Regional District 18
Support and Evaluation Plan
2024-2025

Section 1:
The Professional Learning and Evaluation Committee

The PDEC promotes trust and co-ownership of teaching and learning between PK-12 teachers and administrators. Co-facilitated by a RETA representative and the Director of Curriculum, there are mutually agreed upon agendas and outcomes. By statute, PDECs create and update their district's educator evaluation plan and its professional learning plan. Each year the PDEC reviews feedback from district staff on district, building, department/team needs for professional learning. Using this data, the PDEC creates the topics and structures for delivery of professional learning.

Mission	Vision
The mission of the PDEC is to provide and promote practices that support the growth and development of all educators in Regional District 18 (R18). This is done by promoting equity of voice from R18 staff and creating a collaborative environment where district, building, and educator goals can be realized.	As the PDEC, we aim to foster a learning culture where teachers and administrators embrace collective responsibility, collaboration, and continuous improvement through productive conversation, learning, and feedback. Through this, we validate the importance of autonomy and trust by respecting the professionalism of all staff.

PDEC COMPOSITION

The PDEC is comprised of educators who volunteer their time to work annually on continuous improvement efforts in Regional District 18. Special thanks to the collaborative efforts made by members who participated in developing this document.

Member Name	Bargaining Unit	Position	Email
Co-chair # 1: Michelle Dean	LOLA	Dir. of Curriculum	deanm@region18.org
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Section II:

Educator Growth & Development Components

ANNUAL GROWTH STRUCTURE

This Growth and Support Plan is rooted in an annual timeline designed to promote ongoing dialogue between educators and evaluators and offer regular opportunities for progress check-ins. Annual conferences are also required by Connecticut Guidelines for Educator Evaluation to support this progress. Both annual growth goals/professional learning and evaluation of professional practice make up the majority of the growth and support plan for all educators in R18. Educator, as defined in this document, will refer to any certified member of the Lyme-Old Lyme Schools employed under teacher contract or administrative contract. Educators also included are some non-certified staff contracted as support services, such as SLP, OT, PT, etc. Each fall, or upon hire, teachers and administrators (educators) will be provided with an orientation to the R18 Support and Evaluation Plan by reviewing the document either through building-level small group meetings or individual meetings led by building administrators or the Director of Curriculum. All educators are assigned a primary evaluator holding an 092 or 093 certification. Throughout this document there are hyper links to forms and examples for all educators. There forms and examples can also be found in Section IV, page 17.

EDUCATOR DEFINITIONS

Educator Categories

- Non-tenured educator: New educators with less than 40 consecutive months of teaching/leadership experience in a school district, or experienced educators who have achieved tenure in a previous CT district (transfer educators) but have not completed 20 consecutive months of teaching in Regional District 18.
- Tenured educator: Educators who have completed 40 consecutive months in Region18 or educators who have completed 20 consecutive months in Region 18 (if achieved tenure in a previous district in CT).
- Partial year educator: Educators who are hired on or after November 1st, or have three or more consecutive months of a leave of absence during a school year.

- Educator: Any certified member of the Lyme-Old Lyme Schools employed under teacher contract or administrative contract. Educators also included are some non-certified staff contracted as support services, such as SLP, OT, PT, etc.

GOAL SETTING PROCESS

All educators are expected to identify personal growth/professional learning goals annually. This process starts with self-reflection based on district identified rubrics (CCT Rubric for Teaching, Service Delivery, or PSEL leadership standards) which outline best practices in teaching, learning or leadership. Below is an outline of the expected process and timeline. Educators registered in the TEAM Program may use goals outlined from a module as their annual growth goal(s) and merge the two initiatives.

MUTUAL AGREEMENT

- Each educator and their assigned evaluator must mutually agree on at least one growth goal and ***at least*** two associated measures of accomplishment.
- Measures of accomplishment (or indicators of educator growth) are ways the educator can demonstrate progress toward their goal.
- For teachers /service delivery providers: Measures of accomplishment (or multiple measures of educator growth, student learning, growth, and achievement) include, but not be limited to: a sample of lesson plans, a sample of student artifacts, newly developed performance assessments, and educator and/or student self-reflection, data collection demonstrating growth, an archive of new learning and impact on practice, and/or student outcomes.
- For building/district leaders: Measures of accomplishment (or multiple measures of leader and educator growth, organizational health, and student learning, growth, and achievement) include, but not be limited to: development and execution of improvement plans, data collection demonstrating organizational growth/health, impact on student outcomes or teacher professional development.
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Goal Setting Form, HERE.

GOAL SETTING RESPONSIBILITIES

EDUCATOR Responsibilities:

Prior to meeting with the evaluator, classroom teachers and service delivery providers will complete a self-evaluation utilizing the CCT Performance Profile Rubric document or Service Delivery Rubric for self-evaluation. Notes should be made in the space provided in the documents and used as talking points with the evaluator and as a foundation for goal setting. For administrations, the ***National Professional***

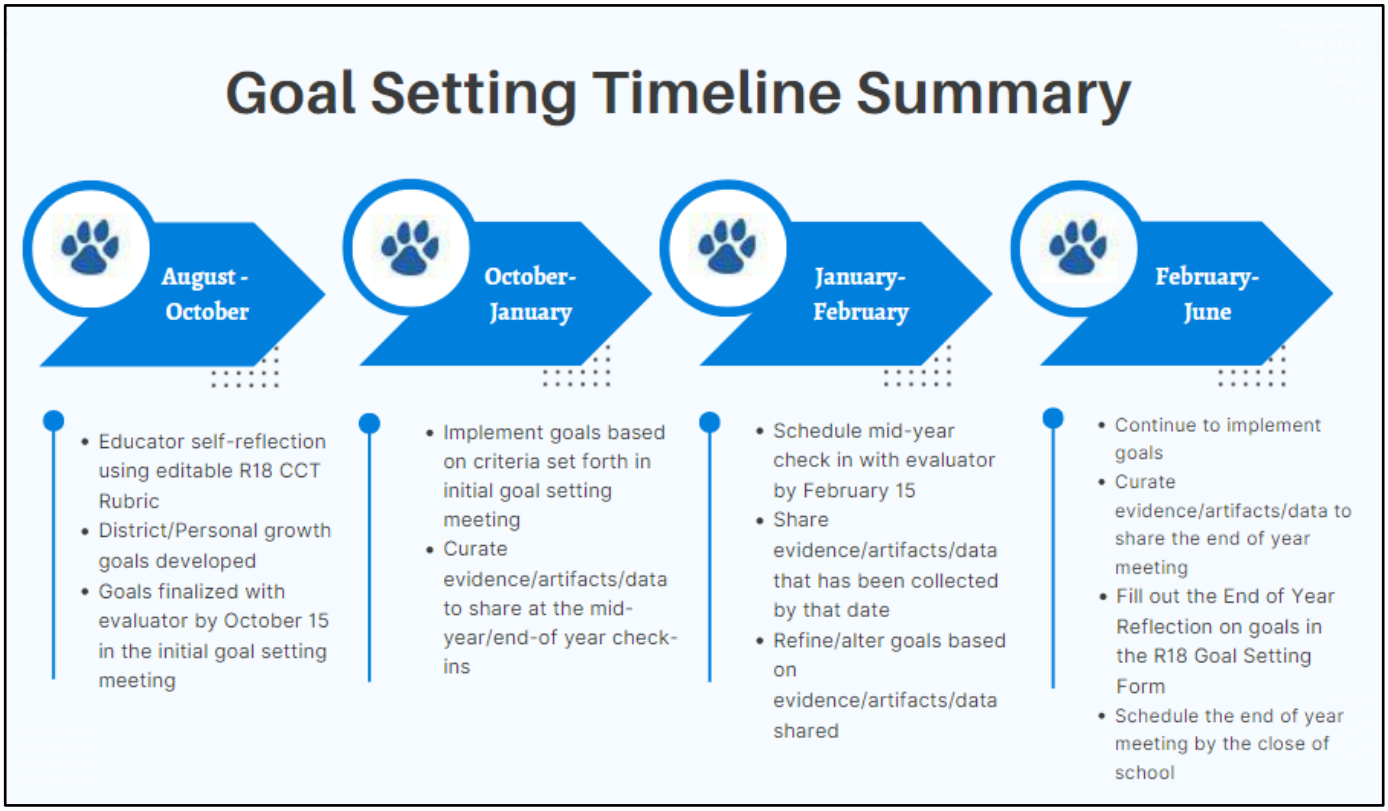
Standards for Educational Leaders (PSEL) will be used as the self-reflection tool. The goal setting meeting is held on or before October 15th.

Professional Growth guiding reflective questions:

- Which domain of the CCT Rubric for Teaching or Service Delivery or PSEL is a focus area?
- What or which rubric indicators or PSEL standards are areas I would like to have new or extended learning in and why?
- What do I want my evaluator to look for and provide feedback on during formal or informal observations based on my goal(s)?
- What resources might best support new learning/development?

Options/Ideas (suggested, but not limited to). Educators may use the list below to help identify ways to document their participation in the new learning they have selected.

Biweekly discussions w/evaluator or mentor	Educator journal/log reflecting growth goals	Professional readings	Peer-discussions	Peer-observations
Monthly discussions with evaluator or mentor	Attendance at workshops and/or conferences	Observing in other districts	Leading professional learning opportunities	Collaborating and/or co-teaching
Team/collaborative goals	Track district/state assessment data to determine student progress	Demonstration of data-based adjustments to lessons, teaching strategies and learning outcomes	Differentiated instructional materials	Other mutually agreed upon evidence



- **August-October:** Discuss and develop goal(s) and professional learning with evaluator using the CCT Self-Reflection document. Goals may vary in duration from one year to three year goals: one year goals (for non-tenured educators) or one to three year goals (for Region 18 tenured educators). The evaluator may request revisions to the proposed goal(s) if they do not align with building, district goals, or are areas identified as areas of growth by the evaluation based on previous observations/evaluations. Goal setting must be scheduled by the educator with their evaluator and completed by **October 15th**.

  Educators must:

  - Review CCT rubric, CCT Rubric for Service Delivery, National Professional Standards for Educational Leaders and connect Growth Goal to one or more of the indicators in your rubric based on self-evaluation.
  - Complete a self-evaluation using the self-reflection document .
  - Develop growth goals aligned to school and/or district goals. Goals must be clear and tied to effective practice and student growth based on the CCT Rubric for Teaching or Service Delivery or PSEL.
  - Complete Part 1 Goal Setting Form
  - For teachers/service delivery providers: Demonstrate multiple measures of learning, student/educator growth, and achievement as noted and mutually agreed upon goals during the goal setting process.
  - For administrators: Demonstrate multiple measures of leader and educator professional growth and impact on professional learning and leadership practice on organizational health, student learning, growth, and achievement, as well as identified next steps.
  - Initial goal setting conference with evaluator by October 15th.

- **October–January**: Implement goals and collect multiple and varied qualitative and quantitative artifacts that demonstrate indicators of professional growth or IAGDs. Examples may include: student work samples that demonstrate growth, qualitative/quantitative data, student growth measures, rubrics, teacher-created artifacts, application of new learning, etc.
- **January and February**: Mid-year Check-Ins are scheduled by educators with their evaluator. Conferences must be completed by **February 15th**. Complete Part 2 Goal Setting Form.
    - The Mid-Year Check-In is a required check-in on goals and educator practice. It is an opportunity to review progress towards goals and make any necessary adjustments. The Mid-Year Check-In is an important point in the year for addressing concerns, supporting progress, and reviewing results for the first half of the year.
    - Any available evidence and/ or artifacts that relate to goals should be brought to this meeting.
- **February–May**: Continue to implement goals and gather evidence and artifacts.
- **May**: Educators schedule the End-of-Year conference with their evaluator. Conferences must be completed by **the close of the school year**. Complete Part 3 Goal Setting Form.
    - The End-of-Year conference is an opportunity to review and present artifacts and evidence that demonstrate the educator's progress towards goal(s).
        - The educator reviews all information and data collected during the year and prepares to share evidence of goal achievement with the evaluator.
        - The educator completes the End-of-Year Reflection to share at the end of the year conference which is also an opportunity to discuss and plan for the next year.

Key Dates

- **October 15th:** Complete Part 1 Goal Setting Form and conference must be completed.
- **February 15th**: Part 2 Goal Setting Form and conference must be completed.
- **Close of the school year:** Part 3 Goal Setting Form and conference must be completed.

Partial -Year Educators will work with their evaluator on a adapted goal setting timeline and process.

EFFECTIVE EDUCATOR PRACTICE

R18 employs a system of educator evaluation and support based on tenure status in the district. Under CT General Statutes, new educators to the profession obtain tenure after completing four consecutive years within a district, or 40 months. Educators who have obtained tenure in a previous CT district obtain tenure status after two successful consecutive years in a district, or 20 months. Once an educator has obtained tenure status in R18, they will move to a three-year cycle outlined below labeled YF, Y1, Y2. Classroom educators are observed using the Connecticut's Common Core of Teaching Rubric (CCT), which can be found HERE. Educators who do not provide instruction in classroom settings, such as school counselors, content area coaches, and others, should use the CCT Rubric for Effective Service Delivery, found HERE. For administrators, the Site Visit Rubric can be found HERE and Review of Practice Rubric can be found HERE. In the R18's Growth and Support Plan, both educators and evaluators have specific responsibilities outlined below:

	Non-Tenured Educators ***(First two years of Service in R18 only)***	**Observation Requirements**

Tenure (defined by state law): • 40 months of consecutive teaching experience in a CT district. OR • 20 consecutive teaching experience in a CT district if previously received tenure in a different CT district.	• A minimum of two formal observations of practice are scheduled with pre- and post-conferences. • Formal 1 observation must be completed by January. • Formal 2 observation must be completed by May. • Additional formal observations may be scheduled if concerns are documented.	• Formal observations of practice are scheduled ahead of time by the educator at a mutually agreed-upon time. • Pre-observation and post-observation meetings are scheduled mutually within the timeframes below. • Pre-observation paperwork is due 48 hours before observation. • Post-observation paperwork (educator and evaluator) is due 72 business hours after observation.
	• A minimum of three informal observations of practice are scheduled. • Observations are 7 to 10 minutes long. • Informal feedback is provided within two school days. • Informal feedback includes a balance of written, and verbal feedback	• Informal observations or walk-throughs are 7-10 minutes long and followed by written or verbal feedback within two school days. • Feedback is brief, and includes a balance of written, and verbal feedback. Feedback should be constructive and elicit reflection. Feedback may include observations, questions, and suggestions. • Informal Observations can include an area of professional practice (eg. data team, SAT, PPT, student interaction)
	Tenured Educators	**Observation Requirements**
Formal Year (FY)	• A minimum of one formal observation is scheduled every three years with pre-conference and post-conference. • Formal observation must occur by May. • Additional formal observations may be scheduled if concerns	• Formal observations of practice are scheduled ahead of time by the educator at a mutually agreed-upon time. • Pre-observation and post-observation meetings are scheduled mutually within the timeframes below. • Pre-observation paperwork is due 48 hours before observation. Post-

	are documented. ● Feedback includes a balance of written, and verbal feedback	observation paperwork (educator and evaluator) is due 72 business hours after observation. ● Feedback is provided by the evaluator within 72 hours after the post-observation conference.
Year 1 (Y1)	● Informal observation cycle. ● A minimum of three informal observations over the course of one school year. ● Observations are 7 to 10 minutes long. ● Informal feedback is provided within two school days. ● Informal feedback may be emailed, written, or verbal.	● Informal observations or walk-throughs are 7-10 minutes long and followed by written or verbal feedback within two school days. ● Feedback is brief, can be emailed, written, or verbal. Feedback should be constructive and elicit reflection. Feedback may include observations, questions, and suggestions. ● Informal Observations can include an area of professional practice (eg. data team, SAT, PPT, student interaction). ● Feedback is provided by the evaluator within 72 hours after the observation.
Year 2 (Y2)	● Informal observation cycle. ● Observations are 7 to 10 minutes long. ● Informal feedback provided within two school days. ● Informal feedback may be emailed, written, or verbal.	● Informal observations or walk-throughs are 7-10 minutes long and followed by written or verbal feedback within two school days. ● Feedback is brief, can be emailed, written, or verbal. Feedback should be constructive and elicit reflection. Feedback may include observations, questions, and suggestions. ● Informal Observations can include an area of professional practice (eg. data team, SAT, PPT, student interaction). ● Feedback is provided by the evaluator within 72 hours after the post-observation conference.

	Partial Year Educators	Observation Requirements
• Educators are hired after November 1st. OR • Have a three or more consecutive month leave of absence.	• Educators will follow the appropriate evaluation cycle based on their tenure in district. • A minimum of one formal observation will occur for non-tenured educators. • Educators will work with their evaluator on an adapted plan based on the date of entry/leave of absence. • This plan will follow the goal setting/observation cycle and may have fewer meetings/observations based on time of service.	• See goal setting and observation requirements for tenure/non-tenured educators on page 8. • Timelines will be mutually agreed upon by educator and evaluator based on entry or leave dates.

REFLECTION AND FEEDBACK

Feedback in the R18's plan should be constructive and celebrate an educator's strengths, provide the guidance and support needed to ensure ongoing professional growth, and, when necessary, provide corrective actions should deficiencies be noted. Feedback may be connected to educator reflection on growth goals or connected to other domains in the CCT rubric. Effective feedback is timely, specific, growth-oriented, and actionable.

Feedback must be provided at each of the three annual conferences and following every observation and includes a balance of written, and verbal feedback. For an informal observation, verbal or written feedback must be provided within two school days. For a formal observation, the post-conference must be given within 72 business hours of the observed lesson as outlined above.

All evaluators must be trained in the district's observation protocols and annually engage in calibration exercises with the other evaluators in the district. In addition, all evaluators must receive regular professional learning on high-quality constructive feedback and support strategies to help them meaningfully support educators' professional growth.

EVALUATOR:

For teachers/service delivery providers, multiple measures/evidence of student learning, growth, and achievement as part of the educator feedback process may include artifacts, observations of practice, student feedback, and reflections of the educator's impact on student growth can be used to provide feedback after observation (formal/informal) to the educator that align with the CCT rubric. For administrators, multiple measures of professional growth and impact on professional learning and leadership practice on organizational health, student learning, growth, and achievement, as well as identified next steps. Examples may include development and execution of improvement plans, data collection demonstrating organizational growth/health, impact on student outcomes or teacher professional development.

All feedback from evaluator to educator must be tied to standard outline in the CCT Rubric or PSEL Standards.

Informal Feedback Examples	Formal Feedback Examples
Email to teacher within twenty-four hours of observation. Email includes feedback, questions, and suggestions.	Evaluator identifies areas of success using the R18 Goal Setting Document and shares with the educators within two school days of observation and includes feedback, questions, and suggestions/next steps.
Conversation with teachers within twenty-four hours of observation. Conversation includes feedback, questions, and suggestions.	

THE END OF YEAR SUMMATIVE GROWTH REPORT

This Growth and Support Process includes an annual summary of educator growth, which is required under Connecticut State Guidelines for Educator Evaluation. This summary is located in the R18 Goal Setting Document HERE which includes an educator self-reflection on the impact of their goal/growth on students. The evaluator has a space for an End of Year Summary in the same document. The report should celebrate the educator's accomplishments as well as identify two or three specific action steps to guide and support the educator's ongoing growth the following school year. The summary report must also, to comply with state requirements, include a box indicating successful completion of the annual growth and support process. The purpose of the Summative Growth Report is **not** to provide a rating based on observations using the CCT Rubrics but to communicate commendations and feedback to elicit reflection. Feedback may be connected to educator reflection on growth goals or connected to other domains in the CCT or PSEL standards. Below is the R18 rubric to help guide feedback for professional learning goals.

Note: Evaluators will indicate on the Goal Setting Form where feedback is shared of successful completion of the annual growth and support process by checking the box indicating "successful completion" and providing an end of year annual summary includes a distinction regarding the the educator's/leader's successful completion of the evaluative cycle, based upon the multiple measures of achievement documented through out the school year through the goal setting process and observation cycle. This summary will include suggestions for future work/growth. This summary should be tied to the agreed upon standards and goals upon which the process was based.

END OF YEAR GOAL SETTING SUCCESS CONTINUUM FOR FEEDBACK

Evaluators and educators will use this continuum to discuss goal completion.

Student Achievement	Gathering and Analyzing Data	Using Data to Inform Instruction
Nearly all students exceeded the target(s) contained in the indicator(s) or the teacher exceeded target(s) in the indicator.	The educator provided ample evidence of data (more than two sources) gathered and analyzed throughout the year.	The educator provided ample evidence of how new learning informed both whole-class and differentiated instruction throughout the year.
Most students met the target(s) contained in the indicator(s) or the teacher met the target(s) contained in the indicator.	The educator provided adequate evidence of data (at least two sources) gathered and analyzed at least three times during the year (pre,mid and end).	The educator provided adequate evidence of how new learning informed both whole-class and differentiated instruction throughout the year.
Many students met the target(s), but a notable percentage missed the target or the teacher met only some of the target(s) in the indicator.	The educator provided minimal evidence of data gathered and analyzed at least two times during the year (pre and end).	The educator provided minimal evidence of how new learning informed instruction throughout the year.
A few students met the target(s), but a substantial percentage of students did not or little progress toward the goal was made by the teacher as outlined in the indicator.	The educator provided little or no evidence of data gathered and analyzed during the year.	The educator provided little or no evidence of how that new learning informed instruction throughout the year.

DISPUTE RESOLUTION

In situations when an evaluator and a educator are unable to mutually agree on goals, measures of accomplishment, feedback, or any other aspect of the growth and support process, an educator, or group of educators, may initiate the following dispute resolution process:

Dispute Resolution

If the evaluator and educator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, a sub-committee of PDEC will serve as a neutral third party and will determine a resolution. ***An attempt to resolve a dispute should occur prior to initiating the formal resolution process within three school days of when the educator shares in writing their dispute to their evaluator.*** If attempts to resolve the disagreement are unsuccessful, the subcommittee of the PDEC will be convened to formally review and provide resolution to the dispute in question. 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.** If the PDEC is unable to resolve the issue, the Superintendent will issue a final determination. Educators have the right to union representation as part of the process of resolution before the PDEC subcommittee is called upon.

The dispute resolution subcommittee should undergo a brief training in the district's evaluation protocols and be provided basic dispute resolution strategies. Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report **but is not obligated to do so**. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan that has been developed.

The purpose of the dispute resolution process is to secure, at the lowest possible administrative level, equitable solutions to disagreements which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system by submitting an appeal request in wiring to the co-chairs of the PDEC. Any such matters will be handled as quickly as possible, and in no instance will a decision exceed thirty (30) workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Dispute Resolution Process

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

1. Within three school days of articulating the dispute in writing to their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there is no resolution based on initial, informal resolution process, the educator may choose

to continue the dispute resolution process in writing to the co-chairs of the PDEC within three workdays of the aforementioned meeting with their evaluator.

Time Limits for Dispute Resolution

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

TIERED LEVELS OF SUPPORT

Educators may require more support than can be provided in the regular educator growth and support process outlined in this document, and, if the specific conditions described below are met, may need to be placed on a tiered support plan. The Corrective Support Plan is separate from the normal educator/leader growth model and shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

PLACEMENT ON CORRECTIVE ACTION

Before an educator can be placed on a corrective support plan, the following conditions must be met:

- There must be a documented attempt(s) to informally and/or formally support the educator prior to entering into tiered support.
- The three tiers of support must be implemented and documented.

LEVELS OF TIERED SUPPORT

This structure ensures educators receive progressive, responsive support while fostering accountability. It balances autonomy and intervention by shifting focus from more self-directed growth to intensive oversight, as necessary. The duration of each plan should generally be 6-8 weeks. After that time, the educator and evaluator shall meet to discuss the next steps which may include: 1.) extend the plan to the next tier of support,or 2.) move back to regular evaluation track. The collective bargaining unit must be informed at every level and participate in the goal setting and timeline process. The three levels of support are:

Three-Tiered Teacher Evaluation Structure/Notice of Concern

REQUIRED COMPONENTS

Tier 1: Universal Supports

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. These resources should be identified through a goal setting process by mutual agreement. This level focuses on equitable access and participation in established practices that benefit educator growth. These resources should be identified through a goal setting process by mutual agreement. **Characteristics may include:**

- Full engagement in the Growth and Support Process.
- Access to department/team meetings or PLCs.
- Classroom walk throughs.
- Coaching/collegial conversations.
- Access to professional learning activities or professional development (internal/external).
- Engagement in building or district initiatives.
- Participation/input/or access to data team/SRBI information pertaining to students.
- Attendance at faculty meetings.
- Other school/district meetings or teams, such as PDEC, Leadership, or New Teacher Meetings.

Tier 2: Targeted Support (Focused Collaboration and Professional Growth)

Tier II support applies to teachers identified as needing specific improvements based on classroom observations or student data.

Characteristics:

- Structured, personalized goal(s) that reflect specific area(s) of improvement based on feedback with limited growth observed/evidenced through Tier I.
- 6-8 week cycle with increased oversight by evaluator providing at least two check in meetings at scheduled intervals.

Examples of support for teachers/service delivery:

- Instructional Coaching: Educators work with an experienced coach/highly qualified staff to refine instructional practices (internally or externally).
- Co-Teaching Opportunities: Pairing educators with an expert to model and share strategies in real-time.
- Actionable Feedback Sessions with evaluator or other qualified staff: Post-observation meetings to reflect and strategize around performance and/or practice.
- Professional Development Opportunities: Seeking out or participating in assigned professional learning/development opportunities.

Examples of support for administrators:

- Internal or external mentorship with an experienced school or district administrator.
- Observation of other building/district administrators.
- Actionable feedback sessions with qualified staff or evaluator.
- Professional development opportunities.

Tier 3: Intensive Support (Remediation and Accountability)

This level targets teachers with persistent challenges in growth areas. The focus is on intensive intervention, with clear performance outcomes.

Characteristics:

- High levels of supervision and structured interventions consisting of weekly meetings with evaluator and bargaining unit over a 6-8 week period.
- Targeted areas of improvement are identified as a result of limited growth in Tier II with weekly benchmarks identified.

Examples of support for teachers/service delivery:

- Submission of Lesson Plans (or comparable evidence of planning): Educators provide evidence of intentional planning and/or outcomes as a result with evidence of identified area of improvement (eg. Formative assessment, meeting preparation, etc.).
- Intensive Coaching with a Mentor/agency: Weekly meetings with an assigned mentor to support, provide feedback, and model practice in targeted areas of growth.

Examples of support for administrators:

- Regular reports on area of growth (eg. school climate, action plans, etc).
- Weekly summaries of work accomplishment or other identified area of reporting.
- Regular meetings with evaluator to review goal progress.

CORRECTIVE ACTION PROCESS

In the event an educator demonstrates a pattern of persistent lack of growth and reflection, or resistance to growth-oriented feedback, it will lead to 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 before developing 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.

Much like the tiered supports, the Corrective Support Plan must contain:

- clear objectives specific to the documented area of concern based on the lack of growth in Tiered Support
- a list of resources, support, and interventions to address the area of concern =f
- deadlines for implementing the resources, support, and interventions over a 6-8 week period time

- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the educator, evaluator and bargaining unit representative. See sample plan for teachers HERE. See sample plan for administrators HERE.

Notice of Concern/Tiered intervention plan document can be found HERE.

Section IV:

Appendix

LINKS TO FORMS

CCT Rubric Self-Reflection Tool for goal setting (Classroom Teachers)

CCT Rubric Self-Reflection Tool for goal setting (Service Delivery)
National Professional Standards for Educational Leaders

Sample Educator Goals and Indicators

Sample Administrator Goals and Indicators

Educator Goal-Setting Form

Pre-Observation Document

Post-Observation Document

Observation Feedback Document

Tiered Support Form/Notice of Concern

Tiered Support Plan example - teacher

Tiered Support Plan example - Administrator

Survey (Coming January 2025)