Professional Growth
and Evaluation Plan
ER9
EASTON, REDDING AND REGION 9 SCHOOL DISTRICTS

2024–2025

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Introduction

The ER9 Professional Growth and Evaluation Plan is designed to strengthen and refine the practice of educators and leaders across our high-performing schools to enhance student success. This plan represents a commitment to fostering a culture of professional growth, innovation, and collaboration among our educators and leaders. Grounded in research-based best practices and informed by our school communities' unique needs and strengths, the ER9 Professional Growth and Evaluation Plan provides a cyclical framework for supporting and evaluating educators' and leaders' ongoing development. Through reflective practice, collaboration, personalized professional learning, and feedback processes, we aspire to cultivate a dynamic learning environment where every educator can thrive and contribute to collective efficacy. For ER9, this is a journey of growth, predicated on our shared dedication to nurturing the talents and potential of every student we serve.

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Vision and Mission

Vision:

We envision our schools as warm, supportive, inclusive communities that develop the intellectual, physical, social, and emotional assets of all learners. We see ourselves as caring individuals embracing creative collaboration on campus, and with and throughout Easton and Redding.

Mission:

In partnership with the communities, the mission of ER9 is to educate and nurture our students as they grow into self-directed, knowledgeable, critical thinkers, and compassionate, engaged community members.

PDEC Membership And Meetings

PDEC members and a working sub-committee worked diligently over two years to deepen their understanding of relevant research in the field to design and pilot an ER9 evaluation process through purposeful consultative support from Patrick Flynn and Amy Tepper. The district is grateful for their dedication to professional growth in service to student learning.

2023 – 2024 PDEC Committee Members

Members	School	Position
Stephanie Pierson Ugol	CO	Assistant Superintendent
Steven Clapp	HKMS	Principal
Jen Desmarais	JRMS	Principal
Kim Fox Santora	SSES	Principal
Melissa Labrosciano	RES	Principal
J.T. Schemm	JBHS	Assistant Principal
Julie McTague	JBHS	Department Chair, STEM & Business
Angela Staron	JBHS	Department Chair, Humanities
Meg Murphy	JBHS	Science Teacher
Chris Poulos	JBHS	Spanish Teacher
Megan Lanehart	JBHS	English Teacher & JBEA Rep
Allison Gale	HKMS	Library Media Specialist
Matt Goodwin	JRMS	Social Studies Teacher
Darcy Scholz	SSES	Grade 4 Teacher

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Alicia Ortiz	RES	Special Ed K-4
Gerri Keating	SSES	Special Education Teacher
Rebecca Richards	JRMS/RES	Science Tech Instructional Coach & REA Rep

2022 – 2023 PDEC Sub-Committee Members

Members	School	Position
Stephanie Pierson Ugol	CO	Assistant Superintendent
Sarah Gidley	HKMS	Music Teacher
Maryann Pieratti	JBHS	Social Worker
Brian Luzietti	JBHS	Science Teacher
Carey MacArthur	SSES	Grade 4 Teacher and EEA Rep
Alicia Ortiz	RES	Special Education Teacher
John Macaluso	HKMS	Grade 8 Science
Melissa Mottola	RES	Kindergarten Teacher
Melissa Labrosciano	RES	Principal
Steve Clapp	HKMS	Principal
Megan Lanehart	JBHS	English Teacher and JBEA Rep
Rebecca Richards	JRMS/RES	Science Tech Instructional Coach & REA Rep
Angela Staron	JBHS	Humanities Department Chair
Paraprofessionals	TBD	TBD 2024-2025 School Year

2022–2023 PDEC

ER9 PDEC realigned its process and meeting structures in 2022-2023 to ensure readiness for new CSDE educator and leader evaluation guidance and shifts in legislative requirements based on 2021-2022 meetings of the state-sponsored ESS Council. Prior to the release of the CT Guidelines for Educator and leader Evaluation and Support 2023 (CT Guidance 2023) ("non-negotiables" released 10/2023), PDEC examined research and literature in the area of performance management and support with a focus on aligning core categories of effective practice to the ER9 mission, vision, systems and structures.

PDEC met many times over the course of the 2022-2023 school year. Several research studies examining the redesign of educator evaluation policies from Race to the Top through the present day were examined (a summary of PDEC-based Research examined). Analysis of potential areas of implementation for ER9 was outlined in a draft evaluation pilot plan for 2023-2024. A summary of recommendations resulting from professional learning work in 2022-2023 was shared with all staff in June 2023.

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2023–2024 PDEC

Using the 2024 CSDE Connecticut Leader and Educator Evaluation and Support Plan Model Guidance, the ER9 PDEC 2023-2024 Committee Members aligned CSDE/Legislative "non-negotiables" with the pilot study in the 2023-24 school year. This helped identify areas of focus and design for the ER9 evaluation plan. Non-negotiables were outlined by the Educator Evaluation and Support Council (EES) and CSDE in the following areas:

- Standards and Criteria
- Goal setting process
- Professional Practice and Educator Growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

Based on a review of these core areas, the focus of the 2023-24 PDEC meetings and professional learning remained focused on furthering a plan that would adhere to existing key ER9 improvement practices. Further review of various models including the Connecticut leader and Educator Evaluation and Support Plans 2024 and Cultivating a Culture of Learning: Learner Focused Feedback That Feeds Forward provided support for PDEC members to organize *ER9 Professional Learning & Evaluation*. The plan was mutually agreed upon with active, purposeful contributions from all PDEC members and with ER9 Boards of Education support. If disagreement regarding the plan's contents should arise and PDEC and the ER9 Boards of Education are unable to come to mutual agreement, they shall consider the model teacher evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model teacher evaluation and support program. PDEC will continue to meet regularly to review and provide plan implementation feedback to inform any future revisions.

Guiding Principle

"The most important attitude that can be formed is that of desire to go on learning"

-- (John Dewey, Experience and Education, 1925).

Dewey's statement exemplifies the guiding principles of the ER9 Professional Learning and Evaluation Plan. The districts are committed to excellence and professional learning in service to student learning. We believe that a strong learning culture is continuous, supported by clear and rigorous goals, collaboration, feedback, reflection, and systemic structures that create the conditions for learning to occur. The ER9 Professional Learning and Evaluation Plan promotes personalized professional development, recognizing that each

educator and leader has unique strengths, needs, and aspirations, and tailoring support and resources accordingly. Close collaboration between educators and leaders enables an approach that recognizes each individual's potential, as well as the collective whole, to impact learning.

Educator & Leader Evaluation & Support Overview

Orientation

PDEC has determined a timeline for professional learning and evaluation.

- Educators and evaluators new to the districts or their roles will receive an orientation session annually prior to the start of the continuous learning process for all educators and leaders and follow-up with building-based mentors and administrators providing support to new educators. The orientation shall include high leverage goal setting and professional learning plans, use of rubrics and standards, observation of practice/site visits, tiered supports and the dispute resolution process.
- For those in the role of evaluation, formal professional learning will be provided to deepen understanding of the relevant standards and feedback structures that are part of the ER9 plan.

Standards and Criteria

The primary goal of the educator and leader evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Standards are used to lay the foundation of meaningful growth in continuous learning cycles.

Just as with our use of student standards, educator and leader performance standards provide a framework to the performance, practice, and ongoing learning expected within quality education practice. Standards become a guide to the improvement of teaching and leadership skills, allow all within the educational community to recognize and reinforce educational excellence, to help educators determine the impact practice has on students, and plan ongoing professional learning in service to educators.

Educators can then learn to "use comprehensive frameworks throughout the school year to collect data related to their teaching, reflect on their practice, and identify specific instructional strategies they can work on to improve their repertoire of skills" (Mielke & Frontier, 2012, p. 10). This drives a teacher's ability to accurately perceive effectiveness related to teaching and learning, increasing self-efficacy." (Tepper and Flynn, 2019, p. 26)

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ER9 uses the following professional practice standards and rubrics:

- educators use the Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2017
- Service delivery professionals (i.e., speech pathologists, content specialists, counselors, and psychologists) may use the CCT Rubric for Effective Service Delivery 2017.
- ER9 educator/leaders use the Connecticut educator/leader Evaluation and Support Rubric 2017

These documents serve as support for self-evaluation, dialogue, and feedback.

Secondary Standards

Educators will also be granted the opportunity to leverage *secondary standards* in addition to the professional practice standards where and when appropriate. While educators will engage with the CCT rubric (or other professional practice standards) as a primary resource in their goal-setting and feedback process, in order to ensure ownership and agency, educators may also utilize a set of secondary standards that are role-specific to define goals and reference in their action-planning and feedback cycles. Secondary standards are state or national standards such as CT K-12 Counseling Framework, CT English Language Proficiency CELP Standards, and Next Generation Science Standards. These secondary standards provide role-specific practices to an educator's Professional Learning Goal and action plan.

Professional Learning Standards

Professional learning is essential to continuous growth in ER9 and is confirmed by the CT Guidelines 2023 model. The Learning Forward Professional Learning Standards 2022 serves as a tool that reflects how professional learning deepens one's knowledge of practice to impact student learning, growth, and achievement. The professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation.

Together the professional standards for educators, leaders, and professional learning work lay the foundation for meaningful feedback during goal setting and throughout the continuous improvement process.

Continuous Learning Process

The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations, and a collection of multiple measures of evidence.

Key points to consider:

- The goal- setting process should support individual, school, and district goals. These should be high leverage goals based on the professional practice standards and consistent with the larger 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. This collective efficacy is a resource that can be continuously renewed over time with each success.

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- Each individual's goal cycle should be tailored to the educator and their students, and because of this, it has the potential to have a greater impact on the collective whole. Both the educator and leader's self reflection and annual summary are based on mutually agreed upon standards and goals.
- All leaders/educators are assigned a primary evaluator holding a CSDE 092 or 093 endorsement.
- Educators will meet three times / year with their supervisor (goal setting, midyear, end of year) in the spirit of continuous improvement, reflection, and collaboration to review and discuss indicators of student growth, the impact of student learning, achievement, active learning, and educator growth. All educator goals must be mutually agreed upon during the goal-setting process.
- Leaders will meet 3 times/year with their supervisor (goal setting, midyear, end of year) in the spirit of continuous improvement, reflection and collaboration to review and discuss the impact through multiple measures of organizational health and educator/leader growth. All educator/leader goals must be mutually agreed upon during the goal-setting process.
- Educators' and leaders' annual summary will include a distinction indicating the successful completion of the evaluation cycle.

Therefore, a cycle of continuous improvement can be applied to all educators across the system, including central office leaders, school-based leaders, and all school-based educators.

Based on salient research completed over the past 10 years about the implementation of educator evaluation, alignment of typical annual professional growth and evaluation activities support a cycle of improvement that includes:

- review of previous year's school-based outcomes tracking towards districtwide needs **(student performance, stakeholder feedback)**,
- review of district and school accountability measures **(student performance, stakeholder feedback)**, and
- articulation of district professional learning needs **(district/school leadership)**.

An annual **District Improvement Plan (DIP)** is generated based on a school-by-school analysis of student performance and needs. At the school level, the School Improvement Plan (SIP) centers on timelines of support through self and evaluator review of educator and schoolwide performance.

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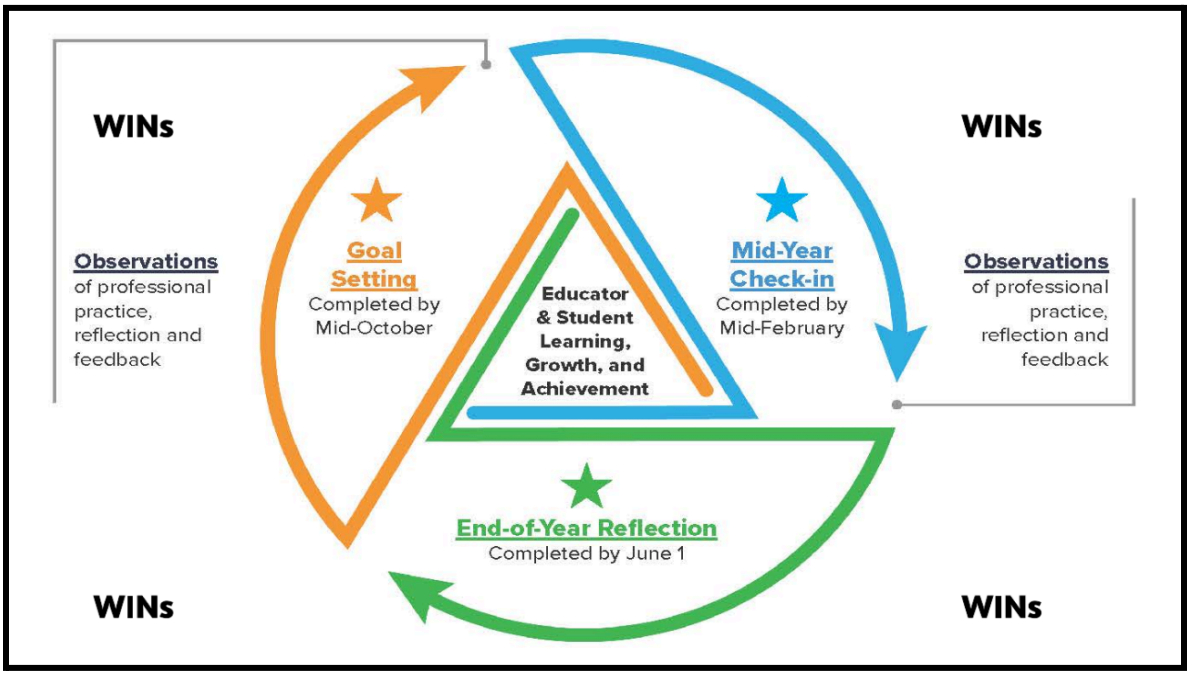

Source: SDE 2024

End of Year Reflection and Conference: May – June

Performance Data/Evidence Review/End-of-Year Reflection and Evaluative Feedback

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the mid-year check-in, to discuss progress toward the leader/educator goal(s); professional learning as it relates to the leader/educator 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 leaders 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 educator/leader's subsequent self-assessment and goal setting revisions or new goals(s). This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the educator/leader's successful completion of the professional learning process. The purpose of the evaluation cycle is to build and emphasize opportunities for feedback loops to inform action steps that lead to improvement in practice. Prioritizing the role of feedback requires a change in when educators and leaders start the process each year. Individually and collectively, educators and leaders will reflect on student data. End-of-year student data analysis will include a thoughtful consideration of both growth/progress and performance.

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End-of-Year Reflection

Following the performance data/evidence review, educators and leaders will use data gathered during the process to identify trends, draw conclusions, and raise questions. The end-of-year reflection provides an opportunity for educators and leaders to summarize their data review and analysis and illustrate how their conclusions and questions will, in turn, inform draft action plans for the next growth cycle.

Feedback

Evaluators will provide educators feedback on their reflection and evidence/data analysis and discuss possible action plans for the upcoming school year. Feedback will include a consideration of multiple and varied quantitative and qualitative indicators of evidence focused on student growth, learning and achievement. Leader focus is on organizational health and leader growth.

Administrative Retreat (District and School Leadership) July – August

Performance Data/Evidence Review

The summer provides opportunities for the leadership team to review and analyze the extent to which SIPs and DIP goals were realized. The individual school and collective tri-district discussion will result in the identification of trends and questions for further exploration.

Collaborative Learning

Leaders will engage in professional learning sessions informed by the performance data review and the interest in ongoing learning that will sustain positive impacts and highlight needed areas of focus and improvement.

School and District Goal Setting

Using the data and trends memorialized, the leadership team will draft SIPs and the DIP for the next academic year. Substantive discussion will occur during the annual administrative retreat and collective feedback and input will inform the school and district action plans. A review and recommended updates to the ER9 Strategic Plan will further connect strategic priorities to DIPs and SIPs.

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Goal Setting Reflection and Conference: September

Professional Learning

The school year will launch with a view of strategic, district, and school goals and a plan for connected professional learning. Since professional learning and growth are the bedrock of our collective work, educators will consider how their individual plans cohere with student learning, as well as strategic, school, and district goals.

Leaders and evaluators mutually agree upon a high leverage professional practice of 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. Goals should always be connected to standards recommended by the PDEC (CCL, CCT) and approved by the local boards of education.

The continuous learning process begins with dialogue around the leader/educator's self reflection (based on review of evidence and practice, educator and student outcomes, and organizational growth.

Educators and leaders will self-assess using the identified rubric (CCL/CCT), identify a high leverage goal that impacts leadership practice, educator and student outcomes, and organizational growth .

Leaders and educators 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.

Through reciprocal dialogue, the leader and or educator come to mutual agreement with their evaluator on the goal.

Informal Feedback as Artifacts

All educators and leaders will receive feedback throughout the school year regardless of their assigned evaluation cohort. The emphasis on informal (e.g. W.I.N) feedback provides educators and leaders with layers of affirmation, inquiry, and consideration in their professional practice. Leadership teams will conduct fall trend data walkthroughs to create a baseline of trend data based on identified areas of focus within the CCT. These data will be analyzed and shared in the aggregate to provide another data point for goal setting.

Professional Learning Plan (Included in the Goal Setting Process)

As a part of the goal setting process, educators and leaders will create a Professional Learning Plan (PLP) that links professional learning and student learning with clear action steps. Educators and leaders will use multiple measures of student achievement and growth from quantitative and qualitative data, standardized, and informal measures to create a rationale for their PLP. This might include the previous year's summative achievement data and beginning of the year benchmark and/or other formative and qualitative indicators of evidence. Educators and leaders will also consider their own learning and growth from the prior year to create a PLP that sets forth a plan of continuous, ongoing professional learning. Leaders will consider organizational health, leader, and educator growth, and impact

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on student learning, growth, and achievement. All plans will be mutually agreed upon during the goal-setting process. Goals may be individual or collaborative and can span one, two or three years by mutual agreement.

Feedback Opportunity As A Part of a Continuous Learning Cycle: October – December

Performance Data/Evidence Review

As this evaluation is a continuous process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of educator/leader growth and the impact of student learning, growth and achievement must be reviewed in an ongoing manner as a part of the evidence review. The October - December performance data/evidence review might emphasize formative assessments that educators employ to inform learning, as opposed to assessments of learning that more typically occur at the end of a course or academic year. Individually and collectively, educators will reflect on student data. Student data analysis will include a thoughtful consideration of both growth/progress and performance.

Feedback

All educators and leaders will receive feedback throughout the school year. The emphasis on informal (e.g. W.I.N) feedback provides educators/leaders with layers of affirmation, inquiry, and considerations in their professional practice. Additionally, formal feedback from (CCAs) will provide another opportunity for educator or leader and evaluator to connect instructional practice to accepted practice standards in a written document of an educator's or leader's practice in a formal, scheduled observation. Evaluative, formal observations might include a pre and post conference. Feedback includes three core approaches to reviewing performance and practice: observation, artifact review, and collegial conversations. Feedback will include a consideration of multiple and varied quantitative and qualitative indicators of evidence assessed against the standards (CCL/CCT and corresponding rubric as well as the educator/leader goal.

Professional Learning Opportunities

Professional learning will occur through organized district-planned activities tied to strategic priorities, at the building level, through grade or department meetings, Professional Learning Communities (PLCs), and informal collaborative discussion and coaching. The districts will strive to grow opportunities for educator choice and participation in EdCamps and other collegial, educator-driven learning activities. Leaders will participate in regular discussions regarding professional learning that will support individual and collective goals as seen through PLPs, DIP, SIPs, and the ER9 Strategic Plan. Leaders and educators will also seek out their own professional learning experiences as outlined in their PLP plan.

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Mid Year Reflection and Conference: January

Performance Data/Evidence Review

This mid-year check in provides an opportunity for the educator/leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence 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/educator is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented. The January performance data/evidence review might include benchmark, summative, and formative assessments as appropriate to each course, grade, student learning profile, or school. Educators will continue to employ assessments that inform learning, in addition to assessments of learning. Individually and collectively, educators will reflect on student data/evidence. leaders will reflect on their goals, actions and feedback as connected to their organization (school's) health and their growth and development. Analysis will include a thoughtful consideration of both growth/progress and performance. The review will include three core approaches to reviewing performance and practice: observation, artifact review, and collegial conversations.

Informal Feedback

All educators and leaders will receive feedback throughout the cycles of the school year that can be used as artifacts. The emphasis on informal feedback (e.g. W.I.N) provides educators and leaders with layers of affirmation, inquiry, and consideration in their professional practice. Leadership teams will conduct mid-year trend data walkthroughs to create a baseline of trend data based on identified areas of focus within the CCT. These data will be analyzed and shared in the aggregate to provide another data point for goal setting.

Mid-year Reflection

All educators and leaders will complete a mid-year reflection including data analysis with an eye toward the effectiveness of the professional action steps toward goal attainment. It is an opportunity for the educator or leader to revise the professional action plan in a discussion with the evaluator to consider how the professional goal and action plan, feedback, and student learning converge. ER9 educators and leaders strive for growth that occurs through reflection and purposeful review of professional work.

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Feedback Opportunity As Part of a Continuous Learning Cycle: February – May

Feedback

As this evaluation is a continuous process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of educator/leader growth and the impact of student learning, growth and achievement must be reviewed in an ongoing manner as a part of the evidence review.

All educators and leaders will receive feedback throughout the school year. The emphasis on (WIN) feedback provides educators and leaders with layers of affirmation, inquiry, and consideration in their professional practice. Additionally, evaluative, formal feedback (CCAs) will provide another opportunity for educators and evaluators to connect instructional practice to CCT standards in a written document of an educator's practice in a formal, scheduled observation. Evaluative, formal observations might include a pre and post-conference. Feedback includes three core approaches to reviewing performance and practice: observation, artifact review, and collegial conversations. Feedback will include a consideration of multiple and varied quantitative and qualitative indicators of evidence assessed against the standards (CCL/CCT) and corresponding rubric as well as the educator/leader goal.

Professional Learning Opportunities

In addition to individual professional learning that leaders and educators are taking part in; professional learning will occur through organized district-planned activities tied to strategic priorities, at the building level, through grade or department meetings, Professional Learning Communities (PLCs), and informal collaborative discussion and coaching. The districts will strive to grow opportunities for educator choice and participation in EdCamps and other collegial, educator-driven learning activities. Leaders will participate in regular discussions regarding professional learning that will support individual and collective goals as seen through PLPs, DIP, SIPs, and the ER9 Strategic Plan. Leaders will participate in regular discussions regarding professional learning that will support individual and collective goals as seen through PLPs, DIP, SIPs, and the ER9 Strategic Plan. Leaders and educators will also seek out their own professional learning experiences as outlined in their PLP plan.

Performance Data/Evidence Review

The February - May performance data review may include an emphasis on formative assessments that educators employ that inform learning, as opposed to assessments of learning that more typically occur at the end of a course or academic year. Individually and collectively, educators will reflect on student data. Student data analysis will include a thoughtful consideration of both growth/progress and performance. At this point in the academic year, educators will consider specific individual and group student learning growth relative to end-of-year or course expectations. A broader consideration of holistic growth that also includes consideration of a student's learning profiles will be part of the performance data/evidence analysis. Feedback will include a consideration of multiple and varied quantitative and qualitative indicators of evidence. Leaders will consider organizational health, leader, and educator growth, and

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impact on student learning, growth, and achievement. The PLP end of year conference and feedback provides an opportunity to reflect on the current year and how it might inform the next growth cycle. The summary of growth and consideration for future work provided by evaluator annually is tied to standards and agreed-upon goals. The end of year PLP feedback will make the distinction regarding successful completion of the evaluative cycle.

Schedule of Deadlines: Educators

Component	2024-2025 Dates	Educator/Evaluator Responsibility
Goal Setting: (Professional Learning Plan Goal (PLP) Conference) and Approval	November 1 (Goal setting document and PLP plan and conference must be completed no later than November 1st)	The evaluator meets with the educator to discuss and come to mutual agreement on the educator goal and PLP plan.
Mid Year: (Professional Learning Plan Mid-Year Conference)	By March 1 (or the last mid-month weekday) (Mid year conference will be held and include reciprocal discussion and review of evidence, PLP plan, etc. no later than March 1)	The evaluator meets with the educator to discuss and approve (by mutual agreement) any revisions to the PLP based on Mid-Year Reflection and feedback. Non-tenured educators will be informed of their expected appraisal status and continued employment in writing by March 31st.
Professional Learning Plan End-of-Year Reflection	By May 15th (educators) (or the last mid-month weekday) + last day school completed This plan must be submitted prior to the scheduled End-of-Year Conference	Educators submit End-of-Year components of PLP (tenured and non-tenured).

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	and include reflection on progress towards the goal, educator/leader professional growth and next steps the individual will take towards the goal if any.	
End-of-Year Conference (PLP Plan) and Feedback	By the last educator work day in June (educators) (End of Year conference will be held and include reciprocal discussion and review of evidence, PLP plan, feedback, etc. no later than the last educator work day in June.	The evaluator meets with the educator to discuss the End-of-Year component of the PLP and have a reciprocal conversation around the goal and the feedback provided over the course of the year (s).

Schedule of Deadlines: Leaders

Component	2024-2025 Dates	Leader/Evaluator Responsibility
Goal Setting: (Professional Learning Plan Goal (PLP) Conference) and Approval	November 1 (Goal setting document and PLP plan and conference must be completed no later than November 1st)	The evaluator meets with the leader, discusses and comes to mutual agreement on the leader goal and PLP plan.
Mid Year: (Professional Learning Plan Mid-Year Conference)	By March 1 (or the last mid-month weekday) (Mid year conference will be held and include reciprocal discussion and review of evidence, PLP plan, etc. no later than March 1)	The evaluator meets with the leader to discuss and approve (by mutual agreement) any revisions to the PLP based on Mid-Year Reflection and feedback. Non-tenured leaders will be informed of their expected appraisal status and continued employment in writing by March 31st.

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Professional Learning Plan End-of-Year Reflection	By June 30th (leaders) This plan must be submitted prior to the scheduled End-of-Year Conference and include reflection on progress towards the goal, educator/leader professional growth and next steps the individual will take towards the goal if any.	Leaders submit End-of-Year components of PLP (tenured and non-tenured).
End-of-Year Conference (PLP Plan) and Feedback	By August 1st (leaders) (End of Year conference will be held and include reciprocal discussion and review of evidence, PLP plan, feedback, etc. no later than the last work day in June)	The evaluator meets with the leader to discuss the End-of-Year component of the PLP and have a reciprocal conversation around the goal and the feedback provided over the course of the year (s).

Goal-Setting

Open, honest, collaborative discussions about student performance in relation to organizational (district, region, school) goals are essential. It is imperative that all educators who are working with students, regardless of roles, can see themselves in the achievement goals of the organization. Additionally, the formation of individual goals that align to improvement needs for the school and district ensures the goals being set by staff will be collectively supported. This can encourage greater community building and responsibility, and, ultimately, if systems are in place, cultivate collective efficacy (Hattie, 2012).

The ER9 Professional Growth and Evaluation Plan includes goal setting as part of a continuous learning process, beginning with reflection at the end of any previous year as part of the review of organizational health, student learning outcomes and achievement. The thinking behind this practice is based on an understanding that districts and schools foster the mindset that planning begins as each year ends. As a result, educators and leaders are better prepared to engage in vertically aligned actions that address student needs as students return. The typical timeline for the establishment of goals at the beginning of a year is hastened, allowing for educators and leaders to solidify their goals and corresponding

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actions within the first 2-3 weeks of the school year. If goal setting is part of a cycle of improvement that is aligned with baseline and ongoing assessment calendars, as well as DIP and SIPs, goals will be reviewed and adjustments will be made in a more dynamic manner.

Educators/Leaders and their evaluators mutually agree upon a one, two, or three-year high leverage goal and develop a Professional Learning Plan (PLP) that is consistent with their professional status and goals. Goals should always be connected to standards recommended by PDEC (CCT/CCL) and approved by the local boards of education.

All educators or leaders will be assigned primary and/or secondary evaluators who hold an 092 or 093 CSDE administrator certification endorsement. All non-tenured and tenured educators will participate in the annual Professional Learning Goal process. The number of formal observations will vary by tenure status. Educators and Leaders who join the district into the academic year or have a leave of absence will meet with their evaluator to mutually agree upon an appropriate time table for goal submission, breadth of PLP, and number of informal and formal observations.

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

The leader/educator will:

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

The leader/educator 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/educator takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader/educator and evaluator come to mutual agreement on the goal(s), multiple measures or evidence, professional learning plan, and support to drive progress toward goal attainment.

Multiple measures of student learning, growth, and achievement will inform educator and leader goals. Educators: Multiple measures can include, but are not limited to student learning, educator learning, cultural changes, etc. Additional evidence relevant to one or more competencies may be part of the process and discussion. Measures will be adjusted and be appropriate for educators in different roles (counselor, instructional coach, special educator, etc.)

Leaders: Multiple measures can include, but are not limited to promoting a positive, safe, and equitable learning culture, engaging in instructionally focused interactions, facilitating collaboration and professional learning, as well as managing operations, personnel, and resources strategically. Additional evidence relevant to one or more competencies

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may be part of the process and discussion. The focus for leaders is on the organizational health of the school/district and the leader's growth.

Rationale

No single assessment will provide a true understanding of the impact we are having on students. It is incumbent on districts to design quality assessment calendars that include assessments for varied purposes that inform differentiation of practice and support ongoing curriculum review and revision.

Assessment is a critical and powerful tool in learning. High-performing, exemplary districts are cognizant of the array of data and evidence with the potential to inform learning not bound to standardized academic measures. Assessment measures will go beyond individualized educator assessment to support deeper understandings of schoolwide success related to attendance, discipline, graduation rates, and culture and climate (Maier, A., 2020; Amrein-Beardsley, A., 2020; Darling-Hammond, 2017; Bernhardt, 1998). The ER9 Professional Growth and Evaluation Plan encourages data analysis throughout each cycle and in a summative analysis of educator performance. The analysis should be linked to student academic, behavioral, and social-emotional data to holistically assess student outcomes.

The connection between and among performance standards and instructional practice is essential and lays the groundwork for a more holistic analysis of educator and leader impact and student, school, and district outcomes. Professional goals and measures of the impact of the professional learning action plan should seek to define how the educator and leader's PLP:

- Develops New Learning and Impacts Practice
    - Educators and leaders 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.
- Impacts Student Learning
    - Educators and leaders 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.

How can we ensure that professional learning goals and student performance measures:

- serve to generate motivation for growth and inspire the educator or leader to take action?
- allow an educator to monitor their influence on students for a clear and accurate picture of impact?
- align with ongoing student performance reviews to ensure benchmarks/milestones are informed by in-time, curriculum-driven assessment?
- help to identify role-specific professional growth?
- support positive, safe, and equitable learning culture, and collaboration?

Through goal setting coupled with aligned and continuous, cyclical formative and evaluative feedback, supportive

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dialogue with peers in data teams or PLCs, and responsive professional learning, educators are consistently exposed to the core sources of efficacy (Bandura, 1991, Tepper and Flynn, 2020).

Forming Feedback Progressions

Findings from the research showing the positive impact of teacher feedback from systems implemented over the past decade are not at all surprising. Given what we know about the effect size related to teacher feedback (0.74) and the impact of feedback on teacher efficacy and schoolwide collective efficacy (1.39), evaluation models and systems that shift their focus and attention on ensuring effective feedback over designs emphasizing accountability not only have a greater chance for impact but directly address the findings identified in most studies. Establishing feedback systems that go beyond observations that summatively assess teacher practice by creating a cycle of ongoing formative observation and feedback, allows for formative and summative observation methods to intersect. This change begins with a deeper understanding of observation methodology and the integration of these into an ongoing system of professional learning and growth.

The development of school-based cycles of improvement operationalizes the most impactful practices vetted in the research. Designing cycles that include ongoing formative feedback from multiple inputs can support educators' understanding of their current practice, allowing an evaluator to summatively assess practice periodically to measure the impact of the ongoing feedback.

The best designs for learning in our classrooms are driven by performance assessment cycles that include both formative assessment (assessment FOR learning) and summative assessment (assessment OF learning). Both are rooted in feedback of learning. If an assessment process that includes ongoing formative feedback aimed at clear, attainable goals is best learning practice in our classrooms, then formative feedback will also support teacher growth in their own goal setting and improvement/growth.

Mid-Year Review & Formative Reflection

The Mid-Year Review is a formative check-in between the educator or leader and the evaluator. The midyear check-in provides an opportunity for the leader/educator 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/educator's goal(s). This is an overview of where the leader/educator is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support. and next steps are documented.

- It provides an opportunity to discuss the progress the educator or leader has made toward professional learning goal attainment through the action plan.
- Action step progress notes serve as documentation that will be the basis of the check-in.
- Educators/leaders will complete the action step progress notes throughout the cycle, reflect on the impact of action steps, and consider revising the action plan as needed.

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A non-tenured educator and leader's mid-year review, conference, and documentation (PLP) will include a discussion about any professional performance concerns. The non-tenured educator will be informed of the appraisal status for the next year by March 31st.

End-of-Year Review & Summative Analysis

The End-of-Year Summative Review and reflection provides an opportunity for the educator or leader and evaluator to engage in reciprocal dialogue , similar to the midyear check-in to discuss progress towards the educator/leader goal(s); professional learning as it relates to the educator/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 of leader/educator growth; possible next steps for the upcoming year; any concerns with the continuous learning process;new learning;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 educator's or leader's subsequent self-assessment and goal setting revisions or new goal(s).

Definition of Cohorts

<table>
<tr><th colspan="2">Observations and Reviews of Practice Educators</th></tr>
<tr><th>Cohort 1</th><th>Cohort 2</th></tr>
<tr><td>Who
- Non Tenured teachers new to the district
- 0-4 years
- New to the LEA
What

2 observations with pre and post meetings
- At least 30 minutes
- CCA for at least one or more indicators
1 Review of Practice
- Focused on PLP plan (i.e. goals)
- Review of artifacts
Written and Verbal Feedback within 5 school days</td><td>Who
- Tenured Teachers

What

1 observation (pre conf optional/post conf required)
- More than 20 minutes/less than full class period
- CCA for at least one or more indicators
1 Review of Practice
- Focused on PLP plan (i.e. goals)
- Review of artifacts
Written and Verbal Feedback within 5 school days</td></tr>
<tr><td colspan="2">Educators will receive at least 2 WINs. WINs can be <u>artifacts</u> that teachers use during mid-year/end of year conferences</td></tr>
</table>

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

Observations and Reviews of Practice: Leaders	
Cohort 1 (Non-Tenured)	Cohort 2 (Tenured Leaders)
• New to leadership role (e.g., principal from assistant principal etc.; first three years) • New to LEA (first three years) • 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	• Leaders who have successfully completed Cohort 1 in their current LEA • One observation of professional practice and/or site visit • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Educator/Leader Tiered Support and Corrective Support Plan

All educators/leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders/educators 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 or educator on a Corrective Support

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Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

Prior to the start of a corrective action plan and upon immediate recognition of the need for additional support, supervisors and educators can consider various strategies across a tiered support model to ensure all efforts have been made to provide support and guidance in meeting performance expectations. Additionally, an educator may opt for tiered support due to a new assignment, position, or other situation that prompts additional professional collaboration.

The Tiered Support (**Table 2**) provides an overview of various strategies that can be used to ensure educators have access to progressional growth opportunities in addition to those being universally applied within the school.

Tier 1

It is the expectation that all educators and 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, and other leader/educator supports (e.g., 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/teaching 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 educators and leaders pursuant to C.G.S. 10-153b. The start and duration of time a leader is receiving this level of support should be clearly documented.

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing 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, educator and/or leader and their exclusive bargaining representative for certified leaders and educators chosen pursuant to C.G.S. §10-153b.

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

Claims that the district has failed to follow the established procedures shall be subject to the grievance procedures set forth by the current collective.

Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process.
The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally. Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, and/or professional development plan, which may include the
individual professional learning plan or a Corrective Support Plan. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

The leader being evaluated shall be entitled to collective bargaining representation at all levels of the process.
1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.
a. Option 1: The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.* The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from

the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision.
*In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and leader may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified leader and may or may not be from within the district.

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

Time Limits

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

Tiered Support Strategy Examples

Tiered Support		
Scaffolds	**Description**	**Strategies (including but not limited to):**
Tier 1 (All)	• Typical cycles of professional learning are provided to all members of staff. • Adequate time and support for student performance review	• Workshops, webinars, Modeling • Dialogue/mentoring • Peer/Supervisor observation & feedback

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	● Formative and evaluative feedback in alignment with school, collective, and/or individual goals	
Tier 2 Supports	Tier 1 supports plus... ● Additional, more frequent interactions that provide guidance and support to targeted needs ● Revisions to the action plan that are suggested by the evaluator, mutually agreed upon to the extent possible	Tier 1 supports plus... ● Templates for planning and implementation aligned to the educator's role ● Additional or revised action steps as a result of educator/evaluator discussion
Tier 3 Supports	Tier 1 & 2 support plus ● Concentrated support that prepares for corrective action planning by determining core areas of need, have clearly articulated area(s) of focus, duration of time, and criteria for success ● Possible additional revisions to the action plan that are suggested by the evaluator AND ● Support from a designated, mutually agreed upon colleague who will serve as additional support in the action plan to meet the desired professional growth goal ● Developed in consultation with the evaluator, educator, and their exclusive bargaining representative	Tier 1 & 2 supports plus... ● Regular, scheduled meetings with educator, evaluator, and identified collaborative support ● Required professional learning ● Collaborative scheduling ● Coaching specific to an area of identified needed growth ● Specific, time-bound goals and supports

Local and State Reporting

The superintendent shall report:

1. the status of educator and leader evaluations to the local or regional board of education on or before June 1st of each year ; and
2. the status of the implementation of the educator and leader 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 15th of each year.

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Appendices

Appendix A: Professional Learning & Evaluation Cycles

Appendix B: Calendar of Due Dates

Appendix C: Professional Learning Plan: Goal-Mid-End-of-Year Review Form

Appendix D: Standards (CCT and CCL) and Criteria & Rubrics

Appendix E: Corrective Action Support Plan: Intensive Assistance Template

Appendix F: Glossary of Terms

Citations

Connecticut School Leadership Standards - Common Core of Leading: CT School Leadership Standards (2012)

Professional Standards for Educational Leaders (2015) - National Policy Board for Educational Administration

Connecticut's Common Core of Leading: A Guide for Professional Growth

Connecticut Common Core of Teaching (2010) - CT Common Core of Teaching (2010)

Connecticut Guidelines for Educator Evaluation 2017 - Connecticut Guidelines for Educator Evaluation (2017)

Connecticut Rubrics for Educator and Leader Practice:

- CCT Rubric for Effective Teaching 2017
- CCT Rubric for Effective Service Delivery 2017
- CT Leader Evaluation and Support Rubric 2017

Governor Ned Lamont's Executive Order 7C - Governor Lamont's Executive Order 7C

Nondisclosure of Records of Teacher Performance and Evaluation - Connecticut General Statutes 10-151 (c)

Performance Evaluation and Advisory Council (PEAC) - Connecticut General Statutes 10-151d

Professional Development and Evaluation Committee (PDEC) - Connecticut General Statute 10-220a

School Social Worker Standards - School Social Work Association of America

Standards for Professional Learning:

- CT's Professional Learning Standards (2015)

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- Learning Forward's Professional Learning Standards (2022)

Teacher Evaluation - Connecticut General Statutes 10-151b

Teacher Leader Model Standards (2008) - Teacher Leader Model Standards (2008)

Additional citations - research base

Goal Setting Impacts (though higher ed still applies well) https://files.eric.ed.gov/fulltext/EJ1135994.pdf

Edutopia Article (steps to inform process)

https://www.edutopia.org/article/thinking-critically-about-goal-setting/

Early Goal Setting - Professional Goals

https://study.com/blog/why-teachers-should-set-goals-before-going-back-to-school.html

The Power of Self-Reflection

https://www.cultureamp.com/blog/performance-review-self-reflections

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

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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?
• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

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Appendix B: Sources of Evidence – Leader

Development of New Learning and Impact on Practice

- The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice.

Impact on the Organization

- The leader can demonstrate how they positively impacted the organizational health and can articulate connections/ rationale between the improved learning and their own changes in practice.

Impact on Community

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

- Information from site visits
- Strategic plans
- Learning walk/instructional rounds • Self-reflection (e.g., journals, learning logs) • Leader created professional learning materials
- Operational artifacts (e.g., schedules, procedural revisions)
- Educator learning outcomes
- Policy updates
- Community communications
- Constituent feedback
- Program development and implementation
- Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development)
- Systems and structures

Appendix C: 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.

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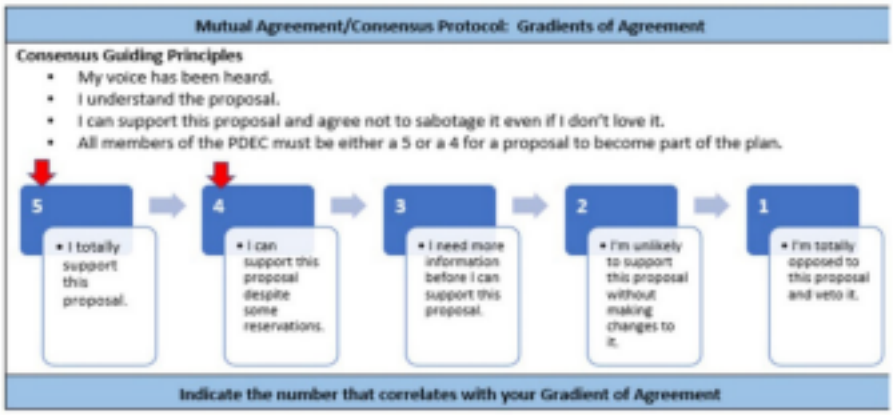

From *Consensus decision making*. Seeds for Change. (n.d.). https://www.seedsforchange.org.uk/consensus

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

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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).

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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 learning 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

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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 district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

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

Tier 3
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 D: 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

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- Self-reflection
- Visitations/observations within a school

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

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

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

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

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

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

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

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

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

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

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

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Appendix E: 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 the 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

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- 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.

Appendices — Educator:

Information and Resources to Support Effective Implementation

Appendix F: Sample Reflection Questions – Educator

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of Success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals? •

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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?

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Appendix G: Growth Criteria and Sources of Evidence – Educator

Development of New Learning and Impact on Practice

- Educators 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

- Educators 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

Appendix H: General Glossary – Educator

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.

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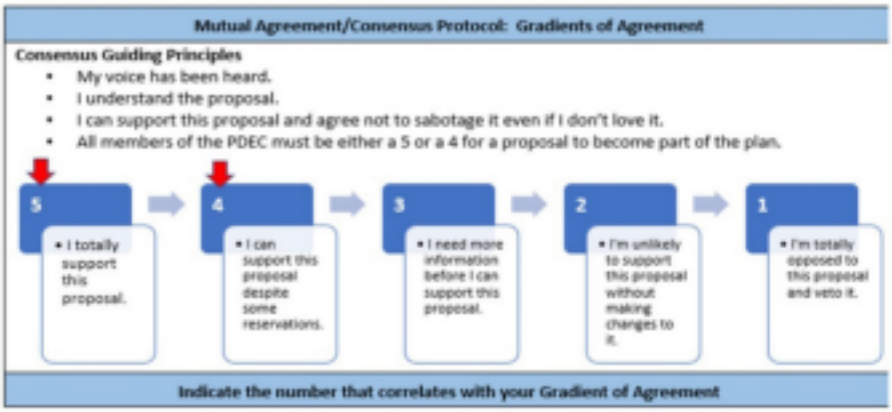

From *Consensus decision making*. Seeds for Change. (n.d.). https://www.seedsforchange.org.uk/consensus

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

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

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

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

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

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

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

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

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

Quality Feedback:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

tiered support:

Tier 1

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

Tier 2

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

Tier 3

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

Appendix I: Glossary of Professional Learning Opportunities – Educator

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

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

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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 J: Sample Corrective Support Plan – Educator

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(Sample)

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

Objective:

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

(Suggested) Resources:

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

Timeframes:

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

Supportive Actions:

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

Corrective Support Plan Template

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

Objective:

To improve _____

_____ (Indicate specific standard in your objective language)

(Possible) Resources:

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

- Mentor
- Coach

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- Reading as appropriate

Timeframes:

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

Supportive Actions:

(Suggested supportive actions)

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

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