REGION 12 SCHOOLS

2024–2025

REGION 12
EDUCATOR AND LEADER EVALUATION AND SUPPORT PLAN

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Introduction

Region 12's Educator and Leader Evaluation and Support Plan has been developed in alignment with the Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 as modified and approved by the Connecticut State Department of Education. Much of the plan has been adopted directly from Connecticut's Leader and Educator Evaluation and Support Plans 2024, thus drawing on the best practices and research embedded in this model.

The plan is grounded in Region 12's mission statement as stated in the District Strategic Plan: The Region 12 community educates, challenges, and inspires all learners to become compassionate, creative, and courageous individuals who are empowered by the knowledge, character and perseverance to achieve their greatest potential within the global society.

Specifically, our theory of action states: If we believe in high-quality teaching and learning, then staff and leaders employ instructional practices, systems, and consistent accountability measures to raise student achievement. Our first Strategic Priority is to ensure the highest quality teaching and learning, and we commit to establishing a deep understanding of teaching and learning committed to engaging students, promoting personalized learning, and supporting high academic achievement.

Region 12's Educator and Leader Evaluation and Support Plan encourages District staff to choose ambitious goals to improve their practice, engage in professional learning, and reflect on their growth over time for the benefit of the students of Region 12.

Vision of the Educator and Leader Evaluation and Support Plan

All Region 12 educators and leaders have the opportunity for continuous learning and feedback to develop and grow, individually and collectively, through the educator and leader evaluation and support system so that all Region 12's students experience growth and success.

Guiding Principles

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

- **Allow for differentiation of roles** (leaders, teachers, counselors, student support staff)
- **Simplify and reduce the burden** (eliminate technical challenges, paperwork, and steps)
- **Focus on things that matter** (identify high-leverage goal focus areas)
- **Connect to best practices aimed at the development of the whole child** (including, but not limited to, academic, social, emotional, and physical development)
- **Focus on educator and leader growth and agency** (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus)
- **Meaningful connections to professional learning** (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- **Specific, timely, accurate, actionable, and reciprocal feedback**

REGION 12 SCHOOLS

EDUCATOR EVALUATION AND SUPPORT

Standards and Criteria for Educators

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

1. CCT Rubric for Effective Teaching 2017
2. CCT Rubric for Effective Service Delivery 2017

The Continuous Learning Process

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

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

Goal Setting
Completed by October 15th

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

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

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

Mid-Year Check-In
Completed by February 28th

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

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

End of Year Reflection
Completed by June 1st

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

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

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

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observations of practice/reviews of practice
- Tiered supports including ongoing training to ensure all stakeholders understand differentiated supports and process
- Dispute resolution

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

Goal(s) Setting (Completed by October 15th)

The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator come to a mutual agreement on high-leverage professional practice one-, two- or three-year goal(s), a maximum of 5 artifacts, a professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment. Goals should always be connected to the single-point competencies.

Educators in Cohorts 1 and 2 select one year goals. Educators in Cohort 3 can choose one-, two- or three-year goals.

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

Midyear Check-In (Completed by February 28th)

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

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

End of Year Reflection/Summative Review (Completed by June 1st)

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

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

Artifacts to Support Learning

Educators may provide up to five (5) artifacts to support their growth throughout the school year. Artifacts may be attached to the Mid-Year Check-In and/or End-of-Year Reflection.

Professional Practice and Educator Growth

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

Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process. The identified high-leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback* based on evidence, single-point competencies**, and the educator's goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s)

through multiple sources of evidence, including observation. Verbal feedback is provided within five workdays, and written feedback is provided within 10 workdays.

"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).

**CCT Rubric for Effective Teaching - Single Point Rubric
**CCT Rubric for Effective Service Delivery - Single Point Rubric

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

Educator Cohorts & Observation Cycles

Cohort 1	Cohort 2	Cohort 3
Who: ● New to the profession ● Working through TEAM ● Not yet tenured **What:** ● Minimum of two (2) formal observations of professional practice with pre and post meetings ○ One (1) formal observation must take place prior to the mid-year meeting. ● Minimum of one (1) informal observation of Professional Practice with post meeting ● Verbal feedback within five (5) workdays and written feedback within ten (10) workdays ● Additional observations of professional practice as mutually agreed upon or deemed necessary	**Who:** ● New to Region 12 ● TEAM completed ● Not yet tenured in Region 12 **What:** ● Minimum of one (1) formal observation of professional practice with pre and post meetings ○ One (1) formal observation must take place prior to the mid-year meeting. ● Minimum of two (2) informal observations of Professional Practice with post meetings ● Verbal feedback within five (5) workdays and written feedback within ten (10) workdays ● Additional observations of professional practice as mutually agreed upon or deemed necessary	**Who:** ● Experienced educators ● Tenured **What:** ● Minimum of one (1) informal observation of professional practice OR one (1) review of practice with optional post meeting by evaluator or educator request ○ One observation of professional practice at least every other year ● Verbal feedback within five (5) workdays and written feedback within ten (10) workdays ● Additional observations of professional practice as mutually agreed upon or deemed necessary

Formal Observations

- Approximate time 30-60 minutes
- All formal observations include a pre-conference and post-conference.
    - ***Pre-conference***: Pre-conferences require a meeting with the evaluator and educator. The pre-conference forms should be completed before the meeting.
    - ***Post-conference:*** Verbal feedback is required within five (5) workdays, followed by written feedback provided within ten (10) workdays of the observation.

Informal Observations

- Approximate time 15-30 minutes
- Verbal feedback is required within five (5) workdays, followed by written feedback provided within ten (10) workdays of the observation.

Review of Practice

A review of practice includes but is not limited to, conducting or participating in PPTs, 504s, professional learning, grade level or department meetings, parent meetings, review of educator work and student work, or review of other educators' artifacts

Growth Criteria

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

- Good faith effort in the evaluation process, keeping the focus on the learning process over the product
- The impact the educator's new learning and practice had on student learning, growth, and/or achievement, supported by evidence
- Next steps

Tiered Support and Corrective Support Planning

All educators require access to high-quality, targeted professional learning to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan. Each tier represents 6-8 weeks of support. If progress is noted within a tier, it may be continued past 8 weeks and may include a change in focus. Educators are entitled to include a representative from their collective bargaining unit at any point in the tiered support process.

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

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities, and other general support for all educators. Tier 1 may include differentiated support to meet individual needs.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive and/or frequent (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.). An educator moves from Tier 1 to Tier 2 based on concerns raised by observable practices with corresponding evidence. A meeting must be held in which the Tier 2 plan is discussed and drafted. The educator must be notified of their right to invite a representative from their collective bargaining unit. If at the end of the Tier 2 plan the educator is successful in making progress with substantiated evidence, the educator will move back to Tier 1. In the event that the educator does not successfully meet the goals of the Tier 2 plan, the educator will move to Tier 3.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and 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. A meeting must be held in which the Tier 3 plan is discussed and drafted. The meeting shall include the educator and a representative from the educator's collective bargaining unit who will consult on the plan's development. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan

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

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

- clear objectives specific to the well documented area of concern as well as success criteria;
- resources, support, and interventions to address the area of concern;
- well defined timeframes for implementing the resources, support, and interventions;
- supportive actions from the evaluator;
- actions to be taken by the educator; and
- expected outcomes.

Dispute Resolution

The purpose of the dispute resolution process is to secure equitable solutions to disagreements, which from time to time may arise related to the evaluation process, at the lowest possible administrative level. 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, both educators and their evaluators are encouraged to resolve disagreements informally.

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

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

Process

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

1. The educator shall begin the dispute resolution process by informing their evaluator of their dispute in writing within three workdays of the meeting (post-observation, BOY, MOY, EOY), or written feedback (observations, Tier 2 support plan, Tier 3 support plan, Corrective Support Plan).
2. Within three workdays of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
3. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the Superintendent or designee within 3 workdays of the meeting with his/her/their evaluator (step 2). The educator being evaluated my choose between two options:
    a. Option 1:
    The educator being evaluated requests the Superintendent or designee to refer for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. The Superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the Superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward. The subcommittee will act as arbitrator and make a final decision, which shall be binding.
    b. Option 2:
    The educator being evaluated requests that the Superintendent solely arbitrate the issue in dispute. In this case, the Superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than 5 workdays from the date of the written communication to the Superintendent (step3). 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. Both parties may agree to meet during school breaks at mutually agreed upon times.
3. If no written initiation of a dispute is received by the evaluator within 3 workdays, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the time indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

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

The PDEC serves as the collaborative decision making group creating, revising, and monitoring the evaluation and support plan.

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

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

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

Local and State Reporting

The superintendent shall report:

1. the status of educator and leader evaluations to the Region 12 Board of Education on or before June 30 of each year; and
2. the status of the implementation of the teacher and leader evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

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

Documents and Forms

1. Educator Goal-Setting Form (includes Beginning-of-Year, Mid-Year, and End-of-Year reflections and feedback)
2. CCT Rubric for Effective Teaching (2017)
3. CCT Rubric for Effective Service Delivery (2017)
4. Self-Reflection and Professional Learning Questions
5. Educator Formal Observation Form
6. Educator Lesson Plan Template
7. Educator Informal Observation Form
8. CCT Rubric for Effective Teaching - Single Point Rubric
9. CCT Rubric for Effective Service Delivery - Single Point Rubric
10. Educator Tiered Support Plan Form
11. Educator Corrective Support Plan Form
12. Educator Professional Learning Opportunities
13. Connecticut Guidelines for Educator and Leader Evaluation and Support 2023

REGION 12 SCHOOLS

LEADER EVALUATION AND SUPPORT

Standards and Criteria for Leaders

The primary goal of the leader evaluation and support system is to strengthen individual practice and district collaboration to ensure the growth and development of staff which in turn will allow staff to meet the needs of all the students served by the district. Leader practice discussions are based on a set of single point competencies mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework.

1. Common Core of Leading: Connecticut School Leadership Standards

The Continuous Learning Process

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

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

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

Goal Setting Completed by November 1st	Mid-Year Check-In Completed by March 15th	End of Year Reflection Completed by June 30th
Beginning of the Year Goal(s) and Planning ● Self reflect ● Review evidence **Goal(s), Rationale, Alignment, and Professional Learning Plan** ● Draft goal(s), rationale, alignment, professional learning plan **Goal Setting Conference** ● Mutually agree on 1-, 2-, or 3-year goal(s) ● Determine individual or group goal(s) ● Mutually agree on professional learning needs and support	**Mid-Year Check-in: Reflection, Adjustments, and Next Steps** ● Review & discuss currently collected evidence towards goal(s) and of practice ● Review professional learning, evidence, and impact on organization health, educator and student learning, growth, and achievement **Mid-Year Conference** ● Discuss evidence, reflection, and feedback from evaluator ● Adjust and revise as needed	**End-of-Year Reflection and Feedback Process** ● Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth, and achievement **End-of-Year Conference/ Summative Feedback and Growth Criteria** ● Evaluator provides written summative feedback and guides next steps ● Annual Summary sign-off

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

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observations of practice/reviews of practice
- Tiered supports including ongoing training to ensure all stakeholders understand differentiated supports and process
- Dispute resolution

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

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

Leaders and their evaluators mutually agree upon a high-leverage one, two, or three-year goal(s) and develop a plan for professional learning and support. Goals should always be connected to standards and aligned with district goals. Goals should include multiple measures of leader and educator growth as well as impact on student learning, growth, and achievement. Within this process, the leader collaborates in partnership with their evaluator. The continuous learning process begins with dialogue around the leader's self-reflection based on a review of evidence and practice. The reflection should be connected to the identified rubric to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

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

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

Midyear Check-In (Completed by March 15th)

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

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

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

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

Professional Practice and Educator Growth

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

Observation of Professional Practice/Site Visits and Feedback

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

“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).

**Common Core of Leading - Single Point Rubric

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

Leader Cohorts & Observation Cycles

Cohort 1	Cohort 2
Who: ● New to leadership role (first 3 years) ● New to Region 12 (first 3 years) **What:** ● Minimum of three (3) observations of professional practice/site visits ● Verbal and written feedback within ten (10) workdays ● Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	**Who:** ● Experienced leaders (beyond first three years in role in Region 12) **What:** ● Minimum of two (2) observations of professional practice/site visits ● Verbal and written feedback within ten (10) workdays ● Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Growth Criteria

An leader is determined to have successfully completed the learning process through multiple forms of evidence and reflection by demonstrating:

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

Tiered Support and Corrective Support Planning

All leaders require access to high-quality, targeted professional learning to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan. Each tier represents 6-8 weeks of support. If progress is noted within a tier, it may be continued past 8 weeks and may include a change in focus. Educators are entitled to include a representative from their collective bargaining unit at any point in the tiered support process.

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

Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, school site visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities, and other general support for all leaders. Tier 1 may include differentiated support to meet individual needs.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive and/or frequent (e.g., observation of specific leadership practices, etc.) which can either be suggested by the leader or recommended by the evaluator. An educator moves from Tier 1 to Tier 2 based on concerns raised by observable practices with corresponding evidence. A meeting must be held in which the Tier 2 plan is discussed and drafted. If at the end of the Tier 2 plan the educator is successful in making progress with substantiated evidence, the educator will move back to Tier 1. In the event that the educator does not successfully meet the goals of the Tier 2 plan, the educator will move to Tier 3.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the leader and 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. A meeting must be held in which the Tier 3 plan is discussed and drafted. The meeting shall include the leader and a representative from the leader's collective bargaining unit who will consult on the plan's development. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan

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

The Corrective Support Plan must contain:

- clear objectives specific to the well documented area of concern as well as success criteria;
- resources, support, and interventions to address the area of concern;
- well defined timeframes for implementing the resources, support, and interventions;
- supportive actions from the evaluator;
- actions to be taken by the educator; and
- expected outcomes.

Dispute Resolution

The purpose of the dispute resolution process is to secure equitable solutions to disagreements, which from time to time may arise related to the evaluation process, at the lowest possible administrative level. 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, 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 to dispute the evaluator, which may include the individual professional learning plan or a Corrective Support Plan.

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

Process

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

1. The leader shall begin the dispute resolution process by informing their evaluator of their concern in writing within three workdays of the meeting (post-observation, BOY, MOY, EOY), or written feedback (observations, Tier 2 support plan, Tier 3 support plan, Corrective Support Plan).
2. Within three workdays 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.
3. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the Superintendent or designee within 3 workdays of the meeting with his/her/their evaluator (step 2). The leader being evaluated my choose between two options:
    a. Option 1:
    The leader being evaluated requests the Superintendent or designee to refer for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. The Superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the Superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward. The subcommittee will act as arbitrator and make a final decision, which shall be binding.
    b. Option 2:
    The leader being evaluated requests that the Superintendent solely arbitrate the issue in dispute. In this case, the Superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than 5 workdays from the date of the written communication to the Superintendent (step 3). 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. Both parties may agree to meet during school breaks at mutually agreed upon times.
3. If no written initiation of a dispute is received by the evaluator within 3 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 time indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

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

The PDEC serves as the collaborative decision making group creating, revising, and monitoring the evaluation and support plan.

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

certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate.

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

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

Local and State Reporting

The superintendent shall report:

1. the status of educator and leader evaluations to the Region 12 Board of Education on or before June 30 of each year; and
2. the status of the implementation of the teacher and leader evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

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

Documents and Forms

1. Leader Goal-Setting Form (includes Beginning-of-Year, Mid-Year, and End-of-Year reflections and feedback)
2. Self-Reflection and Professional Learning Questions
3. Common Core of Leading
4. Common Core of Leading - Single Point Rubric
5. Leader Observation/Site Visit Form
6. Leader Tiered Support Plan Form
7. Leader Corrective Support Plan Form
8. Educator Professional Learning Opportunities