

Regional School District 20



Professional Learning Plans for Educators and Leaders

2024-2025

Regional School District 20

Board of Education

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**Adopted by the Region 20 Board of Education
Approved by the State Board of Education
October, 2024**

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Introduction

Vision

The Region 20 Educator and Leader Professional Learning Plans* provide all Region 20 educators and leaders the opportunity for continuous learning and feedback in order to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement.

*The term “Educator” in this document refers to all certified employees served by the Region 20 Education Association (R20EA). The term “Leader” refers to school administrators.

Purpose of the Region 20 Educator and Leader Professional Learning Plans

The Region 20 Educator and Leader Professional Learning Plans are designed to support a comprehensive educator evaluation system adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. Connecticut General Statute 10-151b requires that “the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher.”

The Region 20 Educator and Leader Professional Learning Plans include tools, guidance, and rubrics to support the evaluation of all educators and leaders. These plans serve as a foundation of evaluation and support practice aligned to the 2023 state guidelines beginning in the initial year of implementation (2024-25). This allows for PDEC to develop an action plan toward best practices and innovation that will evolve over time.

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

Guiding Principles

The transformational designs of the Region 20 Educator and Leader Professional Learning Plans are grounded in guiding principles that use high quality professional learning to advance educator and leader practice and student learning, growth, and achievement, as well as organizational health. These include:

Allowing for differentiation of roles	Examples for educators: teachers, counselors, instructional specialists, student support staff, etc. Examples for leaders: assistant superintendent, director of pupil services, principal, assistant principal, etc.
Simplifying and reducing the burden	Eliminate the technical challenge; reduce the number of steps or paperwork
Focusing on things that matter	Identify high-leverage goal focus areas
Connecting to best practices aimed at the development of the whole child	Academic, social, emotional, and physical development
Focusing on growth and agency	Meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus
Making meaningful connections to professional learning	Support personalized and relevant opportunities for participants to improve their practice
Providing high quality feedback	Specific, timely, accurate, actionable, and reciprocal

The Region 20 Educator and Leader Professional Learning Plans 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, purpose, guiding principles, and overall framework for the Region 20 Educator and Leader Professional Learning Plans describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved student learning, growth, and achievement.

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

The PDEC serves as the collaborative decision maker using a consensus protocol to create, revise, and monitor the Region 20 Educator and Leader Professional Learning Plans. 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.

Local and State Reporting

The superintendent shall report:

- the status of educator and leader evaluations to the local or regional board of education on or before June 1 of each year; and
- the status of the implementation of the Educator and Leader Professional Learning Plans, including the frequency of evaluations, the number of educators and leaders 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.

2024-25 Professional Learning Day Calendar

All professional learning days (full and early dismissal days) will include at least one hour dedicated to professional learning plan work. Ideally that hour will be provided at the same time across buildings/departments to allow for collaboration.

Wednesday, September 18, 2024 Early Dismissal	Work on goal-setting process
Friday, October 11, 2024 Early Dismissal	Complete goal-setting form
Tuesday, November 5, 2024 Full Professional Learning Day	Work on action plan
Friday, January 17, 2025 Early Dismissal	Work on action plan
Friday, February 14, 2025 Early Dismissal	Work on action plan, finish mid-year reflection form by February 14
Friday, March 7, 2025 Full Professional Learning Day	Work on action plan
Wednesday, April 2, 2025 Early Dismissal	Work on action plan
Wednesday, May 7, 2025 Early Dismissal	Work on action plan, finish end-of-year reflection form by June 1

Part 1: Region 20 Educator Professional Learning Plan

Standards and Criteria for Educators

The primary goal of the Region 20 Educator Professional Learning Plan 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. The Region 20 PDEC has created a process to review the standards and ensure a rubric accompanies the standards. The rubric serves as support for self-evaluation, dialogue, and feedback. A single-point rubric for [effective teaching](#) and [effective service delivery](#) has been developed to provide focus for high-leverage goal(s) setting and professional learning.

Educator Professional Practice Standards

[CCT Rubric for Effective Teaching 2017](#)

[CCT Rubric for Effective Service Delivery 2017](#)

[Learning Forward's Professional Learning Standards \(2022\)](#)

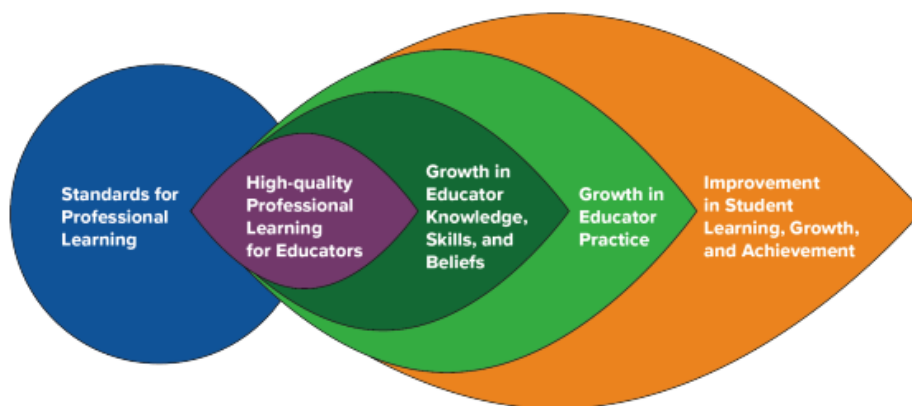
Standards for Professional Learning offer educators the latest knowledge and insights for creating goals and for designing, implementing, and sustaining high-quality professional learning.

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

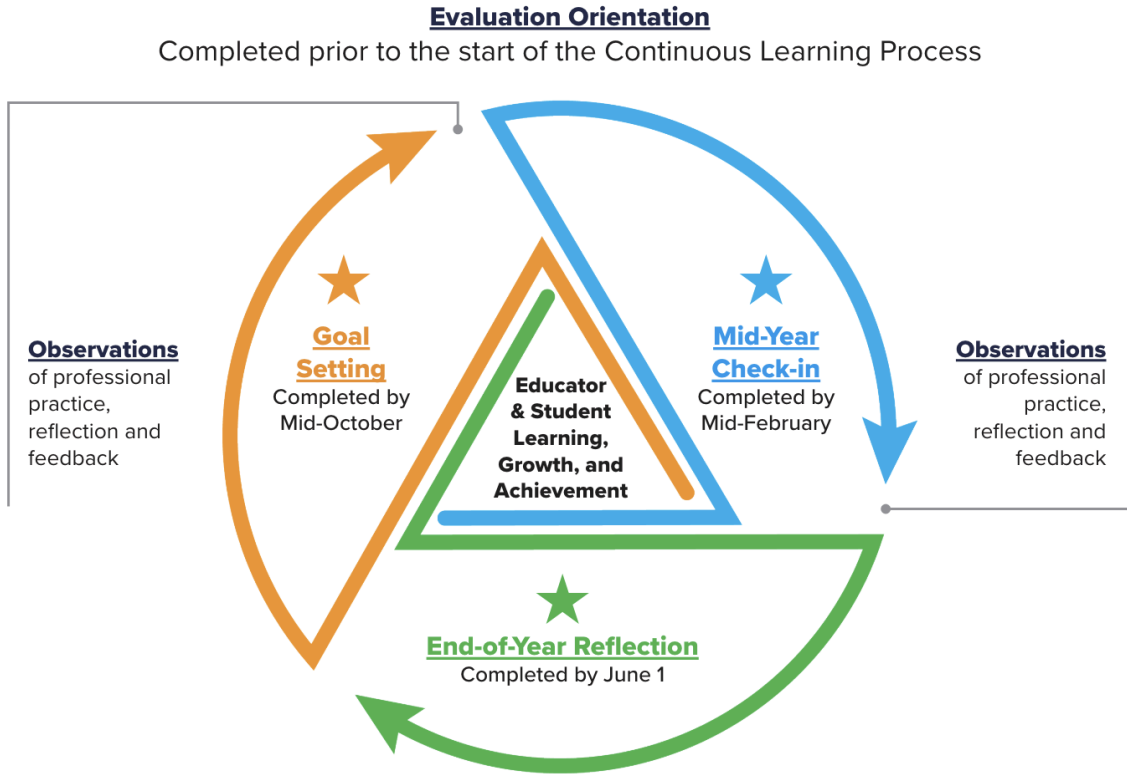
The Region 20 Educator Professional Learning Plan is designed as a continuous learning process. The goal of the continuous learning process is to provide educators with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

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

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 of the educator continuous learning process. All educators are assigned a primary evaluator (092 or 093) who has completed comprehensive orientation on this model and relevant rubrics.



2024-25 Overview

<p style="text-align: center;">Goal Setting Educator Goal Setting Form Complete form by end of day October 11, 2024</p>	<p style="text-align: center;">Mid-year Check-in Educator Mid-year Form Complete form by end of day February 14, 2025</p>	<p style="text-align: center;">End-of-Year Reflection Educator End-of-Year Reflection Form Complete form by June 1, 2025</p>
<p>Beginning of the Year Goal(s) and Planning</p> <ul style="list-style-type: none"> • Self reflect • Review evidence <p>Goal(s), Rationale, Alignment, and Professional Learning Plan</p> <ul style="list-style-type: none"> • Determine individual or group goal(s) • Draft goal(s), rationale, alignment, professional learning plan <p>Goal Setting Conference (by November 1)</p> <ul style="list-style-type: none"> • Mutually agree on 1-, 2-, or 3-year goal(s) • Mutually agree on professional learning needs and support 	<p>Mid-Year Check-in: Reflection, Adjustments, and Next Steps</p> <ul style="list-style-type: none"> • 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 <p>Mid-Year Conference (by March 1)</p> <ul style="list-style-type: none"> • Discuss evidence, reflection, and feedback from evaluator • Adjust and revise as needed 	<p>End-of-Year Reflection and Feedback Process</p> <ul style="list-style-type: none"> • Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement <p>End-of-Year Conference/ Summative Feedback and Growth Criteria (by last day of school)</p> <ul style="list-style-type: none"> • Evaluator provides written summative feedback and guides next steps • Annual Summary sign-off
<p style="text-align: center;">Action Plan Check-ins Optional Educator Professional Learning Log Use self-directed time and designated early dismissal professional learning days for goal work.</p>		

Orientation on the Educator Professional Learning Plan shall take place prior to the start of the process, no later than September 10. The orientation shall include a review of:

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

Goal(s) Setting (Conference completed by November 1)

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.

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.

Mid-year Check-in (Conference completed by March 1)

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 the 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. These indicators are the measures of evidence decided upon in the goal-setting process.
- 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 (Conference completed by last day of school)

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.

Professional Practice and Educator Growth

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

Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, 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	Cohort 2
Who	<ul style="list-style-type: none"> • Educators without tenure in Region 20 • Educators receiving Level 3 supports 	<ul style="list-style-type: none"> • Tenured educators
What	<ul style="list-style-type: none"> • One review of practice before end-of-year conference (Planning or Professional Responsibility Indicators) • Three observations of professional practice (minimum 30 minutes in length) • Verbal and written feedback and post meeting within five days • Additional observations of professional practice, including observations with pre- and post- observation conferences as mutually agreed upon or deemed necessary 	<ul style="list-style-type: none"> • One review of practice before end-of-year conference (Planning or Professional Responsibility Indicators) • One observation of professional practice (minimum 15 minutes in length) • Verbal and written feedback within five days • Additional observations of professional practice as mutually agreed upon or deemed necessary
Timeframe	<ul style="list-style-type: none"> • One observation of professional practice with Feedback before mid-year conference • First observation of professional practice with feedback by November 15, second by January 15, and third by April 1 	<ul style="list-style-type: none"> • One review of practice before end of year conference • At least one observation of professional practice before mid-year conference

Growth Criteria for Educators

An educator is determined to have successfully completed the learning process by providing a reflection supported with evidence of the impact of the educators' new learning on their practice/goal and the positive impact made on student learning, growth, and/or achievement, supported by evidence.

Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning and Impact on Practice</p> <p><i>Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g. analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus.</i></p> <p>Impact on Students</p> <p><i>Educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.</i></p>	<ul style="list-style-type: none"> ● Required observational evidence ● Required student learning evidence aligned to high-leverage indicator focus ● Implementation plans/lesson plans ● Self-reflection (e.g. journal, learning logs) ● Educator created learning materials ● Evidence from Observation of Educator Practice ● Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. ● Student self-reflection ● Student learning artifacts ● Mastery-based demonstrations of achievement ● Observational evidence of students' words, actions, interactions (including quotations when appropriate) ● Rubrics, interim or benchmark assessments, other assessments ● Other artifacts, sources

Levels of Scaffolded Support and Corrective Support Planning

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 [Corrective Support Plan form and example](#).

Dispute Resolution

In situations when an evaluator and an 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.

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 educators. The Educator Professional Learning Plan is designed to ensure continuous, constructive, and cooperative processes among professional educators and their evaluators. All 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 thirty (30) workdays from the date the educator 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 (3) school days of articulating the dispute in writing to their evaluator, the educator and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the educator may choose to continue the dispute resolution process in writing to the superintendent or designee within three work days of the meeting with evaluator (step 1). The educator being evaluated may choose between two options:

Option 1: The issue in dispute may be referred for resolution to a committee made up of the superintendent of schools (or their designee), the president of the R20EA (or their designee), and a neutral third party mutually agreed upon by the superintendent and the collective bargaining unit. The committee will meet as soon as possible, but no longer than five school days from the date of the written communication to the superintendent.

Option 2: The educator requests that the superintendent (or their designee) 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 (5) work days of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five work days, 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.

Part 2: Region 20 Leader Professional Learning Plan

Standards and Criteria for Leaders

The primary goal of the Region 20 Leader Professional Learning Plan is to ensure the growth and development of district staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader 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. 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.

Leader Professional Practice Standards

[Professional Standards for Educational Leadership \(2015\)](#)

[Learning Forward's Professional Learning Standards \(2022\)](#)

Standards for Professional Learning offer educators the latest knowledge and insights for creating goals and for designing, implementing, and sustaining high-quality professional learning.

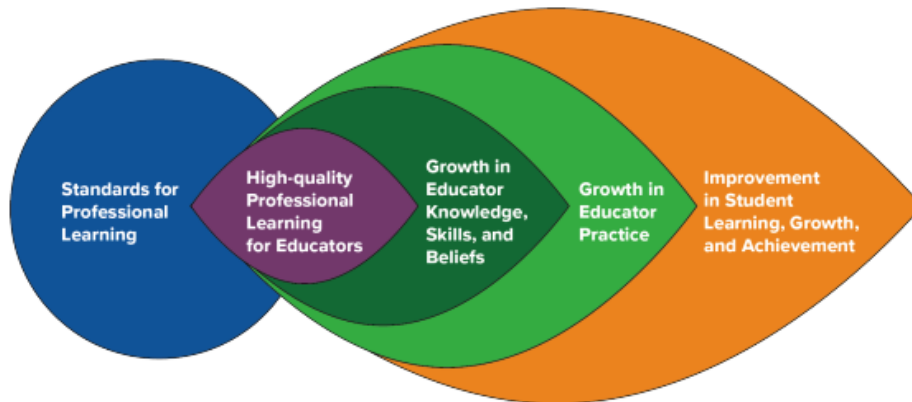
The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/Stakeholder Feedback and Engagement

The Region 20 Leader Professional Learning Plan is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with ongoing opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration with peers and staff. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus.

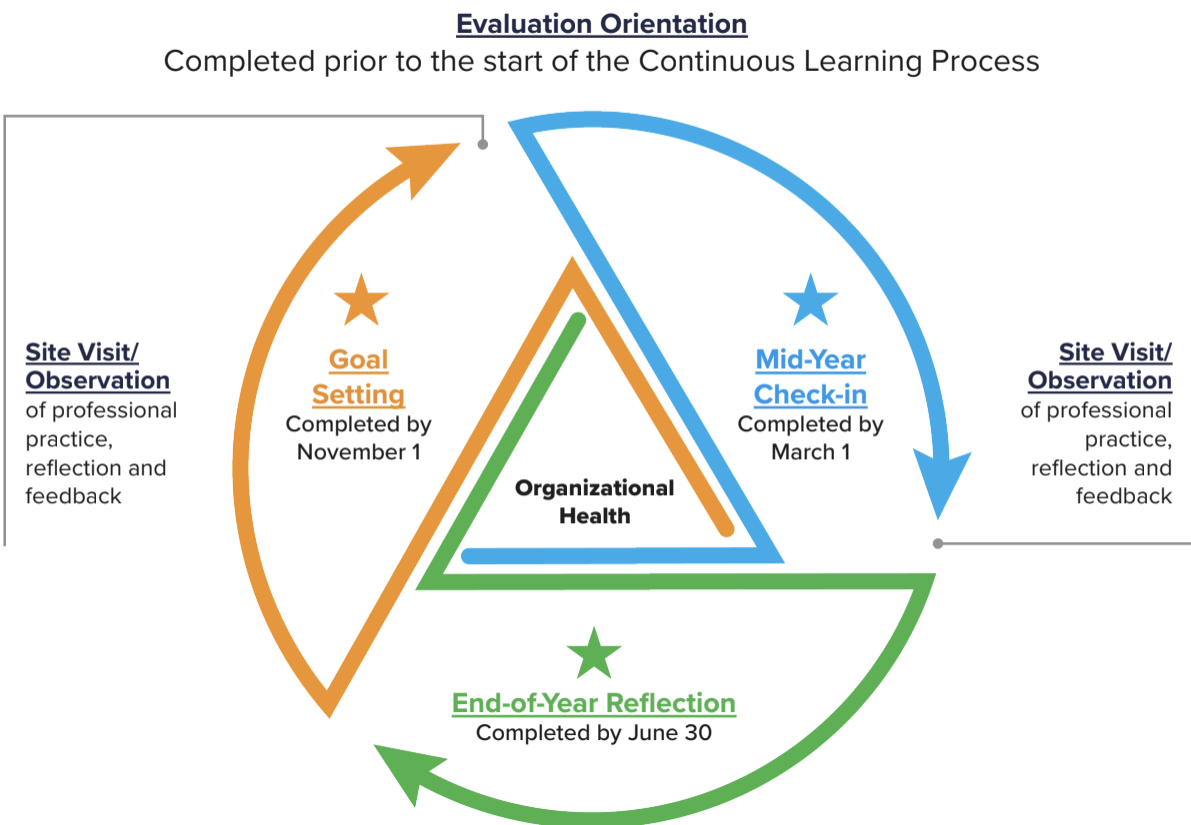
Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of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

At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports — the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/district. In all their work, educational leaders are driven by the district/school's mission, vision, and portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

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 of the leader's continuous learning process. All leaders are assigned a primary evaluator (092 or 093).



2024-25 Overview

<p style="text-align: center;">Goal Setting Leader Goal Setting Form Complete Form by end of day October 11, 2024</p>	<p style="text-align: center;">Mid-year Check-in Leader Mid-year Form Complete Form by end of day February 14, 2025</p>	<p style="text-align: center;">End-of-Year Reflection Leader End-of-Year Reflection Form Complete Form by June 30, 2025</p>
<p>Beginning of the Year Goal(s) and Planning</p> <ul style="list-style-type: none"> Self reflect Review evidence <p>Goal(s), Rationale, Alignment, and Professional Learning Plan</p> <ul style="list-style-type: none"> Draft goal(s), rationale, alignment, professional learning plan <p>Goal Setting Conference (by November 1)</p> <ul style="list-style-type: none"> Mutually agree on 1-, 2-, or 3-year goal(s) Determine individual or group goal(s) Mutually agree on professional learning needs and support 	<p>Mid-Year Check-in: Reflection, Adjustments, and Next Steps</p> <ul style="list-style-type: none"> Review and discuss currently collected evidence towards goal(s) and of practice Review professional learning, evidence, and impact on organizational health, educator and student learning, growth, and achievement <p>Mid-Year Conference (by March 1)</p> <ul style="list-style-type: none"> Discuss evidence, reflection, and feedback from evaluator Adjust and revise as needed 	<p>End-of-Year Reflection and Feedback Process</p> <ul style="list-style-type: none"> Self-reflection: Review and discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement <p>End-of-Year Conference/ Summative Feedback and Growth Criteria (by June 30)</p> <ul style="list-style-type: none"> Evaluator provides written summative feedback and guides next steps Annual Summary sign-off

Orientation on the Leader Professional Learning Plan shall take place prior to the start of the process, no later than September 10. The orientation shall include a review of:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/Review of practice
- Leveled 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 (Conference completed by November 1)

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals. Goals should always be connected to standards recommended by the PDEC and approved by the local board of education. This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

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

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

Mid-year Check-in (Conference completed by March 1)

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

End-of-Year Reflection/Summative Review (Conference completed by June 30)

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's

goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s).

This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader'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 Leader Growth

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

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that 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	Cohort 2
Who	<ul style="list-style-type: none"> • Leaders new to leadership role (e.g. secondary to elementary, assistant principal to principal etc) for first three years • Leaders new to district (excludes administrators with three years served in R6 or LPS) • Leaders receiving Level 3 supports 	<ul style="list-style-type: none"> • Leaders who have successfully completed Cohort 1 • Leaders in same role from R6 or LPS
What	<ul style="list-style-type: none"> • Three observations of professional practice and/or site visits • Feedback written and verbal within within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary 	<ul style="list-style-type: none"> • Two observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Growth Criteria for Leaders

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:

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

Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning and Impact on Practice</p> <p><i>The leader can demonstrate how they develop new learning within the continuous learning process through multiple sources (e.g. observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice.</i></p> <p>Impact on the Organization</p> <p><i>The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved learning and their own changes in practice.</i></p> <p>Impact on Community</p> <p><i>The leader can demonstrate how they worked effectively with colleagues, families, and communities.</i></p>	<ul style="list-style-type: none"> ● Information from site visits ● Strategic plans ● Learning walk/instructional rounds ● Self-reflection (e.g. journal, learning logs) ● Leader created professional learning materials ● Operational artifacts (e.g. schedules, procedural revisions) ● Educator learning outcomes ● Policy updates ● Community communications ● Constituent feedback ● Program development and implementation ● Quantitative measurement of whole child development (academic, social, emotional, and physical development) ● Systems and structures

Levels of Scaffolded Support and Corrective Support Planning

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

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

Tier 1

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

Tier 2

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

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders 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 a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader

and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan must contain:

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

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

See [Corrective Support Plan form and example](#).

Dispute Resolution

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

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 leaders. The Leader Professional Learning Plan is designed to ensure continuous, constructive and cooperative processes among professional leaders and their evaluators. All are encouraged to resolve disagreements informally.

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

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Dispute Resolution Process

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

1. Within three (3) school days of articulating the dispute in writing to their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three (3) workdays of the meeting with their evaluator (step 1). The leader being evaluated may choose between two options:

Option 1: The issue in dispute may be referred for resolution to a committee made up of the superintendent of schools (or their designee), the president of the administrator's bargaining unit (or their designee), and a neutral third party mutually agreed upon by the superintendent and the collective bargaining unit. The committee will meet as soon as possible, but no longer than five school days from the date of the written communication to the superintendent.

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

Time Limits

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

Resources

[High-Leverage Practices](#)

Educator Rubrics

[Effective Teaching Single Point Rubric](#)

[Effective Service Delivery Single Point Rubric](#)

[CCT Rubric for Effective Teaching \(2017\)](#)

[CCT Rubric for Effective Service Delivery \(2017\)](#)

[Learning Forward's Professional Learning Standards \(2022\)](#)

Educator Forms and Resources

[Educator Goal Setting Form](#)

[Educator Mid-year Form](#)

[Educator End-of-Year Reflection Form](#)

[Self-Reflection Sample Questions and Professional Learning & Action Questions](#)

[Glossary for Professional Learning](#)

[Growth Criteria and Evidence Types](#)

[Optional Educator Professional Learning Log](#)

[Corrective Support Plan Template](#)

Leader Rubrics

[Leader Single Point Rubric](#)

[Professional Standards for Educational Leadership \(2015\)](#)

[Learning Forward's Professional Learning Standards \(2022\)](#)

Leader Forms and Resources

[Leader Goal Setting Form](#)

[Leader Mid-year Form](#)

[Leader End-of-Year Reflection Form](#)

[Self-Reflection Sample Questions](#)

[Glossary for Professional Learning](#)

[Growth Criteria and Evidence Types](#)

[Corrective Support Plan Template](#)

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