Regional School District 13

Core Ethical Values: Respect, Responsibility, Honesty, Kindness and Courage

Educator and Leader Growth Plan
2024

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Acknowledgements

Our Educator and Leader Growth Plan reflects our dedication to ongoing professional learning for educators at all career stages. Aligned with the Connecticut Guidelines for Educator Evaluation and Support (2023) and adopted by the Connecticut Board of Education, our plan integrates current, research-driven approaches to professional learning and evaluation. It focuses on enhancing educator supervision and evaluation, as well as improving student learning outcomes through progressive approaches in curriculum, instructional methods, and assessment.

The plan has three main objectives: addressing the Connecticut Guidelines for Educator Evaluation and Support, aligning with our district's principles and values, and meeting the varied needs of our school community.

Led by our Professional Development and Evaluation Committee (PDEC), the plan undergoes continuous development, review, and improvement. The committee, comprising diverse professionals, plays a crucial role in setting professional learning standards and ensuring the plan's effectiveness, adaptability, and responsiveness to our educational community's changing needs. The committee consists of the following individuals:

Doug Schuch - Superintendent of Regional School District 13
Stephanie Quarato (Co-Chair) - Associate Director of Learning and Innovation
Matthew Taber (Co-Chair) - Coginchaug Regional High School Teacher, REA Representative
Debra Murray (Subcommittee) - Principal of Brewster Elementary School
Carrie Kosienski (Subcommittee) - Brewster Elementary School Teacher
Laura Bernstein (Subcommittee) - Brewster Elementary School Teacher
Michelle McClintick (Subcommittee) - Coginchaug Regional High School Teacher
Danielle Hay (Subcommittee) - School Psychologist
Amanda Dobler (Subcommittee) - Speech and Language Pathologist
Kevin Brough (Subcommittee) - Human Resource Specialist
Jennifer Keane (Subcommittee) - Director of Special Education and Pupil Services
Samantha Winkler (Subcommittee) - Middlesex Transition Academy Coordinator

Cassandra Bystrek - Elementary Teacher
Nancy Kozlik - Elementary Teacher
Sarah Greco - Elementary Teacher
MaryBeth Ghoreyeb - Elementary Teacher
Bridgette Schlicker - Elementary Technology Teacher
Deborah Mariani - Elementary Instructional Coach
Leslie Kilroy - Elementary Instructional Coach
Courtney Driesch - Middle School Instructional Coach
Maria Fazzino - Interventionist
Tara Heikkila - District Learner-Centered Coach

Robert Bajoros - High School Health Teacher
Ryan Bothamley - High School Art Teacher
Craig Bradanini - High School Teacher, REA President
Sarah Sportelli - Special Education Teacher
Erica Fisher - High School Paraprofessional
Cheryl Gonzalez - Middle School Principal
Katie Trainer - High School Assistant Principal
Noelle Durkin - Elementary Principal
Thomas Ford - Elementary Principal

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Regional School District 13 Mission

Through engagement in authentic learning experiences, Regional School District 13 empowers all students to thrive and contribute as global citizens.

Regional School District 13 Guiding Principles:

- ➢ Our Core Ethical Values of respect, kindness, responsibility, honesty, and courage are the foundation of our beliefs.
- ➢ Creativity, critical thinking, collaboration and communication are essential for success.
- ➢ Every human being has inherent worth and all members of the community contribute to the well-being of others.
- ➢ When involved, committed and challenged by high expectations, everyone can learn.
- ➢ Learning and growth require the willingness to take risks throughout one's life.

Guiding Beliefs for the Educator and Leader Evaluation and Support

Our guiding beliefs are aligned with the Connecticut Guidelines for Educator and Leader Evaluation and Support, and are listed below:

1. The primary purpose of educator and leader evaluation is to strengthen individual and collective practices in order to improve student growth and teacher development.

2. Educator evaluation is standards-based, using the Connecticut Common Core of Teaching for Educator Evaluation, or other mutually agreed-upon standards. Leader evaluation is grounded in standards, utilizing the Connecticut Leader Evaluation and Support rubric.

3. The guidelines clearly connect professional learning to the outcomes of the evaluation process.

Core Design Principles

The following principles have been built into Regional School District 13's Leader Evaluation and Support plan:

1. The Regional School District 13 Leader Evaluation Plan emphasizes consistent and robust formative support and continuous dialogues about leadership, management, and administrative practices in a framework that fosters leader development and the enhancement of administrative proficiency and effectiveness.

2. The Regional School District 13 Leader Evaluation and Support Plan incorporates various sources of evidence in a structure aimed at providing a fair, precise, and comprehensive portrayal of administrator performance;

3. The Regional School District 13 Leader Evaluation and Support Plan seeks to deepen the professional conversations between and among leaders and the individuals who are their evaluators. The dialogue will occur frequently and will focus on student learning;

4. Leaders will receive feedback and professional learning that targets the individual needs of their schools, roles, and learners.

5. This Leader Evaluation plan, implemented for the 2024/2025 school year, has a number of significant changes compared to the previous edition. Three notable changes: First, leaders work with their evaluators to identify a single growth goal to target professional learning and evaluation. Second, this evaluation plan does not include a focus on ratings. Third, the process of tracking goals, conversations, and feedback is no longer performed using the cumbersome Protraxx software, and instead uses a simplified Google Docs system.

6. We believe that the process of leader evaluation requires evaluators to observe and review the practices of leaders comprehensively to make informed decisions regarding the quality and effectiveness of their management and leadership.

7. When the leader and evaluator cannot agree on objectives or evaluation outcomes, there needs to be a resolution that can be agreed to by all parties. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a

given issue, the determination regarding that issue will be made by the superintendent and respective collective bargaining unit.

Overview of Plan

The Regional School District 13 Leader Evaluation and Support Plan is designed to cultivate a collaborative and supportive environment where the effectiveness of district and school administrators is acknowledged and continuously improved. Central to our plan is the commitment to a mutual understanding of what constitutes effective administrative leadership, highlighting innovative management practices and impactful educational outcomes. This plan represents an avenue for administrators to excel and develop, acknowledging their achievements and offering specific support to help them realize their utmost capabilities. Our method of evaluation is comprehensive and respectful, employing various techniques to gain a complete and fair perspective of administrators' contributions and professional development. Most importantly, our plan is a journey of professional learning, where feedback serves not only as a means of assessment but as a catalyst for ongoing growth and distinction in educational leadership.

Orientation to Leader Evaluation and Support Plan and On-Going Training

At the start of each academic year, we welcome administrators back with an engaging orientation to our LeaderEvaluation Plan. This informative session, held in July or upon the contractual start date, is a great opportunity for leaders to collaborate and engage in meaningful discussions about the evaluation process, our collective roles and responsibilities, and key timelines. These meetings are an ideal platform for our evaluators to highlight our district and school priorities, encouraging leaders to align their goals with these objectives.

Those joining our district will receive a comprehensive orientation designed to make their transition smooth and enlightening. New administrators receive detailed materials about the evaluation process, along with opportunities to delve deeper into these resources during dedicated sessions with their evaluators. A significant aspect of this orientation is the exploration of the Connecticut Leader Evaluation and Support Rubric (2017), which is instrumental in guiding our shared journey towards excellence in education.

Leader Evaluation Process and Timeline

The annual evaluation journey is a collaborative and enriching experience, marked by at least three pivotal discussions between the administrator and evaluator. These dialogues, occurring at the start, midpoint, and conclusion of the year, are milestones in setting clear goals, clarifying the evaluation objectives, pinpointing professional learning opportunities, and offering constructive feedback. These interactions are designed to be mutually engaging, calling for thoughtful preparation and reflection from both parties to ensure they are both insightful and impactful. Key dates for these essential conferences are outlined below:

Leader Evaluation Timeline

Phase 1 - Initiation: July - November

- The leader will engage in self-reflection, reviewing their achievements and areas for growth from the past year, with consideration of data and evidence from those achievements.
- The leader will formulate goal(s), providing the rationale and alignment for these goals, and develop a professional learning plan.
- During the goal-setting meeting, the leader and evaluator will collaboratively set goals with a timeline of 1, 2, or 3 years, deciding on these goals' scope and duration.
- The leader will determine if the goals will be completed individually or as a part of a group, and with the evaluator.

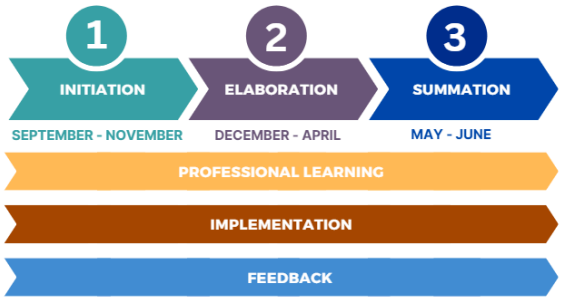
Phase 2 - Elaboration: December - April

- The leader will review and discuss evidence already collected related to their goals and/or practice.
- They will examine the professional learning undertaken, the evidence gathered, and its impact on organizational health, as well as on educator and student learning, growth, and achievement.
- At the mid-year conference, the evaluator and leader will discuss the evidence, the leader's reflections, and feedback provided by the evaluator.
- Goals will be adjusted and revised as necessary, based on the mid-year review and discussions.

Phase 3 - Summation: May - June

- The leader will prepare an end-of-year self-reflection, which includes reviewing and discussing professional learning and the evidence of its impact on organizational health, as well as on educator and student learning, growth, and achievement.
- In the end-of-year conference, the evaluator will present written summative feedback and outline the next steps.

- ❖ The evaluator will create a detailed summative report, capturing the key aspects of the leader's performance and development over the year.
- ❖ The evaluator will ensure that this comprehensive summative report is made available to the leader before the June 30th deadline.



Observations

Leaders with less than three years of experience	*Educators with a total of three or more years of experience*
- Two observations of professional practice and/or site visits throughout the year - Written and verbal feedback provided to the leader	- One observation of professional practice and/or site visits throughout the year - Written and verbal feedback provided to the leader

- Evaluators or leaders have the opportunity to request further observations to enhance understanding and support.

During the initial goal-setting meeting, the leader and evaluator will collaboratively establish the plans and the schedule for observations and other evidence.

Leadership Evaluation Framework

Leaders are assessed using a clear, single-point competency rubric. This version is a refined adaptation of the Connecticut Leader Evaluation and Support Rubric (2017), or other mutually agreed-upon framework.

Leader Growth Goals

Each administrator, in partnership with their evaluator, will engage in a collaborative process to define a professional growth goal, along with at least two meaningful measures to showcase their

achievements. This growth goal, aligning with the Connecticut Leader Evaluation and Support Rubric, will be where leaders also are encouraged to set objectives that resonate with district and school goals. The measures of accomplishment - or indicators of leader growth - are diverse and flexible, allowing administrators to demonstrate progress in various ways such as through operational artifacts, program development and implementation, strategic plans, and reflective practices by leaders.

During the goal-setting conference, the leader and evaluator will collaboratively design a schedule for observations and establish clear indicators of progress.

Leaders have the flexibility to establish a professional growth goal that spans one to three years, in concurrence with their evaluator. These goals can be collaborative and adaptable, reflecting the evolving nature of the educational practices. The goal duration may be adjusted and/or changed as necessary upon mutual agreement between the leader and evaluator. Micro goals should be set for each year, which should be reflected upon in the annual self-reflection.

For detailed guidance and to access the Goal Setting Form, please click **here**.

Quality Feedback

Quality feedback, when combined with impactful support, serves as a catalyst for leader development. In our district plan, feedback is designed to be constructive, highlighting a leader's strengths and providing the necessary guidance and support for sustained professional advancement.

At each of the three annual conferences and following every observation, leaders will receive written feedback, complemented by verbal discussions. This feedback will be shared promptly, within 10 calendar days of the observation or meeting, ensuring timely reflection and action.

To uphold the highest standards of feedback and observation, all evaluators undergo comprehensive training in the district's observation form. They also participate in annual calibration exercises with fellow evaluators across the district. Furthermore, evaluators receive ongoing professional development focused on delivering high-quality constructive feedback and mastering support strategies. This commitment to continuous learning and development ensures that our evaluators are well-equipped to provide meaningful support that enriches our teachers' professional journey.

End-of-Year Summative Review Conference

Leaders will engage in a reflective end-of-year written self-assessment before their Summative Review Conference, scheduled no later than June 30th. This self-assessment is an opportunity for leaders to reflect and celebrate their yearly journey, focusing on:

A. The achievement level of each set goal, supported by evidence to substantiate their accomplishments.
B. The strategies and actions implemented by the leader that led to these outcomes.
C. Insights gained throughout the year, and how this newfound knowledge will be applied to enhance future leadership practices.
D. Instances of professional experiences or involvement that were integral to reaching their goals.

This process of self-reflection is not just a measure of progress but a cornerstone of continuous professional development and a celebration of the leader's dedication to their growth and the impact they have on their students.

The Summative Growth Report

The leader growth plan culminates in an annual summary that not only meets the Connecticut State Guidelines for Leader Evaluation and Support, but also serves as a testament to each administrator's journey over the year. This essential report, accessible **here**, features a self-reflection by the leader on the positive impact of their professional growth on educator and student learning, growth, and achievement. It also includes a concise overview of the feedback received throughout the year.

This summary is an occasion to recognize and celebrate the leader's achievements. It also thoughtfully outlines two or three targeted action steps to foster and guide the leader's continual development in the upcoming school year. In alignment with the state requirements, the report includes a designated section to affirm the successful completion of the annual growth and support process, symbolizing the leader's commitment to excellence and ongoing improvement.

Corrective Action Process

Leaders may sometimes face unique challenges that necessitate additional guidance beyond the regular growth and support framework. In such scenarios, if certain criteria are met, administrators might transition into the initial phase of a supportive corrective action plan. This

plan, designed in collaboration with the collective bargaining unit, ensures a fair, understanding, and supportive approach.

The consideration for initiating this corrective action plan arises when there's a consistent pattern of specific concerns, previously identified in feedback sessions. It is crucial that these concerns have been met with well-documented efforts to provide informal assistance and support, reflecting our dedication to professional growth. This proactive strategy underlines our commitment to ensuring every administrator has access to the essential resources and support needed to excel in their role, embodying our ethos of positive development and empowerment.

Scaffolded Support

All leaders require access to high-quality, targeted professional learning support to continually enhance their leadership. Developmental Support Stages provide constructive and supportive pathways, offering sequential and tailored assistance to meet each leader's unique needs. These plans are designed to be empowering rather than punitive, offering clear guidance and resources for professional growth.

Leaders and their evaluators collaboratively implement three tiers of support within the evaluation process. All three support stages must be utilized and documented before initiating a Corrective Support Plan. If a leader shows a persistent lack of growth or resists feedback, advancing levels of support should be implemented, leading to a structured process for developing a Corrective Support Plan. This plan, which includes clear success indicators for transition, is created in consultation with the evaluator, leader, and their exclusive bargaining representative, if applicable.

The duration of any support plan is at least 35 days and may be extended for those showing progress but not yet meeting exit criteria. If further support is needed at the plan's conclusion, leaders may advance to a higher level of assistance, with involvement from the collective bargaining unit at each stage. The three levels of support are:

Developmental Support Stage 1: Informal

All administrators are expected to regularly participate in professional growth activities. The informal stage includes a variety of accessible learning resources such as collegial conversations, school visits, and district-provided materials like books, articles, and videos. Additionally, formal professional learning opportunities developed by the district PDEC and general support like

mentoring are available. These resources should be identified and agreed upon through a collaborative goal-setting process.

Developmental Support Stage 2: Guided

When an administrator requires additional support beyond the informal development plan, the guided developmental support stage is implemented. Administrators continue to receive informal support while also gaining targeted assistance. This plan is a collaborative effort between the administrator and evaluator. It acknowledges the need for improvement in the leader's practices and structures the observation and feedback process to effectively address these areas.

Developmental Support Stage 3: Intensive

This level is initiated for administrators who require more in-depth support beyond the informal and guided stages. While continuing to receive support from stages 1 and 2, this stage addresses unresolved concerns with a comprehensive approach, in collaboration with the administrator, evaluator, superintendent (if not evaluator), and the Association. This plan is designed to provide robust support and guidance to help the administrator meet and exceed expectations. This stage may also involve a decision to implement a Corrective Support Plan.

Development Plan Expectations

When an administrator consistently needs improvement or resists growth-oriented feedback, additional support levels are prompted. This structured process aims to place the administrator on a Corrective Support Plan with clear success indicators for progress. Evaluators must implement and document all three developmental support stages before initiating a Corrective Support Plan. In accordance with the state statute, corrective action plans must be created in consultation with the administrator and their collective bargaining representative and include the following: 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. An example of a Developmental Support Stage Initial Action Plan will be shared at the end of the 2024-2025 school year.

The plan must include the following:

1. Clearly delineated goals linked to specific indicators and domains within the observations of practice framework/rubric that specify exactly what the leader must demonstrate at the successful conclusion of the Improvement and Remediation plan.

2. Clearly identified targeted supports, which may include specialized professional learning, collegial and administrative assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the specific improvement outcomes;

3. Dates for interim and final reviews.

Upon the predetermined date of the final review of the Improvement and Remediation Plan, the evaluator will make one of the following recommendations in consultation with the leader and bargaining unit representative:

1. Improvement and Remediation Plan is met and the plan is ended.

2. The leader is making progress toward the Improvement and Remediation Plan but has not addressed all areas of concern. The leader will continue to receive additional support and continue on this plan;

3. The leader has made little to no progress on the Improvement and Remediation Plan and will move to the next level of intervention.

4. If an Intensive Developmental Support (stage 3) plan is not successful then a recommendation for additional action will be made by the superintendent and bargaining unit representative.

Dispute Resolution Process

Regional School District 13 believes that evaluations must be a collaborative process between the evaluator and leader, drawing on the expertise and perspective of both parties. The goal of our dispute resolution process is to achieve fair and just solutions to any disagreements that might arise related to the evaluation process, ideally at the lowest level of administration. This process is available to everyone involved in the evaluation and support system. Given our system's focus on fostering continuous, constructive, and collaborative relationships among professionals, educators/leaders and their evaluators are encouraged to resolve differences amicably and informally.

In cases where a leader may have differing views from the evaluator's assessment and feedback, open and respectful discussions are encouraged to reach a mutual understanding. Following these dialogues, the evaluator may consider revising the report, although this is not obligatory. The evaluated leader has the opportunity to express their perspectives on the goals/objectives, evaluation period, feedback, or professional development plan, which might include an individual professional learning plan or a Developmental Support Plan.

All concerns are addressed promptly, with a decision timeframe not exceeding thirty (30) workdays from when the leader initiates the dispute resolution. Confidentiality is maintained throughout this process in compliance with legal standards.

Process Steps:

1. Within three school days of submitting a written dispute to their evaluator, the evaluated leader and the evaluator will meet aiming to resolve the issue informally.
2. If no resolution is reached, the individual may advance the dispute in writing to the superintendent or designee within three work days of the initial meeting. The leader has two options:
    a. Option 1: Refer the issue to a subcommittee of the Professional Development and Evaluation Committee (PDEC) for a neutral resolution. The superintendent or designee and the respective collective bargaining unit each choose a representative from the PDEC to form this subcommittee, along with a neutral party agreed upon by both the superintendent and the collective bargaining unit. This subcommittee will decide the resolution and any forward actions, informing the superintendent of their decision.
    b. Option 2: Request the superintendent or designee to arbitrate the issue solely. The superintendent will then review all relevant documents and meet with both parties (evaluator and leader being evaluated) as soon as possible, with a decision made within five school days from the written request.

Time Limits:

1. Quick resolution is key, so the days indicated in this plan are maximums. Both parties can extend these times by mutual written agreement.
2. ‘Days’ refer to work days, though meetings can occur during breaks if both parties agree.
3. The leader must start the appeals process within five work days of the feedback meeting. Failure to initiate a dispute in writing within this period is considered a waiver of the right to appeal.
4. The leader must initiate each appeal level within the specified days. Not submitting a written appeal at any level is considered a waiver of further appeal rights.

Appendices - Leader

Essential Information and Resources for Effective Implementation

Appendix A: Sample Reflection Questions - Leader

Self-Reflection Sample Questions:

- Thinking about what went well and what was difficult last year, or at the start of this year, what do you want to know more about in teaching and learning? What new things could you learn to help you understand these questions and improve how you teach?
- When looking at the CT Leader Evaluation and Support rubric, which areas stand out as opportunities for you to grow and improve in your professional learning and practice?
- Considering the strengths and needs of your current students or adult learners, what new areas of learning could you investigate to meet those needs?
- Based on your understanding of your students or adult learners, as well as the objectives of your school/program/district, do you have any new strategies or methods in mind that you would like to explore and put into practice this year?
- How do you envision your role in supporting the mission and/or vision of the school/district, and what strategies could you delve deeper into to aid in this focus?
- What are you considering for your personal learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions:

<u>Indicators and Success</u>

- 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 towards your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

<u>Determine Evidence</u>

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or Qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?

- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix B: Continuous Learning Process - Leader

Leader Name:

Evaluation Orientation:

Orientation to Leader Evaluation was completed on: **[insert date]**

Forms:

Completed	Document	Timeframe
☐	Leader Beginning of Year Self-Reflection	July - Late October/Early November
☐	Leader Goal Setting Plan	July - Late October/Early November
☐	Leader Mid-Year Update: Reflect, Revise, and Progress	November - May data collection ~February update
☐	Leader End-of-Year Reflection	May-June
☐	Educator End-of-Year Discussion	May-June

Download this form

Regional School District 13
Leader Beginning of Year Self-Reflection

Leader Name:

School(s): Select Assigned School(s)

Evaluator Name:

Indicate the current year of the goal: Select Current Year

Leader Title: Select Title

An important part of the new Leader Development Plan is the inclusion of a self-reflection/ evaluation. ***Please write a one-page or less self-reflection in the form of a paragraph, or using bullet points, of your leadership practices.*** *Consider your leadership practices in reference to the four domains of the CT Leader Evaluation and Support (2017), school goals, district goals, last year's evaluation, and professional development. Include consideration of strengths, areas of improvement, and opportunities to advance or implement a new practice. Here are some sample reflection questions, if needed. One objective of this exercise is to help identify a single competency from the CT Leader Evaluation and Support (2017) to include in your growth plan.*

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Regional School District 13
Leader Goal Setting Plan

Leader Name:

Evaluator Name:

Leader Title: Select Title

School(s): Select Assigned School(s)

Indicate the current year of the goal:
Select Current Year

Check all that apply:

Timeframe of goal:
- ☐ 1-year goal
- ☐ 2-year goal
- ☐ 3-year goal

Rubric:
- ☐ CT Leader Evaluation and Support

This is a(n):
- ☐ Individual goal
- ☐ Team goal

If team goal, enter team members name(s):

Complete the following to plan and support your goal:

Based on your self-reflection, please write your proposed goal below. Explain why you chose this particular timeframe (1, 2, or 3 years) for your goal.		
[Enter goal here]		
Action steps/professional learning you will take to accomplish your goal (minimum of 2 needed)	**Measurable Evidence of your success (personal learning, student learning, progress, etc.)**	**Timeframe**

If there is anything else you would like to share about your goal, please use the space below to document.		

Goal Setting Discussion ***(to be completed during initial discussion)***	
***Leader Signature:**_____ **Date:**_____	***Evaluator Signature:**_____ **Date:**_____
Notes (if applicable):	

**** By signing this goal-setting plan, both the leader and the evaluator acknowledge and agree that the goals, actions, and measures outlined in this document have been mutually agreed upon.***

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Regional School District 13
Leader Mid-Year Update: Reflect, Revise, and Progress

Leader Name:

School(s): Select Assigned School(s)

Evaluator Name:

Indicate the current year of the goal: Select Current Year

Leader Title: Select Title

How have you progressed in your professional learning so far, and what evidence do you have of this advancement? ***Please write a one-page or less self-reflection in the form of a paragraph, or using bullet points, to respond to this prompt.*** *Be sure to include any evidence that may be helpful when reflecting on your progress. Consider using the sample reflection questions, or professional learning and action questions to assist in your reflection.*

Mid-Year Feedback and Discussion
To be completed by evaluator

Use the space below to provide feedback to the educator regarding their progress in professional learning and advancement towards their goal. Include any suggested changes in developmental stage supports, if necessary.

Date:

Feedback:

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Regional School District 13
Leader End-of-Year Reflection

Educator Name:

Evaluator Name:

Leader Title: Select Title

School(s): Select Assigned School(s)

Indicate the current year of the goal: Select Current Year

To what degree did you accomplish your goal this year, and why do you think that? How did this learning improve the learning or progress of your learners, and how can you tell? What evidence did you collect that supports your reasoning? What problems did you face, and what do you plan to do next in your learning journey? ***Please write a one-page or less self-reflection in the form of a paragraph, or using bullet points, to respond to this prompt.*** *Consider using the sample reflection questions, or professional learning and action questions to assist in your reflection.*

Download this form

Regional School District 13
End-of-Year Summative Feedback and Growth Criteria for Leaders

Educator Name:

Evaluator Name:

Leader Title: Select Title

School(s): Select Assigned School(s)

Indicate the current year of the goal:
Select Current Year

Feedback		
Provide summative feedback to the leader. Consider including the development of new learning and impact on practice related to the goal, impact on student learning, growth and achievement, as well as impact of new learning on the greater community.		
Successful completion of evaluation cycle	☐ Yes	☐ No
Growth Criteria		
Supports Required/Suggested (Are supports required above and beyond Developmental Support Stage 1? Be sure this is included in the feedback above.)		
☐ Not applicable ☐ Developmental Support Stage 1 (Specify below)	☐ Developmental Support Stage 2 (Specify below)	☐ Developmental Support Stage 3 (Specify below)

If Developmental Support Stage 2 and/or 3, please specify strategies:		
For multi-year goals only		
☐ Leader will continue multi-year goal.	☐ Leader will adjust multi-year goal.	☐ Leader completed multi-year goal.
What adjustments are needed to the goal?	*Why are these adjustments needed?*	*How might adjustments impact the timing of the goal?*
Additional notes (if any):		

Leader Signature/Date:	
Evaluator Signature/Date:	

Core Design Principles

The following principles have been built into Regional School District 13's Educator Evaluation and Support plan:

1. The Regional School District 13 Educator Evaluation Plan focuses on regular and strong formative support and on-going instructional conversations about teaching, learning, and educator practice in a design that leads to educator growth and the development of educator proficiency and effectiveness.

2. The Regional School District 13 Educator Evaluation and Support Plan uses multiple sources of evidence in a design that is intended to result in a fair, accurate, and balanced picture of educator performance;

3. The Regional School District 13 Educator Evaluation and Support Plan seeks to deepen the professional conversations between and among educators and the educators who are their evaluators. The dialogue will occur frequently and will focus on student learning;

4. Educators will receive feedback and professional learning that targets the individual needs of their classrooms, roles, and learners.

5. This Educator Evaluation plan, implemented for the 2024/2025 school year, has a number of significant changes compared to the previous edition. Three notable changes: First, educators work with their evaluators to identify a single growth goal to target professional learning and evaluation. Second, this evaluation plan does not include a focus on ratings. Third, the process of tracking goals, conversations, and feedback is no longer performed using the cumbersome Protraxx software, and instead uses a simplified Google Docs system.

6. We believe that the process of educator evaluation requires evaluators to observe and review the practices of educators comprehensively to make informed judgments about the quality and efficacy of practice.

7. When the educator and evaluator cannot agree on objectives or evaluation outcomes, there needs to be a resolution that can be agreed to by all parties. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent.

Overview of Plan

The Regional School District 13 Educator Evaluation and Support Plan is designed to foster a collaborative and nurturing environment where educator effectiveness is celebrated and continuously enhanced. At the heart of our plan is the commitment to a shared understanding of what makes an educator effective, emphasizing both innovative teaching practices and impactful learning outcomes. We see this plan as an opportunity for educators to shine and grow, recognizing their strengths and providing tailored support to help them reach their full potential. Our approach to evaluation is holistic and respectful, utilizing a variety of methods to create a thorough and equitable understanding of educators' contributions and professional growth. Most importantly, our plan is a journey of professional learning, where feedback is not just a tool for evaluation, but a stepping stone for ongoing growth and excellence in education.

Orientation to Educator Evaluation and Support Plan and On-Going Training

At the start of each academic year, we welcome educators back with an engaging orientation to our Education Evaluation Plan. This informative session, held in August, is a great opportunity for educators to collaborate and engage in meaningful discussions about the evaluation process, our collective roles and responsibilities, and key timelines. These meetings are an ideal platform for our evaluators to highlight our district and school priorities, encouraging educators to align their goals with these objectives.

Those joining our district will receive a comprehensive orientation designed to make their transition smooth and enlightening. New educators receive detailed materials about the evaluation process, along with opportunities to delve deeper into these resources during dedicated sessions with their evaluators. A significant aspect of this orientation is the exploration of the Common Core of Teaching (CCT) Rubric for Effective Teaching, 2014 and the Common Core of Teaching Rubric for Effective Service Delivery (SESS) 2015, which are instrumental in guiding our shared journey towards excellence in education.

Educator Evaluation Process and Timeline

The annual evaluation journey is a collaborative and enriching experience, marked by at least three pivotal discussions between the educator and evaluator. These dialogues, occurring at the start, midpoint, and conclusion of the year, are milestones in setting clear goals, clarifying the evaluation objectives, pinpointing professional learning opportunities, and offering constructive feedback. These interactions are designed to be mutually engaging, calling for thoughtful

preparation and reflection from both parties to ensure they are both insightful and impactful. Key dates for these essential conferences are outlined below:

Educator Evaluation Timeline

Phase 1 - Initiation: September - November

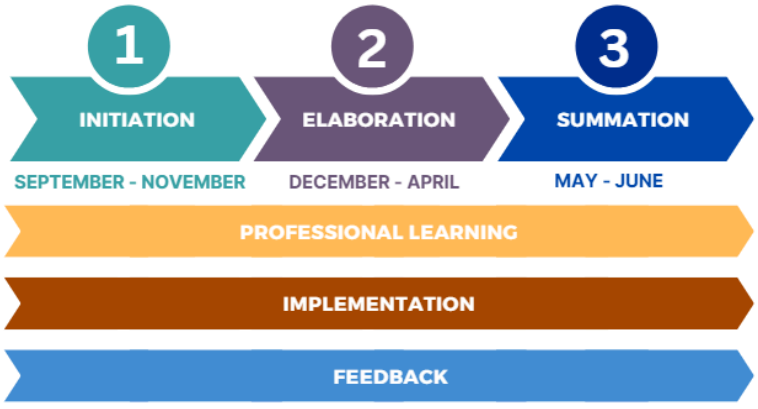
- Educator actively engages in self-reflection, considering their past year's achievements and areas for growth.
- Educator collects insightful data on student learning and progress.
- Educator and evaluator collaboratively establish a growth plan, setting shared objectives and markers for success.
- Evaluator offers supportive and constructive feedback, both verbally and in written form.

Phase 2 - Elaboration: December - April

- Educator continuously collects information, thoughtfully adjusting practices and strategies for optimal outcomes.
- Educator composes a mid-year self-evaluation, integrating insights from student performance data.
- Educator and evaluator engage in at least one meaningful dialogue to discuss progress and insights.
- Evaluator delivers constructive and encouraging feedback, both verbally and in writing.

Phase 3 - Summation: May - June

- Educator compiles an end-of-year self-assessment, reflecting on the year's achievements.
- Educator and evaluator collaborate to explore the self-assessment and examine pertinent data gathered throughout the year.
- Evaluator prepares a comprehensive summative report, ensuring it is accessible to the educator before the school year concludes.



Observations

Educators with less than two years of experience	*Educators with a total of two or more years of experience*
- Two observations throughout the year - One observation will last the duration of the lesson/meeting	- One observation throughout the year

- Evaluators or educators have the opportunity to request further observations to enhance understanding and support.

During the initial goal-setting meeting, the educator and evaluator will collaboratively establish the plans and the schedule for observations and other evidence. Should the educator's objective align with Domain 2, Planning for Active Learning, the submission of lesson plans may be deemed appropriate as evidence.

Educator Practice

The district plan is differentiated for educators in different roles and stages of their careers. Educators are observed using a simple single-point competency rubric based on a streamlined version of Connecticut's Common Core of Teaching (CCT), or other as mutually agreed upon.

Educator Growth Goals

Each educator, in partnership with their evaluator, will engage in a collaborative process to define a professional growth goal, along with at least two meaningful measures to showcase their achievements. This growth goal will be thoughtfully aligned with the Connecticut Common Core of Teaching or other respected national standards, incorporating district and school objectives. The measures of accomplishment - or indicators of educator growth - are diverse and flexible, allowing educators to demonstrate progress in various ways such as through lesson plan samples, student work artifacts, innovative performance assessments, and reflective practices by educators and students.

During the goal-setting conference, the educator and evaluator will collaboratively design a schedule for observations and establish clear indicators of progress.

Educators in their initial three years are encouraged to set an annual professional growth goal that is aligned with one of the TEAM modules. Furthermore, there's an opportunity for setting a joint goal, subject to mutual agreement.

More seasoned educators have the flexibility to establish a professional growth goal that spans one to three years, in concurrence with their evaluator. These goals can be collaborative and adaptable, reflecting the evolving nature of the educational practices. The goal duration may be adjusted and/or changed as necessary upon mutual agreement between the educator and evaluator.

For detailed guidance and to access the Goal Setting Form, please click **here**.

Quality Feedback

Quality feedback, when combined with impactful support, serves as a catalyst for educator development. In our district plan, feedback is designed to be constructive, highlighting an educator's strengths and providing the necessary guidance and support for sustained professional advancement.

At each of the three annual conferences and following every observation, educators will receive written feedback, complemented by verbal discussions. This feedback will be shared promptly, within 10 calendar days of the observation or meeting, ensuring timely reflection and action.

To uphold the highest standards of feedback and observation, all evaluators undergo comprehensive training in the district's observation form. They also participate in annual calibration exercises with fellow evaluators across the district. Furthermore, evaluators receive ongoing professional development focused on delivering high-quality constructive feedback and mastering support strategies. This commitment to continuous learning and development ensures that our evaluators are well-equipped to provide meaningful support that enriches our teachers' professional journey.

End-of-Year Summative Review Conference

Educators will engage in a reflective end-of-year written self-assessment before their Summative Review Conference, scheduled no later than June 15th. This self-assessment is an opportunity for educators to reflect and celebrate their yearly journey, focusing on:

A. The achievement level of each set goal, supported by evidence to substantiate their accomplishments.

B. The strategies and actions implemented by the educator that led to these outcomes.
C. Insights gained throughout the year, and how this newfound knowledge will be applied to enhance future teaching practices.
D. Instances of professional experiences or involvement that were integral to reaching their goals.

This process of self-reflection is not just a measure of progress but a cornerstone of continuous professional development and a celebration of the educator's dedication to their growth and the impact they have on their students.

The Summative Growth Report

The educator growth plan culminates in an annual summary that not only meets the Connecticut State Guidelines for Educator Evaluation and Support, but also serves as a testament to each educator's journey over the year. This essential report, accessible **here**, features a self-reflection by the educator on the positive impact of their professional growth on students. It also includes a concise overview of the feedback received throughout the year.

This summary is an occasion to recognize and celebrate the educator's achievements. It also thoughtfully outlines two or three targeted action steps to foster and guide the educator's continual development in the upcoming school year. In alignment with the state requirements, the report includes a designated section to affirm the successful completion of the annual growth and support process, symbolizing the educator's commitment to excellence and ongoing improvement.

Corrective Action Process

Educators may occasionally encounter challenges that require additional guidance beyond the standard growth and support process. In such instances, if certain criteria are met, they might transition to the initial stage of a supportive corrective action plan. This plan is designed collaboratively, involving the collective bargaining unit, ensuring a fair and supportive approach.

To consider the initiation of a corrective action plan, there needs to be a clear pattern of specific concerns, previously noted in the feedback provided to the educator. It is also essential that there have been well-documented efforts to offer informal assistance and support to the educator. This approach underscores our commitment to professional development and ensures that every educator receives the necessary resources and support to thrive in their role.

Scaffolded Support

All educators need access to high-quality, targeted professional learning support to enhance their practice over time. Developmental Support Stages are designed as constructive and supportive pathways, offering sequential and tailored assistance to meet each educator's unique needs. These plans are empowering rather than punitive, providing clear guidance and resources for professional growth.

Educators and their evaluators collaboratively consider and implement three tiers of support within the evaluation process. Before initiating a Corrective Support Plan, all three support stages must be utilized and documented. Persistent lack of growth or resistance to feedback should prompt advancing levels of support, leading to a structured process for developing a Corrective Support Plan. This plan, which includes clear success indicators for transition, is created in consultation with the evaluator, educator, and their exclusive bargaining representative, if applicable.

The duration of any support plan is at least 35 days and may be extended for those showing progress but not yet meeting exit criteria. If further support is needed at the plan's conclusion, educators may move to a higher level of assistance, with involvement from the collective bargaining unit at each stage. The three levels of support are:

Developmental Support Stage 1: Informal

All educators are expected to consistently engage in professional growth opportunities. The informal stage encompasses a wide range of accessible professional learning resources, including collegial professional conversations, classroom visits, and district-provided materials such as books, articles, and videos. Additionally, formal professional learning opportunities created by the district PDEC and general support like instructional coaching are available. These resources should be identified and agreed upon through a collaborative goal-setting process.

Developmental Support Stage 2: Guided

When an educator needs more support beyond the informal development plan, the guided development plan comes into play. Educators will continue to receive support from the informal stage, while also receiving targeted support to ongoing informal support. This includes specific professional learning and focused observations, collaboratively planned by the educator and evaluator. It acknowledges the need for improvement in the educator's practices and structures the observation and feedback process to effectively address these areas.

Developmental Support Stage 3: Intensive

This level is initiated for educators who require more in-depth support beyond the informal and guided support stages. While still receiving support from stage 1 and 2, this stage addresses unresolved concerns with a comprehensive approach led by district and building administration, in collaboration with the educator, evaluator, and the Association. This stage is designed to provide robust support and guidance to help the educator meet and exceed expectations. This stage may also include a decision to move to a Corrective Support Plan.

Development Plan Expectations

When an educator demonstrates ongoing need for improvement or does not fully embrace growth-oriented feedback, it prompts additional support levels. This structured process aims to place the educator on a Corrective Support Plan with clear success indicators for progress. Evaluators are required to implement and document all three developmental support stages before initiating a Corrective Support Plan. In accordance with the state statute, Corrective Support Plans must be created in consultation with the educator and their collective bargaining representative and include the following: clear objectives, a specific timeline, resources and support to be provided by the district, and criteria for success. An example of a Developmental Support Stage Initial Action Plan will be shared at the end of the 2024-2025 school year.

The plan must include the following:

1. Clearly delineated goals linked to specific indicators and domains within the observations of practice framework/rubric that specify exactly what the educator must demonstrate at the successful conclusion of the Improvement and Remediation plan.

2. Clearly identified targeted supports, which may include specialized professional learning, collegial and administrative assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the specific improvement outcomes;

3. Dates for interim and final reviews.

Upon the predetermined date of the final review of the Improvement and Remediation Plan, the evaluator will make one of the following recommendations to the Superintendent:

1. Improvement and Remediation Plan is met and the plan is ended.

2. The educator is making progress toward the Improvement and Remediation Plan but has not addressed all areas of concern. The educator will continue to receive additional support and continue on this plan;

3. The educator has made little to no progress on the Improvement and Remediation Plan and will move to the next level of intervention.

4. If an Intensive Developmental Support (stage 3) plan is not successful then a recommendation for additional action will be made to the Superintendent.

Dispute Resolution Process

Regional School District 13 believes that evaluation must be a collaborative process between the evaluator and educator, drawing on the expertise and perspective of both parties. The purpose of the dispute resolution process is to efficiently and fairly secure equitable solutions to problems or disagreements related to the implementation of this plan. It is the expectation that most disagreements can be resolved informally between the educator and the evaluator. If the educator continues to disagree with the evaluation, he or she must put his or her issues of disagreement in writing to the evaluator within seven school days of the evaluation or feedback under dispute. The evaluator will then schedule a meeting with the educator and his or her association representative within five days of receiving the written issues of disagreement.

If, following this meeting, both parties are not able to resolve the issues satisfactorily, the issue will be heard by a panel composed of the Evaluators' Association President or designee, another member of the Administrative Association, a building representative, and a representative from the Educator Association leadership.

Appendices - Educator

Essential Information and Resources for Effective Implementation

Appendix A: Sample Reflection Questions - Educator

Self-Reflection Sample Questions:

- Thinking about what went well and what was difficult last year, or at the start of this year, what do you want to know more about in teaching and learning? What new things could you learn to help you understand these questions and improve how you teach?
- When looking at the CCT rubric, which areas stand out as opportunities for you to grow and improve in your professional learning and practice?
- Considering the strengths and needs of your current students or adult learners, what new areas of learning could you investigate to meet those needs?
- Based on your understanding of your students or adult learners, as well as the objectives of your school/program/district, do you have any new strategies or methods in mind that you would like to explore and put into practice this year?
- How do you envision your role in supporting the mission and/or vision of the school/district, and what strategies could you delve deeper into to aid in this focus?
- What are you considering for your personal learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

<u>Indicators and Success</u>

- 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 towards your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

<u>Determine Evidence</u>

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or Qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?

- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix B: Continuous Learning Process - Educator

Educator Name:

Evaluation Orientation:

Orientation to Leader Evaluation was completed on: **[insert date]**

Forms:

Completed	Document	Timeframe
☐	Educator Beginning of Year Self-Reflection	August - Late October/Early November
☐	Educator Goal Setting Plan	August - Late October/Early November
☐	Educator Mid-Year Update: Reflect, Revise, and Progress	November - May data collection ~February update
☐	Educator End-of-Year Reflection	May-June
☐	Educator End-of-Year Discussion	May-June

Download this form

Regional School District 13
Educator Beginning of Year Self-Reflection

Educator Name:

Evaluator Name:

Educator Title:

School(s): Select Assigned School(s)

Indicate the current year of the goal:
Select Current Year

An important part of the new Educator Development Plan is the inclusion of a self-reflection/ evaluation. ***Please write a one-page or less self-reflection in the form of a paragraph, or using bullet points, of your teaching practices.*** *Consider your teaching practices in reference to the four domains of the CT Core of Teaching or the CT Core of Effective Service Delivery, school goals, district goals, last year's evaluation, and professional development. Include consideration of strengths, areas of improvement, and opportunities to advance or implement a new practice. Here are some sample reflection questions, if needed. One objective of this exercise is to help identify a single competency from the CT Core of Teaching or the CT Core of Effective Service Delivery to include in your growth plan.*

Download this form

Regional School District 13
Educator Goal Setting Plan

Educator Name:

Evaluator Name:

Educator Title:

School(s): Select Assigned School(s)

Indicate the current year of the goal:
Select Current Year

Check all that apply:

Timeframe of goal:
- ☐ 1-year goal
- ☐ 2-year goal
- ☐ 3-year goal

Rubric:
- ☐ CCT Teacher Rubric
- ☐ CCT Service Delivery Rubric

This is a(n):
- ☐ Individual goal
- ☐ Team goal

If team goal, enter team members name(s):

Complete the following to plan and support your goal:

Based on your self-reflection, please write your proposed goal below. Explain why you chose this particular timeframe (1, 2, or 3 years) for your goal.		
[Enter goal here]		
Action steps/professional learning you will take to accomplish your goal (minimum of 2 needed)	**Measurable Evidence of your success (personal learning, student learning, progress, etc.)**	**Timeframe**

If there is anything else you would like to share about your goal, please use the space below to document.		

Goal Setting Discussion ***(to be completed during initial discussion)***	
***Educator Signature:_____** **Date:_____**	***Evaluator Signature:_____** **Date:_____**
Notes (if applicable):	

**** By signing this goal-setting plan, both the educator and the evaluator acknowledge and agree that the goals, actions, and measures outlined in this document have been mutually agreed upon.***

Download this form

Regional School District 13
Educator Mid-Year Update: Reflect, Revise, and Progress

Educator Name:

Evaluator Name:

Educator Title:

School(s): Select Assigned School(s)

Indicate the current year of the goal: Select Current Year

How have you progressed in your professional learning so far, and what evidence do you have of this advancement? ***Please write a one-page or less self-reflection in the form of a paragraph, or using bullet points, to respond to this prompt.*** *Be sure to include any evidence that may be helpful when reflecting on your progress. Consider using the sample reflection questions, or professional learning and action questions to assist in your reflection.*

Mid-Year Feedback and Discussion
To be completed by evaluator

Use the space below to provide feedback to the educator regarding their progress in professional learning and advancement towards their goal. Include any suggested changes in tiered supports, if necessary.

Date:

Feedback:

Download this form

Regional School District 13
Educator End-of-Year Reflection

Educator Name:

Evaluator Name:

Educator Title:

School(s): Select Assigned School(s)

Indicate the current year of the goal: Select Current Year

To what degree did you accomplish your goal this year, and why do you think that? How did this learning improve your students' learning or progress, and how can you tell? What evidence did you collect that supports your reasoning? What problems did you face, and what do you plan to do next in your learning journey? ***Please write a one-page or less self-reflection in the form of a paragraph, or using bullet points, to respond to this prompt.*** *Consider using the sample reflection questions, or professional learning and action questions to assist in your reflection.*

Download this form

Regional School District 13
End-of-Year Summative Feedback and Growth Criteria

Educator Name:

Evaluator Name:

Educator Title:

School(s): Select Assigned School(s)

Indicate the current year of the goal: Select Current Year

Feedback	
Summative Feedback	
Development of new learning and impact on practice related to goal	
Impact on student learning, growth and achievement	
Successful completion of evaluation cycle	☐ Yes ☐ No
Growth Criteria	
Supports Required/Suggested (Are supports required above and beyond Developmental Support Stage 1? Be sure this is included in the feedback above.)	
☐ Not applicable ☐ Developmental Support Stage 1	☐ Developmental Support Stage 2 (Specify below)
	☐ Developmental Support Stage 3 (Specify below)

(Specify below)		
If Developmental Support Stage 2 and/or 3, please specify strategies:		
For multi-year goals only		
☐ Educator will continue multi-year goal.	☐ Educator will adjust multi-year goal.	☐ Educator completed multi-year goal.
What adjustments are needed to the goal?	*Why are these adjustments needed?*	*How might adjustments impact the timing of the goal?*
Additional notes (if any):		

Educator Signature/Date:	
Evaluator Signature/Date:	

Appendix C: Observation Form - Educator

Download this form

Regional School District 13
Observation Feedback Form

Educator Name:

Evaluator Name:

Educator Title:

School(s): Select Assigned School(s)

Observation Number: Select #

Date/Time/Location:

Indicate the current year of the goal: Select Current Year

Observation Notes/Feedback
Aligned Indicator/Domain
Select Domain Select Indicator --- ***If observation is focused on more than one domain/indicator, indicate below:*** Other domain(s) observed: Other indicator(s) observed:
Examples of Evidence

Feedback to Educator (including areas of strength, celebrations, and opportunities for growth/next steps)

Educator Signature/Date:	
Evaluator Signature/Date:	