Edwin O. Smith Educator Evaluation and Support Plans 2024

Regional District 19

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Connecticut Leader and Educator Evaluation and Support Plans 2024

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Acknowledgments

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Date	Logo
July 29, 2024	

District Board of Education Members	District PDEC Members
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Vision

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

Guiding Principles

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

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

Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 Components: Reimagining Educator and Leader Evaluation and Support

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements.

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

The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved learning, growth, and achievement for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system.

Standards and Criteria for Educators

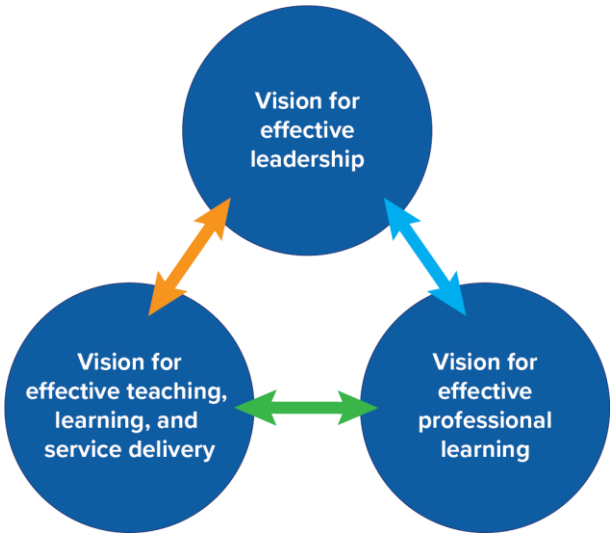
The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. It is recommended that each PDEC create a process to review the standards and ensure a rubric accompanies the standards. The rubric serves as support for self-evaluation, dialogue, and feedback. While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

Educator

1. CCT Rubric for Effective Teaching 2017
2. CCT Rubric for Effective Service Delivery 2017
3. Learning Forward's Professional Learning Standards (2022)
4. Teacher Leader Model Standards (2008)

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a tool for how professional learning happens to deepen one's knowl- edge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content and consid- er how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.

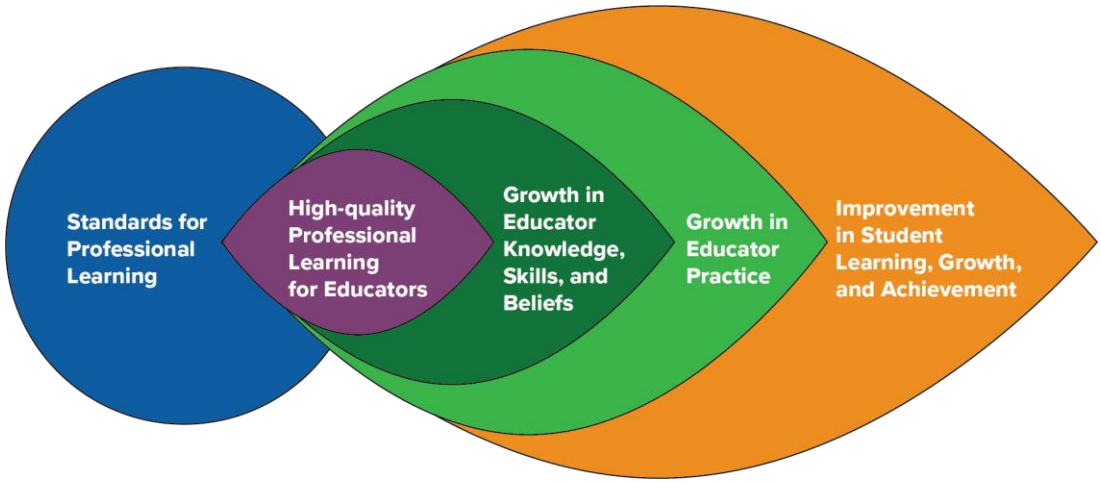


The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement

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

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

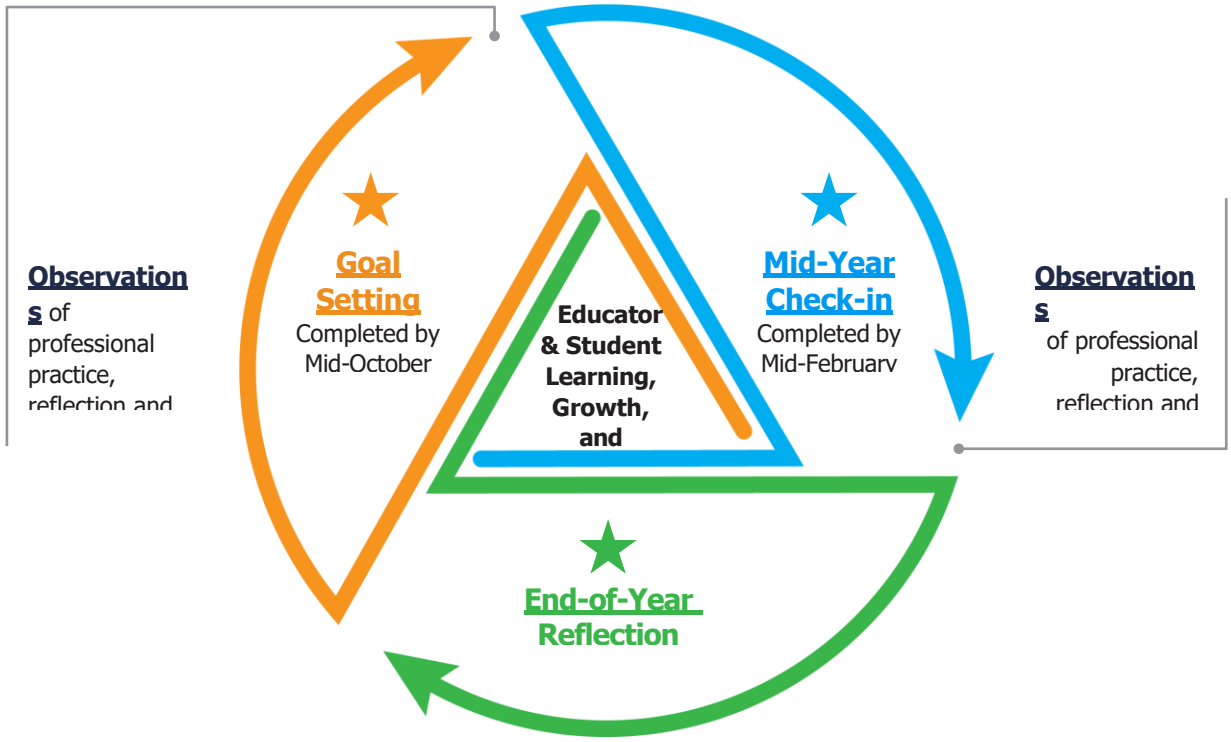
The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.



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

Educator Continuous Learning Process

Evaluation Orientation
Completed prior to the start of the Continuous Learning Process



Goal Setting
Completed by Mid-October

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

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

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

Mid-year Check-in
Completed by Mid-February

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

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

End-of-Year Reflection
Completed by June 1

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

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

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

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

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

Goal(s) Setting (Completed by mid-October)

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

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

Midyear Check-in (Completed by mid-February):

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

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

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

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

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

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

Professional Practice and Educator Growth

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

Observation of Professional Practice and Feedback

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

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

Quality feedback:

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

Definition of Cohorts

Cohort 1

Who:

- Non-Tenured Educators
- New to profession (first four years)
- New to Edwin O. Smith (first two years)

What:

- Professional Goal (can link to TEAM modules)
- Two Formals: before 10/15 and 3/15
- Pre/post conferences are required for formal evaluations
- Formal observations are an entire period/session.
- At least one unannounced mini-observation.
- Mini observations are at least 15 minutes.
- After the mini-observation, the teacher will get written feedback and can have an optional post-conference.

Cohort 2

Who:

- Tenured Educators
- Educators who have successfully completed Cohort 1 in their current LEA

What:

- Professional Goal (can last up to 3 years)
- One Formal every 3 years
- Pre/post conferences are required for formal evaluations
- Formal observations are an entire period/session.
- At least one unannounced mini-observation.
- Before the mini-observation, the teacher will give the evaluator an area on which to focus.
- Mini observations are at least 15 minutes (may be longer if mutually agreed upon by teacher and evaluator).
- After the mini-observation, the teacher will get written feedback and can have an optional post-conference.

Growth Criteria

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

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

(See appendix K)

Tiered Support

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan.

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

Tier 1

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

Tier 2

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

Tier 3

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

Corrective Support Plan

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

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

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

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

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

Dispute Resolution

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

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

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

Process

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

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

a. Option 1:

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party*. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.

**In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and educator may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified educator and may or may not be from within the district.*

b. Option 2:

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

Time Limits

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

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

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan.

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

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

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

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

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

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

Local and State Reporting

The superintendent shall report:

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

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

Technical Assistance and Professional Learning

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

Appendices — Educator:

Information and Resources to Support Effective Implementation

Appendix I: Sample Reflection Questions – Educator

Self-Reflection Sample Questions

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

Professional Learning and Action Questions

Indicators of Success

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

Determine Evidence

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

Analysis of Evidence

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

Learning Reflection and Next Steps

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

Reflect on the Feedback Process

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

Appendix J: Definition of Cohorts – Educator

Definition of Cohorts	
Cohort 1 **Who:** • Non-Tenured Educators • New to profession (first four years) • New to Edwin O. Smith (first two years) **What:** • Professional Goal (can link to TEAM modules) • Two Formals: before 10/15 and 3/15 • Pre/post conferences are required for formal evaluations • Formal observations are an entire period/session. • At least one unannounced mini-observation. • Mini observations are at least 15 minutes. • After the mini-observation, the teacher will get written feedback and can have an optional post-conference.	**Cohort 2** **Who:** • Tenured Educators • Educators who have successfully completed Cohort 1 in their current LEA **What:** • Professional Goal (can last up to 3 years) • One Formal every 3 years • Pre/post conferences are required for formal evaluations • Formal observations are an entire period/session. • At least one unannounced mini-observation. • Before the mini-observation, the teacher will give the evaluator an area on which to focus. • Mini observations are at least 15 minutes (may be longer if mutually agreed upon by teacher and evaluator). • After the mini-observation, the teacher will get written feedback and can have an optional post-conference.

Appendix K: Growth Criteria and Sources of Evidence – Educator

Learning Environment:

Classroom interactions, both between the teacher and students and among students, are inconsistently caring and respectful but form a foundation for positive relationships to develop.	Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.	Students demonstrate caring and respectful interactions in the classroom that are culturally responsive and honor their peers' identities, race, and cultural background; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
The teacher's understanding of students' identities and students' cognitive, social, emotional, and character development is addressed in planning and preparation with limited success.	The teacher's understanding of students' identities and students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation.	The teacher deeply understands and integrates students' identities and students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility.
Habits of character are modeled or taught but with uneven success.	Habits of character are modeled, taught, and reinforced to promote learning, ethical behavior, and citizenship.	Students take initiative in discussing and reinforcing habits of character that contribute to a safe and productive learning environment
Teacher creates a learning environment in which some students are willing to attempt tasks, respond to questions and challenges verbally and/or nonverbally, and feel safe to make and learn from mistakes.	Teacher creates a learning environment in which most students are willing to take risks and respond to questions and challenges verbally and/or nonverbally, and feel safe to make and learn from mistakes.	All students are empowered and encouraged to respectfully question or challenge ideas presented by their peers or themselves.
The culture of the class is somewhat conducive to learning and development.	High expectations characterize the culture of the class and support students' learning and development.	All students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing everyone to experience success.
Teacher establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with student learning.	Teacher establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.	Students establish and independently maintain appropriate standards of behavior.
Teacher establishes, but inefficiently manages routines and transitions, resulting in some loss of instructional time.	Teacher establishes and manages routines and transitions resulting in maximized instructional time.	Students independently facilitate routines and transitions.

Effective Instruction for Active Learning:

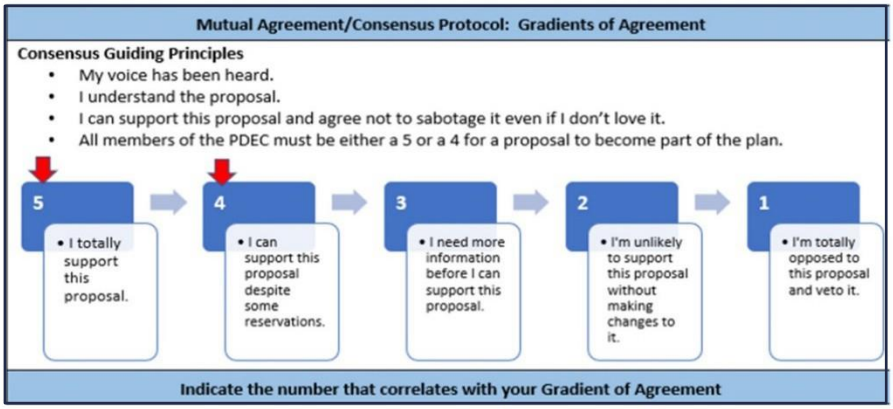
Continuum of Growth

Teacher partially explains the purpose of learning but with little elaboration or specificity	Teacher clearly explains what students will be learning and why, how it is situated within broader purposes, how they will learn it, and what success will look like.	Students can explain the purpose and value of what they are learning and connect it to broader purposes, both within the curriculum and in their own lives
Teacher presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Teacher clearly presents instructional content in a logical and purposeful progression at the appropriate level of challenge for each student to advance their learning.	Students extend their learning beyond the lesson expectations and make cross-curricular connections.
Learning experiences partially engage students intellectually; the activities require students to do some thinking.	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	Students take the initiative to increase the challenge or complexity of learning experiences and make suggestions for modifications that increase meaning and relevance.
Teachers facilitate student collaboration during the lesson in ways that are mostly suitable to the activities and outcomes and partially support learning for each student; they work well together during group activities	Teachers strategically group students to support learning and engagement. Effective teamwork is explicitly taught and celebrated.	Students independently collaborate to further their learning; they actively serve as resources for one another and focus on making their learning more engaging and meaningful.
Questioning and discussion invite students to explain their thinking and reflect on their learning, but students are only somewhat successful at doing so.	Through questioning and discussion, students have the opportunity to reason, reflect on learning, and justify their thinking, and successfully do so.	Students use questions and discussions to challenge one another's thinking with respect and humility, successfully justify their reasoning, and collaboratively generate new ideas and lines of inquiry.
The formative assessment process partially supports student learning and development.	The teacher and students use the formative assessment process to elicit evidence of understanding, analyze progress, and provide constructive feedback.	Students utilize all sources of feedback (including self, peer, and teacher) to analyze their own progress against a clear standard to achieve the outcome and identify new opportunities and challenges.
Students partially understand how they will know they are progressing successfully and how their work will be evaluated.	The standards of high-quality work and success are clear to students and provide the opportunity for self-assessment and allow students to successfully analyze their own progress toward goals.	Students and those who support them have an active voice in establishing standards for success that are relevant and ambitious; they clearly understand how their progress is being assessed
The teacher provides some feedback, but the feedback is unclear or not oriented toward improvement or mastery	Students receive timely, constructive feedback from the teacher or others that advance learning	Students make decisions and assume responsibility for their learning using high-quality, improvement-focused feedback from many sources

Appendix L: General Glossary – Educator

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

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



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

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

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

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

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

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

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

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

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

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

Quality Feedback:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

tiered support:

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

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

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

Appendix M: Glossary of Professional Learning Opportunities – Educator

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix N: Continuous Learning Process – Educator

Evaluation Orientation

Orientation to Educator Evaluation was completed on:

Date

Non-negotiable Process Element of the CT Guidelines (2023)

Download these forms:

- Educator Goal-Setting Form
- Educator Observation Form
- Educator Mid-Year Check-In Form
- Educator End-of-Year Self-Reflection Form
- Educator End-of-Year Conference Form

Educator Growth Goals

- Goals, focus areas, and measures of accomplishment/Indicators of Educator Growth must be mutually agreed upon between educator and evaluator at the goal-setting conference held by mid-October.
- Goals may be between one to three years but may be adjusted each year if mutually agreeable. Educators may also set collaborative goals.
- Educators who must complete TEAM may align their annual goal to one of their TEAM modules if this is mutually agreeable.

Sample Goals and Measures of Accomplishment/Indicators of Growth

I will… State the action you will take	**Focus on…** *Your focus area may* align with standards, TEAM, Portrait of a Graduate, department, school/district goals, or other important initiatives.	**Measures of Accomplishment** Mutually agree to at least <u>two</u> specific ways you will demonstrate the impact of your growth on students and/or the school community.
· Produce · Analyze · Create · Develop/design · Enhance · Refine · Implement · Incorporate · Investigate · Learn about · Learn how to · Mentor · Research · Study · Gain skills in · Modify · Differentiate	· Cognitive development · Effectiveness of academic interventions · Social-emotional learning · Performance assessments · Interdisciplinary content · Opportunities to respond · Analysis of data to guide differentiation · Student engagement strategies · Culturally responsive pedagogy · Student autonomy and agency · Behavioral interventions · Collaboration with other educators · Family engagement · Play-based learning · Artificial intelligence classroom implications · Student-Centered Learning · Classroom routines and transitions · Other	· Sample of lesson plans · Student achievement data · Sample of SEL activities · Review of artifacts · Sample of student work · Performance assessments · Reflection journal · Facilitation of a professional learning session · Unit design · Student reflections · Collegial Visits and Reflections · Behavior referrals · Student feedback · Other

Single Point Competency Rubric based on Danielson & CCT for Classroom Teachers

Positive Learning Environment, Student Engagement, and Commitment to Learning		
Areas of Strength (1-2)	***Effective Practice***	***Areas for Growth/Next Steps (1-2)***
	The teacher establishes a positive learning environment in which: ● Teacher-student and student-student interactions demonstrate caring and respect and honor the dignity of each member of the community. (Danielson 2a) ● The teacher successfully incorporates an understanding of students' identities and students' cognitive, social, emotional, and character development into planning and preparation. (Danielson 1b) ● Teachers model, teach, and reinforce habits that promote learning, ethical behavior, and citizenship. (Danielson 2d) ● Creates a learning environment in which most students are willing to take risks, participate verbally and/or nonverbally, and feel safe to make and learn from mistakes. (CCT) ● The culture of the class is characterized by high academic expectations and supports students' learning and development. (Danielson 2b) ● Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning. (CCT) ● Routines and transitions are effectively managed to maximize instructional time. (CCT) *Not all indicators must be observed in a single lesson.	

Instruction for Active Learning		
Areas of Strength (1-2)	***Effective Practice***	***Areas for Growth/Next Steps (1-2)***
	The teacher implements effective instruction for active learning which: ● The teacher clearly explains what students will be learning and why, how they will learn it, and what success will look like. (Danielson 3a) ● Clearly presents instructional content in a logical and purposeful progression at the appropriate level of challenge for each student to advance their learning. (CCT) ● Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means. (Danielson 3c) ● Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is actively promoted. (Danielson 3c) ● Through questioning and discussion, students have the opportunity to reason, reflect on learning, and justify their thinking. (Danielson 3b) ● The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback. (Danielson 3d) ● The standards of high quality work and success are clear to students and provide the opportunity for self-assessment and allow students to successfully analyze their own progress toward goals. (Danielson 3d) ● Students receive timely feedback from the teacher or others that advances their learning. (Danielson 3d) *Not all indicators must be observed in a single lesson.	

CCT Rubric for Effective Service Delivery
Observation/Review of Practice Rubric

Positive Learning Environment		
Areas of Strength (1-2)	*Effective Practice* *Adapted from the CCT Rubric for Effective Service Delivery 2017*	*Areas of Growth/Next Steps (1-2)*
	The service provider establishes a positive learning environment in which: ● Positive and respectful interactions between the service provider and students are consistently supported. ● Positive social interactions among students are consistently fostered. ● The service provider is responsive to and respectful of the needs of all students. ● The service provider successfully incorporates an understanding of students' identities and students' cognitive, social, emotional, and character development into the learning environment. ● High but realistic expectations for **learning and growth** are maintained. ● Appropriate expectations of **behavior** for students are well established and consistently reinforced. ● Establishes clear routines. ● Other observations. *Not all indicators must be observed in single observation/review of practice.	

Whole Student Engagement within Service Delivery		
Areas of Strength (1-2)	*Effective Practice* *Adapted from the CCT Rubric for Effective Service Delivery 2017*	*Areas of Growth/Next Steps (1-2)*
	The service provider implements effective instruction for active learning which: ● Uses differentiated strategies, tasks, and questions that result in new and meaningful learning for students. ● Uses data to tailor supports/interventions and measure impact on student development. ● Uses a variety of strategies that cognitively engage students in new learning and development. ● Challenges students to extend their understanding of themselves and others. ● Utilizes appropriate assessment strategies to monitor students' progress. ● Provides timely and constructive feedback to learners and stakeholders. ● Provides opportunities to approach learning tasks in ways that will be effective for students as individuals. ● Fosters student autonomy, ownership, self-direction, and choice. ● Collaborates with stakeholders (families, agencies, etc.) ● Other observations. *Not all indicators must be observed in single observation/review of practice.	

NOTE: Single point competency rubrics are not "pass/fail." They should be used to guide the conversation between service provider and evaluator and maintain a common, standards-based vision of what effective practice looks like. Rubrics should be used to identify areas of strength as well as help identify growth opportunities and supports that could help support the educator's ongoing growth. Rubrics should be modified and mutually agreed upon by the PDEC to meet the needs of each district.

Educator Growth Goals Form

Educator:
Evaluator:
Goal Duration: ____ year(s)

Choose the type of evaluation you will have this year:

Goal (use this template to help create your goal):

Measures of Accomplishment (see suggestions on the goal template):

What is your rationale for this particular goal?

How do you anticipate this goal will positively impact your students?

—----------

Midyear Meeting Date:

Review your measures of accomplishment and reflect on your progress toward your growth goal so far this year. Discuss the impact on your students and/or the school community.

Are there any adjustments that need to be made to your goal? If so, explain.

Evaluator: Can you provide resources and/or other supports to assist the educator in making progress toward their goal? This question may be answered collaboratively at the conference.

Evaluator: Based on the feedback you provided after the educator's observation, identify 1-2 areas for growth/next steps for the educator. If the educator has not yet been evaluated, write n/a.

—----------

Summative Meeting Date:

Reflect on your progress toward your growth goal and discuss its impact on your students and/or the school community.

Reflect on the feedback provided to you by your evaluator following your observation(s) this year. What are 1-2 action steps you can take next year to refine your practice and inform or adjust your goal?

Evaluator: After reviewing the growth indicators aligned with the educator's goal and the feedback you provided the educator following their observation(s), provide 2-3 commendations on the educator's practice.

Evaluator: Based on your review of the educator's growth indicators and the feedback you've provided this year, identify 1-2 areas for growth/next steps for the educator to refine their practice and advance their professional goal next year? In what ways can you support the educator in completing these steps?

Check: □ The educator successfully completed the growth and support process.

□ The educator did not successfully complete the growth and support process.

Appendix O: Observation Forms – Educator

Download this form

Educator Evaluation Observation #1 – Required		
Name:	**Time/Location:**	
Grade/Role:	**Discipline/Focus:**	
• Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Observation of Professional Practice (Pre-/Post-Conference Optional)		
Pre-Observation *Completed by the Educator (as needed/required)*		
Lesson Plan/Meeting Plan	*Upload and provide hyperlink here*	
Pre-Conference Notes including the identified competency focus for the observation		
Observation Evidence *Completed by the Evaluator*		
Post-Observation Reflection *Completed by the Leader*		
What worked and how do you know?		
What didn't work and how do you know?		
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?		
Post-Observation Conference Feedback *Completed by the Evaluator*		
Evidence of Strengths	**Single-Point Competencies** *Completed by the Evaluator*	**Evidence for Growth and/or Next Steps**
	Insert competencies	

Download this form

Educator Evaluation Observation #2 – Required		
Name:	**Location:**	
Grade/Role:	**Discipline/Focus:**	
• Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Observation of Professional Practice (Pre-/Post-Conference Optional)		
Pre-Observation *Completed by Educator (as needed/required)*		
Lesson Plan/Meeting Plan	*Upload and provide hyperlink here*	
Pre-Conference Notes including the identified competency focus for the observation		
Observation Evidence *Completed by the Evaluator*		
Post-Observation Reflection *Completed by the Leader*		
What worked and how do you know?		
What didn't work and how do you know?		
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?		
Post-Observation Conference Feedback *Completed by the Evaluator*		
Evidence of Strengths	**Single-Point Competencies** *Completed by the Evaluator*	**Evidence for Growth and/or Next Steps**
	Insert competencies	

Download this form

Educator Evaluation Observation #3		
Name:	**Location:**	
Grade/Role:	**Discipline/Focus:**	
• Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Observation of Professional Practice (Pre-/Post-Conference Optional)		
Pre-Observation/Visit *Completed by Educator (as needed/required)*		
Lesson Plan/Meeting Plan	*Upload and provide hyperlink here*	
Pre-Conference Notes including the identified competency focus for the observation		
Observation/Site Visit Evidence *Completed by the Evaluator*		
Post-Observation Reflection *Completed by the Educator*		
What worked and how do you know?		
What didn't work and how do you know?		
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?		
Post-Observation Conference Feedback *Completed by the Evaluator*		
Evidence of Strengths	**Single-Point Competencies** *Completed by the Evaluator*	**Evidence for Growth and/or Next Steps**
	Insert competencies	

Download this form

Educator Evaluation Observation #4	
Name:	**Location:**
Grade/Role:	**Discipline/Focus:**
• Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Observation of Professional Practice (Pre-/Post-Conference Optional)	
Pre-Observation *Completed by Leader (as needed/required)*	
Lesson Plan/Meeting Plan	*Upload and provide hyperlink here, as appropriate*
Pre-Conference Notes including the identified competency focus for the observation	
Observation Evidence *Completed by the Evaluator*	
Post-Observation Reflection *Completed by the Educator*	
What worked and how do you know?	
What didn't work and how do you know?	
What have you learned (about your practice and your learners based on what evidence) and how will you apply that learning in the future?	
Post-Observation/Visit Conference Feedback *Completed by the Evaluator*	

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

Appendix P: Sample Corrective Support Plan – Educator

(Sample)

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

Objective:

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

(Suggested) Resources:

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

Timeframes:

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

Supportive Actions:

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

Corrective Support Plan Template

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

Objective:

To improve _____

_____

(Indicate specific standard in your objective language)

(Possible) Resources:

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

- Mentor
- Coach
- Reading as appropriate

Timeframes:

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

Supportive Actions:

(Suggested supportive actions)

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

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