-of-year educator self-reflection with Evaluator feedback based upon the Planning and Professional Responsibility indicators of the CPP. Length to include a mutually agreed upon portion of a professional meeting, such as PLC, department, mentoring, lesson plan review; include pre-conference, which may be held with a group; schedule is to be mutually agreed upon; post-conference may be individual or group; verbal feedback is to be provided within 5 days, with written feedback to follow within ten (10) days.
Rigor/Rigorous Learning	Rigorous learning stretches students beyond their "comfort zone," focusing on integrating knowledge in various disciplines and the world at large. Rigor in this context does not refer to the difficulty of a course or content. Rigor is motivated by relevance which refers to helping students understand how their learning connects to their further studies and future work settings.
Routines and Transitions	Routines are non-instructional organizational activities such as attendance, or distribution of materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task, or context to another.
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.
Standardized Assessment	A standardized assessment has all of the following features: ● Administered and scored in a consistent or standard manner ● Aligned to a set of academic standards ● Broadly administered (e.g., nation or statewide) ● Commercially produced ● Often administered only once per year, although standardized assessments are administered two or three times per year
Student Outcomes	Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal setting process.
Summative Assessment	Identify the learner's achievement at a certain point in time against predetermined criteria.
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.
Timely Feedback	Feedback provided to students within one week from the assigned due date.
Walkthrough Mini-Observations –	10 to 20-minute observation with formative WIN feedback (Wow, I Noticed so I Wonder, Next Steps) in Frontline to provide quick written feedback. Generally, these will be shorter than CCAs.
WIN Feedback	**Wow**: Identify a positive practice **I Noticed, so I Wonder**: Observation data centering on student performance related to the practice, followed by a question about the practice **Next Steps**: Identifies a recommended area for growth within the practice

Appendix C

Glossary of Professional Learning Opportunities – Educator

Advanced Coursework:	Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.
Case Study:	A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining next steps, i.e., IEP review or attendance records.
Coaching	: A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.
Examination Of Student Work:	Individuals or groups of educators review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.
Job-Embedded:	Any activity that is tied in with authentic classroom practice. May include, but is not limited to: • Examining student data • Mentoring • Book study (see below) • Co-planning • Investigating print and online resources • Self-reflection • Visitations/observations within a school
Lesson Study:	Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards.
Mentoring:	A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.
Peer Observation:	An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.
Personal Professional Reading:	Individual, self-driven reading and processing of texts, in order to improve one's own teaching practice.
Professional Literature Study:	Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability to apply new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of

	continuous improvement and professional growth within a community of practitioners.
Protocols:	A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.
School Visits:	Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities.
Student Shadow:	Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.
Walkthroughs:	A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.
Web-Based Learning:	Use of online resources or learning activities to develop new learning or techniques for the classroom.
Workshops:	Meetings where participants are involved in group discussions or learning experiences and are normally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. May take place at school or outside.

Appendix D
Sample Corrective Support Plan – Educator (State Model)

(Sample)

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

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

(Suggested) Resources:

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

Timeframes:

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

Supportive Actions:

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

Corrective Support Plan Template

(Educator being evaluated) has consistently struggled with

_____

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

Objective: (Indicate specific standard in your objective language)

To improve _____

_____

(Possible) Resources:

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

- Mentor
- Coach
- Reading as appropriate

Timeframes:

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

Supportive Actions:

(Suggested supportive actions)

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

Sample Corrective Support Plan – Educator (CEA Model)

How to Create a Meaningful Corrective Action Plan for Teacher Growth

A support plan may be developed and implemented for:

- Any teacher with an ongoing pattern of performance concerns that have been documented over time in the feedback to the teacher and summarized in their end-of-year summative report, which should indicate an unsuccessful completion of the annual process.
- There should also be documentation that shows the evaluator previously provided support to try to help the teacher improve prior to considering a support plan.

NOTE: Support plans must be created in consultation with the teacher and their collective bargaining representative per CGS 10-152B.

The following steps should be followed:

- The teacher, collective bargaining representative, principal, and evaluator meet to develop the support plan at a mutually agreed upon time. In addition to a collective bargaining representative, the teacher may choose to include another trusted individual(s) with knowledge of their practice such as a TEAM mentor, curriculum specialist, or department chairperson.
- Teachers should enter the corrective action process on a tier 1 initial support plan.
- Make sure expectations are focused, specific, and aligned to the district observation rubrics.
- The plan should focus on **performance issues** identified and documented through the evaluation process, not on compliance issues, such as entering grades or completing paperwork in a timely manner. This should be handled through the district's disciplinary procedure, not through the evaluation process.
- The plan should not be overwhelming in scope and should focus narrowly on achievable goals.
- The supports provided should be aligned with expectations with feedback provided at every step.

The support plan must include:

- **Area of Need**: Identify an area(s) of need as perceived by the teacher and the evaluator (suggestion = no more than three based on evidence from observation rubrics)
- **Activities:** Determine the **specific** activities to be carried out to meet the specific needs identified.
- **Evaluator Responsibility**: Identify the specific task(s) the evaluator is responsible for implementing in the plan to ensure the teacher is supported.
- **Teacher Responsibility:** Identify a reasonable number of task(s) for which the teacher is responsible.
- **Resources to be provided by the district:** mentor, coach, customized PD, release time, etc.
- **Timeline:** Teacher, evaluator, and collective bargaining rep jointly develop the time frame in which the activities are to be implemented/completed.
- **Identify specific criteria the teacher will need to meet to be considered successful.**
- **Align the support plan to the observation rubrics used in your district.**
- Two review meetings should be held to determine progress or to make necessary adjustments. Each review meeting will be held during the school day after a maximum interval of three weeks and include collective bargaining representation

Corrective Action Plan for Teacher Growth

Teacher: Jane Doe	Date: 9/12/23
	Timeline
Area(s) of Need: 1. Student engagement 2. Classroom procedures and routines 3. Effective lesson planning Ms. Doe will demonstrate improvement in each of the three areas of need identified above. Improvement will be determined by: ▪ Feedback based on the observation rubric shows an overall trend of steady improvement in Domain 1. ▪ Artifacts (student work, posted classroom routines, lesson plans, etc) reflecting incorporation of higher order thinking skills.	6-8 weeks
Goals: 1. Ensure students are cognitively engaged in lessons. 2. Implement clear routines and structures to maximize classroom instructional time, maintain order, and ensure smooth transitions between activities. 3. Lesson plan goals, activities and assessments are aligned.	Oct 1-15
Evaluator Responsibility: ● Evaluator will arrange for a mentor for Ms. Doe who is skilled at using classroom routines and questioning strategies. Choice of mentor will be mutually agreed to. ● Evaluator will ensure Ms. Doe has 1 hour of release time every other week to observe her mentor teaching in order to discover new questioning strategies and classroom routines that she can implement in her classroom. ● Evaluator will ensure the mentor has 1 hour release time every other week to observe Ms. Doe and meet with her to provide instructional coaching. ● Evaluator will officially observe Ms. Doe 3 times, 2 of which will include a pre and post conference and all will include a preconference. ● Evaluator will meet with Ms. Doe every Friday afternoon to review the previous week's lesson plans and will discuss what worked and what did not, with the purpose of informing the following week's lessons. ● Evaluator will have two check-in days during the 45 day period to provide progress reports to Ms. Doe ● Evaluator will provide Ms. Doe resources such as books, videos, and targeted PD related to the above areas in need of improvement.	● Mentor assigned by September 20th ● 1 hour release time every week for 6 weeks. ● Meeting with evaluator every Friday for duration of plan. ● One informal observation every other week for duration of plan. ● Two progress reports, first by Oct. 1 & second by Oct. 22. ● Resources provided to teacher by Sept. 20.
Teacher Responsibility: ● Educator will meet with mentor for at least one hour every other week.	● Meet with a mentor every other week for 1 hour.

● Educator will observe mentor teaching and provide evidence that the strategies observed are being implemented in her class. ● Educator will post classroom routines, rules, and norms on the wall and refer to it often. ● Educator will meet with evaluator every Friday afternoon to discuss what worked and what did not in previous week's lesson plans. ● Educator will keep artifacts, examples of student work, and other evidence of improvement.	● Observe mentor once every other week for six weeks. ● Post routines by Oct 1. ● Meet w/ evaluator every Friday ● Bring one lesson plan & one example of student work to Friday meetings with evaluator.

Criteria to Exit Support Plan: Teacher meets at least two of the following three **specific** requirements

- Feedback based on district rubrics demonstrate an overall trend of growth over the course of the plan.
- Formal observation at the end of 45 days demonstrates improved student engagement and clear classroom routines.
- A review practice of a sample of Ms. Doe's lesson plans show clear alignment between objectives, activities, and assessments.

An unsatisfactory outcome may result in a plan extension or movement to the Tiered Support

Teacher Signature _____

Collective Bargaining Representative Signature _____

Evaluator Signature _____

Corrective Action Plan for Teacher Growth
Progress Reports

Review Meeting #1 Date_____ Topics Discussed: Positive Growth Areas: Teacher Comment: Evaluator Comment: Next Steps (if any):	Review Meeting #2 Date _____ Topics Discussed: Positive Growth Areas: Teacher Comment: Evaluator Comment: Next Steps (if any):
Signatures:	Signatures:

Appendix E

Goal Setting, Practice Review and Observation Documents

Beginning of the Year Goals & Planning	
Self Reflection *Completed by Educator* See Self-Reflection sample reflection questions	
Capture your self-reflection here; consider using the Sample Questions found within the model to guide your thinking. See Examples of Evidence Types	Click or tap here to enter text.
Goal, Rationale, Alignment and Professional Learning Plan *Completed by Leader*	
Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	Click or tap here to enter text.
What evidence of educator learning, student learning, growth and achievement will you use to reflect, monitor and adjust your goal? What is your learning plan to support achieving your goal? See Professional Learning & Action Questions to guide your plan	Click or tap here to enter text.
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	Click or tap here to enter text.

throughout the learning process)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	Click or tap here to enter text.
What professional learning will you engage in to help you to achieve your goal? Using the CPP, what do you anticipate will be the impact on your practice?	
Will you be working with any partners to support your work in this goal?	

Connections		
Habits of Mind	**Portrait of a Graduate**	**Other SEL**

Goal Setting Conference *Completed by Evaluator (By November 15)* *Date*	
Notes: Click or tap here to enter text.	**Supports Required/Suggested** ☐ Tier 1 ☐ Tier 2 ☐ Tier 3 *See Glossary of Professional Learning Opportunities* *Tiered Support Descriptors*

Self-Reflection Sample Questions	**Possible Sources of Evidence**	**Professional Learning and Action Questions Indicators of Success**

• 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? • 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?	• Required observational evidence • Required student learning evidence aligned to high-leverage indicator focus • Implementation plans/lesson plan(s) • Educator learning logs/impact on practice reflection • Educator created learning materials • Evidence from Observation of Educator 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, interactions (including quotations when appropriate) • Rubrics, interim or benchmark assessments, other assessments • Other artifacts/sources	• What question will you focus on to address your goals? • What are the criteria for an accomplished practice? • How do you plan to collect and analyze evidence to assess progress toward your goals? • What research/professional readings might you explore to support your professional learning and achieve your goal? • What specific professional learning might you need to achieve your goal? • What support might you need from your colleagues, supervisor, others? How frequently? • How might you apply your learning to practice? How often?

Mid-Year Check-in: Reflection, Adjustment(s), & Next Steps
Completed by Educator

Non-negotiable Process Element of the CT Guidelines (2023)
See Sample Reflection Questions & Professional Learning & Action Questions

Name: Click or tap here to enter text.	**Location:** Click or tap here to enter text.

What has been your progress to-date on your professional learning and how do you know?	**Self-Reflection:** Click or tap here to enter text.

Links to Evidence:

-

Mid-Year Conference.

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

Click or tap here to enter text.

Completed by Evaluator (by March1)

Date: Click or tap to enter a date

Self-Reflection Sample Questions	Professional Learning and Action Questions Indicators of Success
Analysis of Evidence ● What do you observe in your evidence? ● What patterns, themes, or outliers do you notice? ● What does the evidence say about how you are doing in relation to your goal and indicators of success? ● Based on the evidence and your practice overall, what are your strengths? ● In what aspect do you want to continue to grow or refine your knowledge, skill, practice? ● How are students progressing toward the goals you set for their learning this year? ● What data/evidence do you have to support your thinking about student progress? ● Are some students demonstrating more progress than others? ● As you look toward the end of the academic year, are the growth goals that you set at the beginning of the year attainable? Do they need adjusting? ● Based upon your current review of student progress, what are your plans for achieving your goals by the end of the year? ● What additional support and professional learning do you need to ensure that you are successful with your students? ● How does the data that you have collected so far influence decisions around data collection for the remainder of the year?	● What question will you focus on to address your goals? ● What are the criteria for an accomplished practice? ● How do you plan to collect and analyze evidence to assess progress toward your goals? ● What research/professional readings might you explore to support your professional learning and achieve your goal? ● What specific professional learning might you need to achieve your goal? ● What support might you need from your colleagues, supervisor, others? How frequently? ● How might you apply your learning to practice? How often?

Tell me about your learning relative to your performance and practice focus area.

- Are you working with a colleague(s) to develop and/or expand instructional strategies? Can I connect you with someone who may be able to offer additional guidance (e.g. intervention teacher, special education teacher, MLL teacher, library media specialist, counselor, etc.)
- What are you learning about your practice that is helping you to grow as a teacher? Have you shared your new learning with your colleagues?
- How does the observation lesson that I observed fit in with your goal?
- What additional support and professional learning do you need to ensure that you are successful with your 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?

Observation Documents **WIN** Completed by Administrator/Complimentary Evaluator
Wow (Observation of effective practice, with connection to Single-Point Competency indicator)
I Notice So I Wonder (Connected Qualitative/Quantitative Observation Data with effect/impact on student)
Next Steps: (Suggestions for Instructional Practice)
Comments: (Evaluator)

Observational Document: **Claim, Connect, Act** Completed by Administrator/Complimentary Evaluator Sample Reflection Questions
Claim, Connect, Act #1
Claim, Connect, Act #2
Comments: (Evaluator)

Review of Practice Completed by Educator Sample Reflection Questions	
Capture your self-reflection regarding your planning and professional responsibility here;	**Self Reflection:**
Comments: (Evaluator)	

Learning Reflection and Next Steps	**Professional Learning and Action Questions Indicators of Success**
• What is clear to you now? • What are you learning? • What do you understand now that you didn't understand as clearly before?	• What question will you focus on to address your goals? • What are the criteria for an accomplished practice?

● How will this learning influence future actions? ● What is a single sentence conclusion that represents your learning? ● Under what circumstance might this conclusion not be true? ● What are ways you continue to refine your practice? ● What more do you want to learn and practice? ● How might you accomplish that? What is your next plan? ● What resources and support do you want or need? ● Once learning has been implemented: What effect did the learning have on practice, students?	● How do you plan to collect and analyze evidence to assess progress toward your goals? ● What research/professional readings might you explore to support your professional learning and achieve your goal? ● What specific professional learning might you need to achieve your goal? ● What support might you need from your colleagues, supervisor, others? How frequently? ● How might you apply your learning to practice? How often?

End-of-Year Reflection & Feedback Process	
Name: Click or tap here to enter text.	**Location:** Click or tap here to enter text.

Self-Reflection

Completed by Educator

See Sample Reflection Questions & *Professional Learning & Action Questions*

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?	**Self-Reflection:** Click or tap here to enter text.

Links to Evidence:

- Click or tap here to enter text.

Self-Reflection Sample Questions	**Professional Learning and Action Questions Indicators of Success**
• Thinking about the success and challenges you may have encountered last year, or at the start of	• What question will you focus on to address your goals?

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? ● What progress did you see in students related to your goal? ● Thinking on the evidence you collected and your professional learning this year connected to your SLO, how would you rate yourself overall? ● Looking at the CPP as a whole and considering the feedback you have	● What are the criteria for an accomplished practice? ● How do you plan to collect and analyze evidence to assess progress toward your goals? ● What research/professional readings might you explore to support your professional learning and achieve your goal? ● What specific professional learning might you need to achieve your goal? ● What support might you need from your colleagues, supervisor, others? How frequently? ● How might you apply your learning to practice? How often?

received from observations this year, in which category on the CPP scale (Highly Effective Practice, Effective Practice, Developing Practice, Ineffective Practice), do you feel like your practice mostly falls and what evidence do you have that supports this? ● Are there areas in the CPP that you feel are particular strengths/needs? ● What strategies did you try this year and what impact did that have on students and families? ● Thinking on the evidence you collected and your professional learning this year connected to your parent communication goal, how would you rate yourself overall in this area? ● As you reflect on the year, how would you rate your overall practice? Please consider your performance relative to SLOs, goals, relationships with families, and other activities as you respond to this question.	

Appendix F

Single-Point Competency

Observation of Professional Practice

Classroom Environment

To facilitate student ownership of learning, the educator purposefully supports self-regulation and social awareness and establishes a positive community of learners.

List of Artifactual Evidence

Link to Continuum of Professional Practice

Educator focused *Student focused*

Practice becomes more Effective as Instruction becomes more Student Focused

1. Creates and reinforces clear social expectations

1. Expectations for behavior and safety are consistently reinforced
2. Responses/redirection and feedback are timely to allow the educator to maximize instructional time.
3. Aligned Habits of Mind/Social-Emotional Learning competencies are integrated into instruction through modeling, explicit teaching, and/or feedback to support students in the development of self-awareness, self-regulation and/or self-management.

2. Gives clear directions, establishes routines and makes transitions efficiently.

1. Instructional time is maximized

3. Creates a positive and inclusive environment of respect and rapport for all students.

1. Environment is respectful and responsive to the needs of all students
2. Students feel safe taking intellectual risks in learning and assessment activities
3. Aligned Habits of Mind, Social-Emotional Learning competencies are integrated into instruction through modeling, explicit teaching, and/or feedback
4. Explicit teaching, and/or feedback to support students in the development of self-awareness, self-regulation and/or self-management.

*Not all indicators must be observed in a single lesson.

Claim, Connect, Action:

Instruction and Assessment
To facilitate student ownership of learning, educator implements data-driven cognitively engaging, scaffolded, and responsive instruction.
List of Artifactual Evidence

Educator focused *Student Focused*

Practice becomes more Effective as Instruction becomes more Student Focused

1. Ensures learning targets, and success criteria are clear to students and can serve to promote ownership of learning.

1. Learning targets and criteria for ongoing assessment are aligned to CT Common Core/discipline-specific standards.
2. Students can explain the learning target and criteria.
3. Students are encouraged to make connections to the new learning.

2. Demonstrates content expertise to promote discipline-specific literacy, numeracy, and dispositions.

1. Accurate disciplinary expertise to promote developmentally appropriate discipline- specific literacy/numeracy.
2. Opportunities for students to use discipline-specific language, dispositions, and/or tools.
3. At times, interdisciplinary connections.

3. Uses evidence-based instructional practices to engage students in constructing new knowledge and understanding.

1. Cognitively engaging evidence-based practices and tasks that scaffold instruction are used to ensure students are constructing new and meaningful learning through appropriately integrated recall, problem solving, analytical, critical, or creative thinking, authentic contexts, and/or inquiry.
2. At times, students challenge the thinking of others.

4. Uses instructional practices that are responsive and supportive of the diverse strengths, needs, and interests of all students.

1. Differentiated instructional practices and resources are responsive to learners' strengths, needs, and interests to advance learning.
2. Students have meaningful voice and choice in the process, product, content, and/or demonstration of their learning.

5. Uses strategies and tasks to build dispositions and skills for student ownership of learning.

1. Student and educator roles vary to ensure gradual release.
2. Students share responsibility for instructional tasks and/or assessments.
3. Appropriate Habits of Mind/SEL competencies/discipline-specific dispositions and/or strategies are integrated into instruction through

modeling, explicit teaching, and/or feedback to build capacity for students to take responsibility for their own learning.

6. Uses questioning, discussion techniques, and instructional grouping to engage students in purposeful discourse and deeper learning.

1. Practices, tasks, varied questions, flexible groupings and/or classroom design ensure students are cognitively engaged in purposeful discourse.
2. Practices, tasks, varied questions, and flexible groupings build capacity to collaborate and communicate effectively with the educator and their peers.

7. Integrates digital learning tools to create a blended learning environment that results in cognitively engaging and authentic learning experiences for students.

1. Digital tools are integrated appropriately that cognitively engage students in constructing and/or demonstrating new and meaningful learning and/or that build student capacity to collaborate and communicate effectively with their peers.
2. Use of technology supports/facilitates differentiation.

8. Monitors and adjusts instructional strategies and pacing in response to student performance and engagement.

1. Ongoing formative and summative assessment of individual and whole group understanding at key points provides opportunity to seek information in order to make adjustments to instructional practice.
2. Instructional adjustments advance learning.
3. Opportunities for students to/participate in self-assessment and, at times, peer assessment, using the learning purpose and criteria.

9. Ensures students receive specific, timely, constructive, and actionable feedback.

1. Feedback results in advancement toward learning goals and development of appropriate dispositions.
2. At times, students participate in providing peer feedback.

*Not all indicators must be observed in a single lesson.

Claim, Connect, Action:

Review of Practice

Planning

To facilitate student ownership of learning, the educator thoughtfully designs and sequences responsive, scaffolded, and cognitively engaging learning opportunities

List of Artifactual Evidence

Effective Practice

1. Designs lessons with high expectations for all learners in alignment with standards (Aligned with all of Domain 3)

1. Alignment with curriculum, current CT Core/discipline-specific standards
2. Expectations are appropriate for all learners
3. Relevant Social-Emotional Learning competencies, Habits of Mind, Portrait of the Graduate tenets integrated

2. Designs lessons derived from meaningful learning targets and success criteria (Aligned with 3.1, 3.4, & 3.8)

1. Specific learning targets and success criteria aligned to standards and assessment
2. Methods for communicating learning targets and success criteria include opportunities for students to make connections to the new learning.

3. Develops lessons and learning tasks that build student ownership of learning. (Aligned with 3.4 & 3.5)

1. Coherent lessons and learning tasks continuously build on students' prior knowledge and skills, strengths, and interests.
2. Provides opportunities to share ownership of learning with students and for the development of related skills, habits/dispositions, and Social-Emotional Learning competencies to support independence.

4. Designs authentic learning experiences that cognitively engage all learners in construction of new learning. (Aligned with 3.3 & 3.6)

1. Evidence-based strategies and authentic tasks scaffold instruction and support the development of the Portrait of a Graduate.

5. Includes strategies and tools for supporting the development of discipline-specific literacy and numeracy. (Aligned with 3.2)

1. Prerequisite knowledge, key concepts, skills, academic vocabulary, and intra-disciplinary content build developmentally appropriate discipline-specific literacy/numeracy.
2. Appropriate tools and resources support learners in developing disciplinary competencies and dispositions.

6. Plans based on student strengths and needs using assessment and varied data to ensure responsive adjustments. (Aligned with 3.4 & 3.8)

1. Methods for formative and summative assessment are aligned to learning targets and success criteria.
2. Data is used to alter planning to respond to emerging student needs and demonstrated strengths.

*Not all indicators must be observed in a single lesson.

Educator Reflection responds to formative and summative feedback

Professional Responsibility

To serve as a collaborative partner in the teaching and learning, the educator engages in professional activities with all stakeholders to support continuous learning and reflection toward improved student outcomes.

List of Artifactual Evidence

Effective Practice

1. Educator engages in continuous professional growth to impact instruction and student learning

1. Effectively self-evaluates and identifies professional learning needs
2. Applies new learning to improve practice and analyzes the impact on student learning
3. Takes responsibility for own professional learning by routinely accessing opportunities within or beyond the local context.

2. Educator responds to professional feedback

1. Welcomes and responds to feedback from a variety of sources and integrates feedback into practice.

3. Educator takes responsibility for inclusion and growth of all students

1. Actively contributes to the development and/or implementation of educational plans, including IEPs, 504 plans, and MTSS plans.
2. Models commitment to all students through communication with colleagues and interactions with students.

4. Educator communicates and collaborates with families to develop and sustain a positive school climate to support student learning

1. Proactive efforts to engage in two-way communication with families about learning expectations and student academic or behavioral performance
2. Develops positive relationships with families to promote student success
3. Consistently demonstrates respect for cultural differences

5. Educator collaborates with colleagues in a professional community

1. Frequently makes contribution to the professional community
2. Develops collaborative and collegial relationships
3. Conducts him/herself in a manner that is positive, open, and maintains a climate of mutual trust and respect

6. Educator demonstrates other professional behaviors

1. Demonstrates compliance with the Connecticut Code of Professional Responsibility, including conduct, commitment, and responsibility to students, the profession, the community, and students' families 2. Demonstrates compliance with other responsibilities outlined by school administration *Not all indicators must be observed in a single lesson.
Educator Reflection

Artifactual Evidence

Artifactual Evidence that may be used throughout the evaluation process (Goal Setting, Mid Year, & End of Year Meetings, Review of Practice, and Classroom Observations) . Artifactual Evidence may include, but is not limited to:			
Student Focused Evidence ● Student work samples/portfolios ● Student surveys ● Student learning artifacts ● Student self-reflection ● Student learning evidence aligned to high-leverage indicator focus ● Student growth evidence ● Observational data of students' words, actions,	Classroom Focused Evidence ● Observational evaluator evidence ● Observational educator evidence ● Lesson plan(s) ● Educator-created learning materials ● Numeric information about time, educator practice, student participation, resource use, classroom environment,	Collaboration & Communication Focused Evidence ● Evidence of communications and/or collaborations with parents, colleagues, community (email, phone calls, classroom newsletters, SeeSaw, Regional Newsletters, Board Meeting Spotlights, etc.) ● Shared resources reflective of	IEP Focused

interactions (including quotations when appropriate) ● Assessment data (standardized, formative, summative) ● AP exams ● FastBridge ● Smarter Balanced ● NGSS ● SAT/PSAT ● Trade certification exams ● Standardized vocational ED exams ● Curriculum-based assessments taken from banks of state-wide, CCSS assessment consortium assessment item banks, or commercially produced ● Performances rated against a rubric (such as: music performance, dance performance) ● Performance assessments or tasks rated against a rubric (such as: constructed projects, student oral work and other written work) ● Artifactual evidence of student work rated against a rubric	frequency of meetings/ communications, etc. ● Educator self-reflection ● District created formative assessments ● Mastery-based demonstrations of academic achievement ● Rubrics ● Curriculum-based assessments ● Interim or benchmark assessments ● Evidence of using data to differentiate ● Evidence of data analysis	communication/collaboration (e.g., meeting minutes, jointly developed learning materials, etc.) ● Review of Practice list of extra duties, committee work, activities and other professional roles ● Response to Professional Learning feedback form ● Participation in professional reading groups ● Professional learning participation ● Leading professional learning workshop ● Minutes from MTSS/PLC/504/IEP team meetings ● Planning for differentiation with special education staff ● Parent feedback	

● Curriculum-based assessments, including those constructed by a teacher or team of teachers ● Periodic assessments that document student growth over time (such as: formative assessments, diagnostic assessments, district benchmark assessments) ● Other indicators (such as: teacher developed tests, student written work, constructed project)			

Part 3

Region 1 Schools Vision and Missions Statements Bibliography

Region One Schools
Vision/Mission Statements

Region One Vision

A Region 1 Graduate is a Communicator, Problem-Solver, and Self-Advocate who is Confident and Globally and Environmentally Aware

Mission Statements

Lee H. Kellogg School, Falls Village, CT

At Kellogg we share the following core beliefs which guide our practice:

- Learning is active. We strive to create opportunities for students to actively experience their learning rather than passively receive information.
- Learning is challenging. We strive to empower students to do more than they think they can.
- Learning is meaningful. We strive for students to engage in meaningful and relevant learning opportunities.
- Learning is collaborative and social. We work collaboratively and embrace our diversity to support a dynamic sense of community.
- Learning is kind and compassionate. We value a culture of kindness and compassion within the Kellogg School community and the world.
- Learning is shared and communicated. We strive to use a variety of methods and modalities for students to share their learning with a relevant audience and a variety of stakeholders.
- Learning is more than academic. We strive to encourage a culture of wellness.

Cornwall Consolidated School, Cornwall, CT

Cornwall Consolidated School is a collaborative community that honors individuality, inspires creativity, and is dedicated to developing perseverance, excellence, and a passion for life-long learning.

In pursuit of this Mission, we believe:

- Students are most successful when family, school and community work together.
- All students benefit from engaging, supportive and challenging learning experiences that prepare them for their ever changing world.
- A safe and respectful environment is essential for increasing student growth, responsibility, and independence.
- It is important to honor the history and values of our unique community while continuously improving teaching and learning.

Kent Center School, Kent, CT

The mission of the Kent Center School is to ensure active learning and independence through responsibility, respect, and cooperation.

To achieve our mission and meet our students' individual needs we envision:

- A safe learning environment

- A supportive a collaborative community
- Purposeful and relevant curricula
- Appropriate digital tools for learning
- Diverse opportunities for creative, authentic, and engaging learning experiences.

Before leaving Kent Center, every student should be able to:

1. Define and solve problems with (critical/creative) analytical thinking
2. Communicate effectively
3. Acquire new knowledge and skills independently

North Canaan Elementary School, North Canaan, CT

NCES is dedicated to developing a collaborative community of learners who achieve academic excellence, exhibit social awareness, and demonstrate respect and responsibility.

Belief Statements

At North Canaan Elementary School we believe:

- Our school community flourishes in an environment where all members are safe, valued, and respected.
- Students are challenged, self-motivated, curious, innovative, and responsible for their own learning.
- Students reach their full potential as confident and critical thinkers, problem solvers, and decision makers.

Salisbury Central School, Lakeville, CT

The Salisbury Central School learning community works together to empower all students to be inquisitive, independent, and responsible citizens of the global society. We guide and foster each child's intellectual, emotional, social and physical development in a safe, challenging, supportive, and collaborative learning environment. We are committed to ensuring that all students leave us prepared for successful learning beyond our school.

To ensure success for all students in pre-kindergarten and beyond.

We believe:

- All students can learn
- All students will have equitable access to an effective instructional program
- All staff are committed to continuous professional growth and improvement
- All members of the community are partners in the learning process
- All members of the community respect one another

Sharon Center School, Sharon, CT

The mission of Sharon Center School is to engage students in academic pursuits that result in the highest level of achievement and in the motivation for life-long learning. Our students will grow in a safe and secure school community where we promote the individuality and unique talents of each student and the importance of responsibility, integrity and teamwork.

The Sharon Center School Visions:

- We envision a school community that will be recognized in the greater community as a disciplined yet nurturing environment conducive to learning.
- We envision a school community in which staff members serve as positive role models by working together in collaborative teams to promote life-long learning in themselves and their students.
- We envision a school community in which parents and community members will work with school staff to shape a culture of support and caring.
- We envision a school community in which the administrator will be a leader of leaders who is knowledgeable about current research in teaching and learning practices, who creates a professional climate conducive to share leadership and who helps to develop leadership skills in others.
- We envision a school where the curricula will be aligned with local, state and national standards for students' academic achievement and developmental needs. It will contain effective coordination and articulation with the school and throughout Region One.

Housatonic Valley Regional High School, Falls Village, CT

The mission of the Housatonic Valley Regional High School community is to promote personal and academic growth, as well as independence of thought and spirit for all its members, within a culture of respect, responsibility and safety.

The core values that support this statement include a commitment to 21st century academic expectations which encourage all members to grow to their potential, accept and respect different learning styles, solve problems and think analytically, and communicate their ideas effectively.

Members of the school community are also expected to make ethical choices, demonstrate social and civic responsibility and evidence pride and care for the school and its environment.

The vision of our regional schools is to be strong learning communities. We must focus on continuous improvement and creativity throughout our organization and resist the temptation to accept the status quo.

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